Senior 1

Lessons
Lesson 1: Relationships

Cluster of Learning Outcomes

Students will…

✔ K.5.S1.E.2a Identify the components for building and maintaining healthy, close relationships (e.g., effective communication and decision-making skills, respect, trust, love…).

✔ S.5.S1.A.5 Apply a decision-making process in case scenarios related to developing healthy relationships and responsible sexual behaviours (e.g., abstinence, no exploitation of others, safer sex to prevent pregnancy and STIs…).

K.3.S1.B.5b Demonstrate an understanding of the skills (i.e., problem solving, anger management, communication, conflict resolution, assertiveness) in dealing with case scenarios related to physically, verbally, and emotionally abusive situations.

K.4.S1.B.1a Describe ways to treat others (e.g., show respect, consideration, support, encouragement, affection, understanding, forgiveness…) for developing healthy and meaningful relationships (e.g., between parent and child, siblings, best friends, in romantic relationships, in marriage, at work, in the community…).

S.4.S1.A.3 Apply interpersonal skills (e.g., use thoughtful language, acknowledge ideas and opinions of others, show respect, make a commitment…) in case scenarios related to developing close, meaningful relationships (e.g., between parent and child, siblings, mother and father, best friends, teammates, in romantic relationships…).

✔ Indicates targeted learning outcomes.

Lesson Focus

As a result of the learning activities within this lesson students will be able to

- list qualities of a friend
- prioritize desirable qualities
- identify responsible sexual behaviours
- work through a decision-making process that supports responsible sexual behaviours
Students may suggest both positive and negative components that affect friendship.

- Positive components may include trust, respect, and love.
- Negative components may include dishonesty, rudeness, and impatience.

For more learning activities on relationships, refer to instructional and assessment suggestions related to GLO 4 (e.g., K.4.S1.B.1a, S.4.S1.A.3) in Senior 1 and Senior 2 Physical Education/Health Education: A Foundation for Implementation (Manitoba Education, Citizenship and Youth).

**Curricular Connections**

**SC (Biology):**

S3B-0-G3 Evaluate individual and group processes used.
Suggestions for Instruction

1. My Best Friend
   Using a Think-Pair-Share strategy (McTighe and Lyman 74), students identify what qualities they like in a “best friend.” Students think about the qualities individually, add to their ideas with a partner, and share their lists with the class.

2. Sorting Game
   Using self-adhesive notepaper (stickies), each student writes down one component that he or she believes helps build and maintain healthy, close relationships. Post all notes on a master list. As a class, students identify the components that scored the highest frequency of responses and those that scored the lowest frequency of responses. Encourage class discussion.

3. Relationships
   Working in pairs, students discuss examples of relationships depicted in movies, television shows, or novels, and identify behaviours that contribute to or detract from building positive relationships.
   Refer to BLM G-1: Relationships That Work and BLM G-2: Relationships That Don’t Work (see Appendix B).

4. Are You Ready?
   As a class, students brainstorm, discuss, and create a master list of responsible sexual behaviours. Working in groups of three or four, students select a scenario. Each group applies a decision-making process to the selected situation that supports a responsible sexual relationship, using the DECIDE model as a guide. Groups present their work to classmates.
   Refer to BLM G-11: DECIDE Model (see Appendix B).

Suggested Scenarios:
   a. Last weekend your friend Chris met someone at the school dance and is attracted to this person. Chris is wondering how far to go with this new friend.
   b. Your boyfriend/girlfriend starts “coming on to you” a little too aggressively.
   c. Kelly and Pat have been dating steadily for one year. Kelly is pressuring Pat, who does not feel ready to have sex.
   d. Two Senior 1 students want to have a sexual relationship with each other.
   e. Your partner wants to engage in sexual intercourse without using protection.

Suggestions for Assessment

Journal/Learning Log: My Best Friend
Peer Assessment: Inventory
   Students respond, in their journals/learning logs, to the following question: Imagine that you have had a major disagreement with your best friend. How would you go about repairing and rebuilding your relationship so that it can become even stronger? Explain.

Journal/Learning Log: Are You Ready?
Self-Assessment: Inventory
   Using their journals/learning logs, students respond to assigned questions.
   Refer to BLM S1-1.1: Should I Wait to Have Sex?