



MODULE E: HEALTHY RELATIONSHIPS

Specific Learning Outcomes

Introduction

Lesson 1: Understanding Healthy Relationships

Lesson 2: Rights and Responsibilities in Healthy Relationships

Lesson 3: Unhealthy and Abusive Relationships

Lesson 4: Community Supports and Services

MODULE E: HEALTHY RELATIONSHIPS

Specific Learning Outcomes

- 12.HR.1** Demonstrate understanding of the characteristics of healthy and unhealthy relationships, and discuss factors that might influence their development.
- 12.HR.2** Demonstrate understanding of effective communication within a relationship and the potential impact of technology on communication within a relationship.
- 12.HR.3** Examine rights and responsibilities of individuals in relationships, and explore how respecting these rights and responsibilities may affect the development of relationships.
- 12.HR.4** Apply problem-solving and decision-making strategies to identify and prevent the development of abusive relationships and/or to end unwanted relationships.
- 12.HR.5** Apply problem-solving and decision-making strategies to recognize unhealthy relationships, and identify community supports and services to assist in the healthy resolution of relationship issues.

MODULE E: HEALTHY RELATIONSHIPS

Introduction

Although the purpose and benefits of individual relationships may change over time, we all need relationships with others throughout our lives. The relationship with our parents and other significant caregivers during infancy centres on meeting our developmental and survival needs. As adolescents and adults, our physical and psychological well-being is nurtured through relationships.

The number of relationships people have is not as important as their quality. Building and maintaining healthy relationships with others, whether with family members, friends, co-workers, teachers, roommates, or a romantic partner, is important for our well-being.

In Module E students examine the characteristics and benefits of healthy relationships. They learn about the factors that affect relationships and how to build and maintain them. Students also explore the rights and responsibilities of being in a relationship. In the process, they also examine unhealthy and abusive relationships, including how to end relationships effectively and safely. Students also explore community supports and services available for various relationship and sexual/reproductive health situations.

NOTE TO TEACHER

The content and issues addressed in Module E may be sensitive for some students and their parents/families and/or communities.

Before implementing this module, please

- review all content and resources within the module
- review the following sections of *Human Sexuality: A Resource for Senior 1 to Senior 2 Physical Education/Health Education* (Manitoba Education, Citizenship and Youth):
 - Introduction (Background, Planning Process, and Fostering a Safe and Supportive Learning Environment, pages 2–7)
 - RM 11: Background Information on Special Sensitive Topics (Appendix C, pages 122–123)

Potentially sensitive content is to be treated in ways that are appropriate for the local school, school division, and community context. Check with your school administration for school and school division guidelines and procedures related to depth and breadth of content, choice of learning resources, assessment reporting procedures, and providing a parental option.

A *parental option* means that parents may choose a school-based or alternative delivery (e.g., home, professional counselling).

Module E: Healthy Relationships contains the following four lessons:

- Lesson 1: Understanding Healthy Relationships
- Lesson 2: Rights and Responsibilities in Healthy Relationships
- Lesson 3: Unhealthy and Abusive Relationships
- Lesson 4: Community Supports and Services

Resources to support the lessons are provided in the Resource Masters section of this document.

Lesson 1: Understanding Healthy Relationships

Introduction

In this lesson students examine the characteristics and benefits of healthy relationships and the characteristics of unhealthy relationships. Students also learn about the importance of effective communication to the development and maintenance of a healthy relationship. They examine elements and styles of communication, including the potential impact of technology on effective communication.



Specific Learning Outcomes

- 12.HR.1** Demonstrate understanding of the characteristics of healthy and unhealthy relationships, and discuss factors that might influence their development.
 - 12.HR.2** Demonstrate understanding of effective communication within a relationship and the potential impact of technology on communication within a relationship.
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Key Understandings

- Relationships are based on some commonly accepted values (e.g., respect, honesty, equity, consideration, commitment).
 - Healthy relationships result in mental-emotional, social, and physical benefits.
 - Controllable and uncontrollable factors affect the dynamics of relationships.
 - A healthy relationship is a shared responsibility and requires effective communication.
 - The mode and style of communication may affect how a message is understood.
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Essential Questions

1. What are some common characteristics of a healthy relationship and characteristics of an unhealthy relationship?
 2. What are the benefits of a healthy relationship?
 3. What controllable and uncontrollable factors affect relationships?
 4. What are the components of effective communication in a healthy relationship?
 5. What are the implications of different communication media?
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Background Information

Characteristics of a Healthy Relationship

Healthy relationships are enjoyable and respectful and provide opportunities for many positive experiences that affect self-esteem. We can develop healthy relationships with anyone, including family, friends, and dating partners. It takes time, energy, and care to develop positive, healthy relationships. Relationships made during the teenage years can become very special and may form an important part of life. There are also many lessons to be learned from the relationships we have.

Healthy dating relationships should start with the same ingredients that healthy friendships have, such as effective communication, honesty, and respect. Dating relationships are a little different than other relationships, however, because they may include expressions of physical affection that may range from hugging, kissing, or holding hands to sexual intercourse.

All healthy relationships between two partners are characterized by communication, respect, sharing, and trust. They are based on the belief that both partners are equal and that decision making in the relationship is shared equally.

In healthy relationships, we must maintain the freedom to be ourselves. It is important to maintain an individual identity, regardless of the type of relationship being pursued.

Maintaining our identity in a romantic relationship also means nurturing the other relationships we already have with family and friends. At first, dating couples may want to spend all their time with each other, but it is equally important for couples to spend time apart so that they can maintain healthy relationships with other people. These relationships provide perspective, and can be a valuable source of support when a couple experiences difficult or stressful times in a romantic relationship or when the relationship ends.

A healthy relationship should be satisfying and promote individual growth. Establishing mutually acceptable boundaries based on personal values is important in any relationship. Romantic partners should never pressure each other to do things they have agreed not to do. Mutual respect means not only giving respect to a partner, but also showing respect for oneself.

NOTE TO TEACHER

Cultural Variations in Dating

Learners in the classroom may reflect a variety of different practices and beliefs regarding dating. Furthermore, in some cultures, intermediaries play a role in “matching” potential partners. Some students may be hesitant to share their experiences if they do not conform to the perceived “norms.”

NOTE TO TEACHER

As discussions about the characteristics of a healthy relationship take place, the term *intimate* may come up. Develop a class definition of the term so that students have a common understanding of its meaning.

RELATIONSHIP CHARACTERISTICS*

Some important characteristics of a healthy relationship are identified below.

Closeness

- You are caring and loyal.
- You trust your partner.
- You share your feelings.
- You support your partner during illness or during stressful times.

Shared Goals and Beliefs

- You share beliefs and values.
- You recognize and respect differences in each other.

Shared Experiences

- You share common interests and friends/acquaintances.
- You talk about your experiences and accept and respect each other's individual interests.

Communication

- You are honest with each other.
- You listen to each other.

Respect

- You use respectful language and do not act in ways that demean your partner.
- You understand your partner's wishes and feelings.
- You are ready to compromise—to meet your partner halfway.

Humour

- You and your partner enjoy being with each other and can laugh together.

Affection

- You show your partner you care.
- You show each other affection in many ways.

* Source: Sexuality Education Resource Centre Manitoba, 2006. Adapted with permission.

REFERENCES



For additional information about healthy relationships, refer to the following websites:

MyLaurier Student Portal. "Healthy Relationships." *Student Health and Development*. 2007. <www.mylaurier.ca/development/info/Relationships.htm>.

Palo Alto Medical Foundation. "ABCs of a Healthy Relationship." *Teen Health Info*. Jan. 2008. <www.pamf.org/teen/abc/>.

Thompson Rivers University (TRU). "Healthy Relationships." *TRU Wellness Centre*. 2009. <www.tru.ca/wellness/physical/sexualhealth/healthy.html>.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at <www.edu.gov.mb.ca/k12/cur/physhlth/>.

Characteristics of an Unhealthy Relationship

Relationships generally start out with good intentions. As relationships develop, disagreements and conflicts will arise. Conflict is not necessarily negative if we deal with it appropriately. How we deal with conflict is based on a given situation, as well as on previously learned behaviours.

In some conflict situations, people may use behaviours that are considered unhealthy or abusive, and may include the following:

- **Emotional:** making degrading comments, ignoring, isolating, controlling friendships and/or activities, threatening
- **Physical:** slapping, pushing, punching
- **Sexual:** unwanted touching, forced or coerced sex
- **Financial:** taking or withholding money, controlling spending

These abusive behaviours will be examined more closely in Module E, Lesson 3.



Suggestion for Instruction / Assessment

Characteristics of Healthy and Unhealthy Relationships

Using the Think-Pair-Share strategy (see Appendix E), have students reflect on the characteristics of healthy and unhealthy relationships.

Directions/Description

- Working individually, students identify what they think are the characteristics of a healthy relationship and the characteristics of an unhealthy relationship.
- Once they have identified characteristics for each category, students work in pairs to rank their top three to five characteristics in each category.
- As a class, identify the top five characteristics in each category.
- Then have each group identify what each characteristic would look like in a healthy relationship and in an unhealthy relationship, giving specific examples if possible.

NOTE TO TEACHER

Remind students to avoid using names or specific situations when providing examples of relationships so that the people involved cannot be identified by anyone in the class.



Suggestion for Instruction / Assessment

Relationship Values

This learning activity provides students with an opportunity to reflect on which characteristics or values are important to them in a relationship, and to what degree.

Have each student complete RM 1–HR. Encourage students to elaborate on their answers, using more paper as needed.



Refer to RM 1–HR: Relationship Values.



Background Information

Benefits of Healthy Relationships

Our psychological health and physical well-being depend heavily on our ability to form close relationships. The process of relationship building begins with our families, moves to the formation of friendships, and may eventually lead to romantic relationships. All these relationships help us to develop interpersonal skills and provide experiences that assist us in fine-tuning our emotions and feelings.

Our first relationships are with our parents or caregivers. When caregivers feed and nurture children, they provide a sense of security, trust, and belonging, thus forming a powerful mutual bond. Children who are benefiting from healthy, loving, and nurturing relationships will seek proximity or contact with their caregivers. As adults, these individuals will be more likely to trust other people, feeling secure that they won't be abandoned or rejected. This initial relationship with caregivers has implications on many of the relationships that will follow.

Children who do not experience a secure, healthy relationship in early childhood may become avoidant, resistant, or ambivalent toward their parents/caregivers. As adolescents and adults, these individuals may have a difficult time trusting friends and intimate partners, or letting people get too close for fear of being hurt or rejected.

One of the keys to creating a meaningful and special relationship for life is to affect someone positively at an emotional level. Caring about someone, particularly at a time of need, learning to have faith and trust in others and ourselves, and sharing ourselves with others are some ways to build healthy relationships and to bring about positive outcomes, which will enrich our lives and the lives of others.

Factors Affecting Relationships

In all relationships, people experience times of difficulty. Problems often arise because the people in the relationships have different expectations, become distracted with other issues, or have difficulty expressing what is on their minds. Some of the issues or concerns are controllable, while others are, or are perceived to be, uncontrollable. Common problems exist in most relationships and, if they remain unresolved, can lead to a break-up.

Examples of issues encountered in the common problem areas in relationships are listed below.

Practical/ Logistical Issues	Compatibility Issues	Commitment Issues	Affection/Intimacy Issues
<ul style="list-style-type: none"> ▪ Physical distance from partner ▪ Financial issues ▪ Family issues (e.g., family acceptance) 	<ul style="list-style-type: none"> ▪ Age/maturity ▪ Values or beliefs ▪ Personal character and attitude ▪ Personal goals ▪ Culture and language ▪ Religion ▪ Intellect 	<ul style="list-style-type: none"> ▪ Too busy with other activities/people ▪ Unsupportive of partner's needs, goals, activities ▪ Issues of infidelity 	<ul style="list-style-type: none"> ▪ Communication issues ▪ Power and control ▪ Attraction issues ▪ Mental-emotional issues (e.g., low self-esteem, jealousy) ▪ Behaviours associated with demonstrating affection/intimacy ▪ Emotional or physical abuse



Suggestion for Instruction / Assessment

What's the Problem?

Using the Carousel Brainstorming strategy (see Appendix E), have students identify common issues under each of the four common problem areas in relationships.

Directions/Description

- On separate pieces of flipchart paper, write the four common problem areas encountered in relationships:

Practical/ Logistical Issues	Compatibility Issues	Commitment Issues	Affection/ Intimacy Issues
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- Divide the class into four groups and assign each group to one of the four problem areas identified.
- Give the groups a specific amount of time to brainstorm and record their ideas about possible examples related to the problem area.

- After the allotted time has expired, have the groups move to the next flipchart paper with a different problem area. The groups review the examples already recorded and offer others if they can. This process continues until each group has visited each of the four problem areas.
- Allow groups to revisit their original problem area to view additional examples offered by the other groups.

Possible Debriefing Questions

1. Did you have any difficulty identifying examples under any of the problem areas? If so, under which one(s)?
2. Did any of the examples seem trivial? Explain.
3. Do any of the four problem areas seem more problematic than others? Explain.



Suggestion for Instruction / Assessment

Reflecting on Relationships

Have students reflect on relationships by completing RM 2–HR.



Refer to RM 2–HR: Reflecting on Relationships.

Students will be asked to review their responses to the questions, and revise any of their comments, at the end of Module E, Lesson 4.

NOTE TO TEACHER

Due to the sensitive nature of this learning activity, please be aware of and follow divisional policies/guidelines with respect to the delivery of sensitive content. Also be aware that there may be disclosures which, by law, you must report to the appropriate authorities.

As this learning activity is personal and confidential, students would not hand it in. Simply ensure that it has been completed.



Background Information

Communication: The Cornerstone to Healthy Relationships

A relationship does not exist without communication. A *healthy relationship* does not exist without effective communication. Through effective communication we create the characteristics of healthy relationships, such as trust, openness, and intimacy. We need effective communication to resolve conflicts, solve problems, and make decisions that contribute to the strength of a relationship. While patterns of communication may vary according to our personal style and family and cultural background, being able to express our values, opinions, feelings, and dreams is important in any meaningful relationship.

Everything we know about ourselves and others can only be processed through some form of communication. Effective communication is a shared responsibility that involves both sending and receiving messages. Strategies for effective communication involve verbal skills, active listening, and the ability to resolve problems or issues.

Communication in relationships is one of the most complex and strategic activities of human beings. It often takes place at an emotional level as we disclose our likes and dislikes, our opinions and suggestions, and our wants and needs. This intimate form of communication is best done face to face when each person is able to use the full range of verbal and non-verbal nuances of communication so that a message is delivered clearly and received without misunderstandings.

We traditionally establish our communication skills by observing and imitating others around us. It is, therefore, important to provide students with many opportunities to practise effective communication strategies.

NOTE TO TEACHER

When addressing communication in healthy relationships, be sensitive to the cultural backgrounds and life experiences of students in your classroom.

Communication patterns and behaviours can vary significantly between people of different cultures and backgrounds, and as a result of personal or family preferences. Depending on the individuals and their cultural backgrounds, values and beliefs, and experiences with diversity, certain behaviours related to active listening, and to communication in general, may be encouraged or discouraged.

Please keep in mind that some students may be unaware of, or uncomfortable with, what others may consider “standard” practices of active listening, such as direct eye contact, proximity, and physical contact.

Technological Means of Communication

We are living in an age that places great importance on communication. Never before has communication been as prolific or as fast as it is today. Advances in the way we communicate are being made daily through technology that involves computers, the Internet, satellites, and more. The methods of communication now available through technology include wired, wireless, and mobile voice messaging, text messaging, email, and a variety of Internet options (e.g., chat rooms, instant messaging, blogs, personal web pages).

All methods of communication serve a purpose, but each method still requires the same considerations of trust, respect, and kindness. It becomes increasingly difficult, in the many forms of modern communication, to convey emotional messages when the subtle shades of meaning expressed through verbal and non-verbal communication are not present. What we say is important in any meaningful relationship, but how we say something is also a vital part of the message. In fact, much of what we say is “heard” through non-verbal means of communication (e.g., body language, tone, pitch, emotion).

ELEMENTS OF COMMUNICATION

A message is constructed of the following elements (Meade):

- **Words** (what you say) account for 7% of the message.
- **Voice and tone** (e.g., pitch, volume) account for 38% of the message.
- **Body language** (e.g., posture, facial expression, proximity) accounts for 55% of the message.

Forming and building relationships by technological means is not without its risks and dangers. Conversing with someone via email or text messaging has left many people wondering exactly how a message was meant and has resulted in critical misunderstandings and conflict. Connecting and building a relationship with someone on the Internet, where anonymity and pretence are pervasive, has led to many unfortunate and life-threatening situations.

REFERENCES



For additional information on communication, refer to the following websites:

Kelly Services, Inc. "Effective Communication." *Careers*. 2009.

<www.kellyservices.ca/web/ca/services/en/pages/effectivecommunication.html>.

Meade, Lynn. "Nonverbal Communication." *The Message*. 16 Jan. 2003.

<http://lynn_meade.tripod.com/id56.htm>.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at

<www.edu.gov.mb.ca/k12/cur/physlth/>.



Suggestion for Instruction / Assessment

How Do I Say It?

Keeping in mind the elements of a message, have a class discussion about the appropriate use of various modes (e.g., face to face, email, texting, instant messaging, letters) of communicating various messages (e.g., greeting, arguing, breaking up) within a relationship and what the positive or negative impact may be. Have students consider how modes of communication in relationships may differ between generations.



Background Information

Steps to Loving Communication*

The following steps are ways to ensure healthy communication that is open, trusting, and reciprocal:

1. **Have reasonable expectations.** Keep in mind that partners are not mind readers. Tell each other what you mean. There will be times when you disagree.
2. **Know your own feelings.** If you feel unhappy or uncomfortable, take time to think about how you really feel and why, so you can do something about it.

* Source: Sexuality Education Resource Centre Manitoba, 2003. Adapted with permission.

3. **Recognize and correct communication-blocking habits.** Try not to generalize with “Never” or “Always” statements. Work at not belittling someone who disagrees with you.
4. **Think before you speak.** Take a deep breath so you have time to think about what you want to say and can say it with care. Focus on the behaviour or issue and not the person. Use respectful language.
5. **Allow the other person to save face.** Don’t embarrass your partner in public by arguing or putting him or her on the defensive in front of friends.
6. **Use assertive communication.** Use assertive language, such as “I” statements (e.g., I feel frustrated when you are late).
7. **Decide what is negotiable and what is not.** Know where and when to compromise and when to let well enough alone.
8. **Make time for communication.** Your relationship deserves time, so make time to be together and just talk to each other.
9. **Learn to listen.** Don’t jump to conclusions.
10. **Give each other compliments and positive comments.** It’s sometimes harder to say something to show you care than to argue.

Styles of Communication

Just as there are various modes of communication, there are also different styles of communication. The following represent four common styles of communication:

- **Passive-passive communication** is viewed as non-participatory. There is very little interaction. Passive communicators are seen as shy and withdrawn. They would much rather “go with the flow” than face a confrontation.
- **Passive-aggressive communication** is viewed as manipulative. Passive-aggressive communicators may seem to agree to avoid confrontation (passive) but will manipulate others to say things for them or say things behind someone’s back (aggressive).
- **Aggressive-aggressive communication** is viewed as controlling. Aggressive communicators will take control and dominate conversations. In order to “win,” aggressive communicators feel they need to put others down to protect themselves.
- **Assertive-assertive communication** is viewed as open and honest. Assertive communicators are respectful and turn potential win-lose situations into win-win or win-learn situations. Assertive communicators will be direct, use “I” statements, and be sensitive to others. Assertive communication is seen as the most effective style of communication.

While it is important for students to know the characteristics of these four styles of communication, this module focuses on how to communicate assertively. In Module E, Lesson 3, students have opportunities to develop and practise assertive communication skills.

Lesson 2: Rights and Responsibilities in Healthy Relationships

Introduction

In this lesson students learn about the rights and responsibilities associated with healthy relationships. Any right claimed in a relationship carries with it a duty or a responsibility either for the claimant or for the partner. Mutually respecting relationship rights and responsibilities is a way of ensuring the health of the partnership.

This lesson provides students with opportunities to examine and explore the many facets of rights and responsibilities and apply them to a variety of relationships.



Specific Learning Outcome

12.HR.3 Examine rights and responsibilities of individuals in relationships, and explore how respecting these rights and responsibilities may affect the development of relationships.



Key Understandings

- Healthy relationships involve respecting individual rights (e.g., consent to sexual activity) and responsibilities.
 - Understanding rights and responsibilities involves respecting individual perspectives related to, but not limited to, culture, gender, age, sexual orientation, and religion.
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Essential Questions

1. What are the rights and responsibilities of individuals in a relationship?
 2. What constitutes consent to sexual activity?
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Background Information

What Is a Right?

A *right* is an entitlement to perform or not to perform certain actions, either legally or morally. With each right that a person possesses, there is a corresponding duty or responsibility. For example, vehicle drivers have the right to drive on public roads and the responsibility to follow the laws and rules of the road to ensure their own safety and the safety of those around them.

A person can claim or assert many rights, such as the right to exist, to be loved, to be cared for, to have access to food, water, and shelter, to a secure environment, to freedom of choice, to feel proud of own actions, to privacy, to an education, to fair and equal treatment, and so on. Some rights are determined by law (e.g., age for alcohol consumption), some are conditional (e.g., free speech balanced with freedom from discrimination), and some can become limited or restricted (e.g., enforcement of curfews).

Human Rights Legislation

The *Canadian Charter of Rights and Freedoms*, which is Part 1 of *The Constitution Act, 1982*, guarantees the rights and freedoms of Canadian citizens. It may be helpful to review with students some key aspects of Canadian human rights legislation and policies. (Manitoba students studied these rights and freedoms as part of the Grade 9 Social Studies curriculum.)

FEDERAL LEGISLATION

The *Canadian Charter of Rights and Freedoms* sets out rights and freedoms that Canadians believe are necessary in a free and democratic society. It establishes equality rights before and under the law and states, in part, the following:

Guarantee of Rights and Freedoms

The *Canadian Charter of Rights and Freedoms* guarantees the rights and freedoms set out in it subject only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society.

Equality Rights

Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

Cultural Diversity: Balancing Legal Rights and Responsibilities

Students in Manitoba classrooms may come from differing backgrounds and experiences with respect to their knowledge of and attitudes toward human rights and responsibilities as reflected in Canadian and provincial legislation, policies, and practices. Moreover, human rights and responsibilities are continually evolving in Canada and in other countries. Countries may be at different points in their development of human rights legislation and policy. In some countries, there may be a significant gap between the legislation and policies and the actual practices. Students and their families who are relatively new to Canada may have limited knowledge of human rights legislation and practices in Canada and may have a different concept of the rights and responsibilities of Canadian citizens than those who have been in the country longer.

Students and their families may also reflect a variety of different faith groups and belief systems, which may conflict with some aspects of human rights legislation and policy. It is important that students explore their legal rights and responsibilities without demeaning or devaluing their right of freedom of religion. Therefore, students need to explore how to balance legal rights and responsibilities with their own faith or belief systems.

Keep in mind that *equity* does not mean that both persons in a relationship must do exactly the same work in the home or take responsibility for exactly the same aspects of maintaining a healthy relationship. Families vary in the way they share responsibilities based on a variety of factors. Some of these may be based on personal practices, preferences, and choices, and others on social and cultural norms. It is important for students to explore how the principle of equity may play out in different relationships in different ways.

Nevertheless, as human rights legislation and practices in Canada have an impact on family law, all students need to explore how these inform and help shape healthy relationships.

REFERENCES



For additional information on rights and freedoms in Canada, refer to the following resources:

Department of Justice Canada. *Canadian Charter of Rights and Freedoms*. Ottawa, ON: Department of Justice, 1982. Available online at <www.laws.justice.gc.ca/en/charter/>.

---. *The Constitution Act*. Ottawa, ON: Department of Justice, 1982. Available online at <http://laws.justice.gc.ca/en/const/annex_e.html>.

Manitoba Education, Citizenship and Youth. *Grade 9 Social Studies: Canada in the Contemporary World: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2007. Available online at <www.edu.gov.mb.ca/k12/cur/socstud/index.html>.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at <www.edu.gov.mb.ca/k12/cur/physhlth/>.



Suggestion for Instruction / Assessment

Distinguishing between a Right and a Privilege: An Activating Activity

This activating activity is intended to check (in general terms) students' prior knowledge related to an individual's rights and the distinction between a right and a privilege.

To prompt discussion, have students share their ideas on whether they would consider the following to be a right or a privilege in Canada:

- Get a tattoo.
- Play on a sports team.
- Harangue or "boo" a sports official.
- Obtain legal counsel.
- Engage in sexual relations.
- Marry a gay/lesbian partner.
- Live in a safe home.
- Have a cell phone in school.
- Have access to medical care.



Background Information

Personal Rights within Relationships

It is important for students to know their personal rights within a relationship. An individual's rights include the following.

A PERSONAL BILL OF RIGHTS*

- I have the right to be respected; and I will respect others.
- I have the right to make decisions that fit my values.
- I have the right to affection without having to have sex.
- If I do not want physical closeness, I have a right to say "no."
- I have the right to start a relationship slowly, before I become involved.
- When a relationship is ending, I will not change myself to try to keep it going.
- I have the right to ask for change in a relationship.
- I have the right to postpone pregnancy until I am truly ready to be a parent.
- I have the right to stay safe from sexually transmitted infections.
- I have the right to get a good education.
- I have the right to plan my future.
- I have the right to change my goals.

* Source: PPM 1998; rev. Sexuality Education Resource Centre Manitoba, 2008. Adapted with permission.



Suggestion for Instruction / Assessment

Bill of Rights and Responsibilities

Have students explore the rights and responsibilities associated with various roles in relationships.

Directions/Description

- Divide the class into small groups. Assign each group to one of the following roles, with the task of developing a Bill of Rights and Responsibilities (using RM 3–HR) for the assumed role:
 - parent (potential parent)
 - friend
 - child
 - student
 - sport participant
 - employee
- The Bill of Rights and Responsibilities should include the following two sections:
 - I have a right to . . .
 - I have a responsibility to . . .
- Have each group present their Bill of Rights and Responsibilities to the class.



Refer to RM 3–HR: Bill of Rights and Responsibilities.



Background Information

Responsibility in Relationships

Responsibility is having a duty and being accountable for one’s actions. Responsible people do what needs to be done, fulfill their obligations, are answerable for their actions, use good judgment, and don’t let people down. Being responsible, therefore, involves values such as trust and reliability.

When we are in a relationship with another person we have a responsibility to look after one another. If we neglect to perform these responsibilities, the relationship may become unhealthy. In some cases, relationships may become unsafe.

Each person in a relationship has the following responsibilities:

- Accept the other person as an individual and treat each other with kindness and caring. Any form of abuse in a relationship is unacceptable.
- Respect and value each other's rights.
- Discuss all aspects of the relationship, including sexual health (e.g., sexual history, testing for sexually transmitted infections, risks, contraception), and share in the decisions and resulting actions.
- Listen actively and validate and support each other's feelings.
- Honour the mutually agreed upon decisions and choices.
- Make, and allow each other to make, personal choices and decisions.
- Dignify the relationship by never pressuring each other to do things that either person is not comfortable doing, including any sexual activity.

Consent to Sexual Activity

In addition to recognizing rights and responsibilities in relationships, students need to understand what consent means and how it is given within a healthy sexual relationship. Ensuring active, informed, and freely given consent is a vital factor in healthy sexual relationships.

Unless a person actively says “yes” to an intimate/romantic/sexual act, the partner is not permitted physical contact: “The law in Canada states that only ‘yes means yes’ and everything else means NO” (Klinic 15).

In 2008, Canada’s “age of consent” laws raised the age of consent from 14 years old to 16 years old. These laws were changed to provide children with further protection from sexual exploitation.

NOTE TO TEACHER

Due to the sensitive nature of this content, please be aware of and follow divisional policies/guidelines with respect to the delivery of sensitive content. Also be aware that there may be disclosures which, by law, you must report to the appropriate authorities.

CONSENT*

- Consent is **active**, not passive.
- Consent is based on **choice**.
- Consent is **not manipulated**.
- Consent is **not coerced**.
- Consent is **not submission** due to fear.
- Consent is **freely given**.

* Source: Canadian Red Cross. “What’s Love Got to Do with It? Everyone Deserves a Healthy Relationship.” *RespectED: Violence and Abuse Prevention*. PowerPoint presentation. Slide 15. 2008. Reproduced with permission.

REFERENCES



For additional information on responsibilities in relationships and consent to sexual activity, refer to the following resources:

Canadian Red Cross. "What's Love Got to Do with It? Everyone Deserves a Healthy Relationship." *RespectED: Violence and Abuse Prevention*. PowerPoint presentation. Slide 15. 2008.

Canadian Red Cross Youth. "What's Love Got to Do with It? Relationship Violence Prevention Program for Youth." *RespectED Programs*. <www.redcrossyouth.ca/respected/programs.html>.

Department of Justice Canada. *Frequently Asked Questions: Age of Consent to Sexual Activity*. 12 Dec. 2008. <www.justice.gc.ca/eng/dept-min/clp/faq.html>.

Klinik Community Health Centre. Teen Talk Program. *Relation Shifts*. DVD and Facilitator's Guide. Winnipeg, MB: Klinik Community Health Centre, 2007. The Facilitator's Guide is available online at <www.teen-talk.ca/RelationShifts.html>.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at <www.edu.gov.mb.ca/k12/cur/physhlth/>.



Suggestion for Instruction / Assessment

Rights and Responsibilities in Intimate Relationships

Now that the class has examined rights and responsibilities within a healthy relationship, including the issue of consent to sexual activity, have the class develop a Bill of Rights and Responsibilities for someone in an intimate relationship.



Refer to RM 3–HR: Bill of Rights and Responsibilities.

Lesson 3: Unhealthy and Abusive Relationships

Introduction

In this lesson students learn that conflicts and disagreements are part of all relationships and that there are appropriate ways of behaving when dealing with these conflicts. When the behaviours in a relationship are inappropriate, an abusive relationship may develop. Abuse of any kind is unacceptable and may even be indictable under the Criminal Code of Canada. Students learn about the warning signs of abusive relationships and how abuse can be subtle or obvious. They also learn that some relationships must end because they are unhealthy and, in some cases, place individuals in danger. Students have the opportunity to practise effective and assertive communication skills.

It is essential that teachers discuss the following topics with students prior to teaching this lesson: the characteristics of healthy relationships (Module E, Lesson 1); effective communication within relationships (Module E, Lesson 1); and the rights and responsibilities within an intimate relationship, including consent (Module E, Lesson 2).



Specific Learning Outcomes

- 12.HR.2** Demonstrate understanding of effective communication within a relationship and the potential impact of technology on communication within a relationship.
- 12.HR.4** Apply problem-solving and decision-making strategies to identify and prevent the development of abusive relationships and/or to end unwanted relationships.
-



Key Understandings

- Everyone has the right to be in a relationship that is free from any form of abusive behaviour.
 - Abusive relationships are the result of abusive behaviours that may develop over time.
 - Everyone has the right to end a relationship safely.
 - There are appropriate ways to end an unhealthy relationship as safely as possible.
 - Changing abusive behaviours is not the responsibility of those victimized by the behaviours.
-



Essential Questions

1. What are the warning signs of an abusive relationship?
 2. What are the types of abusive behaviours?
 3. What are some appropriate ways of ending an unhealthy relationship?
-



Background Information

Early Warning Signs of Abuse

Any relationship in which the responsibilities are not being met can develop into an unhealthy relationship. If the conflicts that arise are not mutually resolved, they may lead to unacceptable behaviours, which may be considered abusive.

Abuse in a relationship can be emotional, physical, sexual, or financial (as discussed in Module E, Lesson 1). Anyone, regardless of his or her background, can be abusive, and both males and females can be abused. Emotional abuse (e.g., making degrading comments, isolating) is often a warning sign of escalating abuse. In some cases, physical abuse does not start until much later in a relationship, but early warning signs are usually evident. Being aware of warning signs during the dating process is especially important.



Suggestion for Instruction / Assessment

Troubles in Paradise

While everyone has a different degree of tolerance for certain behaviours in a relationship, some behaviours should never be tolerated. This learning activity challenges students to determine which behaviours can be worked on and which behaviours lead to or signal the end of an unhealthy relationship.

Directions/Description

- Provide each student with a copy of RM 4–HR and have students complete it individually.
- Once students have completed the form, divide the class into small groups to discuss their selections. Have the groups determine behaviours that were most commonly selected and behaviours that resulted in the most varied responses.
- As a class, identify five to eight warning signs from the behaviours that prompted common responses.



Refer to RM 4–HR: Troubles in Paradise.

Possible Debriefing Questions

1. What was it about the identified behaviours that prompted students' selections?
 2. Were there any unanimous responses? If so, for which behaviours?
 3. What behaviours signalled the termination of the relationship?
 4. What behaviours warranted assistance from others?
 5. What behaviours prompted dissimilar responses, and why?
-



Suggestion for Instruction / Assessment

Relation Shifts

As identified in Module E, Lesson 1, abusive behaviour in a relationship or in a dating situation can be categorized as emotional, physical, sexual, or financial abuse.

RM 5–HR presents a case study of a teenaged couple. This case study shows how emotional abuse and physical abuse may manifest themselves in a relationship.

Directions/Description

- Divide the class into five groups and have each group review the case study.
- A narrator reads the case study to the group and asks the questions at the indicated place.
- After each group has completed the case study, they report to the class about the case study and the group discussion.



Refer to RM 5–HR: Relation Shifts: Case Study.

For more information and/or to examine additional case studies that depict other forms of abusive behaviours, teachers may consider using the *Relation Shifts* DVD and Facilitator’s Guide (refer to Note to Teacher).

NOTE TO TEACHER

The *Relation Shifts* case studies, developed by Clinic Community Health Centre, Teen Talk Program, are available for loan or duplication from the Instructional Resources Unit of Manitoba Education, Citizenship and Youth.

- To borrow a copy of the *Relation Shifts* Facilitator’s Guide, please contact Media Booking Services
Telephone: 204-945-7849
Toll-Free: 1-800-592-7330
Provide the title and media booking number: **D-0873**.
- To order a copy of the *Relation Shifts* DVD, please use the *Media Duplication Order Form* available online at http://www.edu.gov.mb.ca/k12/iru/forms/dubform_relation_shifts.pdf >.
Provide the title and duplication request number: **DV-0041**.

Caution

The case studies presented on the *Relation Shifts* DVD depict the full range of relationships, including same-sex and heterosexual couples, each involving a particular type of abuse or violence.

Check with your school administration for school and school division guidelines and procedures related to depth and breadth of content, choice of learning resources, assessment/reporting procedures, and providing a parental option.

A *parental option* means that parents may choose a school-based or alternative delivery (e.g., home, professional counselling).

Teachers are reminded to review both the DVD and the Facilitator’s Guide in order to be familiar with the content and suggestions related to introduction, debriefing, and action-planning activities.

Questions for Discussion*

1. Did either of the characters start dating because he or she was planning on experiencing abuse?
2. What were some of the first signs of abuse in this relationship?
3. What abusive behaviours did you notice in the couple?
4. What excuses did the person acting abusively use?
5. Do you think the person believed his or her own excuses? If yes or maybe—Does that make the abuse okay?

Possible Debriefing Questions*

1. If someone acts abusively once, do you think the person will likely do so again?
Yes, most often abuse will continue to happen. Abuse usually starts to happen slowly, and then happens more and more frequently over time. Abusive acts also become increasingly serious over time.
2. If we know that abuse becomes more frequent and gets worse over time, what can someone do to get away from the abuse?
Leave the relationship.

* Source: Klinik Community Health Centre. Teen Talk Program. *Relation Shifts*. DVD and Facilitator's Guide. Winnipeg, MB: Klinik Community Health Centre, 2007. 6–7. Adapted with permission.

REFERENCES



For additional information related to abusive relationships or dating violence, refer to the following websites:

Department of Justice Canada. *Criminal Code* (R.S. 1985, c. C-46).
<<http://laws.justice.gc.ca/en/C-46/>>.

Klinik Community Health Centre. Teen Talk Program. *Relation Shifts*. DVD and Facilitator's Guide. Winnipeg, MB: Klinik Community Health Centre, 2007.

---. *Relation Shifts: Facilitator's Guide*. Winnipeg, MB: Klinik Community Health Centre, 2007. Available online at <www.teen-talk.ca/RelationShifts.html>.

Queen's Human Rights Office. "Are You in a Healthy Relationship?" *Sexual Harassment Menu: Healthy Relationships*. 1999.
<www.queensu.ca/humanrights/2Relationships.htm>.

Teen Talk. "Dating Violence." *FAQ: Teen Dating Violence*. <www.teen-talk.ca/FAQFiles/Teen%20Dating%20Violence%20Sections/TDV%20FAQ.htm>.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at <www.edu.gov.mb.ca/k12/cur/physhlth/>.



Background Information

Breaking Up

Beginning and ending relationships is a part of life that we all experience. Some relationships do come to an end or have to be terminated. Sometimes relationships simply fade away because the people in the relationships develop new goals or new interests. Some relationships, however, develop conflicts that result in irreconcilable differences and sometimes even result in abusive situations, as examined in the *Relation Shifts* case study.

Ending a relationship is never easy. Even when a relationship is abusive, deciding to end it may be difficult, and it is certainly normal to feel nervous and sad about doing it. If it is determined that a relationship must end, there are appropriate ways to do this.



Suggestion for Instruction / Assessment

Top 10 Ways Not to Break Up

Using the group brainstorm strategy, have students identify ways that could be considered inappropriate in breaking up with someone (e.g., text message). From this brainstormed list, identify the class's top 10 ways not to break up and post the list in the classroom.



Suggestion for Instruction / Assessment

Breaking up is Hard to Do

While the *Relation Shifts* case study may be used for this learning activity, students could also create their own scenarios (and submit them to the teacher on paper).

Directions/Description

- In small groups (or individually), have students script appropriate ways to break up with a partner.
- Each response should
 - identify what method of communication (e.g., phone, text, email) the person initiating the break-up would use, and explain why
 - use assertive communication skills (see RM 6–HR)

NOTE TO TEACHER

If students are creating their own scenarios, they should submit them in writing for your review before they present them to others. If you find that the scenarios are not appropriate as submitted, they may need to be edited by you or by the students.

- identify, if possible, why the person is breaking up (if personal safety is not a concern)
- describe a plan to ensure personal safety if this is a concern
- Have each group share their scenario and responses with the rest of the class.
- For any scenarios that included abusive behaviour, have the class identify possible ways that the abusive person could change his or her behaviour(s).
- This activity could conclude with a class discussion about appropriate responses on behalf of the person who did not initiate the break-up.



Refer to RM 6–HR: Assertive Communication Tips.

ADDITIONAL RESOURCES



The following resources, available from the National Clearinghouse on Family Violence (NCFV) and the National Film Board (NFB) of Canada, address the cycle of violence, dating violence, and sexual assault.

Beyond—Surviving the Reality of Sexual Assault. VHS. NFB. 2000. (27 min.)

See <www.nfb.ca/collection/films/fiche/?id=50601>.

“This is a story of a young woman who is sexually assaulted by a casual acquaintance. The video depicts the sexual assault, her experiences in seeking treatment and support, dealing with the justice system, and her ability to heal” (Health Canada, NCFV, and NFB 15).*

A Love That Kills. VHS. NFB. 1999. (19 min. 32 sec.)

See <<http://www3.nfb.ca/collection/films/fiche/index.php?id=33865>>.

“*A Love That Kills* is a powerful documentary that tells the story of a 19-year-old woman who was murdered by her former boyfriend. The video helps to identify the warning signs of partner abuse, and the related effects, especially in young people” (Health Canada, NCFV, and NFB 19).*

Babcock, Maggie, and Marion Boyd. *Choices for Positive Youth Relationships: Instructional Guide.* Kit. Mississauga, ON: Speers Society, 2002.

“This package contains the video *A Love That Kills*, plus a 140-page teacher’s guide for [Grades 10 to 12] students developed by the Speers Society, a charitable organization dedicated to preventing youth relationship abuse” (NFB

<<http://www3.nfb.ca/collection/films/fiche/index.php?id=51227>>). **

Your Truth Is Your Truth—Moments with Strong Women from Abusive Peer Relationships. NFB. 2001. (30 min.) See <<http://www3.nfb.ca/collection/films/fiche/?id=51604>>.

“This video profiles women who have experienced partner, spousal, or dating abuse. It features interviews with women of all ages with a particular focus on young women and their views on positive relationships. The video is an ideal resource providing education on the various forms of abuse, individual empowerment, and the essential elements of healthy relationships” (Health Canada, NCFV, and NFB 24).*

* Source: Health Canada, National Clearinghouse on Family Violence, and the National Film Board of Canada. *National Clearinghouse on Family Violence: Video Catalogue.* Ottawa, ON: Health Canada, 2005. Available online at <<http://www3.nfb.ca/webextension/ncfv-cnivf/index.html>>.

** Source: National Film Board of Canada. *Our Collection.* <<http://www3.nfb.ca/collection/films/>>.

Lesson 4: Community Supports and Services

Introduction

Students have examined relationships from many viewpoints in Module E. They were able to examine the characteristics of healthy and unhealthy relationships and explore how to build strong bonds with the important people in their lives. They learned about the need for rights and responsibilities in healthy relationships and the need to be aware of warning signs that could lead to unhealthy relationships. This module has also addressed how to end an unhealthy relationship effectively and as safely as possible.

Everyone comes from a different background and has different life experiences. The interactions we have with others along life's journey give each of us opportunities to practise the skills we will need to grow as individuals and to build the kinds of relationships that best suit us. Sometimes, however, we are confronted with relationship and sexual/reproductive situations that are beyond our capabilities to manage on our own. This is when we need to feel free and empowered to seek help and assistance from others. This lesson is intended to help students realize that support is available to them and to help them develop skills and strategies to get the assistance they need.



Specific Learning Outcome

12.HR.5 Apply problem-solving and decision-making strategies to recognize unhealthy relationships, and identify community supports and services to assist in the healthy resolution of relationship issues.



Key Understandings

- Issues arise in relationships, and people require assistance in resolving them.
- Community supports and services are available to assist people in dealing with relationship and sexual/reproductive health situations.
- Individuals have rights when seeking and receiving assistance.



Essential Questions

1. What community supports and services are available to assist people in dealing with relationship and sexual/reproductive health situations?
 2. What barriers may exist in seeking support for relationship and sexual/reproductive health situations, and how are people's rights (e.g., privacy, confidentiality) protected?
-



Background Information

When There's a Need

When things go wrong in a relationship, the resulting tension and stress can become overwhelming. Most situations leading to conflicts in relationships can be resolved by using the assertive communication strategies addressed in Lessons 1 and 3 of Module E. In extreme cases, partners may come to a point in their relationship when they are unable to resolve the issues leading to serious conflicts. When this happens, it may be sensible to seek outside help to save the relationship. Ideally, partners should make a mutual decision to seek help when a relationship is hurting; however, if one partner is not willing to seek help, this should not preclude the other partner from doing so. It is important that both partners agree to look for solutions to the relationship problems by understanding the reasons for them.

Many community supports and services exist for people who need to talk to someone about issues related to personal health and relationships. Couples may obtain assistance from school counsellors, family members, members of their religious community, or close friends who can provide new perspectives on the problems and help them to recognize possible solutions. Getting advice from others who have nurtured long-standing relationships themselves is sensible, as they may have experienced similar issues in the past. The wrong advice from inexperienced sources can, however, result in a destroyed relationship, so individuals need to take care in deciding from whom they will take advice.

Deciding to seek professional help from a guidance counsellor or a relationship counsellor is often a good choice. A counsellor will teach both partners better communication skills, as well as identifying different methods of handling similar problems and situations that may arise in the future.

Seeking professional help and support can mean the difference between saving a relationship and allowing it to end with malice and spite. By repairing a troubled relationship, couples are also able to help others if they come for advice. A couple that has sought professional help may be able to provide solid advice and guidance to others facing similar problems.

Sources of Support

Various professional and community supports are available to assist people in dealing with relationships and sexual/reproductive health care. Some of the possible supports and services are listed below:

- school counsellor, advisor, teacher, Elder
- school clinic or public health office
- community health clinics (e.g., Health Action Centre, Klinik Community Health Centre, Mount Carmel Clinic)
- teen clinics (e.g., Youville Centre, Ndinawe Youth Resource Centre, Access Transcona Teen Clinic)
- supportive phone lines (e.g., Kids Help Phone, Klinik Crisis Line, Teen Touch)
- community or private counsellors
- peer support groups
- psychologists
- Child and Family Services

Protection of Privacy and Confidentiality

While many supports and services are available, there are also barriers to accessing them. Individuals need to be aware that they have rights to protection of their medical and personal information.

The Personal Health Information Act was enacted by the Manitoba government in 1997 to protect people's privacy and confidentiality so that they would not be afraid to seek health care or to share personal information. Teens do not need anyone's permission to access medical care, including sexual and reproductive health care.

REFERENCES



For additional information on community supports and services and on protection of rights, refer to the following websites:

Healthy Child Manitoba. *Teen Clinic Services Manual*. Winnipeg, MB: Healthy Child Manitoba, 2006. Available online at www.gov.mb.ca/healthychild/had/had_TeenClinicServices.pdf.

Manitoba. *The Personal Health Information Act*. C.C.S.M. c. P33.5. Winnipeg, MB: Queen's Printer—Statutory Publications, 1997. Available online at <http://web2.gov.mb.ca/laws/statutes/ccsm/p033-5e.php>.

For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at www.edu.gov.mb.ca/k12/cur/physhlth/.



Suggestion for Instruction / Assessment

Community Supports and Services

In this learning activity, students identify and explore community agencies and resources available to individuals who need assistance in addressing relationship or sexual/reproductive health situations.

Directions/Description

- Divide the class into groups and assign one of the relationship or sexual/reproductive health situations identified below to each group.
- Students investigate supports and services available for their assigned situation. They also identify potential barriers (e.g., hours of operation) to accessing these resources.
- The groups present their findings to the class. The other members of the class can suggest other supports and services and information that is not identified by the presenting group.
- Once all the community supports and services have been identified for a given situation, have the class identify any community supports or services that address more than one issue.
- As a class, identify possible strategies to overcome the barriers to accessing resources.

Relationship or Sexual/Reproductive Health Situations

Where in your community could you go for assistance when faced with the following situation(s)?

1. You know someone who has contemplated or is contemplating suicide.
 2. You are being cyber bullied.
 3. You are considering contraceptive methods/products and need reliable information.
 4. Your friend has a drug problem.
 5. You think you may have a sexually transmitted infection (STI).
 6. Your parents kicked you out of the house.
 7. You're looking for information about having a healthy pregnancy.
 8. Your boyfriend or girlfriend is physically abusive.
 9. You are in a gang but want to get out.
 10. You are pregnant, or your partner is pregnant, and you need help.
 11. You have been, or know someone who has been, sexually assaulted.
-



Suggestion for Instruction / Assessment

Reflecting on Relationships

Now that students have examined relationships in some detail, have them revisit RM 2–HR: Reflecting on Relationships, which they completed in Module E, Lesson 1. Ask them to review their initial responses and update them as appropriate.

NOTE TO TEACHER

As indicated in Module E, Lesson 1, student reflections/responses must be kept in the strictest of confidence. This assignment should be assessed only for completion.



Refer to RM 2–HR: Reflecting on Relationships.

REFERENCES



For additional information and/or resources related to relationships and sexual/reproductive health, contact the following organizations and refer to their websites:

Canadian Federation for Sexual Health. "How to Talk about Sex with Your Healthcare Provider." *How to Talk about Sex*. 9 May 2008.

<www.cfsh.ca/How_to_Talk_about_Sex/With-Healthcare-Providers/>.

Canadian Red Cross. "RespectED: Violence and Abuse Prevention." *How We Help*. Nov. 2008. <www.redcross.ca/respected/> or

<www.redcross.ca/article.asp?id=294&tid=030>.

Canadian Red Cross Youth. "What's Love Got to Do with It? Relationship Violence Prevention Program for Youth." *RespectEd: Programs*.

<www.redcrossyouth.ca/respected/programs.html>.

Klinic Community Health Centre. *Teen Talk*. <www.teen-talk.ca/>.

Manitoba Health. "Public Health Offices of Manitoba." *Public Health*.

<www.gov.mb.ca/health/publichealth/offices.html>.

Sexuality Education Resource Centre Manitoba, Inc. "Sexuality Education for Schools." *SERC for Everyone*. 2006. <www.serc.mb.ca/GE/WA/23>.

The Society of Obstetricians and Gynaecologists. *Teachers*. SexualityandU.ca.

<<http://sexualityandu.ca/teachers/index.aspx>>.

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