
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



Resources

Blackline Master

- BLM S1-1.1: Should I Wait to Have Sex?

General Blackline Masters (See Appendix B)

- BLM G-1: Relationships That Work
- BLM G-2: Relationships That Don't Work
- BLM G-11: DECIDE Model

Resource Master (See Appendix C)

- RM 1: Pressures on Sexual Decision Making

Print/Publications

- Babcock, Maggie, and Marion Boyd. *Choices for Positive Youth Relationships: Instructional Guide*. Mississauga, ON: Speers Society, 2002.
- Canadian Red Cross. *RespectED: Violence and Abuse Prevention*. Winnipeg, MB: Canadian Red Cross, 2003.
- Child Find Manitoba. *Kids in the Know Safety Curriculum*. Winnipeg, MB: Child Find Manitoba, 2004.
- Manitoba Education, Citizenship and Youth. *Senior 1 and Senior 2 Physical Education/Health Education: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2004.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001. Available online at: <http://www.pafc.ca>.

Notes to Teacher

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:

- 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.
- Your boyfriend/girlfriend starts “coming on to you” a little too aggressively.
- Kelly and Pat have been dating steadily for one year. Kelly is pressuring Pat, who does not feel ready to have sex.
- Two Senior 1 students want to have a sexual relationship with each other.
- 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?

Notes