
Senior 2

Lessons

Lesson 1: Healthy Relationships



Cluster of Learning Outcomes

Students will...

- ✓ **K.5.S2.E.2** **Analyze the components** (e.g., communication, decision making, sharing, managing sexual feelings and desires...) **in different case scenarios for building and maintaining healthy relationships** (e.g., friendships, dating, commitment, engagement, marriage, parenthood, cohabitation...).
 - ✓ **S.5.S2.A.5** **Apply a decision-making/problem-solving process in case scenarios related to effective communication for building healthy relationships and demonstrating responsible sexual behaviours.**
 - K.4.S2.A.3** **Analyze factors** (i.e., values, beliefs, peers, media, environment, finances) **that influence personal and/or group decisions for active, healthy lifestyles.**
 - K.4.S2.B.2a** **Evaluate the benefits of effective communication skills** (e.g., listen actively, paraphrase, show appreciation, criticize ideas, not people...) **for getting along with family, friends, and peers in school, community, and/or the workplace.**
 - K.4.S2.B.2b** **Identify potential adult roles** (e.g., parent, partner, spouse...) **and ways to prevent potential problems** (e.g., domestic conflict, abuse...) **in developing meaningful relationships.**
 - K.4.S2.C.1b** **Show an understanding of ways to support others** (e.g., show empathy, be available, provide comfort, join a support organization...) **who are dealing with the loss of a friend or family member.**
 - S.4.S2.A.3** **Apply communication skills and strategies** (e.g., listen actively, clarify feelings, summarize...) **in case scenarios for getting along with others in a variety of contexts** (e.g., while participating in physical activities, discussion groups, project work, job interviews, conversations with adults in home/school/community...).
- ✓ Indicates targeted learning outcomes.

Lesson Focus



- As a result of the learning activities within this lesson students will be able to
- identify verbal and non-verbal ways to initiate a relationship
 - role-play healthy and non-healthy components in a relationship
 - apply a decision-making/problem-solving process to relationship scenarios



Resources

Blackline Master

- BLM S2-1.1: A Personal Bill of Rights

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: Pressure on Sexual Decision Making

Print/Publications

- Canadian Intramural Recreation Association (CIRA). *Student Leadership Development Program, Secondary: Teacher Guide*. 3rd ed. Ottawa, ON: CIRA, 1998.
- Canadian Red Cross. *RespectED: Violence and Abuse Prevention*. Winnipeg, MB: Canadian Red Cross, 2003.
- 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.ppfca.ca>>.

Notes to Teacher

Techniques used to build and maintain healthy relationships include

- communication skills
- decision making
- sharing
- managing feelings and desires

Refer to BLM G-1: Relationships That Work and BLM G-2: Relationships That Don't Work (see Appendix B). Also refer to RM 1: Pressures on Sexual Decision Making (see Appendix C).



Curricular Connections



SC (Biology):

S3B-0-G3 Evaluate individual and group processes used.

Suggestions for Instruction



1. The Components

To help students focus on developing healthy relationships, brainstorm possible ways to meet someone at a party, to ask someone for a first date, and/or to develop a friendship with someone. Discuss both verbal and non-verbal components (e.g., smile, ask about interests or hobbies, make eye contact if culturally appropriate).

2. Building a Foundation

Four volunteers (working in pairs) role-play the following scenario for the class:

Jamie and Joemel are both 16 years of age and want to have a sexual relationship with each other. Jamie's cultural background strongly values abstinence before marriage.

One pair acts out the scenario in a positive manner so that the relationship remains a healthy one. The other pair acts out the scenario in such a manner that the relationship is destroyed.

After the role-play, the class analyzes/identifies

- what components built the relationship (e.g., listening to what each had to say to the other, both taking responsibility for contraception)
- what components destroyed the relationship (e.g., yelling or swearing at each other, not respecting someone's cultural background)



Distribute copies of BLM S2-1.1: A Personal Bill of Rights for class discussion.

3. Confused and Upset

Working in pairs, students read the scenario suggested below. They analyze and discuss the components that contributed to or did not contribute to building and maintaining a healthy relationship.

Suggested Scenario:

Tom and Pam, both Senior 2 students, have been going out for several weeks. Tom takes Pam to an expensive concert to celebrate her birthday. Pam is impressed with his generosity and the way he is so cool with her.

After the concert they go to her house. Her parents are away for the weekend. Tom puts on some slow music and they begin to dance. While Pam is enjoying a romantic moment with a special date, Tom is thinking he's going to "get lucky" tonight. Tom and Pam begin necking and soon they are on the couch. Pam suddenly realizes that Tom expects to collect on his "investment" for the evening. She's crying and he's yelling at her for leading him on. They are both confused and upset.

4. What to Do?

In small groups, students discuss the two scenarios suggested below and apply a decision-making/problem-solving process, using the DECIDE model. Groups share their conclusions with the class.

Suggested Scenarios:

- Kelly has had unprotected sex with several people since the breakup with her steady partner Lee. Lee now wants to get back together with Kelly.
- Les and Rae have been engaging in protected sex with each other for almost a year. They spontaneously get together one night, but neither one has brought protection and the stores are closed.



Refer to BLM G-11: DECIDE Model.

(continued)



Suggestions for Instruction *(continued)*

5. Role-Playing

Students divide into three groups and apply a decision-making/problem-solving process to the following scenario:

Pat has just recently broken up with her boyfriend of three years. A male friend has asked her to go to a social. She is really interested in this person. Pat knows her ex-boyfriend will be at the social but she still wants to go.

The individual groups prepare for one of the following situations:

- Pat does not talk to either her ex-boyfriend or her new male friend about each other.
- Pat tells her new male friend that her ex-boyfriend will be at the social.
- Pat talks to her ex-boyfriend and the new male friend about each other.

Volunteers role-play the situations for the class. Encourage discussion after each “production.”

Suggestions for Assessment



Observation: Confused and Upset

Teacher Assessment: Anecdotal Notes

While observing student discussions, determine students’ ability to analyze the relationship components in the scenario.

Performance Task: Role-Playing

Peer Assessment: Inventory

Peers analyze the consequences of communication versus no communication in each group’s production with respect to being a responsible individual and building positive relationships.