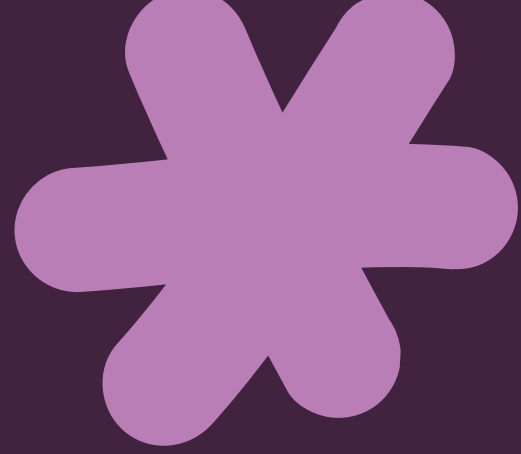




Table de concertation
des groupes de femmes
GASPÉSIE · ÎLES-DE-LA-MADELEINE



Healthy Relationships

Knowing the signs, online and offline

Learning & Evaluation Situation

Sexuality Education

Ethics and Religious Culture

Healthy Relationships

This LES has been adapted from an activity developed by Niagara Region Public Health. It also includes activities adapted from Kids Help Phone, RÉCIT and SOS Violence conjugale.

Purpose

In this activity, students will learn about factors that contribute to healthy relationships as well as specific elements of online interactions.

Sexuality Education Content

Emotional and Romantic Life:

- Sexual orientation : definition and continuum

Identity, Gender Stereotypes and Roles, and Social Norms:

- Exploration of new sexual values and norms, some of which reflect stereotypes (peers, social environment, media);
- Influence on your gender identity.

Comprehensive View of Sexuality:

- Construction of a vision and personal choices: wishes, needs, limits and the ability to consider those of others, whether or not to follow various gender stereotypes and social norms, strategies for finding information and help.

Target audience:

Grade 7

Total length:

2 x 75 mins

Materials needed:

Presentation
 Internet access
 Worksheets
 Activity cards

Ethics and Religious Culture Competency

C1: Reflects on ethical questions

- Analyzes a situation from an ethical point of view
- Evaluates options or possible actions

Goals

1. Create an environment in which students feel comfortable discussing the factors that shape relationships as healthy or unhealthy.
2. Provide opportunities for students to think critically and practice decision-making to promote all forms of healthy relationships.

Learning Objectives

1. Identify and distinguish between qualities of healthy and unhealthy relationships.
2. Demonstrate the ability to reason critically in making decisions about relationships.
3. Understand and distinguish between sex, gender, sexual orientation, gender expression and romantic attraction.

Lesson Plan

Activity	Purpose & Content	Format	Materials	Duration
Healthy relationships	1. Qualities of healthy and unhealthy relationships 2. Gender identities & sexual orientations	Whole class discussion	PowerPoint Presentation	75 minutes
Knowing the signs	1. Analyzes a situation from an ethical point of view 2. Evaluates options or possible actions	Whole class Sorting and discussion	Statement cards Answer key PowerPoint Presentation	15 minutes
Sexting & Healthy Relationships	1. Making decisions about sexting in a healthy relationship 2. Understanding the risks and legal issues with sexting.	Whole class discussion	Lesson Plan Website Projector	30 minutes
Reflecting on an ethical situation	Evaluation of ERC-C1	Individual reflection	Worksheets	30 minutes

Background information

To make sure you have all the information you need to facilitate these conversations, here are a few resources that can help you get comfortable with subjects you might know less about:

Sexual orientations, gender identities and expression:

- [Breaking Through the Binary: Gender Explained Using Continuums](#)

Sexting:

First, remember that your students are beginning to explore sexuality and that sexting is part of their reality in exploring. It is important to stay away from guilt and shame so they can develop a positive relationship with sexuality. However, sexting is not without its legal risks, so here is more information to guide your students through those risks:

- [What is sexting?](#)
- [Sexting basics: How to stay safe](#)
- [Sexting: Privacy and the law](#)
- [Sexting and consent: Important facts to know](#)

Healthy relationships

Time: 75 minutes

Materials:

- PowerPoint presentation

Instructions:

1. Ask students what they think makes a relationship healthy or unhealthy. Allow the students 2-3 minutes to discuss ideas with a partner.
2. Deliver PowerPoint presentation, using prompts in presentation notes to conduct discussion throughout presentation, if desired.

Snowball activity

Time: 10-15 minutes (included in the previous "Healthy relationships" activity)

Materials:

- Paper
- Pens/pencils

Instructions:

1. Have students pair up and distribute two pieces of paper to each pair.
2. Ask students what they think makes a relationship healthy or unhealthy. Allow them 2-3 minutes to discuss ideas with their partner.
3. Instruct students to write one quality of a healthy relationship on one piece of paper and one quality of an unhealthy relationship on the other piece of paper.
4. Bring the whole class together with students standing in a circle.
5. Instruct students to crumple up each of the pieces of paper into a ball and have them throw their paper balls into the center of the circle.
6. Have each student retrieve a new paper ball and take turns reading the quality aloud.
7. After each quality, discuss whether this is a quality of a healthy relationship or an unhealthy relationship, encouraging students to reflect on their rationale.
8. Collect any paper balls that identify the same quality.
9. Repeat until all the qualities have been read.
10. Recap the qualities that have been identified and supplement with any that have not been discussed by the students.
11. If time permits, engage in a discussion about healthy and unhealthy relationships using the prompts below:
 - a. Why do people sometimes stay in an unhealthy relationship?
 - i. The expression "love is blind" is often true. Someone may feel they are so in love that they do not look deeply at the problems and stay in the relationship for the reasons below.

Instructions (continued):

- i. People who are in unhealthy relationships often believe things will get better, the problems are just a phase or that they can change their partner. Sometimes they will have seen this type of behaviour in another relationship, for example at home and not realize that the characteristics are unhealthy.
- ii. Teens may feel that having a partner is more important than getting out of an unhealthy relationship. They may be scared to break it off either because they feel they cannot cope without the other person or the other person may be abusive or violent towards them.
- a. What can you do if you know someone is in an unhealthy relationship?
 - i. If someone feels that their relationship is unhealthy they should talk to their partner and make it clear the relationship will end unless things change. Talking to friends or others they trust is important – often friends can provide some insight by letting you know how they see the relationship. If violence and abuse are present in the relationship then talking to a counsellor may help.

I.D.E.A.L. activity

Time: 20 minutes (included in the previous "Healthy relationships" activity)

Materials:

- I.D.E.A.L. scenario cards
- I.D.E.A.L. worksheet

Instructions:

1. Cue the I.D.E.A.L. slide and introduce students to the I.D.E.A.L. method of problem solving (include elements of the ERC first competency).
2. Demonstrate the worksheet and explain the steps involved in the process.
3. Divide the class into 5 small groups and distribute a scenario card and worksheet to each group.
4. Instruct students to read and work through their scenario in their groups, using the I.D.E.A.L. method.
5. After students have completed the small group activity, have each group present their scenario and their response to the whole class.
 - a. Cue the following slide to display Scenario 1 and have a student read the scenario aloud to the class.
 - b. Allow the group to which this scenario was assigned to share their reflections and response, following the I.D.E.A.L. method.
 - c. Ask the rest of the class whether they agree or disagree with the rationale presented by the group.
 - i. Allow for additional suggestions to be made, supplementing and clarifying ideas as needed.
 - d. Continue in the same manner with each of the remaining scenarios.

Knowing the signs

Time: 10-15 minutes

Materials:

- Knowing the signs statement cards
- Knowing the sign answer key
- Whiteboard and markers

Instructions:

1. Introduce the activity by stating that sometimes it is necessary to step back and evaluate our romantic relationships. Often we cannot see the unhealthy trends when we are in the relationship.
2. Create a T-chart on the whiteboard and label one column "Healthy" and the other column "Unhealthy".
3. Hand out the Relationship Statement cards giving one or two to each student.
4. Select one student to read his or her statement card aloud to the class.
5. Ask the student to then place the cards in the T-chart under the appropriate column (Healthy or Unhealthy).
6. Open a discussion about the statement and whether it represents a healthy relationship or an unhealthy relationship.
 - a. Ask the students to explain their rationale.
 - b. Supplement or clarify information using the answer key as needed.

Variation:

Allow students to complete this activity in small groups.

- Divide the statements among the different groups or print additional statement cards to allow each group to work with the full set.

Sexting and healthy relationships

Time: 30 minutes

Materials:

- Website
- Projector or devices for students

Instructions:

1. Remind students of the ground rules that have been set in the beginning of the LES.
2. Visit Kids Help Phone's website to find "Pic'd, a decision game about sexting" and project in on the smartboard/whiteboard/screen:
<https://kidshelpphone.ca/get-info/picd-a-decision-game-about-sexting/>
 - a. Variation: Ask your students to pair up and make sure each team has a device with which they can do the activity.
3. Once students went through the scenario, in small groups or with the whole classroom, facilitate a discussion with the classroom (see questions in the PowerPoint presentation notes).

Reflecting on an ethical situation

Time: 30 minutes

Materials:

- Printed copies of the Ethical reflection template for each student
 - This template was translated & adapted from RÉCIT
- Powerpoint slide with the situation to analyze

Instructions:

1. With the whole group, project and read the ethical situation (Taylor & Lee).
2. Ask students to reflect individually on the situation and to fill the "Ethical reflection template".
3. Based on the solution they chose among the ones they came up with in the template, each student must write the rest of the story OR rewrite the story in a way that the relationship between Taylor and Lee is healthy.
 - a. If you lack time, students can complete the story in homework or during the next class.
4. Use the evaluation grid proposed in the activity documents to assess students' understanding and mastering of the Ethics and Religious Culture competency.