



Learner Outcomes

P10 Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships

- identify positive elements of relationships i.e., trust, integrity, respect, responsibility
- describe the skills, attitudes and behaviours for building, maintaining and enhancing healthy, positive relationships
- describe how roles and role expectations change with age, growth and changes in life
- develop strategies for identifying unhealthy relationships

P11 *Examine the relationship between commitment and intimacy in all its levels*

- *identify expectations and commitments in various relationships*
- *explain the role of trust and ways to establish trust in a relationship*
- *develop strategies for dealing with jealousy*

P14 Evaluate resources and support systems for each dimension of health and well-being for self and others

- identify support systems and resources for unhealthy relationships and strategies for contacting/using them

This lesson addresses all of the specific outcomes listed above. Instruction in human sexuality (***bolded and italicized*** outcomes) requires schools to provide notice to parents about the learning outcomes, topics and resources.

How To Use

This lesson plan contains numerous activities to achieve the learner outcomes above. You may choose to do some or all of the activities, based on the needs of your students and the time available. Some of the activities build on the ones that come before them, but all can be used alone.

For a quick lesson, combine activities A, B, F and G.

If you choose not to do all the activities, use your professional judgement to assess which outcomes you have covered and which may need additional activities.

Classroom Activities & Timing

See also the [Differing Abilities](#) lesson plans on Friendships, and Dating and Healthy Relationships.

- A. Ground Rules (5-10 minutes)
- B. Healthy, Unhealthy and Abusive Relationships (20-30 minutes)
- C. Relationship Scenarios (30-60 minutes)
- D. Dating Relationships (5-10 minutes)
- E. Finley and Blake Role Play (30-60 minutes)
- F. Resources and Support Systems (5-10 minutes)
- G. Question Box (5-10 minutes)

Required Materials

CARDS: Healthy/Unhealthy/Abusive Relationships

[SLIDES](#): Healthy Relationships, Unhealthy Relationships, Abusive Relationships

[SLIDES](#): Types of Communication, Communication Styles

HANDOUT: Relationships Scenarios 1-7

CARDS: Relationship Progression

HANDOUT: Finley & Blake: A Case Study

[SLIDES](#): Safety Planning for Teens

[SLIDES](#): If You Think Your Friend Is Being Abused, Being Abusive

[SLIDE](#): Resources

All the diagrams/slides are also available as PDFs in [CALM Diagrams](#).

Background Information for Teachers

During adolescence, relationships provide opportunities for self-esteem and personal growth. Friendships and dating provide teens with the opportunity to develop skills and behaviours for building and maintaining healthy relationships.

For teens to develop positive, healthy relationships they need to be able to identify when relationships are healthy, unhealthy or abusive. Teens are vulnerable to abuse in their relationships due in part to inexperience and also myths that include viewing violence as an act of love. Studies show that

CALM Relationships

For more information see the Government of Alberta's [Dating Abuse booklet](#).

between 10-25% of teens experience physical and verbal aggression in their dating relationships, and 9% have experienced physical violence.

Understanding the differences between healthy, unhealthy and abusive relationships is important for all students. Below are the traits of healthy, unhealthy and abusive relationships. Most of these traits can relate to any kind of relationship, but a few deal specifically with romantic or intimate relationships.

	Healthy	Unhealthy	Abusive
Sharing Feelings	Both people feel safe, comfortable and strong enough to tell each other how they really feel.	One person feels uncomfortable telling the other how they really feel.	One person feels afraid to tell the other how they really feel. They are scared of being rejected, abandoned, getting 'put down' or being threatened.
Communicating	Both partners listen to and respect each other's point of view. They make decisions together.	One person ignores the other and does not respect their opinions.	One person treats the other with disrespect. One person ignores the other's ideas and feelings or makes fun of them.
Disagreements	Both people have equal say in the relationship. They show respect to each other even when they have disagreements. They work things out together, so they both get what they need.	Disagreements often turn into fights that include yelling, criticism or harsh words.	One person is afraid to disagree because they don't want the other to get angry or violent. The disagreement is used as an excuse for abuse.
Intimacy and Sex	Both partners are honest about how they feel about being physical and having sex. Neither person feels pressured to do anything they don't want to do.	One person is embarrassed to say how they feel or what they need. One person may go along with things they may not be comfortable with.	One person ignores the other's needs and wants. One person may be pushed into doing things that make them feel uncomfortable, afraid or ashamed.

CALM Relationships

	Healthy	Unhealthy	Abusive
Time Alone	Both people can spend time alone and think of this as a healthy part of the relationship.	One person thinks there may be something wrong if the other wants to do things without them. One person tries to keep the other to themselves.	One person doesn't let the other spend time doing things because it's seen as a threat to the relationship. One person may monitor the other person's activities and isolate them from family and friends.
Trust	Both people trust each other. Both people are comfortable with each other spending time with other people.	One person feels jealous when the other person talks to or spends time with someone else.	One person accuses the other of flirting or having an affair. One person orders the other not to talk to other people.
Verbal	Both people value the differences between each other and work to be non-judgmental. Both partners try hard not to talk harshly to or about each other.	There have been a few times when harsh words were used, and one person felt at risk of harm. There is no clear pattern of abuse.	There is a pattern of increasing or ongoing verbal or psychological abuse. This may include damaging belongings, name-calling, and threats to hurt or kill the other person, a family member or a pet.
Violence	There is no physical violence or threat of violence in the relationship. Neither person feels at risk of being hurt or harmed. Both partners behave in ways that keep the other safe (e.g. Safer sex practices)	There have been a few times when one person felt at risk of harm. There is no clear pattern of abuse or violence.	There is an increasing or ongoing pattern of pushing, slapping, shaking, choking, punching or forced sexual contact.

Being Prepared for Disclosures and Distress

This topic can be distressing to students, including those who have been involved in or witnessed an assault or abusive situation. Dealing with sensitive issues encourages students to examine their own beliefs and experiences. Teachers need to act with sensitivity and discretion

CALM Relationships

when handling individual student information that is sensitive or could cause embarrassment or distress to the student or family

To maintain both student safety and engagement, it is helpful to be familiar with [trauma informed practice](#), to use inclusive language and to acknowledge feelings and stories. It is also important to strongly emphasize a respect for confidentiality among all class members.

For more information on reporting and responding to disclosure see the video and related materials at [Recognizing, Reporting and Responding to Abuse in Schools](#).

- Respect and reinforce confidentiality and sensitivity in the classroom.
- Anticipate where discussions will lead in order to protect students from revealing inappropriate personal information.
- Before starting these lessons, talk to the school counsellors so they are aware there may be disclosures of abuse.
- Ensure your students understand that disclosures of abuse cannot be kept confidential. Disclosures are the first step to get help for a student who is experiencing abuse.
- Share with students what they can expect if they disclose abuse, e.g., acknowledgement, honouring their disclosure, redirection to discuss further outside of class and assurance of connecting them with support.
- The Child, Youth and Family Enhancement Act requires you to report the abuse of a young person to Child and Family Services or Delegated First Nation Agencies. You can locate your local office by visiting <https://www.alberta.ca/childrens-services-offices.aspx>

For more information review [Responding to Child Abuse: A Handbook](#), published by the Government of Alberta or visit [How to Help and Report Child Abuse, Neglect and Sexual Exploitation](#)

Refer to your school division's guidelines about disclosures and reporting.

Inclusive Language

Language is complex, evolving, and powerful. In these lessons, [inclusive language](#) is used to include all students, including those with diverse gender identities, gender expressions and sexual orientations. This includes the use of 'they' as a singular gender-neutral pronoun.

A person's sex can be assigned at birth as male or female. Some people are intersex (the reproductive, sexual, or genetic biology of a person is unclear, not exclusively male or female, or otherwise does not fit within traditional definitions of male or female). Assigned sex is independent of gender.

Gender identity is a person's internal sense of identity as girl/woman, boy/man, fluid among genders or no gender (regardless of what sex they were assigned at birth).

For many people, their gender is the same as the sex they were assigned at birth (cisgender). For some, their gender identity is different from the sex they were assigned at birth. They may use terms like transgender, trans, non-binary, gender fluid, gender queer, agender or others, to describe their gender

identity. The umbrella term 'trans' is primarily used here, to describe people whose gender identity and sex assigned at birth differ. While this umbrella term does not fit everyone, the intention is to be inclusive as possible.

A. Ground Rules

Ensure [ground rules](#) are established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can help ensure a successful lesson.

B. Healthy, Unhealthy and Abusive Relationships

Students clarify their understanding of relationships and identify the characteristics of healthy, unhealthy, and abusive relationships.

1. Ask students to define the term relationship.
 - A relationship involves a connection between people. Although we come into contact with many people in our daily lives only a few encounters will result in relationships or friendships.
 - We form relationships as soon as we are born with parents, siblings, family members and caregivers.
 - As we get older, we form new relationships with others such as friends, teammates, teachers, and employers.
 - Some people have many relationships, a wide circle of friends and acquaintances; other people have only a few connections.
2. Ask students to list some of the benefits of relationships.
 - Their list may include love, companionship, safety, shared interests, affection, sharing hopes, dreams and problems, someone to have fun with, someone to support them, etc.
3. Write three headings on flipchart paper that say **Healthy**, **Unhealthy** and **Abusive** and attach them to the walls around the room.
4. Hand out the **Healthy/Unhealthy/Abusive Relationships** cards to the class. If there are more students than cards, have students work together. Ask the students to place their cards under the heading they think it best fits under.

CALM Relationships

Answers

Healthy	Unhealthy	Abusive
It is okay with you when your partner spends time alone with friends or family.	Your partner has the power to make you feel bad and uses it.	Your partner has intentionally physically hurt you.
It is okay with your partner when you spend time alone with friends or family.	Your partner repeatedly asks you to do sexual acts that you don't want to do.	You are afraid of your partner's temper so you avoid making them angry.
Your partner likes the way you look and act and tells you so.	When you refuse to do certain sexual acts, your partner puts you down.	You have stopped seeing your friends or family because your partner is jealous of them.
You both decide how you spend your time together.	Your partner has threatened to break up with you.	You have performed sexual acts you didn't want to because of pressure from your partner.
You usually feel happy in this relationship.	Your partner believes that jealousy is a sign of love.	Your partner threatens to hurt themselves if you break up.
You have both agreed that you are a couple and trust each other to stick to it.	You think you can make your partner's problems go away.	Your partner threatens to post private/nude photos of you if you break up with them.
You can be honest about your feelings and talk about them freely.	You worry that the relationship might end and would do anything to keep it going.	Your partner posts private/nude photos of you on their social media accounts.
You and your partner are protected from STIs and/or unintended pregnancy.	Your partner repeatedly asks you to have unprotected sex.	Your partner removed a condom during sex without your knowledge.

CALM Relationships

5. Lead a group discussion about the card placements using the following questions as a guide:

What characterizes a healthy relationship?

- Show the **Healthy Relationships** slide.

What characterizes an unhealthy relationship?

- Show the **Unhealthy Relationships** slide

Why might a person not tell others if they are in an unhealthy or abusive relationship? They may feel:

- embarrassed, ashamed, stupid, worthless
- alone and afraid of getting hurt
- convinced it's their fault
- scared of getting in trouble
- afraid that parents or friends will judge or blame them or will be disappointed
- confused—they may think this is how people show love
- 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

Why do people stay in unhealthy or abusive relationships?

- They may believe things will get better, the problems are just a phase or that they can change their partner.
- They may have seen this type of behaviour in another relationship, for example at home and not realize that the characteristics are unhealthy.
- People 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 because they fear the other person may be abusive or violent towards them or people they love.
- The abuser may often show or express genuine shame or remorse for their abusive behaviour, but continue to repeat the behaviour.

If someone is in an unhealthy relationship what can they do about it?

- Asking for support from a trusted friend or adult is an excellent first step.
- It is important to acknowledge unhealthy characteristics in a relationship before they become abusive characteristics.
- Talk to their partner, share their concerns, clearly state their limits and consider if the relationship will end unless things change.
- It may be possible to change an unhealthy relationship into a healthy relationship with support. It may also be the case that the relationship cannot be saved and is healthier for both people if ended.

CALM Relationships

6. Show the **Abusive Relationships** slides.
 - 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 you think you might be in an abusive relationship, it is important to talk to a trusted adult. Without help, abusive relationships don't get better, they get worse.
7. Ask students to brainstorm examples of the various forms of abuse under the following headings:

Physical abuse: The intentional use of any action that could cause pain or injury. Shoving, pushing, slapping, kicking, biting, punching, pinching, hair-pulling, throwing things, threatening to cause harm with a weapon

Emotional/Psychological abuse: Name-calling, insulting, blaming, humiliating, swearing or yelling, being disrespectful, causing embarrassment, being explosive, extreme mood swings, manipulating, being possessive, isolation, telling others/bragging about intimate relationship details

Sexual abuse: Any unwanted sexual touching, sexual acts without consent, making fun for not wanting to do certain sexual things, unsafe sexual practices, forcing a person into degrading, humiliating or painful sexual acts, distributing photos or videos with sexual or humiliating content

Intimidation: Throwing or breaking things, destroying possessions, threatening to cause personal harm or harm to friends, family or pets, threatening to commit suicide to get their way, threatening gestures or facial expressions, stalking, contact by phone, text or email that causes fear or discomfort, guilt tripping, mind games

8. Ask students how common they think these types of abuse are in teen relationships.
 - Recent studies indicate 9% of grade 9-12 students have experienced dating violence, and 10-25% experience physical and verbal aggression in their dating relationships.
 - Although girls in their teens report experiencing dating violence at a higher rate than boys, any relationship with people of any gender or sexual orientation can experience abuse.
9. Ask students to brainstorm the warning signs that someone might be in an abusive relationship:

A person who is being abused may show the following signs or changes in behaviour:

- physical injuries like bruises, sores, scratches or broken bones- especially if the injuries do not match the story they tell you

CALM Relationships

- sudden changes in clothes or makeup
 - failing grades or dropping out of school activities
 - emotional outbursts or over-reacting to things that seem small or unimportant
 - withdrawing from friends or family
 - difficulty making decisions
 - sudden changes in mood or personality (e.g. becoming anxious or depressed, acting out, being secretive)
 - changes in confidence
 - frequently apologizing, even when they have done nothing wrong
 - flinching at sudden non-violent movements (e.g. unexpected high five)
 - changes in eating or sleeping habits, avoiding eye contact
 - using alcohol or drugs or increased use of drugs or alcohol
10. Brainstorm some warning signs a person is abusive and could be violent:
- pressures to make the relationship very serious or to have sex
 - they become extremely jealous and possessive and think these destructive displays of emotion are signs of love
 - they are controlling (e.g. makes all the decisions, does not take the other person's opinions seriously)
 - uses guilt trips (e.g. "if you really loved me, you would...")
 - blames other person for relationships problems (e.g. "it's because of you I get so mad")
 - may apologize for violent behaviours, promise to never act violent again and to change
 - keeps other person from spending time with close friends or family

*More details on how to help a friend in an unhealthy or abusive relationship can be found in **Activity E: Finley and Blake Role Play***

C. Relationship Scenarios

Students practice skills for building, maintaining and enhancing healthy relationships.

1. Introduce the activity by pointing out that communication is a basic component of all relationships. Communication is the exchange of thoughts, ideas, or feelings between two or more people. People communicate verbally (talking or writing) and non-verbally (posture, facial expression). Listening is also an important part of communicating.
2. Display the **Types of Communication** slides and discuss the differences between assertive, passive, and aggressive communication.
3. Summarize the differences using the **Communication Styles** slide.

CALM Relationships

4. Explain that the following role play activity will allow students to practice skills for building, maintaining and enhancing healthy relationships by using assertive communication.
5. Form groups of 2-5 students.
6. Give each group a **Relationships Scenario** card.
7. Explain to groups that they will plan and present a 1-3 minute role play based on their card, showing examples of assertive communication and negotiation.
8. Each role play defines at least two characters, but groups can add others if desired. Let them know if you expect everyone to have a part in the role play, or if it is acceptable for some to contribute to the script without acting.
9. Give groups 10-20 minutes to plan and practice their role play.
10. Have each group present their role play to the class. Ask each group begin by reading the scenario and introducing the actors and their roles.
11. After the presentations, use the following questions to lead a discussion:
 - Why can dealing with friends, family and the people we work or learn with sometimes be difficult?
 - What are some effective ways to start talking about a difficult topic?

D. Dating Relationships

Students will explore the idea of dating or romantic relationships, and how they may progress.

1. Ask students to define the term 'romantic or dating relationship'.
 - Dating usually means that two people are spending time together in a close relationship and include romantic or sexual attraction.
 - Romantic relationships often become more emotionally and physically (sexually) intimate over time.
2. Do you think there is pressure to date? If so, where does it come from?
 - Some teens may feel pressure to date from media, friends, or date to fit in with their peer group. There is no set age or time to start dating.
 - Many people do not start dating until they have finished school because other things are more important to them such as their school work, a sport they enjoy or just hanging out with friends.

CALM Relationships

Others may have family rules that do not allow them to date until a certain age. Other people do not date at all.

3. What expectations do people have about dating – who asks, who pays, etc.?
 - Everyone has different expectations about dating. Open communication with dating partners is one way to make sure everyone understands each other's expectations and goals.
 - If stereotypes are raised (such as only boys initiate sex or pressure their partners) it can be helpful to ask questions like, "Why do people have these expectations? Where do these stereotypes or myths come from? What might the problems with these stereotypes be?"
4. What influences the qualities people look for in a partner?
 - Suggestions may include: parents/family, TV, movies, magazines, music and peers.
 - Many of the examples of relationships we see in the media are not realistic and present an over-romanticized image.
 - We are often able to learn from others what we do and don't want from relationships.
 - The media presents images of couples in movies, TV shows and advertising putting forward the idea that everyone is dating. These representations are not always realistic.
5. Divide the students into small groups. Ask the groups to answer four questions and be prepared to report their answers back to the whole class:

Why do people date? Answers may include to have fun, getting to know another person, desire for emotional, physical or sexual intimacy.

Who makes a good date? Answers may include someone with common interests or values, someone who was a friend first, someone who friends and family approve of.

What makes a good date? Answers may include that dating should be fun and provide you with an opportunity to get to know the other person. It is important to share decisions around where you will go and what you might do on that date.

What should you think about before going on a date? Raise the following discussion points if not addressed by students:

- Dating in groups can be more fun, comfortable, and safer.
- Be aware of the effects that alcohol or drug use can have on decision making for yourself and your date.
- Know and communicate your limits around sexual activity. Knowing your limits makes it easier to express them to a date and to stick by them.

CALM Relationships

The [lesson plans on consent](#) further explore the topics of the importance of consent for every sexual activity and the on-going right of one partner to say no, or change their mind and withdraw consent at any time.

Two of the cards mention STI protection and birth control. It is important to acknowledge that some students may be in relationships where pregnancy is not a possibility, but people in all relationships need to consider STI protection.

When discussing love, it may be a good time to discuss if students feel there is a difference between love and a crush. Regardless if a relationship is based on love or a crush, healthy relationships are about mutual care, trust and respect.

- Be honest with your date and use assertive communication strategies. If you no longer want to date the other person explain why clearly and simply.
6. Divide the class into small groups of 4-6.
 7. Distribute a set of **Relationship Progression** cards to each group. Consider keeping out the card that says 'Love' until later in the discussion (see below).
 8. Tell students that the 'First contact' card will likely be their first card, because you can't really start a relationship with someone you haven't had contact with.
 9. Ask them to read and discuss the other cards and line them up in order as a group.
 10. Come back together as a large group to discuss, using the following questions as a guide.

What do you think about the order we have this in? Did everyone agree with this order? Any changes? If so, what?

- There is no right way for a relationship to develop, everyone is different. Not everyone in the group will agree with the order the group has placed the stages.
- Healthy relationships are about people communicating clearly and honestly, and respecting each other's limits and boundaries. This might mean that the relationship progresses more slowly than one person wants, to meet the limits and boundaries of the other person.

Will all relationships progress in this way?

- Many people choose to not do some of these steps in their dating relationships. For example, lots of people don't have sex in their dating relationships and many dating relationships never progress to long term commitment or marriage

How do the progressions compare with each other? Are they dramatically different?

If you have kept the Love card out, introduce it now and ask:

Can people fall in love at first sight? Where does love fit in the progression? Where does it fit in relation to sexual activity?

Do you think the group has built a 'real' relationship or an 'ideal' relationship? Do you think most teen relationships look similar to or different from this?

- Everyone develops their own values and has the right to different values than others. There is no need for the group to come to consensus, rather the goal is to stimulate thoughtful consideration.

CALM Relationships

What happens if we take the sex card and put it near the beginning of the relationship?

- This idea may have been raised when you addressed the real/ideal question above. Some relationships may be one-night stands and involve little more than the act of sex (anal, oral or vaginal). What does the group think about this from an emotional standpoint and a safety perspective?

How long do you think each step takes?

- Everyone is different; there is certainly no timeline that must be followed.

Do you think the birth control and STI protection cards are in the right place?

- Chances are the group will have put these cards near the end of the relationship. Challenge them to put the 'talking about' card earlier.
- If one or both people in the relationship want to choose abstinence, it is important they have this conversation early in the relationship.
- Ask what would need to happen for them to be able to bring up this conversation early in a relationship.

E. Finley and Blake Role Play

Students identify ways that they can support a person in their social circle who is in an unhealthy relationship.

1. Explain that the following role play activity will help students identify ways that they could support someone in their social circle who is in an unhealthy relationship.
2. Form groups of 3-4 students.
3. Give each group a copy of the **Finley and Blake: Case Study** handout.
4. Explain that groups must plan and present a 1-3 min role play as outlined in the handout. The role play should provide appropriate examples of how they would support either Finley or Blake.
5. Give groups 5-10 minutes to plan and practice their role play.
6. Have each group begin by telling the audience who they have chosen to support and then introduce the characters and their roles. Groups then act out the role play.
7. After each presentation, use the following questions to lead a discussion:
 - What support skills were used to help Finley/Blake?
 - Can you suggest other ways the characters may have handled this situation?

CALM Relationships

- What were your feelings as you watched this role play?
8. Discuss the slide: **Safety Planning for Teens**
 9. Debrief the activity using the slides: **If you think your friend is being abused** and **If you think your friend is being abusive**
 - Note that while it may be healthier and safer in the long run for Finley to leave the relationship, they may choose to stay. For the friends and family this is difficult, but ultimately it is Finley's choice.

F. Resources and Support Systems

If you or someone you know is in immediate danger call 911.

If you or someone you know needs support please refer to the following for help:

- A parent, teacher, or trusted adult
- Kids Help Phone: 1-800-668-6868 or kidshelpphone.ca
- Alberta One Line for Sexual Violence 1-866-403-8000
- Association of Alberta Sexual Assault Services: www.aasas.ca
- Call Health Link at 811

G. Question Box

Answer any questions from the [question box](#) in the previous lesson. Have students submit any new questions and address them next class.

Addressing the questions at the next class allows you time to review the questions and prepare responses.

Self-Reflection

During the lesson, were:

- Ground rules being followed?
- Good practices established regarding group work and discussion?

What will you change for future classes with this group?

What will you change for future use of this lesson?

Student Assessment

During the lesson, did students:

Knowledge:

- Define the terms 'relationship' and 'romantic or dating relationship'?
- Identify the characteristics of healthy, unhealthy and abusive relationships?
- Describe how relationships progress and change over time?
- Identify important qualities of dating relationships?

Skills:

- Practice skills for building, maintaining and enhancing healthy relationships?
- Develop strategies for identifying unhealthy relationships?
- Develop strategies for supporting a friend?

Attitudes:

- Recognize the benefits of a healthy relationship?
- Recognize that dating should happen at an individual's own pace?
- Describe attitudes and behaviours for building, maintaining and enhancing healthy, positive relationships?
- Discuss the reasons teens may stay in relationships and accept that unhealthy or abusive relationships can be damaging?
- Accept that nobody deserves to be abused?



It is okay with you when your partner spends time alone with friends or family

Your partner has the power to make you feel bad and uses it

Your partner has intentionally physically hurt you



**It is okay with your partner when
you spend time alone with
friends or family**

**Your partner repeatedly asks
you to do sexual acts
that you don't want to do**

**You are afraid of your
partner's temper so you
avoid making them angry**



**Your partner likes the way you
look and act and tells you so**

**When you refuse to do
certain sexual acts, your
partner puts you down**

**You have stopped seeing your
friends or family because your
partner is jealous of them**



**You both decide how you
spend your time together**

**Your partner has threatened
to break up with you**

**You have performed sexual acts
you didn't want to because of
pressure from your partner**



**You usually feel happy
in this relationship**

**Your partner believes that
jealousy is a sign of love**

**Your partner threatens to hurt
themselves if you break up**



**You have both agreed that
you are a couple and trust
each other to stick to it**

**You think you can make your
partner's problems go away**

**Your partner threatens to post
private/nude photos of you if you
break up with them**



**You can be honest about
your feelings and talk
about them freely**

**You worry that the relationship
might end and would do
anything to keep it going**

**Your partner posts private/nude
photos of you on their social
media accounts**



**You and your partner are
protected from STIs and/or
unintended pregnancy**

**Your partner repeatedly asks
you to have unprotected sex**

**Your partner removed a
condom during sex
without your knowledge**

Relationships Scenario 1

Kijana and Hayden have been friends since Grade 3. Hayden has asked Kijana to cover for them, saying that the two of them are having a sleep-over together. Hayden actually plans to stay over at their partner's house, but doesn't want their parents to know. Kijana doesn't want to lie and feels used in this situation.

Your role play must include a conversation between Kijana and Hayden. You can include other friends or trusted adults if you wish.

As a group, write a script that shows how to deal with this situation in an assertive way.

Relationships Scenario 2

Amit and Dylan are best friends. Recently Amit has noticed that Dylan has been losing a lot of weight. Amit sees Dylan passing on food and has heard Dylan claiming to be fat to other friends. Amit is now very concerned for their friend but is not sure how Dylan will react if they raise the subject.

Your role play must include a conversation between Amit and Dylan. You can include other friends or trusted adults if you wish.

As a group, write a script that shows how to deal with this situation in an assertive way.

Relationships Scenario 3

Miki lent Charlie some money 6 weeks ago. Miki has not asked for the money back but knows that Charlie started a new part-time job 3 weeks ago and feels Charlie should now have the cash to repay the loan.

Your role play must include a conversation between Miki and Charlie. You can include other friends or trusted adults if you wish.

As a group, write a script that shows how to deal with this situation in an assertive way.

Relationships Scenario 4

Jin is keen to take a year off from school to travel and work in Europe before attending college. Jin worries that their parents will see this as a waste of time and money but has decided to approach them with the idea.

Your role play must include a conversation between Jin and their parent(s). You can include other friends or trusted adults if you wish.

As a group, write a script that shows how to deal with this situation in an assertive way.

Relationships Scenario 5

Kerry and Rani are good friends. Kerry drives Rani to school every day. In the last week, Kerry has been over half an hour late every day. Rani is upset at missing so much school, but walking or taking the bus isn't an option.

Your role play must include a conversation between Kerry and Rani. You can include other friends or trusted adults if you wish.

As a group, write a script that shows how to deal with this situation in an assertive way.

Relationships Scenario 6

Skyler and Jean have been dating for a few months. Skyler wants to text and chat online until late on weeknights. Jean has lots of homework, a busy extra-curricular schedule, and really needs to go to bed early so they aren't too tired all week. Skyler isn't in school and can sleep late every morning as their job doesn't start until noon.

Your role play must include a conversation between Skyler and Jean. You can include other friends or trusted adults if you wish.

As a group, write a script that shows how to deal with this situation in an assertive way.

Relationships Scenario 7

Thu, Angel and Diwa were assigned a group project in Social Studies. The group divided the work up evenly, but Diwa hasn't done their part. Diwa keeps coming up with excuses about why they haven't done the work, and now the project is almost due.

Your role play must include a conversation between Thu, Angel and Diwa. You can include other friends or trusted adults if you wish.

As a group, write a script that shows how to deal with this situation in an assertive way.

Finley & Blake: A Case Study

Finley and Blake met in Art class. Working on projects, they got to know each other better. As they became friends, they realized they were attracted to each other. They started to go on dates and spend more and more time together.

Several months later, their friends noticed that the relationship was changing. They noticed that Blake put Finley down often and was demanding and unwilling to listen to what Finley had to say. They also noticed that Finley and Blake were rarely apart. When Finley was away from Blake, Blake would constantly call or text Finley. Finley seemed anxious around Blake, and often worried about making them angry. Friends began to talk to Finley about the relationship.

After talking to friends, Finley told Blake how they felt. Blake said that they were sorry and said they could not imagine life without Finley. Blake promised to change and said that they did not mean to do hurtful things.

Things did not change, and in fact, friends worried that Blake was becoming increasingly more controlling. Blake was also pressuring Finley to have sex.

Finley didn't spend time with friends as much and often called friends to cancel when plans were made.

Finley's friends, and Blake's friends, are very worried about the situation. They have decided that it's time to talk to Finley and Blake about the relationship.

- 1. As a group, decide if you are going to role play the conversation between Finley and their friends, or Blake and their friends.**
- 2. Answer the questions below to prepare for your conversation, based on how you think your character would answer.**
 - What are the main concerns about the relationship?
 - How do you feel about the relationship?
 - What needs to change in the relationship?
 - Should the relationship continue?
 - Blake is pressuring Finley to have sex. What decision do you think Finley should make? How would this decision affect the relationship?
 - How would you express your opinion about the relationship in your conversation?
- 3. Prepare a 1-3 minute role play that demonstrates appropriate and realistic examples of how the friends could support either Finley or Blake.**



First contact

(Eye contact or saying hello)

Flirting

Talking about shared interests



**Spending time together doing
shared interests** (sport, music, art, etc.)

Texting

‘Steady’ dating
(Dating only one person)



Going on dates with groups

Going on dates alone

Trust

(Being able to tell and
keep secrets, being reliable)



Kissing

Touching

**(Holding hands, putting
arm around someone)**

More intimate touching

(Touching breasts or genitals through clothes)



Emotional intimacy

**(Loving personal relationship,
warmth, affection, closeness)**

Sex

(oral, anal, hand or vaginal)

Love



Getting and using STI protection and birth control

Talking about STI protection and birth control

Thinking about having children



Long-term commitment or marriage

Sharing goals

(Having similar dreams and ideas about life)

Unconditional acceptance

(Knowing someone's strengths and weaknesses and still liking them)
