

# BUILDING HEALTHY RELATIONSHIPS

## Lesson 1

GRADE  
**CALM**

### LEARNER OUTCOME<sup>1</sup> P10:

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



#### MATERIALS:

1. **Newsprint and Pens**
2. **CARDS: Relationship Scenarios**



#### INTRODUCTION:

During adolescence, relationships provide opportunities for self-esteem and personal growth. This lesson encourages students to think about how they develop and maintain healthy relationships. Students will have the opportunity to discuss how to identify expectations and commitments in different types of relationships.



#### APPROACHES/STRATEGIES:

##### A. GROUND RULES (5-10 min)

Ensure ground rules are established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can promote a successful lesson.

##### B. DISCUSSION QUESTIONS (25-30min)

*Students clarify their understanding of the term 'relationship'.*

1. Ask students to define the term **relationship**.
  - We form relationships as soon as we are born with parents, siblings and family. As we move outside the home, school or neighbourhood friends may become important. As we get older new relationships such as teacher-student, employer-employee are formed. A relationship involves a

connection between people and although we come into contact with many people in our daily lives only a few encounters will result in relationships or friendships. Some people have many relationships, a wide circle of friends and acquaintances, and others prefer only a few close friends.

2. Ask students to list some of the benefits of relationships.
  - The list may include some of the following
    - Love
    - Companionship
    - Safety
    - Shared interests
    - Affection
    - Sharing hopes, dreams, problems
    - Someone is there for you
    - Shared culture or religion
    - Someone to have fun with

**C. HEALTHY RELATIONSHIPS COMPARISON<sup>2</sup> (15-20 min)**

*Students identify the characteristics of a healthy and unhealthy relationship.*

1. Divide the students into 2 to 4 equal groups.
2. Assign the topics “healthy relationships” and “unhealthy relationships” to the groups.
3. Give the groups 5 minutes to brainstorm as many characteristics of their topic as possible.
4. Ask each group to present their list on newsprint to the large group. Ask for further suggestions and add to the lists. You may want to leave these lists up around the room while covering this topic to remind the group how to identify if a relationship is a healthy one.

The list may include the following:

Students may equate the term ‘relationship’ only with dating, for example someone is in a dating relationship. It is important for students to understand different types of relationships and how important they are for healthy development throughout our lifespan.

Healthy Relationships	Unhealthy Relationships
<ul style="list-style-type: none"> <li>• Happiness</li> <li>• Trust</li> <li>• Love</li> <li>• Affection</li> <li>• Equality</li> <li>• Mutual Respect</li> <li>• Friendship</li> </ul>	<ul style="list-style-type: none"> <li>• No trust</li> <li>• No respect</li> <li>• Jealousy</li> <li>• Abuse (emotional, physical, sexual)</li> <li>• Poor Communication</li> <li>• Low self-esteem</li> <li>• Power Issues</li> </ul>

<ul style="list-style-type: none"> <li>· Laughter</li> <li>· Common Interests</li> <li>· Support</li> <li>· Fair Arguments</li> <li>· Acceptance</li> <li>· Comfort</li> <li>· Good communication</li> <li>· Kindness</li> <li>· Strong self-esteem</li> <li>· Humour</li> <li>· Fun</li> <li>· You can be yourself!</li> <li>· No fear of each other</li> <li>· Honesty</li> <li>· Independence</li> </ul>	<ul style="list-style-type: none"> <li>· Unfair arguments</li> <li>· Other person tries to change you</li> <li>· Lies</li> <li>· Coercion</li> <li>· Manipulation</li> <li>· Lack of understanding</li> <li>· No fun</li> <li>· Inequality</li> <li>· Blaming</li> <li>· Fear</li> <li>· Feel like you can't be yourself</li> <li>· Lack of trust</li> <li>· Not independent people</li> </ul>
---	--

5. Lead a discussion by asking:

- How do you feel in a healthy relationship?
- How do you feel in an unhealthy relationship?
- Why do some people stay in unhealthy relationships?

**D. RELATIONSHIP ROLE PLAYS (30-60 MIN)**

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

1. Explain that the following role-play activity will allow students to practice skills for building, maintaining and enhancing healthy, positive relationships.
2. Form groups of 2-3 students.
3. Give each group a Relationships Role-Play Scenario Card.
4. Explain that groups must plan and present a role-play as outlined on the card they received. The role-play should provide appropriate examples of negotiating relationships. Role-plays should range from 1-3 minutes in length. No inappropriate language is allowed.
5. Give groups 5-10 minutes to plan and practice their



Students with differing abilities may experience different types of relationship and may need to spend extra time exploring boundary setting.

role-play.

6. Instruct the audience to listen carefully to each presentation, and inform them that there will be a discussion after each presentation.
  7. Have each group begin by reading the scenario and introducing the actors and their roles. Groups then act out the role-play.
  8. After each presentation, use the following questions to lead a discussion:
    - What skills were used to deal with the relationship?
    - What level of commitment is involved in this relationship?
    - Can you suggest other ways the characters may have handled this situation?
    - What were your feelings as you watched this role-play?
  9. Debrief the entire activity using the following questions:
    - Why can dealing with friends, family and the people we work with sometimes be so difficult?
    - What are the most effective ways to start talking about a difficult topic?
    - What skills and elements were used to maintain these relationships?
    - Can you suggest other ways the characters may have handled this situation?
- 



### **QUESTION BOX (10min)**

Answer questions from last class. Have students fill out questions and address them next class.

---



### **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:

- Identify various changes that occur during puberty?
- Describe ways to cope with change?
- Identify support systems that can help during puberty?

### Skills:

- Work together to brainstorm examples of puberty change?
- Exemplify appropriate listening and speaking skills during class discussion?

### Attitudes:

- Acknowledge that changes will occur during puberty?
- Accept that change is part of puberty?
- Establish comfort discussing sexuality?

- 
1. Alberta Education. (2002). *Health and life skills guide to implementation: Kindergarten to grade 9*. Retrieved from <http://www.education.alberta.ca/media/352993/pos.pdf>

### **ROLE-PLAY SCENARIO ONE**

John is a good student who has always enjoyed school. He has always maintained good working relationships with teachers and has felt able to ask for help and advise when appropriate. Recently John has felt that his math teacher has been treating him unfairly during class by questioning his performance in a series of tests. In fact, John would go as far to say that the teacher has been making fun of him.

Role-play scenarios should include a conversation between the following:

- John
- The math teacher

Your group must work together to develop a conversation providing appropriate suggestions around dealing with this relationship.

---

### **ROLE-PLAY SCENARIO TWO**

Maya and Leticia consider themselves best friends. Recently Maya has noticed that Leticia has been losing a lot of weight. She sees Leticia passing on food and has heard her claiming that she is “fat” to other friends. Maya is now very concerned for her friend but is not sure how Leticia will react if she raises the subject.

Role-play scenarios should include a conversation between the following:

- Maya
- Leticia

Your group must work together to develop a conversation providing appropriate suggestions around dealing with this relationship.

---

### **ROLE-PLAY SCENARIO THREE**

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

Role-play scenarios can include conversations between any combination of the following:

- Joe
- Craig

Your group must work together to develop a conversation providing appropriate suggestions around dealing with this relationship.

---

### **ROLE-PLAY SCENARIO FOUR**

Jordan is keen to take a year off from study to travel and work in Europe before attending college. He believes that his parents will see this as a waste of time and money and has decided to approach them with his idea.

Role-play scenarios can include conversations between any combination of the following:

- Jordan
- A parent
- A sibling

Your group must work together to develop a conversation providing appropriate suggestions around dealing with this relationship.

---

### **ROLE-PLAY SCENARIO FIVE**

Amanda has known Joanne since 3rd grade. She has covered for Joanne several times, saying that they are having a sleep-over when in fact Joanne has been staying with her boyfriend. Amanda no longer wants to lie and feels used in this situation.

Role-play scenarios should include a conversation between:

- Amanda
- Joanne

Your group must work together to develop a conversation providing appropriate suggestions around dealing with this relationship.

---