

Lesson Plan: Healthy Relationships

Objective:

- Participants will identify characteristics of healthy and unhealthy relationships.
- Participants will discuss and debate healthy and unhealthy relationship behaviours.
- Participants will practise communicating with a partner OR will develop resilience for surviving relationship break ups.

Target audience: 12+

Total estimated time: 60 minutes

Materials:

- Open space
- Something to write on (Chart paper, blackboard, or whiteboard)
- Something to write with (markers or chalk)
- Print out Activity 1: Healthy Relationships Scenarios
- Tape
- Four pieces of blank paper
- "Healthy Relationships: Let's Talk about Us" pamphlet
- "Sexual Consent: Ask, Listen, Respect" pamphlet

Preparation:

- You may wish to contact your local mental health consultant or nurse to sit in on this lesson (optional).
- Write the Group Agreement on piece of chart paper.
- Write the numbers 1, 2, 3, and 4 one on each piece of blank paper and tape them around the room.
- For Activity 2, decide whether you will do Option 1 (Listen to Hear) or Option 2 (Surviving Breakups).



Time	Slides	Topic	Key Points and Speaker's Notes		
5 min	1-3	Introduction	Introduce yourself and let the participants know that the group will be talking about healthy relationships		
		Group			
		Agreement	Establish a group agreement that participants should respect while participating in the workshop. Some suggestions include:		
			All questions are ok: At any time		
			 Confidentiality: Personal information and stories shared in the group stays in the group. Duty to report: There are limits to confidentiality. Facilitators must report any cases or suspected cases of child abuse of someone under 18 years old to the RCMP. 		
			• It's ok to pass: Participants may choose not to participate in a specific activity or leave the room at any time. Some topics may be difficult for some participants to listen to and talk about, so do not force anyone to participate.		
			 No judgement: Be respectful of each other, and do not laugh at other participants' questions or stories. 		
10 min	4-5	Discussion: What does a healthy	Speaker's Note: We have many types of relationships throughout our lives. We can have relationships with our parents, sisters and brothers, friends, work colleagues, and romantic partners. All healthy		
		relationship look like?	relationships have some things in common. What do you think a healthy relationship looks like?		
			Key Points:		
			Communication		
			Enjoyment / Pleasure		
			Safety		
			• Caring		
			Shared experiences		
			Respect		
			Trust		

Healthy Relationships – October 2017

Please contact sexualhealth@gov.nu.ca if you need support teaching this topic.



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			t is easy for us to say that this is what a healthy relationship lod भुरुवारि एवं कि be harder to know what to do in your own relationships to make sure they are healthy. Ministère de la Santé
25 min	6-12	Activity 1:	Speaker's Note: In this activity, I will read out a relationship situation. Each situation asks you to make
		Healthy Relationships Scenarios	a decision. I will give you four choices, and you will move to the corner of the room that indicates your choice. We'll then discuss as a group why people made the decisions that they did. There is no right or wrong answer to these situations. This activity will help you think about your values and beliefs about relationships.
			See activity instructions below.
			Key points to summarize at end of activity:
			 Everyone has beliefs about how they should be treated, and how they should treat others in a relationship.
			 If someone you are in a relationship with has different beliefs than you do, you need to talk about it. Either one of you will change your beliefs, or you'll decide that you can live with your different beliefs, or you'll decide that you can't, and leave the relationship.
10 min	13 OR	Activity 2 (2	Option 1:
	14	Options)	Speaker's Note: It can be hard to talk to someone about how you expect to be treated in a relationship. It can be even harder to listen to someone talk about how they expect to be treated in a relationship. In
		Option 1: Listen to Hear	this activity, you'll practice talking about what you expect, and listening to your partner.
			See activity instructions below.
		Option 2:	
		Surviving	Key points to summarize at end of activity:
		Breakups	 The best way to improve a relationship is to communicate well with each other. To communicate well, you have to talk and also listen.
			Option 2:
			Speaker's Note: Sometimes people fall out of love with each other and decide to break up. That can be really hard. Some people feel ok again quickly – they think, ah well, this is better for me anyway. Other people take longer to get over the heartbreak. In this activity,

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				Key points to summarize at end of activity: Munaqhiliqiyitkut				
				Breakups happen, and they can be hard, but you can survive and even thrive.				
				However, if you are having a hard time getting over it, you can get help. Speak to a nurse, social				
				worker, or mental health worker. If you ever feel like you might hurt yourself or someone else,				
				get help. Call the RCMP Emergency Line immediately.				
	5 min	15-17	Conclusion	Speaker note: Everyone deserves healthy relationships, and there are things you can do to improve				
				your relationships.				
				If you have experienced violence in your relationship, or are scared that someone is going to hurt you				
				remember it is not your fault and you can get help.				
				Call the RCMP Emergency Line				

Thanks very much for participating today! Any questions?

centre. You can also go to websites like www.irespectmyself.ca

If you want more information about healthy relationships, you can speak to me or a nurse at the health

If you want condoms, you can get them (list locations in your community where condoms are available)



Activity 1: Healthy Relationships Scenarios

Instructions:

- 1. Tape four pieces of paper (number 1, 2, 3, and 4) around the room. Leave space between each paper so that several people can gather around it.
- 2. Tell participants that you will read a relationship situation. Each situation asks them to make a decision and you will give them four choices. They must make a decision about what is the right thing to do and move to the paper that indicates their choice (Choice 1, 2, 3, or 4).
- 3. Remind participants that there is no right answer for each situation. This activity is intended to clarify their values and opinions about relationships.
- 4. After participants indicate their choices about what they would do, ask them to discuss why they made the choice they did.
- 5. Do as many scenarios as you have time for.

*Note: You can change the scenarios and responses to make them more relevant for your community.

Situations:

- 1. I cheated on my boyfriend because the relationship had become so predictable and I needed some excitement. He never found out and I'm not sure if I should tell him."
 - Choice 1—Come clean and tell your boyfriend the truth.
 - Choice 2—Tell him you're bored and try to improve your relationship.
 - Choice 3—Do nothing, what he doesn't know can't hurt him.
 - Choice 4—Break up.



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- 2. "My best friend has started dating this much older guy, she's 13 and he's 21. She says she likes him because he's more mature than the boys our age, and he buys her stuff. He's been asking her to have sex with him. I have a really bad feeling about this guy. Should I tell her what I think?"
 - Choice 1—It's none of your business, so stay out of it.
 - Choice 2—You should tell her your concerns about him being so much older than her because she is your best friend.
 - Choice 3—What this guy is doing is illegal! You should tell her parents.
 - Choice 4—Visit the guy and ask him what he wants with your friend.
- 3. "I've cheated on my girlfriend a few times, but they were mistakes. She kind of knows about them but she never brings it up, so I guess it doesn't bother her. Lately I've been wondering if I should tell her what I've done."
 - Choice 1—Honesty is the best policy. You should tell her, even if she gets mad.
 - Choice 2—Maybe she doesn't want to know. She could be cheating too.
 - Choice 3—Don't tell her, but don't ever do it again.
 - Choice 4—You're obviously not happy in the relationship. Break up with her.
- 4. "My friend has been having sex with his girlfriend, and I know they aren't using birth control. She's afraid to go on the pill because she doesn't want to get fat and he doesn't like condoms because they don't feel as good. They are doing the pull-out method. I just learned in health class that the pull-out method is not very effective. Should I tell him he's playing with fire?"
 - Choice 1—Tell him today! He should also know she can get an STD that way.
 - Choice 2—The pull-out method is better than nothing, don't say anything.
 - Choice 3—So what if they get pregnant, it would be fun to have a baby around.
 - Choice 4—Tell him, and tell him to tell his girlfriend that they pill doesn't make you fat. Tell him to make an appointment for both of them at the health centre.



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- 5. "My best friend has been dating this guy and she thinks she is in love with him. He's such a player and I saw him kissing another girl behind a shed. I'm not sure if I should tell my friend since she really likes him.
 - Choice 1—Don't tell, it's not your business
 - Choice 2—Definitely tell her, she needs to know he's playing around.
 - Choice 3—Talk to him and demand that he confess to your friend.
 - Choice 4—Try and hint to your friend with being direct about it.
- 6. "I just started dating Martha, who is such a sweetie. Now Annie, this hottie I've had a crush on all year, is totally into me. I want to hook up with Annie this weekend, but I don't want to hurt Martha."
 - Choice 1—Hook up with Annie. You're not that serious with Martha anyway.
 - Choice 2—Talk to Martha about ending things.
 - Choice 3—Tell Annie you're interested, but taken.
 - Choice 4—Stay true to Martha, don't hook up with Annie.



Activity 2 Option 1: Listen to Hear

Purpose:

- Encourage participants to think about how they want to be treated in a romantic relationship.
- Practise listening without talking, and then summarizing.
- 1. Ask participants to choose a partner and sit together back to back.
- 2. Tell the participants that they will each have 3 minutes to talk.
- 3. The first person to talk will tell their partner how they want to be treated in a relationship. The partner will not say anything, they will just listen. After 3 minutes has passed, they will turn around to face each other. The partner will tell the first person what they heard them say.
- 4. The pair will then repeat the exercise.

Activity 2 Option 2: Surviving Break Ups

Purpose:

• Encourage participants to develop resilience when break ups happen.

Materials:

- Large piece of paper, black board, or white board
- Something to write with (dry erase marker or chalk)
- 1. Remind participants that breakups happen, and they can be hard, but people can and do survive them!
- 2. Ask participants to get into small groups of 2 or 3 people.
- 3. Ask participants to come up with a list of things they can do to feel better when they are feeling sad or down. They have 5 minutes to do this.
- 4. After the time is up, ask each group to read out their suggestions, and write them down so the whole class can see them.