

Healthy Relationships and Relationship Challenges

Lesson Plan

Resource: H&PE Elementary Resources

Unit: Human Development and Sexual Health

Grade(s): 3

Lesson: 1 of 5

H&PE Curriculum Expectations

2019 H&PE Curriculum Expectations: A1.1, A1.2, A1.3, D1.4, D3.4

Materials

- Access to a shared document (chart paper and markers or online interactive tool)
- **Teacher Resource: Anecdotal Recording Chart (PDF)**

Learning Goals

- We are learning the characteristics of a healthy relationship and positive ways to overcome relationship challenges.
- We are learning how relationship challenges can be a source of stress and ways that we can cope with these feelings.

Overall Assessment

Using the Teacher Resource: Anecdotal Recording Chart, observe and provide verbal and written feedback on students' ability to identify characteristics of healthy relationships and describe ways to overcome relationship challenges.

Minds-On

Share the learning goals with the class and co-construct success criteria with students. Consider posting the success criteria in the learning space for reference throughout the lesson.

Using Direct Instruction, have students generate ideas about the various places they might go in a typical day. Encourage students to consider both in-person and online places (e.g., the store, school, online activity programs, virtual family field trips). Next, have students identify people who exist in these places. Consider recording student responses using a Word Web, with one of the identified locations at the centre of each web, and the people they might see there in circles branching out from each centre web location.

Have students identify the people with whom they might have a relationship within the various places. Ensure people both inside and outside the school environment have been listed. Examples might include parents, siblings, aunties, elders, friends.

Based on students' understanding, clarify the meaning of the term "relationship".

Action

Divide students into small groups. Write the following statements for students to reference:

- accepting differences in others
- caring
- bullying
- hitting
- including everyone
- leaving someone out
- listening
- peer pressure
- saying mean words
- disagreements

- showing respect
- using good communication skills
- telling the truth

Create and provide groups with a **T-Chart** to sort and classify each statement as either a characteristic of a “Healthy Relationship” or a “Relationship Challenge”. Invite groups to share how they classified each statement and why they identified it as a characteristic of a healthy relationship or as a challenge. Consider making connections to rules or codes of conduct that students follow in school to assist them in identifying characteristics of healthy relationships and some relationship challenges.

Assign a different type of relationship to each group (e.g., with friends, siblings, parents, auntie, elder). Use the following teacher prompts to guide small group discussions about relationship challenges. Have groups formulate and record their answers to the questions at the bottom of their T-chart.

Teacher prompt: “Think about all the relationship challenges your group identified. How do you feel when you are having problems with a relationship?”

Student response: “Sometimes I feel sad and lonely, and sometimes I feel frustrated or angry when I’m not getting along with my friends, siblings or parents.”

Teacher prompt: “What can you do if you are having problems with a relationship?”

Student response: “Sometimes, I just take some time by myself. Sometimes I talk with a teacher or another person or I might give it a bit of time, then try to talk with my friend about it.”

Teacher prompt: “How do you feel once the challenges are resolved?”

Student response: “I feel happy and relieved that things are back to normal, and we can spend time doing fun things together again.”

Teacher prompt: “Why is it important to persevere and continue to work through the tough times, knowing that things will get better?”

Student response: “There are ups and downs in every relationship. When we aren’t getting along, it’s important to keep talking about what’s bothering us and work through our differences because we care about each other.”

Have groups share their responses in a Teacher Small-Group Conference or with the class to clarify and extend student understanding of characteristics of a healthy relationship, relationship challenges, and coping strategies to persevere and resolve these challenges.

Consolidation

Display groups’ T-charts for other groups to view. Create and distribute or have students create a **Placemat** with the following titles: “Relationships with friends”, “Relationships with teachers”, “Relationships with sibling(s)”, “Relationships with parents/guardians/caregivers”, “Relationships with elders”, and “Relationships with other adults”.

Have groups complete a **Gallery Walk** to view the T-charts posted and record the information they believe to be most helpful to cope with feelings and resolve relationship challenges.

In a large-group discussion, review the ways to overcome challenges in a relationship and ask why these skills are important for healthy relationships.

Student responses:

- “If someone is saying mean things to another person, you could tell them that mean words can hurt the other person’s feelings, and they should stop.”
- “If you see someone trying to pressure someone else to do something they don’t want to, you could tell them to be more respectful of the other person’s choices.”
- “If someone tells you that what you have said hurts their feelings, it’s important to listen to them and find out what they might need from you in the future.”

Notes to Teachers

A discussion about relationships within families may be triggering for some students who have experienced trauma. Teachers should be aware of student disclosures and/or triggers, and know appropriate actions to take (i.e., have a social worker or child and youth worker participate in the lesson, be available to meet with students as needed, know reporting procedures to administration and children's aid society).

For additional information about healthy relationships, consult your local public health unit or refer to these websites:

- [Saskatoon Sexual Health: Educators Guide to Inclusive Language](#)
- [Shore Centre: How to Incorporate Consent Throughout the Year.](#)
- [Shore Centre: What is consent?](#)
- [SIECCAN's fact sheet for youth: Friendships, Relationships & COVID-19: Things to Think About](#)
- [SOGI 123: 3 Simple Practices to Add to Your Teaching Today](#)

Consider consulting your school- or board-supported resources for books and videos to enhance student understanding of healthy relationships and relationship challenges.