

Healthy Relationships and Development

Lesson Plan

Resource: H&PE Elementary Resources

Unit: Human Development and Sexual Health

Grade(s): 3

Lesson: 5 of 5

H&PE Curriculum Expectations

2019 H&PE Curriculum Expectations: A1.1, A1.2, A1.5, D1.4, D1.5, D3.3

Materials

- Access to a shared document (chart paper and markers or online interactive tool)
- Two colours of scrap paper
- **Teacher Resource: Rubric**

Learning Goals

- We are learning about the characteristics of a healthy relationship and ways of overcoming challenges in a relationship.
- We are learning about factors that affect our social-emotional development.
- We are learning to identify ways of showing respect for differences in others and to communicate consent in our interactions with others.

Overall Assessment

Using the Teacher Resource: Rubric, observe and provide verbal and written feedback on students' understanding of the characteristics of healthy relationships and ways of overcoming challenges in a relationship and their ability to identify factors that affect their social-emotional development.

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.

Use the following prompt to review the importance of a supportive community environment as a factor that affects a person's social-emotional development:

Teacher prompt: "A supportive community is important to a person's physical and social-emotional development. What are ways you can be part of a supportive community?"

Student responses:

- "I can respect others and how they are different from me."
- "I can help others in need and show care for others."
- "I can respect other people's feelings and choices, and make sure I ask them if I can borrow something that belongs to them or touch them."
- "I can be aware of how watching violence on TV or in video games might affect me in real life and make sure I don't accidentally hurt others or their feelings when we are acting out imaginary situations."

Using Direct Instruction, have students generate a list of people inside and outside their school community with whom they have a relationship to support their physical and social-emotional development. Record student responses on one colour of the scrap paper. Next, have students generate possible challenges that might arise within their various relationships. Record student responses on the second colour of scrap paper. Remind students not to include names or specific details about a person or situation when sharing their ideas. Model the following task. Select one paper of each colour. Read aloud the scenario that is created by combining one relationship card and one challenge card (e.g., Relationship: friend, Challenge: you were hurt accidentally when acting out a scene from a video game; Relationship: older sibling, Challenge: makes fun of one of your physical features). Invite students to provide suggestions for overcoming the challenge and how overcoming the challenge will resolve the situation to support their physical and social-emotional development.

Action

Provide each student with one piece of paper from the Minds-On, half the students with one colour (Relationships) and half with the second colour (Challenges). Have students crumple their paper into a ball and safely throw their paper balls into the air for 10 seconds (not aiming at other students). On a signal, have students stop and collect a new piece of paper. As an alternative, have students continuously trade paper as they move throughout the room.

Divide students into small groups ensuring that every group has students with both colours of the papers. Have group members work together to match the different coloured papers to create a scenario and generate ideas about possible responses to the relationship challenge. Groups then create a short skit acting out the scenario to illustrate an appropriate response that resolves the situation and supports the individual's physical and social-emotional development. Remind groups to think about what they have learned about healthy relationships, respecting differences, developing a healthy body image and consent when formulating their response to the situation.

Consolidation

Have the groups perform their skits for the class. After each skit, engage the students in a class discussion, examining the decision that the group made, identifying other options, possible consequences, and their anticipated impact on the individual's physical and social-emotional development.

Notes to Teachers

A discussion about relationships/violence 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).

The language of "boys" and "girls" is gender interpreted. Gender-neutral language is used throughout this unit to remove gendered words. Although a sex may be assigned at birth this does not equal gender identity, nor gender expression or sexual orientation. Gender-neutral language eliminates assumptions about someone's gender identity or sexual orientation based on their appearance. It avoids reinforcing gender binaries and it respects diverse identities. The use of gender-specific language tends to be biased towards masculine words, contributing to gender power imbalances. The words children hear affect their perceptions of the gender appropriateness of certain careers, interests, and activities. For students who identify as trans or intersex, constant reminders about gender binaries can be stressful and reinforce traditional gender roles and expectations.