

# Building Healthy Relationships

## *Lesson Plan*

**Resource:** H&PE Elementary Resources

**Unit:** Human Development and Sexual Health

**Grade(s):** 6

**Lesson:** 5 of 5

## H&PE Curriculum Expectations

**2019 H&PE Curriculum Expectations:** A1.4, A1.5, A1.6, D1.3, D2.5, D2.6, D3.3

## Materials

- Access to a shared document (chart paper and markers or online interactive tool).
- Completed Mind Maps from Lesson 4
- Student-generated answers about the effects of viewing sexually explicit materials from Lesson 1
- Student-generated answers to changes during puberty from Lesson 3
- Student-generated social media profiles/sample social media profiles from Lesson 2
- **Teacher Resource: Rubric**

## Learning Goals

- We are learning to apply our self-awareness skills to understand the impacts of viewing sexually explicit media, including pornography.
- We are learning to apply our relationship and self-awareness skills and use critical thinking skills to assess the effects of stereotypes and assumptions on an individual's self-concept, feelings of inclusion and relationships.

- We are learning to identify ways to appropriately respond to and change harmful assumptions and stereotypes that lead to destructive social attitudes about others.
- We are learning to use our self-awareness skills to develop a clearer understanding of the physical, social, and emotional changes that we experience during adolescence, and how this knowledge helps us build our confidence and establish healthy relationships.
- We are learning to use our self-awareness and critical thinking skills to make informed decisions that demonstrate respect for ourselves and others and apply our understanding of consent to build healthier relationships.

## Overall Assessment

Use a [Rubric](#) to observe and provide written and verbal feedback of students understanding of the effects of viewing sexually explicit materials, the effects of stereotypes and assumptions on an individual, how understanding changes at puberty builds self-confidence and healthy relationships, and the importance of consent to build healthy relationships and demonstrate respect for themselves and others.

## Minds-On

Review the learning goals and co-construct success criteria from Lessons 1-4 with students.

Review the ground rules/agreements established by the class in collaboration and applied throughout the unit, reminding students that they will continue to use them for the final activities.

Use an [Inside/Outside Circle](#) strategy and the following questions for students to reflect on their learning in the unit.

Questions:

- “What are some of the impacts of viewing sexually explicit media?”
- “What are some other ways viewing sexually explicit media can affect healthy development?”
- “What does it mean to stereotype someone?”
- “How can stereotypes and assumptions be harmful to someone’s self-concept, feelings of inclusion and relationships with others?”

- “What ways can you challenge and respond to stereotypes and assumptions that you witness? How does knowing about the physical, social, and emotional changes at puberty help you be more confident and build healthy relationships as you mature?”
- “What are some of the signs of a healthy relationship and signs of an unhealthy relationship?”
- “How can you show that you understand the meaning of respect and that you respect yourself and others in your relationship?”

*(Note: These questions are extracted from lessons 1-4. Consider referencing these lessons for sample student responses.)*

After each prompt, invite students to share their responses and then move to meet with a new partner before asking them to discuss the next prompt.

## Action

Divide students into groups of 3 and provide access to a shared document. Have groups recall the social media profiles they created or social media profiles they viewed in Lesson 2. Tell the groups that the school is going to launch a Healthy Relationships Campaign on its social media feed and their grade has been elected to create the messages for the coming week. Their group is to create a minimum of one message for each of the following topics for the school administration to consider posting on the school’s social media site.

Topics for Social Media Messages:

- The effects of viewing sexually explicit materials.
- How stereotypes and assumptions affect a person's self-concept, their feelings of inclusion and their relationship with others.
- How stereotypes and assumptions can lead to destructive social attitudes.
- How understanding changes at puberty builds self-confidence and healthy relationships.
- The importance of consent to build healthy relationships and demonstrate respect for self and others.

Encourage students to reference their answers about the effects of viewing sexually explicit materials, their social media profiles/sample social media profiles, their answers to changes during puberty and their completed Mind Maps for ideas for the campaign messages.

## Consolidation

Invite groups to share their social media message with other groups or the class. Invite other groups/the class to reflect on why the messages they have created will engage and inform followers of their school's social media.