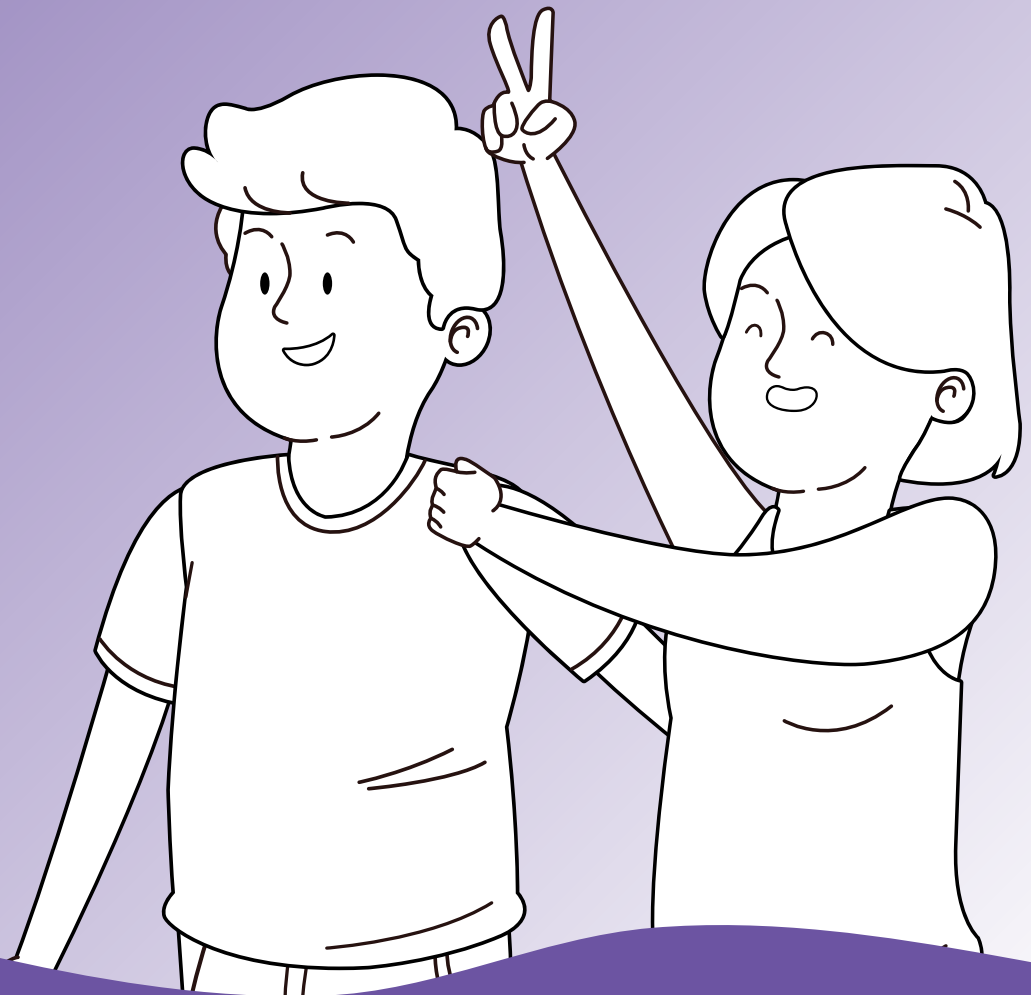




SASKATOON
**SEXUAL
HEALTH**



Healthy Relationships

Healthy Relationships

Grade: 5, 6, 7

Lesson Duration: 60 minutes

Learning Objectives:

At the end of this lesson, participants will:

- Understand the foundations of a healthy relationship
- Understand what peer pressure is, and how it can be positive or negative
- Be able to discern whether they are ready to engage in sexual activity with a partner
- Understand consent, how it is given, and its importance in all sexual contact
- Understand what topics should be talked about with a partner before engaging in sexual activity
- Be able to recognize the red flags of an unhealthy relationship

Curricular Outcomes Targeted:

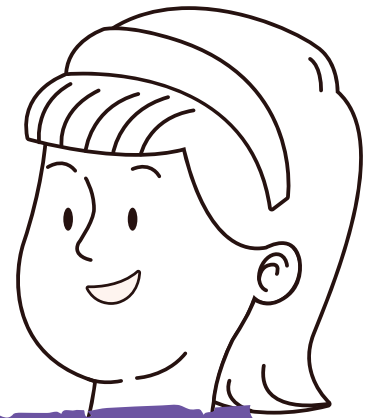
- **USC 5.5:** Analyze the impact of violence and the cycle of abuse on the holistic well-being of self, family, and community.
- **USC 5.6:** Assess peer influence and demonstrate a readiness to prevent and/or avoid potentially dangerous situations involving peer pressure (including lying, substance use, and bullying).
- **USC 5.7:** Assess the importance of self-regulation and taking responsibility for one's actions.
- **USC 6.2:** Appraise the importance of establishing/maintaining healthy relationships with people from diverse backgrounds who may or may not express differing values, beliefs, standards, and/or perspectives (i.e., people of various ages, cultures, socioeconomic status, faiths, family structures, sexual orientations, and cognitive/physical abilities).
- **USC 7.4:** Demonstrate a personalized and coherent understanding of the importance of nurturing harmony in relationships (with self, others, and the environment), and apply effective strategies to re/establish harmony when conflict arises.
- **USC 7.6:** Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure (e.g., alcohol and drugs, exclusionary behaviours, family expectations, academic pressures, rules/laws).

Main Components of Lesson:

- Ground Rules (10 minutes)
- Healthy Relationships Presentation (20 minutes)
- Consensual or Non-Consensual? Activity (10 minutes)
- KAHOOT! Quiz (10 minutes)
- Question Box (10 minutes)
- Optional Activities

Materials:

- Paper, pens
- Healthy Relationships Presentation
- Consensual or Non-Consensual?
- KAHOOT! Quiz
- Question box & paper slips
- For optional activities:
 - Communication Scenarios
 - Crushing Hard: Responding to Crushes
 - Empathy Lab



The class before this lesson, ask your students to write down any questions they have and put them in the question box. Going through these questions before the lesson can help you determine what areas to focus on.

Context

Relationships are an important part of people's lives. Being able to recognize whether a relationship is healthy or unhealthy is a fundamental skill that allows people to evaluate their own relationships and make decisions about their familial, platonic, and eventually romantic relationships. Important skills in relationships include communicating assertively, setting boundaries, asking and looking for consent, and knowing when to leave a relationship because it is harmful.

Some relationships, typically romantic ones, eventually lead to sex. Most students in this age group are going to be thinking more about their first kisses than they are about sex. However, every person is different so it is important to be flexible with and receptive to the questions your students have. Sex is a normal and healthy part of our lives; however, if you are having sex, or thinking about having sex, you should be aware of the responsibilities involved with being in a sexual relationship. This is a great opportunity to provide students with the foundations for learning about health sexuality later on

The Canadian Guidelines for Sexual Health Education state "Sexual health is a key component of overall health, well-being, and quality of life. It is a major determining factor in the wellbeing of individuals, partners, families, and communities," (SIECCAN, 2019).

Ground Rules

Before starting the lesson, establish ground rules with your class. These rules, which the class will agree to, help students to feel safe and comfortable throughout the class.

Work with students to list 5-10 ground rules. Some examples include: no put downs, respect everyone, no question is a bad question, confidentiality (what is said in the classroom, stays in the classroom), and respect personal boundaries. This is also a good time to acknowledge that talking about sexual health can bring up a lot of feelings: curiosity, interest, discomfort, etc. All of these reactions are okay. Emphasize that while laughing is okay, it is not okay to laugh at people (for example, at personal stories or at questions).



Keep your ground rules posted and revisit them before every sexual health lesson.

Healthy Relationships

Go through the Healthy Relationships presentation with the class. This presentation covers:

- An overview of ground rules
- Relationship foundations
- Why have a relationship?
- Peer pressure
- Consent
- Faith and culture
- Maintaining relationships
- Red Flags: When to get out
- Media and relationship perceptions
- Resources

The "Consensual or Non-Consensual?" activity can be done right after the consent slides to give students a break from listening.

At the end of the presentation, have every student take a slip of paper and write down a question. Students do not have to write down a question if they do not have one, but they do have to place a paper slip in the box (even if it is blank), as this allows questions to be completely confidential.

Consensual or Non-Consensual?

This activity may be done in conjunction with the presentation slides on consent. The goal of this activity is to develop skills in examining whether something is or is not consent.

Before the lesson, print off the "Consensual and Non-Consensual" phrases in Appendix A. Divide the board in two. One half should be labelled "Gave or Asked for Consent", and the other "Did Not Give or Ask For Consent". Review consent with the class. Remind students that consent should be enthusiastic, voluntary (i.e. not coerced), and sober.

Distribute the cards to the class. If there are not enough cards for each student, have students work in small groups. Give the students 3-5 minutes to decide whether they think the statement on their card is asking for/giving consent or not. Have students place their card in what they believe is the appropriate column on the board. Let them know that if they are unsure, they can place the card on the line between the columns.

Review each card with the class using the answer sheet in the appendix. You may ask each student/group to explain their reasoning, or simply review each statement anonymously. Make any necessary changes by moving cards to their appropriate columns.

KAHOOT! Quiz

Complete the KAHOOT! quiz with your class to review the lesson. The quiz has 10 questions. Students will need access to computers, tablets, or phones with WI-FI. If there are not enough devices, students can create small teams of players. Take time to discuss answers as you go, so that students can understand which questions they may have answered incorrectly. The quiz can be accessed on the Saskatoon Sexual Health website.

Question Box

You may want to do one last question box round at the end of the class to allow for any remaining questions. Questions should be answered at the beginning of the next lesson, to allow you time to sort through and prepare answers.

Optional Activities

Optional activities are listed in the appendix. These activities are not required for the lesson; however, they encourage student participation and increased interaction with the material. Activities may be done throughout the lessons or grouped together at the end.

Appendices

Appendix A:

Consensual or Non-Consensual?



This doesn't feel good.	If you really loved me you would do this.
Now is not a good time.	I guess we can do that if you'd like.
You liked it the last time.	C'mon, you know you want to do this, right?
I would love to kiss you too!	Can I kiss you?
I don't like that.	You said you wanted to kiss me before.
Mmmmmmmmmmmmm.	Do you want to stop?
You know you want to.	Whoa, can we slow down?
Please keep going.	I'm not really feeling this anymore.

Am I hurting you?	I have to go.
I can't date you if you won't do this with me.	Are you sure you don't want to kiss me?
I'm not ready for this.	You're going to like it, I promise.
Don't stop.	Does that feel good for you?
Can you stop?	We've done this before, what's the big deal?

Appendix B:

Consensual or Non-Consensual?



Answer Key

Consensual:

- I would love to kiss you, too!
- That feels so good.
- Don't stop.
- Please keep going.
- Can I kiss you?
- Do you want to stop?
- Am I hurting you?
- Does that feel good for you?

Unclear (Subtle Coercion):

- I guess we can do that if you'd like.
- Mmmmmmmmm.
- C'mon, you know you want to do this, right?
- I really want to try this, are you sure you don't want to?
- Are you sure you don't want to kiss me?

Non-Consensual:

- Now is not a good time.
- I don't like that.
- This doesn't feel good.
- I have to go.
- I'm not ready for this.
- Can you stop?
- I'm not really feeling this anymore.
- Whoa, can we slow down?
- I'm not sure.
- I want to, but not right now.
- You liked it the last time.
- You said you wanted to kiss me before.
- If you really loved me you would do this.
- I can't date you if you won't do this with me.
- You're going to like it.
- We've done this before, what's the big deal?
- You know you want to.

Appendix C: Communication



This activity can be played after the presentation or at the end of the class.

Before this activity, print the "communication scenario" pages.

- Write down the four types of communication on the board: assertive, passive, aggressive, and passive-aggressive. Work with your class to define these types of communication.
 - **Assertive communication** focuses on respecting yourself as well as others by being straightforward, standing up for your rights, and expressing your emotions in healthy ways.
 - **Passive communication** involves giving in, putting others in front of yourself, and not expressing your concerns or negative emotions.
 - **Aggressive communication** involves dominating others, putting yourself in front of others, and using threats or force.
 - **Passive-aggressive communication** attempts to avoid confrontation (passive) but also manipulates others and/or involves saying things behind someone's back (aggressive).
- Ask students which form of communication they think is the best. Explain that in most cases, assertive communication is the ideal form of communication, since it respects both yourself and others and is straightforward.
- Divide the class into small groups of 3-5 students. Hand each group a communication scenarios page. Explain that at the top of the page is a short scenario with two characters. Each scenario has a conflict that requires the characters to communicate with each other. The first person in the group will write one line of dialogue, and then pass the sheet on to the next person, who will write the next line of dialogue. They will continue passing the page around until the dialogue is complete. Note that at the end, the characters will have come to an agreement and there will be a conclusion.
- Have each group read their scenario to the class. Discuss with the class whether the communication in each scenario was assertive, passive, aggressive, or passive-aggressive. Allow students to add their own suggestions to how the scenario could have been handled.

If your class has outgoing students, you can ask each group to present their scenario at the end of the class.

Appendix C: Communication Scenarios



Scenario 1: Taylor and Akiko

Taylor and Akiko have been going out for a month. Taylor really wants to kiss Akiko, but Akiko is uncomfortable with kissing and asks Taylor to stop.

Taylor:

Akiko:

Taylor:

Akiko:

Taylor:

Akiko:

Taylor:

Akiko:

Agreement:

Conclusion:

Communication Scenarios



Scenario 2: Reese and Charlie

Reese and Charlie are siblings. Reese borrowed Charlie's favourite shirt without telling them, and accidentally left a big stain that won't wash out. Reese felt really bad and decided to tell Charlie what happened. Charlie feels really hurt and doesn't want to accept Reese's apology.

Reese:

Charlie:

Reese:

Charlie:

Reese:

Charlie:

Reese:

Charlie:

Agreement:

Conclusion:

Communication Scenarios



Scenario 3: Dylan and Avery

Dylan and Avery have been friends for years. Dylan has had a crush on Avery for a while. They've decided to tell Avery how they feel. However, Avery is not interested in dating Dylan.

Dylan:

Avery:

Dylan:

Avery:

Dylan:

Avery:

Dylan:

Avery:

Agreement:

Conclusion:

Communication Scenarios



Scenario 4: Alex and Jasmin

Alex and Jasmin are good friends. Recently, Alex started dating someone new, and has been spending way less time with Jasmin. Jasmin misses Alex and is jealous of Alex's partner.

Jasmin:

Alex:

Jasmin:

Alex:

Jasmin:

Alex:

Jasmin:

Alex:

Agreement:

Conclusion:

Communication Scenarios



Scenario 5: Kai and Parker

Kai and Parker have been in the same class for years. Kai thinks Parker is really cool, and wants to be friends with them. This year, they are in the same biology class, and Kai wants to ask Parker to be their lab partner. Parker has never really noticed Kai before.

Kai:

Parker:

Kai:

Parker:

Kai:

Parker:

Kai:

Parker:

Agreement:

Conclusion:

Communication Scenarios



Scenario 6: West and Finley

West, Finley, and their friends are hanging out at the local coffee shop. Someone walks into the coffee shop wearing a really brightly coloured dress. West and their friends start making fun of the person's dress and giggling. Finley feels really uncomfortable and tries to change the conversation, but West says they're just joking around.

Finley:

West:

Finley:

West:

Finley:

West:

Finley:

West:

Agreement:

Conclusion:

Appendix D: Crushing Hard



Discuss the following questions with the class:

- What is a "crush"? What are other words we have for being attracted to someone?
 - **Possible Answer:** A crush is being attracted to someone. This attraction can manifest in an emotional, romantic, physical, sexual, intellectual, and/or spiritual way. Students will likely come up with the most current words to describe attraction and you can prompt for common phrases, such as: "liking someone, crushing out, swooning, smitten."
- How do you know if you might have a crush?
 - **Possible Answers:** Think and daydream about them; being very aware of their presence; talking about them a lot; Changing your life with your crush in mind (e.g., picked up new interests); Noticing things that remind you of them; teasing; flirting; feeling nervous or self-conscious; ignoring them.
- Who can people have crushes on?
 - **Answer:** Anyone. Attraction can be surprising. Explain that it's okay to have crushes and it's okay to not have crushes.

Label Opposing walls in the classroom as "appropriate" and "inappropriate." Then read the "Crush Scenario" stories to the class.

As you read each story, ask students to place themselves along the continuum (classroom), based on whether they think the actions taken are appropriate or not, okay or not okay. Pause between lines to give time for students to move as stories escalate.

Remind students that there are no wrong opinions and encourage them to be honest. You can prompt students to move by asking, "Is that okay?" after each line the story.

Appendix D: Crushing Hard: Scenarios



Ella & Finn

1. Ella likes Finn. Ella doesn't tell Finn. It's been two years
2. Ella's friends all know about the crush. They all talk and joke about it. It's Ella's favorite topic.
3. Ella asks a friend to talk to Finn, to see if Finn has a crush on anyone. Finn says, "I don't know, why?"
4. Ella constantly looks at Finn's social media posts and downloads copies of Finn's pictures.
5. Ella sends Finn a message on social media through an anonymous account. "I like you but you have no idea who I am."
6. After a week with no response, Ella sends Finn a second message through the anonymous account: "You're a heartbreaker. Why won't you notice me!!!!!"
7. Ella feels frustrated and wants Finn's attention. Ella forbids all of their friends from ever "liking" anything Finn posts.

Lex & Coe

1. Lex like Coe. Lex goes up to Coe in the library and asks if they can sit together. Coe says "sure".
2. Lex and Coe end up sitting in the library together every Tuesday; they have the same spare period. One day, Lex brings Coe a small box of chocolates. Coe says, "thanks!"
3. On Valentines Day, Lex gives Coe a hand-drawn card. Coe says, "thanks! You're such a good artist!"
4. Lex looks down and says to Coe, "Hey, um, I have a crush on you. And I'm wondering if you'd be interested in going out with me sometime?"
5. Coe is uncomfortable, and says, "No, actually, I'm not, like, into you like that. Sorry Lex."

Mel & Naz

1. Mel likes Naz. Mel asks to walk Naz home. Naz says, "Sure." They walk home together.
2. The next day, Mel says, "Nice outfit, Naz!" Naz says, "Oh thanks!"
3. Two days later, Mel says, "Great body, Naz! I like how tight your sweater is!" Naz laughs uncomfortably.
4. After a week, Mell lines up behind Naz when they are leaving close and stands so close that they are touching but Naz doesn't notice.
5. Later that day during gym class, Mel bumps up against Naz on purpose and touches Naz's bum. "Oops! Sorry! Accident!" says Mel. "Uh, it's okay," says Naz.

Appendix D: Crushing Hard: Discussion



Let's Discuss

Have all the students sit down to discuss the activity. The following questions can help guide your discussion:

- What makes something okay or not, appropriate or not?
 - **Possible Answers:** the impact on the other person; respecting privacy; respecting other people's boundaries, bodies, and autonomy.
- What does it feel like to tell someone directly that you have a crush on them?
 - **Possible Answers:** nervous; scared of rejection; fear of humiliation; unsure; exciting; brave.
- Even though it can be scary, what are the benefits to being direct about your feelings?
 - **Possible Answers:** it might be better to know than not know; better chance to start a relationship well; can move on if you get rejected; there is no shame in being attracted to someone; uncertainty can be hard to deal with.
- What are some ways to be assertive if you want to tell your crush? Brainstorm as a class.
 - **Be aware of the difference between being assertive and being aggressive**
 - Ask your students what they think the difference is and clarify any myths or stereotypes
 - e.g., gender norms socialize girls to believe they cannot be assertive, and when they are, they get labelled as being aggressive; men are expected to be assertive and often get away with being aggressive because it is expected

Appendix E:

Empathy Lab: Instructions



Separate students into small groups and give each group one or two of the scenarios below.

Explain that this is called an empathy lab because it is a time to experiment with empathy and explore what that may look like. It is not what you would do in real life, but helps you build a set of skills you can take with you when offering support to others.

Have students read the scenarios they are given and discuss in their small groups how they would respond. Have them record their answers. Then as a class go through each scenario and debrief with why some responses may be more appropriate than others.

Use the answer key below the scenarios to discuss in depth.

Appendix E



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Empathy Lab

Scenario 1

Tan's grandfather died last week, you know that they were very close. Tan seems strangely cheery about it at school. Whenever someone says, "I'm sorry about your grandfather," Tan laughs and says, "Oh I'm fine! He was so old! Hahahaha!"

- What might Tan be feeling? Describe all the different emotions, even if they are conflicting.
- What might Tan be needing? From a close friend? From an acquaintance?

Scenario 2

There are rumours that a naked photo of Tay is circulating. Tay has since been avoiding the cafeteria and skipping classes.

- What might Tay be feeling? Describe all the different emotions, even if they are conflicting.
- What might Tay be needing? From a close friend? From an acquaintance?

Scenario 3

Teagan uses a motorized scooter because of a mobility issue. Friends love to hang onto Teagan's scooter while on their skateboards and go for a "ride." Teagan doesn't think they would all be friends if it wasn't for the scooter.

- What might Teagan be feeling? Describe all the different emotions, even if they are conflicting.
- What might Teagan be needing? From the friends? From an acquaintance?

Scenario 4

Arooj does a lot of things that break gender stereotypes. Some students make fun of this and other students think it's cool. Arooj doesn't hang out with anyone while at school but has a group of friends outside of school who are a little bit older.

- What might Arooj be feeling? Describe all the different emotions, even if they are conflicting.
- What might Arooj be needing? From the friends? From an acquaintance?

Scenario 5

Marley is one year older and much taller than other students in class. Marley has a small group of friends who are generally very aggressive with other students. Marley picks on smaller students and forces them to give up their seats during lunch.

- What might Marley be feeling? Describe all the different emotions, even if they are conflicting.
- What might Marley be needing? From the friends? From an acquaintance?



EDUCATOR RESOURCE—EMPATHY LAB

Scenario 1

Tan's grandfather died last week, you know that they were very close. Tan seems strangely cheery about it at school. Whenever someone says, "I'm sorry about your grandfather," Tan laughs and says, "Oh I'm fine! He was so old! Hahahaha!"

- Feeling: grief, sadness, withdrawn, angry, vulnerable, scared to lose other people, alone, numb, like the only way to cope is through humour, afraid of being pitied by peers, afraid to show anything other than positivity, that "keeping it together" is the only "normal" way to cope with grief/loss, etc.
- Needing: space, acknowledgement for the loss, understanding, some quiet company, happy distractions, safety to cry/feel, permission to not be okay and not be positive or funny all of the time, etc.

Scenario 2

There are rumours that a naked photo of Tay is circulating. Tay has since been avoiding the cafeteria and skipping classes.

- Feeling: unsafe, targeted, ashamed, fearful of consequences, self-conscious, hurt, betrayed, angry, judged, etc.
- Needing: acknowledgement that it is hard, acknowledgement that they did not do anything wrong, reassurance that you will be a friend, someone to defend them, someone to stop what is happening, company, etc.

Scenario 3

Teagan uses a motorized scooter because of a mobility issue. Friends love to hang onto Teagan's scooter while on their skateboards and go for a "ride." Teagan doesn't think they would all be friends if it wasn't for the scooter.

- Feeling: unsure, insecure, lonely, unappreciated, unseen, relieved to have a scooter, etc.
- Needing: to know that they have real friends, appreciation for personal qualities and characteristics (not the scooter), to be fully seen, to also have other friendships not dependent on "rides," etc.

Appendix E



SASKATOON
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Scenario 4

Arooj does a lot of things that break gender stereotypes. Some students make fun of this and other students think it's cool. Arooj doesn't hang out with anyone while at school but has a group of friends outside of school who are a little bit older.

- Feeling: alone, misunderstood, unwelcome, uninterested, self-assured, unsafe, supported, unsupported, etc.
- Needing: maybe nothing, maybe friends at school, maybe role models at school, understanding, appreciation, mutuality, etc.

Scenario 5

Marley is one year older and much taller than other students in class. Marley has a small group of friends who are generally very aggressive with other students. Marley picks on smaller students and forces them to give up their seats during lunch.

- Feeling: alone, defensive, unsafe, unsupported, angry, powerless, self-conscious, insecure, etc.
- Needing: a friend, understanding, care, boundaries, stability, security, space, sense of control, adult allies and/or support people, etc.

Appendix F: Common Questions and Answers



"What is considered a relationship?"

The most basic definition of 'relationship' is when two people are interconnected somehow. Relationships are not necessarily romantic. You and your best friend have a relationship. You and your family members have relationships. Therefore, every aspect of a healthy relationship is relevant in every part of your life, not just for romantic relationships.

"What do I do if they say no?"

Respect their answer! Being rejected never feels good, and it's normal to be annoyed or disappointed if someone says 'no' to you. It's also important to remember that everyone has the right to say "yes" or "no" to others. If you are feeling annoyed or disappointed, you can take time away from the person to work through your feelings.

"I don't like saying no to people. How do I make it clear that I don't want to do something without hurting their feelings?" OR "How do you get out of a relationship if you're in one?"

There are four steps to setting a boundary:

1. Name it: Tell the person what part of the situation is making you uncomfortable.
2. Direct it: Tell the person what they can do to make you feel comfortable.
3. Repeat it: Repeat the first two statements.
4. End it: Leave the situation.

This is the verbal part of setting a boundary. You can also use your body language to convey that you are uncomfortable; for example, you can pull away from them. As part of the "Direct it" step, you can suggest some alternative activities that you would be comfortable with.

At the end of the day, the person might still get their feelings hurt, but it is important to remember that is not your fault. You have the right to say "no" to anything you don't want to do, and you have the right to make your boundaries clear.

"Can consent be taken back?"

Yes. Consent occurs under specific limitations: for example, a person consenting to receiving oral sex does not mean that they are also consenting to receiving penetrative sex. Consent can also be taken back at any time. For example, if a person consented to oral sex, but then decided that they were no longer into it, they can take back their consent and say "actually, I don't want to keep doing this".



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FOR MORE INFORMATION, VISIT:

saskatoonsexualhealth.ca

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