

GRADE 7 RELATIONSHIPS

Teacher Notes: Human Sexuality & Responsibility Unit Introduction

Estimated Time: 5 Minutes

Give an introduction the unit, the lessons, and the general topics that will be learned throughout the unit.

Human Sexuality & Responsibility

Lesson 1: Healthy/Unhealthy Relationships

Lesson 2: Communication & Social Media

Lesson 3: Personal Safety & Boundaries

Lesson 4: Gender Identity

Lesson 5: Anatomy & Physiology

Lesson 6: Puberty & Adolescent Development

Lesson 7: Reproduction & Pregnancy

Lesson 8: Pregnancy Prevention

Lesson 9: STIs & HIV

LESSON 1 OBJECTIVES

- Set guidelines for discussing sensitive topics like relationships, body parts, puberty, and sex
- Define relationships and examine qualities of healthy and unhealthy relationships
- Analyze the influence of friends, family, media, and technology on relationships
- Describe the difference between friendships and romantic relationships
- Define affection

WORD BANK

- Relationship
- Healthy
- Unhealthy
- Influence
- Positive
- Negative
- Self-Esteem
- Integrity
- Empathy
- Romantic
- Affection

TEACHER NOTES: CREATING A SAFE SPACE

- Estimated Time: 10-15 minutes
- 1. Begin lesson by establishing ground rules conducive towards a “safer” space.
- 2. Students do small group discussions
- 3. Teacher engages students in whole class discussion and gets suggestions from students on ground rules
 - Write ground rules on a poster that will be visible throughout the HSR unit
 - Ask students to explain what it means
- 4. Ensure that all students can agree to ground rules before beginning lesson one.
- 5. Describe the Questions Box -- students can anonymously put questions into the box at any time and they will be answered at the end of each class session.

GROUND RULES

- Some ideas for ground rules
 - Respect
 - Confidentiality*
 - What is said here, stays here
 - Equity of voice
 - Anonymous questions -- If you have a question, write it down and turn it in later
 - No names

CREATING A SAFE SPACE

Turn & Talk

What are some ground rules we can agree upon to make this a safe space to talk about sensitive topics like relationships, body parts, puberty, and sex?

Teacher Notes: Confidentiality

Explain your role as a mandatory reporter to ensure the safety of all students.

CONFIDENTIALITY

- I promise to keep all discussions about these sensitive subjects **confidential** *unless*:
 - You tell me you are going to **hurt yourself or someone else**
 - You tell me about past or present **physical, sexual or emotional abuse or neglect**
 - You report **sexual activity** with a person **under the age of 14**
 - You report that a minor is having sexual activity with a person with an age **difference of 4 or more years**
- By law, teachers are **MANDATORY REPORTERS** to ensure the safety of all students

Questions Box

Have a question about something?

Write it down on a piece of paper/sticky/index card/etc. and place it into the box.

We will ANONYMOUSLY answer any questions at the end of each class.

TEACHER NOTES: Relationships

Estimated Time: 10-15 minutes

Ask students to think about the word RELATIONSHIP

1. Definition of Relationship

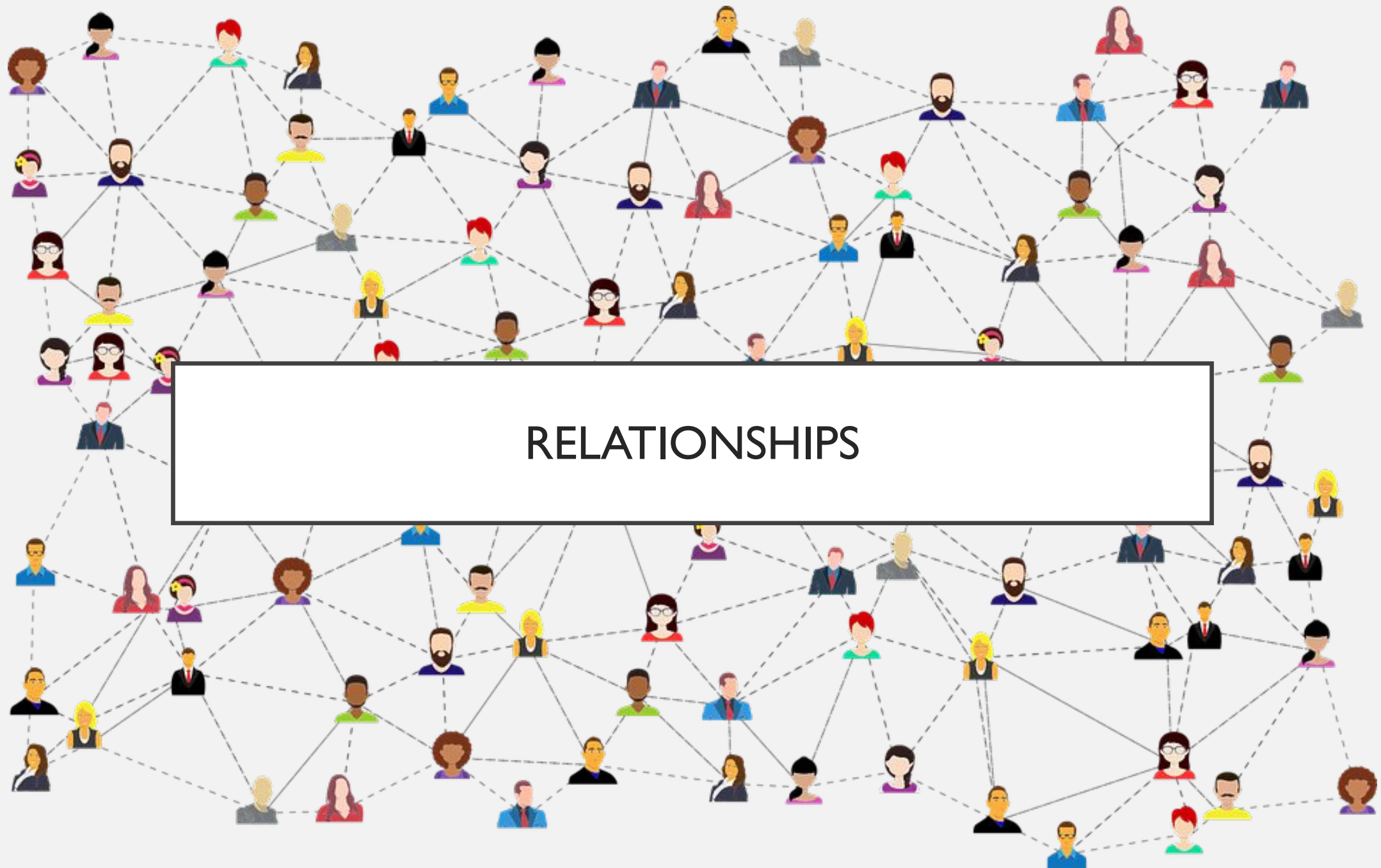
- Individually, students define relationship in their own words on worksheet
- Then discuss definition with partner of choice
- Teacher leads: Whole group share and development of common definition of relationship

2. List different types of relationships

- With partner, students identify different types of relationships on worksheet
- Whole group share out and add to worksheet

3. Characteristics of healthy and unhealthy relationships

- Teacher guides discussion on characteristics.



RELATIONSHIP

Write a definition for RELATIONSHIP in your own words.

The state of being related or interrelated (Merriam-Webster)

A connection, association, or involvement; Connection between persons by blood or marriage; An emotional or other connection between people (Dictionary.com)

The way in which things are connected or work together; A relationship is the way two or more people are connected, or the way they behave toward each other (Cambridge)

Types of Relationships

partner What are some examples of different types of relationships? Work with your partner to list as many as you can think of...

friend

Father

daughter

brother

Grandma

Aunt

Characteristics of Healthy vs Unhealthy Relationships

[illegible]

Characteristics of Healthy vs Unhealthy Relationships

HEALTHY RELATIONSHIP	UNHEALTHY RELATIONSHIP
Equality	Control
Honesty	Dishonesty
Physical safety	Physical abuse
Respect	Disrespect
Comfort	Intimidation
Sexual Respectfulness	Sexual Abuse
Independence	Dependence
Humor	Hostility

YOU SHOULD
ALWAYS TRY TO BE
THE KIND OF PERSON
THAT YOU AND
OTHERS RESPECT.



TEACHER NOTES: Positive & Negative Influence

Estimated Time: 10 minutes

1. Influence
 - a. Whole group discuss how the relationships influence life choices
 - b. Sometimes influence is positive, sometimes it is negative
2. Identify Positive & Negative pressure in a relationship
3. Handling the pressure
 - a. Focus on self-esteem, integrity, empathy, and communication to make the right choices

Relationship Influence

How do the relationships you have influence the choices you make in your life?

Do the relationships put POSITIVE or NEGATIVE pressure on you and your choices?

Think about one of the types of relationships you have listed...

How could this relationship put positive pressure on you?

How could this relationship put negative pressure on you?

So much pressure...
Makes it tough to just...

BE YOU!!!

You can handle the PRESSURE!!!



Good Decision Making

Self-esteem:

A measure of how much one values, respects, and feels confident about oneself.

Integrity:

The characteristic of doing what one KNOWS is right.

Empathy:

The ability to understand another person's feelings, behaviors, and attitudes

Working on your self-esteem:

- Use Positive Self-Talk
- Act with Integrity
- Choose Supportive Friends
- Accept Yourself



TEACHER NOTES:AFFECTION

Estimated Time: 10 minutes

1. Teacher facilitates discussion about affection
 - a. During adolescence, we often feel compelled to enter romantic relationships
 - b. In relationships, we may want to experience affection.
2. What is affection?

Romantic Relationships



THINK: How do you feel about romantic relationships?

PAIR:

How is a romantic relationship similar to a friendship?

How is a romantic relationship different than a friendship?

DEFINE AFFECTION

A feeling of liking and caring for someone or something ([Merriam-Webster](#))

Fond attachment, devotion, or love ([Dictionary.com](#))

A feeling of liking someone or something ([Cambridge Dictionary](#))

Turn & Talk

What are some ways we show affection?

How might affection look different in different types of relationships?

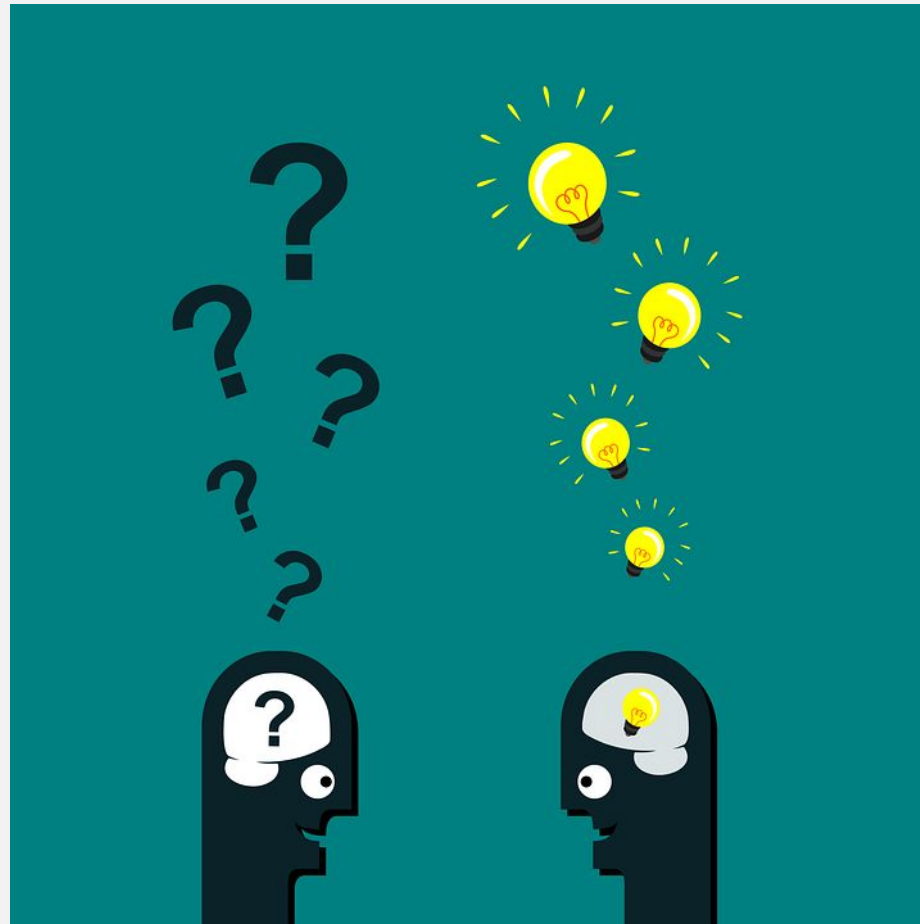
Who decides what affection looks like in YOUR relationships?

In relationships,

YOU decide on YOUR boundaries:

- Emotional Boundaries
- Physical Boundaries

Questions Box



Bibliography

“Relationship.” *Relationship- Definition of Relationship @ Dictionary.com*, Dictionary.com, 2019, <https://www.dictionary.com/browse/relationship>. (Accessed October 3, 2019)

“Relationship.” Merriam-Webster, Merriam-Webster, 2019, <https://www.merriam-webster.com/dictionary/relationship>. “RELATIONSHIP: Definition in the Cambridge English Dictionary.” (Accessed October 3, 2019)

RELATIONSHIP | Definition in the Cambridge English Dictionary. Cambridge Dictionary, 2019, <https://dictionary.cambridge.org/us/dictionary/english/relationship>. (Accessed October 3, 2019)

Name _____

Relationships

Define "Relationship" in your own words:

Types of Relationships	Characteristics of Healthy Relationships	Characteristics of Unhealthy Relationships

Pick a relationship from above. How could this relationship have a positive influence on you?
How could this relationship have a negative influence on you?
