



amaze

Sexuality Education Lesson Plans Southeast Asia



HEALTHY

RELATIONSHIPS



amaze

**Advocates
for Youth**
Rights. Respect. Responsibility.



unesco





ABOUT THIS LESSON . . .



This lesson plan is one of a set of 9 individual, scripted lesson plans that are available to support in-school or out-of-school delivery of comprehensive sexuality education (CSE) in Southeast Asia. The scripted lesson plans are designed to incorporate use of AMAZE educational videos that address the lesson plan topics and can be used to supplement existing lesson plans or resources that you may already be using in the delivery of CSE.

Ideally, learning about any specific CSE topics should provide learners with the opportunity to develop, apply and practice learning in the domains of knowledge, skills and attitudes. In these lesson plans we provide as an example, only a few of the primary learning outcomes that could be targeted, recognizing that a single lesson is often not enough to achieve mastery of any one learning outcome or adequately cover more than one learning domain. Teachers are encouraged to schedule and deliver follow-up lessons that reinforce intended learning outcomes of these lessons/CSE topics, and to take advantage of other opportunities both in, and outside the classroom that enable learners to reflect on attitudes and practice and reinforce a skill.

amaze Sexuality Education Lesson Plans

International Technical Guidance on Sexuality Education Alignment

Key Concept 1: Relationships

- Topic 1.3: Tolerance, Inclusion and Respect, ages 9-12

Key Concept 4: Violence and Staying Safe.

- Topic 4.1: Violence; ages 9-12

Prior Student Knowledge

Students have learned about how there can be healthy and unhealthy relationships.

Target Age-Range

Grades 7-8 (approximately ages 10-14)

Time

45 minutes

TEACHER PREPARATION:

- Print out copies of the following handouts:
 - Worksheet: What would you look for in a relationship with a friend? - one copy per student
 - Handout: Relationship Scenarios - six copies
 - Handout: Healthy, Unhealthy, and Warning Signs of Abuse - one copy per student
- Be prepared to refer students who request help to a school counselor (if available) and the student agrees.
- If school counselors are not available, research a local help hotline and information on services for people experiencing abuse to be able to provide to students who request help, note it on the blackboard, and/or add to the Handout: Healthy, Unhealthy, and Warning Signs of Abuse.
- Print or write on 12 sheets of paper, each with a characteristic from the Worksheet: What would you look for in a relationship with a friend?, written in large letters, and tape them around the room.
- Write these questions on the blackboard ahead of time:
 - Do you think this is a healthy or unhealthy relationship? Why?
 - What signs of a healthy or unhealthy relationship from your handout do you see in their relationship?
 - Are both persons equally able to make decisions about the relationship? If not, why not?
- Access and preview the AMAZE Healthy Relationships video to be familiar with the content and sure that you are comfortable showing it in class
- Test playing the video so that it's ready to view during the lesson, either queued up to the start (to avoid ads) on YouTube, off of an [AMAZE playlist](#), or a downloaded version. Consider using the [YouTube Playback Speed function](#) to adjust the speed of the video to what's best for your students.

amaze Sexuality Education Lesson Plans

MATERIALS NEEDED:

- Computer with internet access and speakers
- LCD projector and screen
- Video link: https://bit.ly/_healthyrelationships
- Paper
- Worksheet: What would you look for in a relationship with a friend?
- Handout: Relationship Scenarios
- Handout: Healthy, Unhealthy, and Warning Signs of Abuse
- Tape
- Blackboard and chalk



LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

- 1. Describe at least three things that people do in a healthy relationship.** (Knowledge)
- 2. Describe at least three things that people do in an unhealthy relationship.** (Knowledge)
- 3. Recognize that having equal opportunities to make decisions and express oneself contribute to a healthy relationship.** (Attitudinal)



Note to the Teacher: This lesson may trigger trauma in students who are currently or have been in an unhealthy or abusive relationship. Be sure to let students know that they can talk to you after class privately if they would like to and be prepared to provide referrals to a help hotline, a counselor, or health services as needed. Be prepared to respond to students who may begin to disclose personal experiences with an unhealthy or abusive relationship during the lesson by acknowledging what they've shared and letting them know that they can discuss this with you after class.

HEALTHY RELATIONSHIPS

amaze Sexuality Education
Lesson Plans



PROCEDURE:

Step 1

Introduce the lesson by saying, "Today we are going to talk about relationships, what makes them healthy or unhealthy, and how someone might recognize if they are in an unhealthy relationship. Let's begin by thinking about the types of relationships that people have." Ask students, "What are some of the different kinds of relationships that people have?" Write their answers on the blackboard. Probe for replies such as, relationships between friends, with family, or romantic relationships between people who are in love.

Once students have shared a few responses, affirm that there are different types of relationships like the ones they have said, and that no matter which kinds of relationships people have, there are relationships that are healthy and there can also be ones that are unhealthy. (5 minutes)

Step 2

Say, "Next, we're going to watch a video that talks about what makes a relationship healthy." Play the two-minute AMAZE video Healthy Relationships:

https://bit.ly/_healthyrelationships

After the video has played, explain to students that using information from the video, you will now ask them to fill out a worksheet. Distribute the handout "What would you look for in a relationship with a friend?" to each student. Ask them to review the worksheet, think about what would be most important to them in a relationship, why, and to circle their top three. Ask them to also write a brief explanation about it on the bottom of the worksheet. Let them know that once finished, they will have a chance to share about what they picked if they want to. (10 minutes)



Step 3

Once students are done, instruct them to find the three things that they chose on their worksheet and to put a check on each of the 12 pieces of paper that you taped around the room prior to the lesson. Then, have students stand by the one that they would pick as most important to them in a relationship. Once the students are standing next to their number one selection, draw attention to two to three of the top-scoring items and ask for a few students to share why they chose them and to give an example of what it would mean (for example, if it were "being able to trust each other," an example could be being able to tell

your friend something that you don't want others to know and knowing that they won't tell. Sample discussion questions you could use to prompt sharing by students include:

- Why did you all choose []? Direct the question to the group standing by the sign.
- Did anyone else choose [] for a different reason?
- What is an example of [] in a relationship with a friend? What would that person do or not do?

(15 minutes)

Step 4

Next, put students into groups of 3 or 4 and pass out Handout: Healthy, Unhealthy, and Warning Signs of Abuse (one per student). Tell students, "It sounds like you have a sense of what might be important to you in a relationship with a friend. I have just handed out a sheet that lists many of the things we have discussed that people can do that make a relationship healthy as well as things that make a relationship unhealthy. While it's important to know what you would like in a relationship, it's also important to know what you would not like. Let's take a look at a couple of scenarios of romantic relationships. You can use the list of things that people do in a relationship on this sheet to talk about whether the relationship in the scenarios we are about to read together are healthy or unhealthy."

Now, ask for three volunteers to read Scenario 1, Po and Bao, and three volunteers to read Scenario 2, Taku and Cai, and provide them each with a copy of Handout: Relationship Scenarios. Split the groups up by assigning half of the groups to Scenario 1 and half of the groups to Scenario 2. Ask the groups assigned to one scenario to move to one side of the classroom while the other groups move to the opposite side of the classroom. Ask the volunteers to read their scenarios in front of their designated groups.

After the scenes have been read out loud (including the narrator and characters), tell students to take six minutes to discuss the scenario in their small groups by answering the questions below (pre-written on the blackboard). Ask students to assign one person in each group who can share answers to the questions once they have discussed them together.

- Do you think this is a healthy or unhealthy relationship? Why?
- What signs of a healthy or unhealthy relationship from your handout do you

see in their relationship?

- Do you think Po and Bao are equally able to make decisions about the relationship? If not, why not?

After six minutes, say that you will ask for a few groups to share their answers to the questions (adjust the number of groups you can ask to the amount of time you have left to complete the lesson) for Scenario 1. Prompt the first group that volunteers to give a quick summary of the scenario and then share their answers to the questions. If they simply list signs from the handout, prompt students to describe the specific behavior from the scenario that illustrates it. Write their answers on the blackboard.

The class should identify Scenario 1 as demonstrating several signs from the healthy relationship list, including:

- Being supported and encouraged
- Being treated as an equal
- Being honest

They should also affirm that both people have equal opportunity to make decisions and express themselves in this scenario and possibly raise the question of how gender impacts that ability.

Affirm that Po and Bao have different interests, but still support one another in the things that are important to them. Neither of them feels the need to give up their individual interest or feels forced to join the interest of the other person. They are honest with each other, both have equal opportunity to make decisions and express themselves, and they were able to negotiate a compromise that they were both happy with.

Now say that you will ask for a few groups to share their answers to the questions (adjust the number of groups you can ask to the amount of time you have left to complete the lesson) for Scenario 2. Prompt the first group that volunteers to give a quick summary of the scenario and then share their answers to the questions. If they simply list signs from the handout, prompt them to describe the specific behavior from the scenario that illustrates it. Write their answers on the blackboard.

The class should identify this scenario as demonstrating several signs from the unhealthy or abusive relationship list, including:

- Trying to limit or control what the other person does
- Is often jealous
- Throws or breaks things during a fight

For the last question, probe for answers about how gender or age could result in Taku having more ability to make decisions in the relationship than Cai.

Affirm that while Taku may love and trust Cai, his actions make for an unhealthy relationship. If he can learn to control his anger, perhaps they could have a healthy relationship. However, Cai does not deserve to be treated in this way and it would be unsafe for her to stay in the relationship as it is. Explain that no person should feel that they have to stay in a relationship if they don't want to or are being treated badly by the other person. (14 minutes)



Note to the Teacher: : If you are able to explore same-sex relationships, it can be an important teaching opportunity to make the names of the two characters in either scenario the same gender. This can normalize relationships between gay, lesbian, and bisexual people and reinforce that everyone, no matter their sexual orientation, deserves to be in a healthy relationship. If students express the opinion that two people of the same gender being in a romantic relationship with each other is never a healthy choice, it's important to point out that any two people's relationship can have healthy or unhealthy characteristics, such as those listed on the handout. Some gay and lesbian relationships are healthy and some are not, just like some heterosexual relationships are healthy and some are not. Redirect the conversation by explaining that the point of the lesson is to give students tools to evaluate the health of their own relationships.

Step 5

Conclude the lesson by noting that it is important to know what to look for in a relationship so that it is healthy, that being able to equally make decisions and express oneself is an important part of a healthy relationship, that gender, age, and wealth can affect that equality, and that it's important to be able to recognize an unhealthy relationship and get help if you need it. Let students know that if they are concerned about a relationship that they are in, it's important to talk to someone about it by reaching out after class, speaking to a trusted adult, calling a hotline, or visiting a community health center or health care provider. (1 minute)



KEY SUMMARY POINTS:

- Relationships can be healthy or unhealthy.
- Knowing what to look for and what not to look for in a relationship is important to being safe and healthy.
- Being able to equally make decisions and express oneself is an important part of a healthy relationship.
- No one has to stay in a relationship if they don't want to or if it's unhealthy.

OPTIONS FOR ASSESSMENT OF LEARNING OBJECTIVES UPON CONCLUDING THE LESSON:

The worksheet activity could be used to assess knowledge of what constitutes a healthy relationship and homework or exit slips could be used to ask students to list three things that people do in an unhealthy relationship. To assess attitudes toward equality in relationships, a last question could ask why it's important for people in a relationship to have equal opportunity to make decisions and express themselves in a relationship.

ADAPTATION TIPS FOR VIRTUAL DELIVERY

In the event of virtual delivery, use a digital platform like Google Classrooms or Zoom and a tool like Kahoot! can be used to vote on the preferred healthy relationship characteristic and a virtual blackboard can be used for taking notes during the scenario analysis and discussion.

HOMEWORK (If any)

None

Student Worksheet:

What would you look for in a relationship with a friend?

Name:

Date:

Directions: Typically, there are many things that make a relationship healthy. Review the following list and circle three things that you would look for in a relationship that are most important to you. You may see many that you like, but try to pick your top three. Follow the directions at the bottom of the page after you have picked your top three.

Treating each other with respect

Able to trust each other

Treating each other as equals

Supporting each other

Encouraging each other

Being honest with each other

Making each other laugh/feel good

Sharing common interests

Respecting having different interests

Enjoying being together

Being able to negotiate with each other

Listening to each other

Looking at the three things that you chose, list the one that you would want in a relationship most of all and write a brief explanation of why that is so important to you.

Hand in your worksheet at the end of class.

#1 Characteristic:

Explanation:

Scenario 1. Po and Bao

Narrator: Po and Bao really like each other. Bao loves to play football and has recently joined a group to play with after many hours of practice over the past few months. Po loves to read and recently started her own book club with a group of friends after working hard to get it going.

(Ring, ring, ring...)

Po: Hello? Oh, hi Bao, how are you?

Bao: Hi Po, you wouldn't believe what has happened. After all that time I've spent practicing football, I'm finally going to be able to play on a team!

Po: That's great Bao! I'm so happy for you. I know this has been something that you have wanted to do for a long time.

Bao: It's going to be this Thursday after school Po. Can you come?

Po: Oh no Bao—that is the day I am hosting my first book club meeting. I've spent so much time preparing to have the meeting, I don't think I will be able to go.

Bao: Oh no (looking very disappointed)... It would really mean a lot to me if you came to the game, but I know that the meeting is important to you.

Po: I know... I'm so sorry. Wait, I have an idea...since the game is after school but will last longer than my meeting, I can come to the second part. How about that?

Bao: That would be so great Po. Thanks and I can't wait! I hope your meeting goes really well.

Po: Thanks Bao. I'll let you know how it goes and can't wait to see you play.

Scenario 2. Taku and Cai

Narrator: Cai really likes Taku and is excited to be with an older boy, which has impressed some of her girlfriends but others are worried because it seems like Taku makes all the decisions in the relationship. Taku really likes Cai, too. She is pretty and smart. Taku becomes angry when he sees her talking to a couple of other boys during lunch time at school who pass her a notebook that she puts in her bag.

Taku: Hey Cai, come over here!

Cai: Hi Taku, what is it?

Taku: What are you doing over there talking to those boys?

Cai: We were figuring out who is going to do what for the project we have to do for science class. Why do you ask?

Taku: You need to stop talking to those other boys in front of me and my friends. I won't let you do that anymore!

Cai: Stop shouting at me. What do you mean you won't let me do that anymore? I can talk to whomever I want to. Just because I talk to boys doesn't mean anything. It's just a project. You are so jealous for no reason—I don't understand you.

Taku: I'm taking your bag - give it to me!

Cai: What are you doing? Stop it! Leave me alone—you have torn my bag! Give it back— I'm leaving.

Taku: Wait, Cai! I'm so sorry! I didn't mean to get so angry and tear your bag. I love you and trust you. I promise it will never happen again. It was an accident. I was just so angry I couldn't stop myself.

Student Handout:

Healthy, Unhealthy, and Warning Signs of Abuse



IN A HEALTHY RELATIONSHIP PEOPLE...

- Treat their partner with respect and fairness
- Support and encourage each other
- Treat each other as equals
- Are honest
- Earn their partner's trust
- Have shared interests
- Also have separate interests and identities
- Try hard to have honest and clear communication
- Enjoy being with each other
- Never hurt their partner physically or sexually



IN AN UNHEALTHY RELATIONSHIP PEOPLE...

- Treat their partner disrespectfully and unfairly
- Don't treat each other as equals
- Frequently argue or fight
- Have no shared interests
- Or they do things ONLY with each other – they have no separate friends or interests
- Cheat on their partner
- Don't care about their partner's feelings
- Don't enjoy spending time together
- Try to control each other



WARNING SIGNS OF AN ABUSIVE RELATIONSHIP INCLUDE WHEN A PERSON...

- Throws or breaks things during an argument
- Tries to control what the other person does, who they see, what they wear, or what they say
- Is often jealous or is overly jealous
- Hurts the other person physically or sexually
- Puts the other person down, calls them names or humiliates them
- Engages in "crazy-making" behavior—this is when a person lies or changes their story, or when they deny or minimize the other person's experience. This behavior often makes the other person feel like they are "going crazy."



If you think you are in an abusive relationship, it's important to talk to someone about it. Reach out to a trusted adult, call a hotline, or visit a community health center or health care provider.