

# Healthy Relationships

Physical and Health Education, Grades 7-9

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## Overview

In this lesson, I use physical activity to help students explore and learn about the various characteristics of a healthy relationship regardless of what type of environment they are in. Furthermore, rather than me explaining the interpersonal behaviour expectations for the class, students develop this list with their peers. I provide support (where/if needed) and observe along the way. The intention of the lesson is to build a sense of community, trust, and respect between the students, which could help:

- Foster a safe and supportive learning environment
- Enable peer to peer teaching, learning, and assessment of each other
- Develop a sense of self within and beyond a team/group setting

The type of physical activity chosen for this lesson is not important as long as students have the opportunity to be active and interact with each other. Some examples could include:

- team handball
- scavenger hunts
- relay races
- team-building games

I ensure that the chosen physical activity is one that the class is familiar with so students have a common understanding of what that activity is and how to participate in it.

## Prior knowledge

Before beginning these learning activities, it would be helpful for students to know/do/understand the following:

- Movement concepts and strategies (Know)
- Develop and apply a variety of movement concepts and strategies in different physical activities (Do)
- Consequences of bullying, stereotyping, and discrimination (Know)
- Describe and assess strategies for responding to discrimination, stereotyping, and bullying (Do)
- Influences of physical, emotional, and social changes on identities and relationships (Know)

- Learning about similarities and differences in individuals and groups influences community health (Understand)
- How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games (Know)

## **Big Idea**

- Healthy relationships can help us lead rewarding and fulfilling lives.

## **Curricular Competencies**

- Develop and apply a variety of movement concepts and strategies in different physical activities
- Develop and demonstrate safety, fair play, and leadership in physical activities
- Propose strategies for developing and maintaining healthy relationships

## **Content**

- How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games
- Movement concepts and strategies

## **Core Competencies**

### ***Social Responsibility***

- Building relationships
- Valuing diversity

### ***Communication***

- Connect and engage with others (to share and develop ideas)

## **First Peoples Principles of Learning**

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.

## **Materials and technology**

The following materials would help students to record their group ideas:

- white board/chalk board (a place to display brainstorm items from group discussion)
- chart paper

- pens, pencils, markers
- tape

### Learning activities

Class begins with a discussion on relationships and the different types we have in our lives. Some examples could include:

- family
- friends
- romantic
- school (e.g., teacher, peers)
- teammates/groupmates (e.g., on a team, club, council)

Together, brainstorm some common characteristics between the different examples discussed and explore which ones might have a positive and/or negative influence on those relationships. Some examples might include:

- communication
- trust
- support
- respect
- honesty

### Group brainstorm

After the group discussion, place students into small groups and let them know which physical activity they will be doing for the class. Do a quick review of the rules and etiquette for that activity.

After this, they have a few minutes to collaborate and brainstorm a list of relationship characteristics they would like to embrace as a group and what that might look like. A chart like the one below could be helpful to students.

Relationship characteristic	What it looks/sounds like	What it does not look/sound like

After the groups finish their brainstorm (or chart), quickly review the physical activity for the class, and give them time to discuss some strategies that are relevant to it.

### *Physical activity*

As students engage in the physical activity, observe the dynamics in the different groups and look at the results of their brainstorm (or their chart) to see what they wrote and how they interacted with each other. If any students sit down or take a break, check in with them to gauge their experiences with and perceptions of their group interactions.

### *Closing group discussion*

Before the class is over, groups get together to debrief and discuss their thoughts on the group interactions during the physical activity. For example, if a group used the chart above, they might reflect on it, and change or validate some of the points they listed. Additionally, they might discuss which strategies they implemented, how effective they were, and what they might do the next time they participated in that physical activity.

Closing questions for students might include:

- Which, if any, of the characteristics your group listed do you think were the strongest?
  - Can you provide an example to explain your thinking?
- Which, if any, of the characteristics your group listed do you think were the least strong?
  - Can you provide an example to explain your thinking?
- Overall, how well did your group work together?
  - What are some positive examples and what are some possible areas to work on?
- How effective were the strategies your group implemented during the physical activity?
  - Would you do anything differently the next time, or keep using the same ones?

### *Reflection questions*

The following questions could be given to students to complete in their journals (if using) and/or to open a group discussion for the next class:

- Are there any relationship characteristics that you think should be added to your group list? If so, which one(s)?
- How did you feel interacting with your group members today in class?
- Which of the relationship characteristics listed by your group do you think are your strongest? your least strong?
  - List an example for each of your answers

### *Assessment considerations*

Activity	Assessment consideration
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Group brainstorm	Students propose strategies for developing and maintaining healthy relationships, and strategies for the physical activity.
Physical activity	Students are able to participate effectively with their group members based on their brainstormed list of relationship characteristics and physical activity strategies.
Closing group discussion	Students explain/recount and reflect on experiences and accomplishments.
Self-reflection	Students explain/recount and reflect on individual experiences and accomplishments.