

Lesson Plan – Navigating Relationships

<p>TOPIC: Navigating Relationships</p>	<p>TARGET-AGE RANGE: 9–15</p>	<p>TIME: 45 minutes</p>
<p>SUBJECT: Life Skills</p>		
<p>IDEAL NUMBER OF LEARNERS: 40</p>		
<p>WHAT ADVANCE PREPARATION, IF ANY, IS REQUIRED OF THE TEACHER FOR THIS LESSON? Prepare three pieces of flip chart paper with one of each written on the top:</p> <ul style="list-style-type: none"> • Peer/Friend • Sexual/Romantic • Family 		
<p>LEARNING OUTCOMES: By the end of this lesson learners will be able to:</p> <ol style="list-style-type: none"> 1) Identify positive and negative factors that influence relationships and how to deal with these. [knowledge] 2) Discuss common elements of positive relationships. [knowledge] 		
<p>LIFE SKILLS DEMONSTRATED IN THIS LESSON:</p> <ol style="list-style-type: none"> 1) Critical thinking about the elements of a good friendship. 		
<p>RESOURCE MATERIALS FOR TEACHER:</p> <ul style="list-style-type: none"> • Large picture of a locally popular plant or flower (either hand-drawn on flip chart paper or the chalkboard) showing soil, roots, stem, leaves, petals, sun, rain, etc. • Flip chart paper—Three pieces prepared as noted above • Flip chart paper—Two sheets to write brainstorm lists on during introduction • Markers • Tape to hang flip chart paper on classroom walls 		
<p>MATERIALS FOR LEARNER:</p> <ul style="list-style-type: none"> • None 		



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This lesson is enhanced when learners have the following background knowledge: Content from the International Technical Guidance on Sexuality Education—Key Concept 1 – Relationships; 1.2 – Friendship, Love, and Romantic Relationships

PROCEDURE:

Step 1) 5 minutes

Introduce the lesson by asking learners the following questions:

- Why do people get into relationships?
- What are the different types of relationships that young people find themselves in?

Write responses from learners on flip chart paper.

Step 2) 5 minutes

Display the picture of the locally popular plant or flower. Explain to learners by saying, “Just as there are certain things that keep a plant or flower healthy (sun, water, nutrients from the soil), there are certain things needed to keep a relationship healthy and strong.” Ask for an example of something that is necessary for a strong or healthy relationship (e.g. respect) and write it in the picture—such as in the soil, near the roots of the plant/flower, in the sun’s rays, or rain drops.

Next explain that there are certain things that can ruin a relationship, just as lack of water or sun can hurt a plant or flower. Ask for an example (e.g. dishonesty) and write it in the picture as well.

Step 3) 15 minutes

Divide the learners into three large groups and give each group a sheet of prepared flip chart paper with one of the headings written at the top. Explain to learners the following directions:

- Each group gets a piece of flip chart paper with a particular type of relationship noted at the top.
- Each group should draw a picture of a plant or flower of their choosing on their paper.
- Next, identify at least 3 things that help make their particular type of relationship successful and write these on the picture.
- Then, identify at least 3 things that could damage or destroy that relationship and write these on the picture.
- Lastly, hang the flip chart on the wall when they are finished.

Give learners 10 minutes to complete this activity and use the Teacher’s Note further below for reference if you need to share examples of positive factors for healthy relationships.

Step 4) 15 minutes

When all the groups are finished allow some time for learners to move around and look at each other’s plants or flowers. Have learners return to their seats and ask them the following questions to process the activity:

- How did it feel to do this activity?
- What did you notice about what the different groups put down as things that keep that relationship healthy?



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PROCEDURE (CONTINUED):

- Why do you think these things (mention or ask specifically about what the groups identified, such as respect, communication, empathy) are important to healthy relationships?
- How might thinking about relationships in this way affect the relationships you might have or are seeking to build?

[Teacher’s Note: You can use any of the following notes to elaborate if needed:

Positive Factors that Support Healthy Relationships

Respect

- *This is shown through attitudes and behaviour.*
- *The other person must feel valued, worthwhile and important.*
- *Negative criticism, name-calling and ridiculing is destructive.*
- *Useful tools include:*
 - *Being there when needed*
 - *Listening carefully to what is said*
 - *Responding appropriately*

Empathy

- *This means trying to understand another person’s position—trying to see situations from the other person’s point of view.*
- *This shows a deeper understanding, particularly if communicated back to the other person using different words.*
- *Empathy is different from sympathy.*

Genuineness

- *Being genuine involves being yourself and having positive self-esteem.*
- *Genuineness is shown if verbal and non-verbal behaviour gives the same message.*

Values and attitudes

- *Successful friendships/relationships are often based on the individuals having similar values. Two people will continuously be in conflict if their values about most things differ.*
- *Values can change over time, owing to changing circumstances, etc. This may have an effect on a relationship.*
- *Pressure to change values may jeopardize a relationship. If virginity before marriage is valued, for example, then pressure to become sexually active will harm the relationship.*



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PROCEDURE (CONTINUED):

Communication

- *Humans communicate verbally and non-verbally. Verbal communication is talking; non-verbal communication is known as body language and shown by listening, smiling, frowning, nodding, body posture, etc.*
- *Communication reveals how one individual feels about another.*
- *Most people tend to spend more time talking than listening.*
- *Listening is a skill that takes time to develop and needs to be practiced.]*

Step 5) 5 minutes

Summarize the lesson by highlighting the following key points:

- No two people are the same. We therefore need to compromise and understand each other’s differences for relationships to be successful.
- Many people practice negative behaviors in their relationships.
- Respect, empathy, genuineness, values and communication are all important factors needed to build a good relationship.
- We have to be honest with ourselves and those with whom we have a relationship—say when things are going right and when we are unhappy about something.
- We need to assess our relationships and decide whether they are good or bad for us.

KEY MESSAGES OF LESSON:

- 1) Respect, empathy, genuineness, values and communication are all important factors needed to build a good relationship.
- 2) There are many factors that contribute to a relationship being healthy or unhealthy.

ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

- Teachers can have learners write their names on their picture and collect it for assessment of learning objectives.

HOMEWORK WITH FOCUS ON FAMILY INVOLVEMENT ACTIVITIES:

- None

POSSIBLE ADAPTATIONS:

- Large class size—The teacher can create six groups instead of three groups so that there are two groups focusing on each type of relationship.
- Limited materials/technology—The teacher can use a chalkboard instead of flip chart paper but there would need to be enough room for all groups to draw their pictures.

Source: *Life Planning Skills: A Curriculum For Young People in Africa, Botswana Version 2002, Activity 6.2 – Building Healthy Relationships, pages 180–183*

