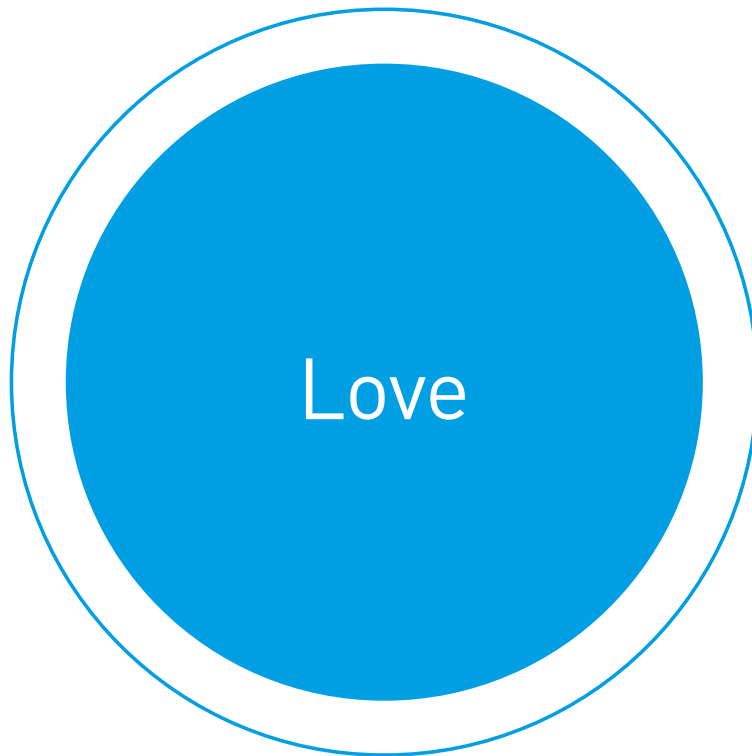




LESSON
PLAN

3



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DO... LESSON PLANS



LESSON PLAN 1: Let's start with you

LESSON PLAN 2: What is expected of you

LESSON PLAN 3: **Love**

LESSON PLAN 4: Communication, consent and sex

LESSON PLAN 5: Safer sex

LESSON PLAN 6: Problem solving

WHAT DOES LOVE MEAN TO US?

It's often said that porn teaches incorrect and misleading messages about sex. This may well be true, particularly around consent, communication and how to have enjoyable sex. However, the messages that we receive about love and relationships from TV, films, books, pop songs and from each other can be just as misleading. Very often the messages are that:

- Everyone wants and needs romantic relationships
- There is 'The One' out there for us – we need to find them or let them find us (depending on our gender)
- We only need the love of 'The One' to meet all of our needs and make everything okay

These messages might be helpful for the minority of people that meet their 'One' at a young age and then have a happy life-long relationship together. However, for everyone else, they may do more harm than good.

Sadly, many people have experienced unhealthy or abusive relationships – including, as we have seen in the press over recent years, young people. These relationships are complex and happen for a number of reasons. In order to equip young people (and ourselves) with the tools to have relationships that are nurturing and fulfilling, we must interrogate what we are taught and be critical and literate about love.

Key learning areas

- Why do people have romantic relationships and what do they get out of them?
- How do lots of different types of love help nurture us and others (friends, family, teams, self, humans)?
- What does a healthy relationship look like?
- How much of 'us' do we share in relationships?
- What does society tell us about romantic relationships – are they placed on a higher level than other relationships?

Resources and links

TEACHING RESOURCES

- 'LOVE, INNIT' by **Bish Training**: www.bishtraining.com/love-innit-a-teaching-pack-about-relationships
- 'Life in my Shoes' by **Body and Soul** – a video about HIV stigma but also relationships: www.lifeinmyshoes.org
- 'Fink Cards' by **Brook**: www.finkcards.com/collections/health/products/sex-and-relationships-matter

ONLINE

- You can find a wealth of material about love and relationships on the **BISH** and **Scarleteen** websites:
www.bishuk.com
www.scarleteen.com



LOVE

Key learning aims

To explore love and how different kinds of relationships can nurture us, and how society creates expectations about which kinds of love and relationships are important

To establish what a healthy relationship looks like

Key learning objectives for students

Write the lesson objectives on the board (without ALL, MOST, SOME) so you can refer to them later.



ALL students will be able to:
state reasons why people have romantic relationships



MOST students will be able to:
reflect on their own relationships and how their behaviour and the behaviour of others can affect how good they are



SOME students will be able to:
recognise unhealthy relationships and suggest strategies for staying safe

Equipment



Paper and pens

Whiteboard, or flipchart, and marker pens

Teacher's notes for the Venn diagrams on page 9 (also available within the **DO... Lesson stimulus** resource available on the DO... website)

Signs of healthy/unhealthy relationships printed onto card

Blu tac

Teacher's notes



Ensure you have ground rules set up with the class (examples can be found in the **DO... Lesson guidance** resource)

Be aware of gender differences in how relationships are discussed

Be prepared to unpick these further with the class if the need arises

Consider including the before/after assessment/evaluation activity



ACTIVITIES

MAIN

ACTIVITY 1: **Why do people have romantic relationships?** (25 mins)



Structured discussion

1. Put students into small groups and ask them to discuss and write down their answers to the question 'Why do people have romantic relationships?' Ask each group to come up with as many ideas as they can – aim for at least 10. Explain that there are no right or wrong answers and this isn't necessarily what they might want, but people in general. Allow around 10 minutes for this.
2. Then, ask each group to take it in turns to read one statement whilst you write them up on a board (or you might wish to ask a member of each group to write some of theirs on the board to save time).
3. Ask the whole group to look at everything that is written up and ask them what they notice. Groups might point out that there are lots of different reasons. Others may suggest that the statements are often negative. Others might be more positive.

Things to consider:

- Which of the reasons on your list can only be achieved through having a romantic relationship? (Usually it's none, or only one or two)
- Where else can we get these things? Allow participants to come up with this, but you may need to prompt them – ourselves (most importantly), friends, family, religion, humankind, non-romantic sexual relationships, being a parent, work, team mates, teachers etc. You might want to write some of these up on the board
- Is there pressure to be in a relationship (or not be single)? If so, why?
- How do we know if a relationship is successful or not – is it about dates/sex/moving in together/marriage/having kids?

Pro tip:

A note on gender: some groups may point out that the 'boys' groups would have shouted out the more sex-related responses and that the 'girls' groups shout out the more 'relationship-related' ones. If you go around the groups, you may find that the written responses are very different to the shouted out ones. You could unpack this by asking: 'What words are used to describe men who have sex? What words are used to describe women who have sex? How might this affect what responses we give in this activity?'



ACTIVITIES

MAIN

ACTIVITY 2: **Relationship Venn diagrams** (15 mins)



Diagrams



Structured discussion

1. Draw the Venn diagrams provided on page 9 on the board – they don't have to be exact.
2. Put the class into pairs or threes and ask them to draw the same circles on a piece of paper. Explain that they are examples of different types of relationships (not just romantic relationships).
3. Ask students to write down words or phrases they would use to describe each one. These could be nouns or adjectives (e.g. friends with benefits, long-term relationships, parent/child, classmate, abusive, 'healthy').
4. Ask students to then share some of these with the rest of the class. As you go, ask these questions to draw out more comments and views:
 - Which of these are 'healthy' relationships? What is a 'healthy' relationship?
 - Is it important to have parts of a circle that don't overlap? Why? (e.g. so we still have a relationship with ourselves)
 - What might be left of the circles if (when) the relationships end? What might that mean for us?
 - Which relationships look like they might be 'unhealthy' or abusive? What makes a relationship 'unhealthy'?



ACTIVITIES

PLENARY

ACTIVITY 3: **Healthy or unhealthy relationships** (10 mins)



Continuum

1. On the board or a flipchart, draw a continuum as below:

Unhealthy relationship ----- **Healthy relationship**

2. Either write the following signs of a healthy/unhealthy relationship on pieces of card, or simply read them out and ask students where each one should sit on the continuum:
 - Spending most of their time together
 - Not being jealous of other people
 - Saying 'I love you' lots
 - Seeing friends less
 - One person more in control
 - One person paying for everything
 - A big age gap
 - A relationship with no arguments
 - Making plans for kids, marriage, moving in together
 - Having enjoyable sex
 - Never stopping talking about the other person
 - Always wanting to check in with the other person
 - Texting each other all the time
 - Keeping the conversations in your relationships private from friends/family
 - Being able to be yourself

Pro tip:

This isn't about creating a big picture so we aren't comparing situations with each other. Some of these statements are deliberately ambiguous to help students draw out when a situation might be healthy or unhealthy. Probe students with further questioning for each and try to establish group consensus/understanding for each example. Also, remember that many of these can apply to friendships too.

3. For each unhealthy relationship example, ask the class what they might do in that situation and how they could make the situation more positive:
 - How can we help someone in an unhealthy relationship?
 - Where can we find support for people in very unhealthy relationships? For example, in schools, from the police, family, refuges, counselling services, young people's services (you may be able to signpost students to help that can be offered in school or local services)
 - What can people do about being in an unhealthy relationship and what are the risks about trying to change or leave them?
 - How can society at large help people to have happier relationships? For example, what films and TV teach us about love and relationships



ASSESSMENT AND EVALUATION IDEAS

Assessment



Revisit the learning objectives from the start of the lesson and ask students to raise the number of fingers correlating to the objectives they felt they achieved.

Evaluation



Ask students to reflect on the parts of the lesson that they felt went well and the parts that didn't go so well, and ask them why. Encourage them to think about their own work specifically, and then the lesson as a whole. Take feedback as a class and use the information to inform future planning.



OPTIONAL EXTENSION OR HOMEWORK ACTIVITIES

LEARNING METHOD: **Independent learning**

Ask student to examine soap operas for examples of healthy and unhealthy relationships.

LEARNING METHOD: **Diagrams**

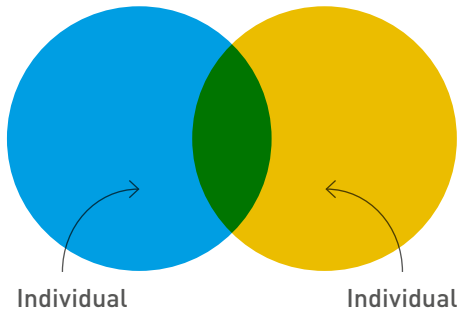
Ask student to develop their personal Venn diagrams/relationships solar system. They could either sketch out the relationships close to them in a series of Venn diagrams, as discussed in the lesson, or they could draw a solar system positioning themselves as the central planet with the planets that orbit around them representing their relationships. The size and distance of the planet in relation to them indicates how important these relationships are and how close they are to them. Encourage them to get creative with colours and revisit regularly as their relationships evolve.

LEARNING METHOD: **Drawing, collage and comics**

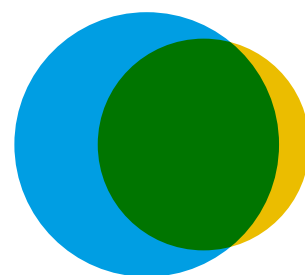
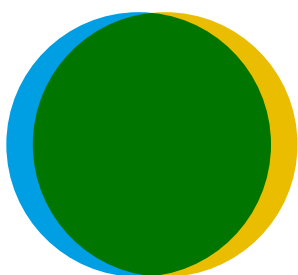
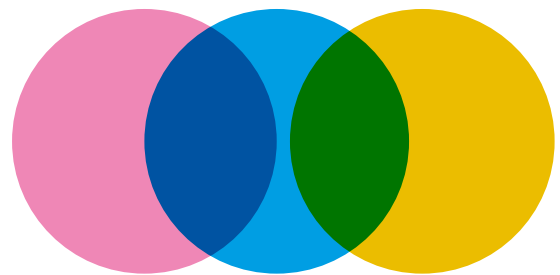
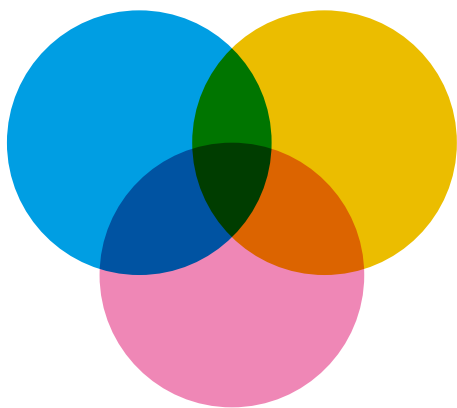
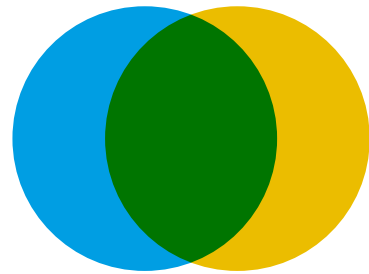
Relationships comic – ask students to draw out a comic story about navigating a relationship. It can be a happy or an unhappy relationship, but they should try to draw out how the characters and situations interacted to make it that way.

RELATIONSHIPS

VENN DIAGRAM STYLE



(what someone does with their own lives and other relationships)



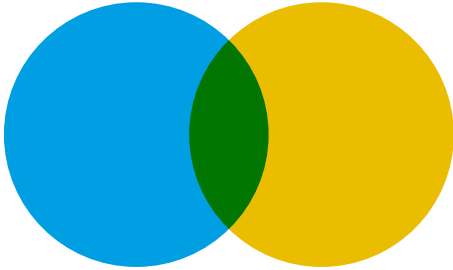
- What words would you use to describe these relationships?
- What kind of relationships do you want?
- How much of *you* do you want to share with other people?
- Draw your own – what would your relationship look like?

RELATIONSHIPS

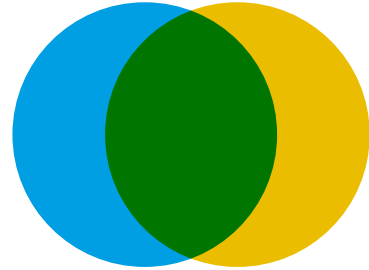
VENN DIAGRAM STYLE

Teacher's notes

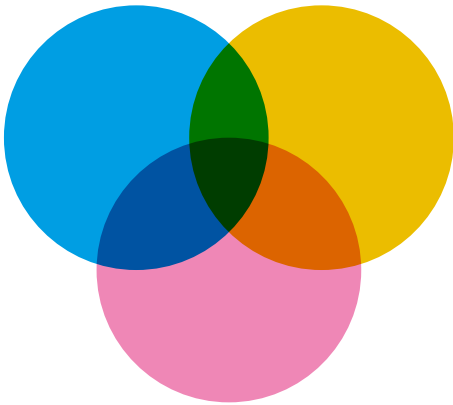
Words or phrases that might be used to describe these circles



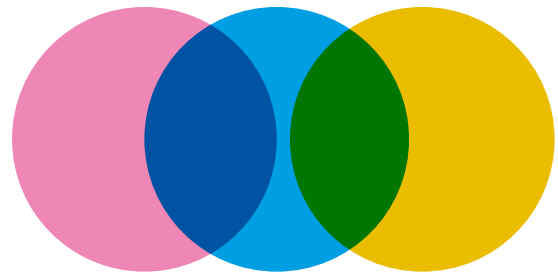
- Distant relative • Classmates • Not very close • Team mates
- "Shag buddies" • Early in a relationship



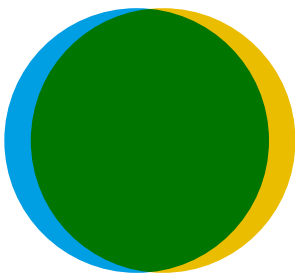
- Close friends • Share lots of things • "Relationship"
- Been together a while • Parent and older teen



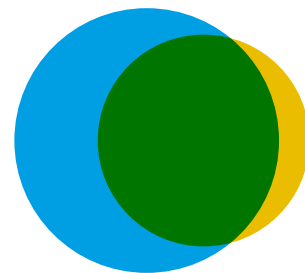
- Two parents together, one teen • Three close friends
- Three people in a relationship



- Two parents not together • Two close friends not friends with each other
- One person with two separate romantic relationships



- Quite stifling? • Not much 'you' left • Very close bond • Trust
- Long-term relationship • Friends who do everything together



- Parent and child • Abusive relationship?
- When someone needs more support and care

What words would you use to describe these relationships?

What kind of relationships do you want?

How much of *you* do you want to share with other people?

Draw your own – what would your relationship look like?



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