



# ReSPECTful Relationships



## Lesson Plans and Resources

### Key Stage 3: Year 7

#### Lesson 2: Healthy Relationships

Aims & Outcomes ..... 2

Lesson Plan ..... 3



## Lesson 2: Healthy Relationships

KS3  
Y7

### Session Aims

- To raise awareness of unhealthy relationships
- To understand and recognise passive, assertive and aggressive behaviour and body language.
- Students will have a greater understanding of conflict management
- To understand and challenge stereotypes about men, women and cultural issues.
- Raise awareness of possible warning signs in an unhealthy relationship.

### Learning Outcomes

All young people can:

- Understand some of the facts around aggressive, assertive and passive behaviour
- Will be able to understand and explain how this impacts on a healthy relationship and what an unhealthy relationship looks like.

Most young people will:

- Understand the importance of having an assertive attitude
- Understand and challenge aggressive behaviour

Some students will:

- Be able to understand, express and explain the importance of being in a healthy relationship



TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
20 mins	<p><b>Introduction to the topic:</b></p> <p>We all use a variety of communication styles depending on the situation we are faced with.</p> <p>Assertive behaviour brings respect and dignity as you treat others as you want to be treated yourself. This section will develop self-confidence, self-esteem and communication skills by focusing on three styles of communication; Passive, Assertive and Aggressive.</p> <p>Describe passive, assertive and aggressive behaviour. Discuss how posture, eye contact, how your mouth and jaw is set and the tone of your voice.</p> <p>Stress to the young people that it is possible to resolve conflict by negotiating or reaching a compromise – it is always best to try to resolve conflict in a friendly way without losing your temper.</p>	<p>Students will consider various situations that could be considered passive, assertive and aggressive behaviour.</p>	<p><b>Mice, Monsters and Me! Behaviours Table</b> (see resource pack)</p>	<p>Students can say how they think and feel in a manner which does not hurt other people or hurt themselves (assertive).</p> <p>Young people can start to develop understanding of standing their ground and building confidence in their own decisions.</p>
20 mins	<p><b>Role Play</b> (Time permitting)</p> <p>Consider specific examples that impact on attitudes towards violence</p> <p>Work through different scenarios as a group before allowing the children to enact some of the situations</p> <p>Teacher to tell the children if they are to be aggressive, passive or assertive in the role play.</p>	<p>Children perform role plays from sample situations.</p> <p>If they are confident to show the class their role play allow them to do so and get feedback from the rest of the group</p>	<p><b>Role Play Sample Situations</b> (see resource pack)</p>	<p>Students can start to explain how language can be a very powerful tool in relationships – reinforcing gender expectations and stereotypes.</p> <p>Students will feel confident about using assertive techniques to challenge expectations and stereotypes.</p>

TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
20 mins	<p><b>Worksheet</b></p> <p>Ask the children to think of a situation real or imaginary where they felt threatened or uncomfortable about someone's behaviour.</p> <p>Ask them to identify how they might feel like responding if they did so aggressively, passively and assertively.</p>	Children complete the worksheet	<b>Be Assertive worksheet</b> (see resource pack)	Children to complete worksheet about a real or imagined situation.
5 mins	<p><b>Reflective activity:</b></p> <p>Stress that in unhealthy relationships there are undesirable behaviours e.g. aggression.</p> <p>However, conflicts can be resolved through calm and non-aggressive methods.</p> <p>Remind young people who they can go to talk to if they have any concerns about themselves, or anyone they might know.</p>	<p>Students reflect on what they have learnt.</p> <p>Student answer facilitator lead questions on what they think in healthy/unhealthy.</p>		Students can understand patterns of behaviours that can contribute to unhealthy relationships.

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