



# ReSPECTful Relationships



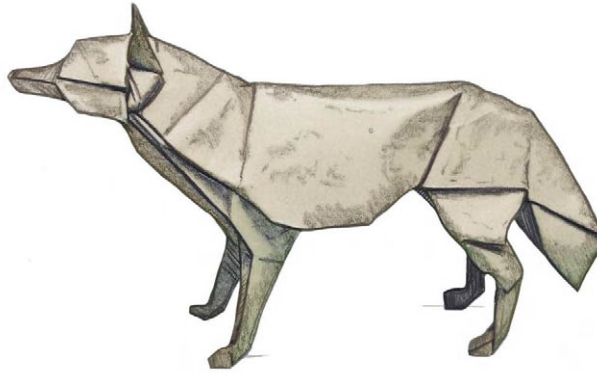
## Lesson Plans and Resources

### Key Stage 2: Years 5 & 6

#### Lesson 2: Healthy Relationships

Aims & Outcomes ..... 2

Lesson Plan..... 3



## Lesson 2: Healthy Relationships

KS2  
Y5 and 6

### Session Aim

- 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 healthy and unhealthy relationship.
- Will be able to understand and explain what a healthy relationship looks like and what an unhealthy relationship looks like.

Most young people will :

- Understand the importance of having strong positive relationships with people.
- Understand and challenge stereotypes about men, women, and different backgrounds.

Some students will:

- Will be able to understand, express and explain the importance of being in a healthy relationship.
- Consider the damaging stereotypes that confuse the issue and challenge these ideas.



TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
20 mins	<p><b>Introduction to the topic:</b></p> <p><b>Exercise: The Mouse, the Monster and Me</b></p> <p>Work through the first 3 slides of the 'Healthy Relationships' Powerpoint: 'Mice behave like', 'monsters behave like' and 'an assertive person behaves like'. You can also give out the corresponding handouts.</p> <p>Describe passive, assertive and aggressive behaviour (use the 'Behaviours' table resource)</p> <p>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>Healthy Relationships powerpoint</b> (see resource pack)</p> <p><b>Mice, monsters and assertive person</b> handouts (see resource pack)</p> <p><b>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>
15 mins	<p><b>Role Play</b></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 bring to the attention</p> <p>If it would be different if it was a man or a woman to bring in the consideration of gender.</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>Students answer facilitator lead questions/ discussion.</p>	<p><b>Role Play situations</b> (see resource pack)</p>	<p>Children may react to situations they feel powerless to control with unrealistic solutions.</p> <p>Children will develop confidence in 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>		<p><b>Be Assertive worksheet</b> (see resource pack)</p>	Children complete worksheet using their imagination or a real situation.
5 mins	<p><b>Reflective activity:</b></p> <p>Highlight what is a healthy relationship and what can be considered unhealthy. Describe an unhealthy relationship; ask students to put their hands up if they think it is healthy/unhealthy. Short discussion as to why.</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, assertive methods.</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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