

# Lesson 4: My Life – My Relationships

*Suggested time to complete: 2–3, 75 minute lessons*

## Lesson Overview

- This lesson corresponds with the “My Relationships” and “My Family Health History” sections of the *My Life, My Plan* booklet.
- This lesson will focus on the relationship the students have with themselves as the foundation for other relationships in their lives.
- This lesson will also build on previous lesson content, but will emphasize the importance of interpersonal skills students use in their current and/or future relationships, including a discussion about the importance of consent in intimate relationships.
- Teachers can adapt the format of the lesson plan to meet the needs of their students and the amount of time they have available.

## Equipment

- Electronic file: *My Life, My Plan* booklet.
- Students may choose to bring their own devices to complete work in electronic files.
- Flipchart, whiteboard, chalkboard or SMART Board to record student answers and create the concept map.
- A computer and projector or SMART Board to show the consent video and the [Inspirational Quotes PowerPoint](#) (if using).
- Markers (if using flipchart paper).
- Cards for exit passes.
- [Appendices E, F, G, H, I, J, and K](#) for materials for the activities listed in the lesson (The Love Game; See, Hear, Feel, Act scenarios; How’s Your Self Esteem Quiz; Inspirational Quotes PowerPoint; Healthy Relationships Quiz; and the Family Health History Assignment).

## Curriculum Links

### Living Skills

1. Demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy living strands for this grade [Grade 9 – PPL10].

### Personal Skills

- 1.2 Use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own

progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

- 1.2 Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

#### Interpersonal Skills

- 1.3 Communicate effectively, using verbal or non-verbal means, as appropriate and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.
- 1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.

#### Critical and Creative Thinking

- 1.5 Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.

#### Healthy Living

- C2. Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;

##### Human Development and Sexual Health

C2.2 Demonstrate an understanding of the skills and strategies needed to build healthy social relationships and intimate relationships.

C2.3 Apply their knowledge of sexual health and safety, including a strong understanding of the concept of consent and sexual limits, and their decision-making skills to think in advance about their sexual health and sexuality.

- C3. Demonstrate the ability to make connections that relate to health and well-being – how choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

#### Personal Safety and Injury Prevention

C3.3 Describe skills and strategies that can be used to prevent or respond to situations of verbal, physical, and social bullying and sexual harassment.

## Minds On Activity (5 minutes)

This activity will introduce the subject of the lesson, healthy relationships.

Ask students: *Describe the term “relationships”. Who or what does it involve?*

Relationship is defined as the way in which two or more people or things are connected (“Relationship”, 2017). We form relationships with the people we encounter in our day-to-day lives, such as our family members, friends, peers, community members, teachers, etc. You can form different types of relationships. Social relationships (peer, school, family and work) and intimate relationships.

Healthy relationships may offer many things:

- Make you feel like you belong and are valued
- Increase your confidence
- Provide understanding, respect, trust and care
- Support you to try out ideas and new things, or to discuss your opinions
- Provide a safe place to be and learn about yourself (Government of South Australia, 2016).

Some people choose to form a large number of social relationships, while others only form a few, and prefer to spend more time alone. What is more important the number of relationships you have is whether your relationships are healthy.

## Healthy Relationships (25 minutes)

Activity: Think-Pair-Share

1. Explain the activity to the students. They will first think individually about a topic, next partner and discuss their answers, then the whole class will discuss the topic as a large group.
2. Think: Ask students to consider the qualities of a healthy relationship and the skills needed to create a healthy relationship.  
Prompting question for teachers: *How does a healthy relationship make you feel? How do you think about yourself and others in a healthy relationship? How do people in healthy relationships interact compared to people in unhealthy relationships? What do they do that is different?* (3 minutes).
3. Pair: Have each student work with a partner to share their thinking and discuss ideas. Teachers can decide to assign pairs or let students pick their own partners (5 minutes).
4. Share: Discuss the qualities and characteristics of a healthy relationship as a class. Ask each student pair to share their thoughts. Record the qualities/characteristics students describe on the whiteboard/chalkboard/flipchart paper (15 minutes).
  - a. Review and describe the qualities of a healthy relationship if students do not generate ideas.
  - b. Compare and contrast these qualities with unhealthy relationships.
  - c. Discuss the skills that are required to develop and maintain healthy relationships.
  - d. How could you respond if you felt as though you were being bullied or harassed? What skills or strategies could you use?

Healthy Relationships	Unhealthy Relationships
<ul style="list-style-type: none"> <li>• <b>Mutual respect</b> - Each person values who the other is and understands the other person's boundaries.</li> <li>• <b>Trust</b> - Trust is placed in each other and you give the person the benefit of the doubt.</li> <li>• <b>Honesty</b> - Honesty builds trust and strengthens relationships.</li> <li>• <b>Compromise</b> - Not always needing to get your own way. Being able to acknowledge different points of view and being willing to give and take.</li> <li>• <b>Individuality</b> - Not having to compromise who you are. Your identity isn't based on the other person's. You can have your own likes and dislikes, hobbies, and other social relationships.</li> <li>• <b>Good communication</b> - Speaking honestly and openly to avoid miscommunication.</li> <li>• <b>Anger control</b> - Anger happens, but how you express it can affect our relationships with others. Handling anger in a healthy way like taking a deep breath, counting to ten or talking it out.</li> <li>• <b>Fighting Fair</b> - Arguments happen, but those who are fair, stick to the subject and avoid insults are more likely to find a solution. Take a break if discussion gets heated.</li> <li>• <b>Problem solving</b> - Break a problem into small parts or talk through a situation.</li> <li>• <b>Understanding</b> - Take time to understand what the other person is feeling.</li> <li>• <b>Self-confidence</b> - Self-confidence can help your relationships with others. It helps to show that you are calm and comfortable enough with yourself to allow others to express their opinions without forcing your opinion on them.</li> <li>• <b>Being a role model</b> - By embodying what respect means, it can inspire others to act in a respectful way.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Control</b> - One person makes all the decisions and tells the other what to do, what to wear, or who to spend time with. They are unreasonably jealous, and/or tries to isolate the other partner from their other relationships. Controlling behaviours could include guilt tripping, threats, or blaming.</li> <li>• <b>Hostility</b> - One person picks a fight with or antagonizes the other. This may lead to one person changing their behaviour in order to avoid upsetting the other.</li> <li>• <b>Dishonesty</b> - One person lies to or keeps information from the other, or steals from the other.</li> <li>• <b>Disrespect</b> - One person makes fun of the opinions and interests of the other partner or destroys something that belongs to the other.</li> <li>• <b>Dependence</b> - One person feels that he or she "cannot live without" the other. They may threaten to do something drastic if the relationship ends.</li> <li>• <b>Intimidation</b> - One person tries to control aspects of the other's life by making the other person fearful or timid. One person may attempt to keep the other from friends and family or threaten violence or to end the relationship.</li> <li>• <b>Physical violence</b> - One person uses force to get their way (such as hitting, slapping, grabbing, or shoving).</li> <li>• <b>Sexual violence</b> - One person pressures or forces the other into sexual activity against their will or without consent.</li> </ul>

- **Healthy sexual relationship** - In intimate relationships, it is important that both partners are comfortable with their sexual relationship, and that neither feels pressured or forced to engage in a sexual activity that is outside their comfort zone or without consent.

Youth.gov (2016). Characteristics of Healthy & Unhealthy Relationships. Retrieved from <http://youth.gov/youth-topics/teen-dating-violence/characteristics>

To conclude this activity, describe the qualities and skills listed under healthy relationships that are part of the foundation of any relationship, whether it is a social relationship, a family relationship, or an intimate relationship.

Discuss the importance of having an understanding of healthy relationships now, because as you get older, your relationships can become more complex. Understanding the foundations of a healthy relationship now, will help you recognize healthy and unhealthy relationships in the future.

### **Love Game Activity (20 minutes)**

This activity will encourage students to consider how the different attributes that keep us in relationships (social, intimate, etc.) can change, and how this can vary between groups and people (see attached).

Separate the class into two groups. Provide each group with a set of 10 cards, with the following words written on them (see [Appendix E](#) for printable copies):

- trust
- easy to talk to
- feel good about yourself
- sense of humour
- good looking
- honesty
- good listener
- affectionate
- mutual interest
- sex

### **Teacher instructions to each group**

Discuss with the group that we have many relationships in our lives, and that includes many types of relationships. We have relationships with our families (parents and siblings), friends, intimate relationships (partners/spouse), and relationships with people in our community (co-workers, neighbours, etc.).

In those relationships, there are certain aspects or attributes that attract us and keep us in those relationships. When they have done studies, there were some common threads or reasons why those relationships continued. The top ten are listed on each set of cards.

Instruct each group that they have recently met someone who is becoming a friend. Ask them as a group to decide which of the parts of a relationship are important, listed from #1 being most important to #10, the least important. Individually, they may not entirely agree, but try to reach group decision/consensus.

When done, ask both groups to look at one ranking, reading from the least to most important. Compare this with the alternate group. Point out some of the differences/similarities and discuss.

Now have the same groups go back to their cards again. Tell them this friendship has now developed into an intimate relationship. Does this/how does it change the order of the cards. Repeat above, reviewing the ranking of each group. Has the order changed, and ask why?

One frequent difference is between male and female groups. Males will usually (not always) list good looking and sex within the top 3. Females usually rank it at the bottom. Even if it is a same sex group, this difference can be mentioned for discussion about the possibility of a communication problem.

Research shows that all of these factors are important in one's relationships. The order can sometimes change depending on the day, month, or by the type of relationship. Studies show that for relationships between long term marriage/relationships, sex is usually ranked closer to the bottom. It isn't that it's not important, but in daily living, it was noted to be more important to having someone who was trustful, honest, sense of humour or easy to talk with.

### **Your Relationship with Yourself: Self-Esteem (50 minutes – including discussion and activities below)**

While having healthy relationships with others is important, a healthy relationship with yourself sets the tone for the health of your relationships with others. Have you ever heard that it's hard for someone to love you when you don't love yourself? It can be challenging to have any sort of relationship (social, family, intimate) with someone when one or both people have low self-esteem.

#### **Self-Esteem Discussion (5 minutes)**

##### **What is self-esteem?**

Ask students: *What is self-esteem?*

Self-esteem is a way of thinking and feeling about yourself (The Nemours Foundation, 2015a). It is your overall opinion of yourself – how you feel about your abilities and limitations. Having healthy self-esteem means having a good opinion of yourself and feeling good about yourself as a person. Having low self-esteem means having a lower opinion of yourself and feeling inadequate, inferior, or not deserving of good things (The Mayo Foundation for Medical Education and Research, 2014; The Nemours Foundation, 2015a).

##### **What influences your self-esteem?**

Ask students: *What influences your self-esteem?*

Self-esteem is the sum (total) of our own ideas, opinions and feelings about ourselves. Many different things can influence how we learn to think and feel about ourselves, including:

- **The people we have relationships with** – they influence the ideas we develop about ourselves. When they focus on what’s good and encourage us, our self-esteem can thrive. If they focus on the negative, it can harm self-esteem.
- **Our own “inner voice”** – we each have an inner voice that reflects the way we think about ourselves. If something doesn’t go well, having a helpful inner voice can remind us to keep things in perspective and encourage us to try again. When we think in kind ways towards ourselves – even if we make mistakes – self-esteem can grow. If we have a critical inner voice or find faults in everything we do, our inner voice can harm self-esteem – just as much as criticism from others can. Some people get so used to their inner critic they don’t even notice they’re putting themselves down.
- **Comparing ourselves with others** – every person has their ‘ideal me’ — the person they want to be or think they should be. It’s good to aspire to be our best, and other people can be role models for good qualities. But for each of us, being our best means knowing our own strengths and using them. Trying to be the very best me (instead of trying to be like someone else) helps self-esteem stay strong. Comparing ourselves with others, and focusing mostly on ways they seem better, can lower self-esteem. Some people just can’t see their own good qualities and strengths because they’re in the habit of ignoring or downplaying the good — and inflating the negative — when they think about themselves. Focusing on our weaknesses and ignoring our strengths is a recipe for low self-esteem (The Nemours Foundation, 2015b, p.2).

### **Activity – Self-Esteem: See, Hear, Feel Act (40 minutes)**

Description: See, Hear, Feel, Act is a teaching strategy that encourages students to analyse how a concept looks, sounds, and feels – and then imagine how they could react to this concept.

1. Ask the students to brainstorm ideas about self-esteem.  
Record their ideas on a piece of chart paper or on the SMART Board
  - a. What does healthy self-esteem sound like?
  - b. What does healthy self-esteem look like?
  - c. What does healthy self-esteem feel like?
2. Once students have provided some examples, ask them what actions they take if they experience or observe low self-esteem in:
  - a. Themselves
  - b. Someone they have a relationship with

Record student answers.

#### Important considerations:

- \* Some students may suggest handling situations in ways that are unsafe or disrespectful. Educators need to ensure that only appropriate examples are presented to the class.
- \* When students perform their skits, they may feel self-conscious. Students may feel vulnerable and concerned about their peers’ responses. Monitor those responses and reinforce class expectations for respect and support for one another. Acting out skits in front of their peers should be voluntary.

3. Assign students to small groups. Give each group a scenario in which they encounter someone they're in a relationship with experiencing low self-esteem. Ask them to think of ways they could respond to the situation. Consider asking students to practice their communication and conflict resolution skills by preparing a short skit (3 to 5 minutes) to illustrate their answers. Printable scenarios can be found in [Appendix F](#).

### **Homework Activity – How's Your Self-Esteem?**

Ask students to complete the *How's Your Self-Esteem* quiz. See [Appendix G](#) for printable copies for students and [Appendix H](#) for a teacher copy of the quiz with answers.

Ask students to bring this completed quiz to the next class as it will be discussed as a group.

\*Teachers may choose to continue with the next sections of the lesson in the following class.

### **Introduction (5 minutes)**

Recap previous lessons related to what self-esteem is, what influences self-esteem, and skills important in healthy relationships. If you recorded answers on chart paper, it would be helpful to post these in the room.

### **Review of homework – How's Your Self-Esteem quiz (10 minutes)**

Ask students to tally their answers in the “Strong self-esteem”, “Getting there” and “Needs work” categories and discuss the scoring below.

- Strong self-esteem. Did you score strong on self-esteem? Keep it up by using your strengths and trying new things.
- Getting there. The great thing about self-esteem is it's not fixed. We can all improve our self-esteem. When you put effort into things, pay attention to the results. Notice what you need to work on without being too hard on yourself. Make your inner voice your best supporter.
- Needs work. If your self-esteem needs a boost, identify and focus on the things you do well. Find ways to use your strengths as often as possible. Re-train your inner voice to be kinder and less critical about yourself – and others. Be yourself. Spend time with people who see the good in you and who accept you as you are. Remind yourself that no one's perfect, and make it your goal to do your best (The Nemours Foundation, 2014).

### **Now what? Building self-esteem (10 minutes)**

The good news: even if your self-esteem is less than it could be, you can improve it!

Ask students: *What are ways you can build self-esteem?*

Record student answers on chart paper or the SMART Board. Provide answers below as necessary.

- **Manage your inner critic** – If you notice yourself being critical to yourself ask “would I talk to a best friend that way?” A harsh inner voice tears us down. If you’re in the habit of thinking critically about yourself, re-train yourself by rewording these negative unkind thoughts into more helpful feedback.
- **Focus on what goes well for you** – Are you so used to focusing on your problems that they’re all you see. Next time you catch yourself dwelling on problems or complaints about yourself or your day, find something positive to counter it. Each day, write down three good things about yourself, and/or three things that went well that day because of your action or effort.
- **Aim for effort rather than perfection** – Some people get held back by their own pressure to be perfect. They lose out because they don’t try. If you think “I won’t audition for the play because I probably won’t get the lead” it is guaranteed that role will go to someone else.
- **View mistakes as learning opportunities** – Accept that you will make mistakes. Everyone does. They’re part of learning. Instead of thinking, “I always mess up” remind yourself that it’s not about always, just this specific situation. What can you do differently next time?
- **Edit thoughts that get you feeling inferior** – Do you often compare yourself with others and come up feeling less accomplished or less talented? Notice what you’re thinking. Something like “She’s so much better than I am. I’m no good at basketball. I should just stop playing” lead to feeling inferior, not to feeling good about yourself.
- **Remind yourself that everyone excels at different things** – Focus on what you do well, and cheer on others for their success. Thinking more like this: “She’s a great basketball player — but the truth is, I’m a better musician than athlete. Still, I’ll keep playing because I enjoy it.” helps you accept yourself and make the best of the situation.
- **Try new things, and give yourself credit** – Experiment with different activities to help you get in touch with your talents. Then take pride in your new skills. Think about the good results. For example: I signed up for track and found out I’m pretty fast! These positive thoughts become good opinions of yourself, and add up to self-esteem.
- **Recognize what you can change and what you can’t** – If you realize that you’re unhappy with something about yourself that you can change (like getting to a healthy weight), start today. If it’s something you can’t change (like your height), work on accepting it. Obsessing about our “flaws” can really skew your opinion of yourself and bring down your self-esteem. Most of the time, other people don’t even notice these things!
- **Set goals** – Think about what you’d like to accomplish. Then make a plan for how to do it. Stick with your plan, and keep track of your progress. Train your inner voice to remind you of what you are accomplishing. For example: “I’ve been following my plan to exercise every day for 45 minutes. I feel good that I’ve kept my promise to myself. I know I can keep it up.”
- **Take pride in your opinions and ideas** – Don’t be afraid to voice them. If someone disagrees, it’s not a reflection on your worth or your intelligence. That person just sees things differently from you.
- **Accept compliments** – When self-esteem is low, it’s easy to overlook the good things people say about us. We don’t believe it when someone says a nice thing. Instead, we think, “...yeah, but I’m not all that great...” and we brush off the compliment. Instead, let yourself absorb a compliment, appreciate it, and take it seriously. Give sincere compliments, too.

- **Make a contribution** – Tutor a classmate who's having trouble, help clean up your neighbourhood, participate in a walkathon for a good cause, or volunteer your time in some other way. When you can see what you do makes a difference, it builds your positive opinion of yourself, and makes you feel good. That's self-esteem.
- **Exercise!** – Being active and fit helps you feel good about yourself. You'll relieve stress, and be healthier, too!
- **Relax and have fun** – Do you ever think stuff like "I'd have more friends if I were more attractive"? Thoughts like these can set you on a path to low self-esteem because they focus on what's not perfect instead of making the best of what is. Spend time with the people you care about, do the things you love, and focus on what's good. That helps you feel good about yourself, just as you are (The Nemours Foundation, 2015c).

\*Show the [Inspirational Quotes PowerPoint Presentation](#).

### Sexuality (45 minutes – including discussion and activities below)

This section of the lesson will differentiate between sex and sexuality and introduce the concept of consent, and the importance of healthy self-esteem in establishing and understanding personal limits.

As the lessons progress, it will be important to come to a common understanding of some terms, including sex and sexuality. The Ponder it, Post it activity below will help establish classroom definitions and a baseline understanding of these concepts that will be built upon in subsequent lessons.

### Activity – Ponder it, Post it (25 minutes)

This activity will encourage students to think about sex, sexuality, and the difference between those two terms and record their responses individually before sharing their ideas with their classmates.

Instructions:

1. Explain to the students they will think individually about the topics and write their responses on a sticky note (post-it note). They will then post their responses on the appropriate chart paper.
  - a. What does the term sex mean?
  - b. What does the term sexuality mean?
2. Ponder it: Ask students to consider the questions below. Ask them to think about their response to each question for 1-3 minutes.
  - a. Do you think the terms sex and sexuality mean the same thing? If not, how do they differ?
  - b. Where do we learn the associations we have for these two words (provide specific examples) and how does this shape our understanding of the words?
  - c. How do these associations affect how people feel about sex and sexuality?
3. Post it – Ask students to write down their responses on a sticky note then post their responses in a designated space such as on a sheet of chart paper.

4. Students may then consolidate the responses in small groups for 2–5 minutes.
5. Teachers may choose to review the group discussions as a larger class.

Information for teachers:

- Sex refers to the biological characteristics such as anatomy (e.g. body size and shape) and physiology (e.g. hormonal activity or functioning of organs) that distinguish males and females (Her Majesty the Queen in Right of Canada, 2012).
- Sex is also a commonly used abbreviation to refer to sexual intercourse (Planned Parenthood Toronto, n.d.).
- Sexual intercourse is the act of engaging in sexual behaviours with another person such as oral, anal, or vaginal intercourse (Planned Parenthood Toronto, n.d.).
- Sexuality is a broad term that refers to far more than sexual behaviours and body parts. It also refers to how people feel about themselves and being with others, how they see gender and sexual identities, and how they interact with other people (Planned Parenthood Toronto, n.d.).
- Sexuality is not just about sex (but many people define sexuality in terms of genitals, what we do with them, and who we do it with (Options for Sexual Health, 2016).
- Sexuality refers to the total expression of who you are as a human being, your femaleness or your maleness. Our sexuality begins at birth and ends at death. Everyone is a sexual being. Your sexuality is an interplay between body image, gender identity, gender role, sexual orientation, eroticism, genitals, intimacy, relationships, and love and affection. A person's sexuality includes his or her attitudes, values, knowledge and behaviours. How people express their sexuality is influenced by their families, culture, society, faith and beliefs (Education, Training and Research, 2017).
- People learn about sex and sexuality from many sources including: parents, friends, religion, culture, media, environment, law, school, teachers, the internet, etc. (Education, Training and Research, 2017).
- Our sexuality is a normal and healthy part of our lives (Education, Training and Research, 2017).

### **Consent (10 minutes)**

The information below was retrieved from the Society of Obstetricians and Gynaecologists of Canada (2017) unless otherwise specified.

Consent is defined as permission for something to happen or agreement to do something (“Consent”, 2017). Consent is an important part of sexual activity. Consent for any sexual activity must be freely given. Consent cannot be given by someone who is intoxicated, unconscious, or otherwise considered incapable of giving their consent. Consent can also not be freely given if it follows from threats to personal safety, or threats to harm others.

Prior to engaging in any sexual activity, it should be clear that you and your partner are willing, comfortable, and in agreement to continue.

**\*\*REMINDER: One of the aspects of healthy relationships is a healthy sexual relationship. It is important that both partners are comfortable with their sexual relationship, and that neither feels pressured nor forced to engage in a sexual activity that is outside their comfort zone or without consent.**

Consent can be withdrawn at any time and this is indicated with either words or actions. No always means no, even if you or a partner initially agreed to sexual activity, OR, if sexual activity has already begun.

Sometimes a person may say yes and later be hesitant or feel uncomfortable about continuing. If someone changes their mind, sexual activity should stop.

If a person agrees to sex or sexual activity, but becomes unconscious or intoxicated by alcohol or drugs – the earlier consent does not count as a yes later. Sexual activity must stop – and your priority should now be keeping your partner safe.

If any type of sexual activity, including touching, kissing, fondling, oral sex, or intercourse, is forced on a person without their consent, it becomes a form of sexual assault and is considered a crime.

Show the tea consent video to reinforce the concept of consent.

**Video:** Tea consent [www.youtube.com/watch?v=fGoWLWS4-kU](http://www.youtube.com/watch?v=fGoWLWS4-kU) (2 minutes and 49 seconds).

### **Summary**

- Healthy relationships offer many things.
- There are a number qualities and skills that are important in healthy relationships.
- Your self-esteem can be impacted by your relationships. Healthy relationships can improve self-esteem, and unhealthy relationships can harm your self-esteem.
- Your self-esteem is always changing, and you can improve your self-esteem in many ways.
- Sex and sexuality are different things. Sex is a term used to describe anatomy and physiology, or as an abbreviation for sexual intercourse.
- Our sexuality is a normal and healthy part of our lives, and is shaped by a number of factors.
- Consent is an important part of sexual activity. Consent must be freely given, and consent must be clearly given before engaging in any sexual activity.
- Any type of sexual activity without consent is a form of sexual assault and is considered a crime.

### **“Healthy Relationships Quiz” (10 minutes)**

This activity will summarize student understanding of a variety of concepts, including healthy relationships and consent.

Ask students to go to [www.teenhealthsource.com/quiz/healthy-relationship-quiz/](http://www.teenhealthsource.com/quiz/healthy-relationship-quiz/) and complete the “Healthy Relationships Quiz”. Debrief following the quiz using answers provided in the teacher copy of the quiz (see [Appendix I](#)).

Alternatively, students can complete paper copies of the quiz (see [Appendix J](#)).

### **Consolidation - Exit Pass and Goal Setting (5 minutes)**

Use an exit pass to consolidate learning and help students identify a strategy they could implement to either improve low self-esteem, or maintain healthy self-esteem.

1. Hand out exit passes near the end of class.
2. Ask students to think about their results from the “How is Your Self-Esteem” quiz. Ask them to identify one of the strategies that were discussed that could be used to build self-esteem. How could they use this strategy?
3. Have students hand in exit pass as they leave the classroom.
4. Review responses to assess learning and determine if the needs of your students have been met.

**Goal Setting - Direct students to page 5 in the *My Life, My Plan* booklet, and ask them to complete the My Life – My Relationships section. This will consolidate student understanding of their own relationships and personal feelings about limits related to sexual activity. Ask them to create a smart goal for their relationships and enter it into [myblueprint.ca](http://myblueprint.ca). Encourage students to use information from the activities and group discussions, as well as their *My Life, My Plan* document to form their SMART goal.**

### **Homework**

If students do not complete the My Life – My Relationships section and create a SMART goal, ask them to complete it for homework.

Ask students to go to their portfolio section in [myblueprint.ca](http://myblueprint.ca) and add a journal. Ask them to reflect on how they will apply the information from these lessons to their self-esteem and their relationships with others.

### **Assignment – Family Health History Assignment**

Teachers can pass this assignment out after the relationships lesson, or wait until this section is complete.

This assignment will require students to determine whether there are any health concerns that exist in their family, and who has them. This will help students become aware of how their biology and

genetics (a determinant of health) could impact their health now or in the future.

Students are required to interview one or more family members and produce a family tree detailing their family structure and family health history. The family tree should be as detailed as possible, dating back three generations (the student's great grandparents) and should include aunts, uncles and cousins as appropriate. Students will then write a short description describing based on what they learned in their interview, and what it means for their health, their future and their plans and post it in their portfolio section in myblueprint.ca. Students will then create a SMART goal based on what you have learned from their family health history. An example can be found on page 8 of the *My Life, My Plan* booklet.

See the assignment hand out and rubric in [Appendix K](#).

### **Assessment**

Use group discussions throughout the lesson, including the Minds On activity, the discussion during the Think, Pair, Share activity about skills and qualities in healthy and unhealthy relationships, self-esteem and building self-esteem discussion, as well as the discussion about sexuality and sex to assess student knowledge and understanding (Curriculum link – Living Skills [Personal Skills, Interpersonal Skills, Critical and Creative Thinking], C2.2, C2.3, C3.3).

Use the See, Hear, Feel, Act activity to assess student knowledge, understanding, and application of skills that are important in developing and maintaining healthy relationships (Curriculum link – Living Skills [Personal Skills, Interpersonal Skills, Critical and Creative Thinking], C2.2).

Use the Ponder it, Post it Activity to assess student understanding of the difference between sexuality and sex (Curriculum link – C2.3).

Use the Healthy Relationships Quiz to assess student knowledge and understanding of sexual health and safety, including consent and their ability to recognize healthy and unhealthy relationships (Curriculum link – Living Skills [Interpersonal Skills], C2.2, C2.3 and C3.3).

Use the Exit Pass to assess student understanding of their self-esteem, strategies to support healthy self-esteem and how self-esteem can impact their relationships with others (Curriculum link – Living Skills [Personal Skills, Interpersonal Skills, Critical and Creative Thinking], C2.2).

Review student profiles in myblueprint.ca to ensure students have added a Relationships goal to their plan (Curriculum link – Living Skills [Personal Skills, Interpersonal Skills, Critical and Creative Thinking], depending on focus of their goal: C2.2 or C3.3).

Use the Family Health History Assignment to assess written communication and the student's ability to interpret information provided by family members (Curriculum link – Living Skills [Interpersonal Skills, Critical and Creative Thinking]).

## Resources for Teacher

- OPHEA – Approaches to Teaching Healthy Living: A Guide for Secondary Educators. [www.teachingtools.ophea.net/supplements/hpe-secondary](http://www.teachingtools.ophea.net/supplements/hpe-secondary)
- Hastings Prince Edward Public Health [www.hpepublichealth.ca/professionals/educators?quicktabs-quicktabs\\_educators=2#quicktabs-quicktabs\\_educators=11](http://www.hpepublichealth.ca/professionals/educators?quicktabs-quicktabs_educators=2#quicktabs-quicktabs_educators=11)
- Sex and U. [www.sexandu.ca/](http://www.sexandu.ca/)
- National Institute of Health – Genetic Home Reference [www.ghr.nlm.nih.gov/primer/inheritance/familyhistory](http://www.ghr.nlm.nih.gov/primer/inheritance/familyhistory)
- Intermountain Healthcare: A guide to family health history [www.geneticalliance.org/sites/default/files/publicationsarchive/book1\\_intermountain.pdf](http://www.geneticalliance.org/sites/default/files/publicationsarchive/book1_intermountain.pdf)

## Resources for Student

- Kids Health - [www.kidshealth.org/en/teens](http://www.kidshealth.org/en/teens)
- Sex and U - [www.sexandu.ca/](http://www.sexandu.ca/)
- Teen Health Source - [www.teenhealthsource.com/](http://www.teenhealthsource.com/)
- The Red Card - [www.qhc.on.ca/red-cards-p1824.php](http://www.qhc.on.ca/red-cards-p1824.php)
- Hastings Prince Edward Public Health - [www.hpepublichealth.ca](http://www.hpepublichealth.ca)

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Appendix E - Love Game Activity

<p><b>SENSE OF HUMOUR</b></p>	<p><b>SENSE OF HUMOUR</b></p>
<p><b>MUTUAL INTEREST</b></p>	<p><b>MUTUAL INTEREST</b></p>
<p><b>GOOD LOOKING</b></p>	<p><b>GOOD LOOKING</b></p>
<p><b>SEX</b></p>	<p><b>SEX</b></p>

**TRUST**

**TRUST**

**HONESTY**

**HONESTY**

**AFFECTIONATE AFFECTIONATE**

**EASY TO  
TALK TO**

**EASY TO  
TALK TO**

**GOOD  
LISTENER**

**GOOD  
LISTENER**

**FEEL GOOD  
ABOUT  
YOURSELF**

**FEEL GOOD  
ABOUT  
YOURSELF**

## Appendix F - Self-Esteem: See, Hear, Feel, Act Activity Scenarios

1. Alana – Alana has been your close friend since elementary school. You were always in the same classes and spent most of your time outside of school together. When you got to high school you were in different classes and you decided to try out for volleyball and get involved in student council. You haven't been spending very much time with Alana and she tells you that she feels like you ditched her when you both got to high school. Alana has texted you a few times about getting together but each time she suggested you were already busy with some of your new friends from volleyball. Even though Alana has a few other friends, she starts to feel like she has done something wrong. She starts to tell herself that you don't like her anymore because she isn't popular or athletic enough.
  - a. *How could you respond to this situation with Alana?*
  - b. *What qualities and skills of a healthy relationship are important in this situation?*
  - c. *Who could you ask for help from in this situation?*

2. Liam – You and Liam have known each other since you were young, and hang out in the same group of friends. You don't hang out just the two of you, but sometimes you see him outside of school because you both take guitar lessons at the same place and your lesson is right after his. The last time you saw him after his lesson he looked upset and said to you "Oh, you probably heard me totally mess that song. I don't even know why I try to play the guitar; I'm so bad at it." You notice that he seems upset. You heard him playing, and while he did make some mistakes, it sounded okay.
- a. *How could you respond to this situation with Liam?*
  - b. *What qualities and skills of a healthy relationship are important in this situation?*
  - c. *Who could you ask for help from in this situation?*

3. Nate – Nate is a new student at your school. You are both trying out for the basketball team. Nate keeps talking about how he made the team at his last school and always started in their games. At try outs you notice that he keeps judging himself against the other students trying out and is very critical of how everyone does, including himself. Nate’s height is average, but he is the shortest student at try outs. When the coach posts who was cut from the team, you notice that you made the team but Nate didn’t. Nate storms away and says that the try outs were a waste of time considering the coach only picked his favourites. You see him later that day and he starts calling you “Stretch” and makes a comment that implies that you only made the team because you’re tall.
- a. *How could you respond to this situation with Nate?*
  - b. *What qualities and skills of a healthy relationship are important in this situation?*
  - c. *Who could you ask for help from in this situation?*

4. Holly – You and Holly have been dating for a few weeks. You have a big group of friends, but Holly only has a few close friends and doesn't spend much time with them. When you hang out with your group of friends she texts you all the time asking what she did wrong and why you don't want to see her. When you are alone together, she always makes comments like "you're way too good for me", and that everyone must wonder what you see in her.
- a. *How could you respond to this situation with Holly?*
  - b. *What qualities and skills of a healthy relationship are important in this situation?*
  - c. *Who could you ask for help from in this situation?*

5. Heather – You and your aunt Heather, have always been very close and she comes over for dinner every Sunday evening. She and your uncle recently separated and you have noticed that she has cancelled her weekly visits. The last time you spent time together you noticed that she gets very frustrated with herself and says she never does anything right. You know that your aunt has been a very important, positive part of your life, and you know that she has been very successful in her career.
- a. *How could you respond to this situation with Heather?*
  - b. *What qualities and skills of a healthy relationship are important in this situation?*
  - c. *Who could you ask for help from in this situation?*

## Appendix G - How's Your Self-Esteem? – Student Version

Is your self-esteem strong, or does it need a boost? Take our quiz to find out. For each item, choose the response that's most like you. When you're done, we'll have tips and advice on ways to build or maintain your self-esteem!

1. It's most like me to think:
  - a. There are plenty of things I'm good at.
  - b. There are a lot of things I'm not good at.
  - c. I do OK, but other people are way better at things than I am.
  
2. When I compare myself to other people:
  - a. I usually feel good about myself.
  - b. I usually feel OK about myself.
  - c. I usually feel bad about myself.
  
3. When it comes to being perfect:
  - a. I put a lot of pressure on myself to be perfect – I have to be the best at things.
  - b. I don't worry about it – I just try to do my best.
  - c. Other people expect me to be perfect – so if I'm not, I feel like I'm letting them down.
  
4. When I make a mistake:
  - a. I usually don't like to admit it.
  - b. I usually give up. If I think I won't do well at something, I'd rather not try.
  - c. I try to fix things. But if I can't, I try to move on and plan to do better next time.
  
5. When I meet new people:
  - a. I usually worry about rejection.
  - b. I usually expect they'll like me and accept me for who I am.
  - c. I don't always let them see the real me.
  
6. People in my life:
  - a. Are often critical and unkind toward me.
  - b. Don't really know me.
  - c. See the good in me and let me know it.

Answer Tally

Tally your answers in each category below.

Strong self-esteem	Getting there	Needs work

Quiz questions and answers retrieved from [www.kidshealth.org/en/teens/about-self-esteem.html](http://www.kidshealth.org/en/teens/about-self-esteem.html)

## Appendix H - How's Your Self-Esteem? – Teacher Version

Is your self-esteem strong, or does it need a boost? Take our quiz to find out. For each item, choose the response that's most like you. When you're done, we'll have tips and advice on ways to build or maintain your self-esteem!

1. It's most like me to think:

- a. There are plenty of things I'm good at.
- b. There are a lot of things I'm not good at.
- c. I do OK, but other people are way better at things than I am.

Answers:

a. Your answer is: Strong self-esteem

Knowing that you're good at certain things helps build self-esteem. Doing things you're good at builds self-esteem even more. Keep practicing what you're good at!

b. Your answer is: Needs work

If you usually focus on what you're not good at, try paying attention to things you are good at. Put effort into doing your best on something you enjoy.

c. Your answer is: Getting there

It can help to pay less attention to what others are doing. Identify one or two of your own skills, and set a goal to get even better at something you enjoy. Then practice – by focusing on your own improvement and having fun with what you're doing.

2. When I compare myself to other people:

- a. I usually feel good about myself.
- b. I usually feel OK about myself.
- c. I usually feel bad about myself.

3. When it comes to being perfect:

- a. I put a lot of pressure on myself to be perfect – I have to be the best at things.
- b. I don't worry about it – I just try to do my best.
- c. Other people expect me to be perfect – so if I'm not, I feel like I'm letting them down.

Answers:

a. Your answer is: Needs work

Pressuring yourself to be perfect can make it harder to do well. Aim for being your best, rather than the best. Make it a goal to challenge yourself and have fun. If we all did everything perfectly, we'd be very bored (and boring!).

- b. Your answer is: Strong self-esteem  
Putting effort into doing your best – without the pressure to be perfect – is a sign of self-esteem. Everyone has different talents. It sounds like you know how to recognize your skills and enjoy challenging yourself. Well done!
- c. Your answer is: Getting there  
Do you feel good about your skills and talents, but the people in your life expect you to be better? Don't take on impossible standards that others set for you. Find people who encourage you to try your best, but don't insist on perfection. Most of us do better when the unreasonable pressure is off.

4. When I make a mistake:

- a. I usually don't like to admit it.
- b. I usually give up. If I think I won't do well at something, I'd rather not try.
- c. I try to fix things. But if I can't, I try to move on and plan to do better next time.

Answers:

- a. Your answer is: Getting there  
Mistakes can be painful, but we all mess up sometimes. Rather than blame, criticize, or get mad at yourself, put that energy into thinking how to make things right. Do what you can to apologize or fix things, then notice how you feel afterward. Think of how you can handle the situation better next time. Forgive yourself and move on.
- b. Your answer is: Needs work  
If worry over mistakes holds us back from trying things, it's hard to grow. We may even hurt our chances for happiness. A key ingredient in feeling happy is having a sense of accomplishment. It's the deeper satisfaction we all get after putting in hard work and dedication to overcome setbacks. Keep trying. Remind yourself that everyone makes mistakes; we just don't always see it when other people do!
- c. Your answer is: Strong self-esteem  
Using mistakes as a chance to learn is a sign of good self-esteem. Making things right, trying again, or offering a sincere apology are all ways to help us do better next time. After we've done what we can, it's healthiest to move past a mistake instead of dwelling on it.

5. When I meet new people:

- a. I usually worry about rejection.
- b. I usually expect they'll like me and accept me for who I am.
- c. I don't always let them see the real me.

Answer:

- a. Your answer is: Needs work  
The way we think about ourselves can affect how others see us – meaning if we expect rejection, we might get it. Instead of worrying about the impression you make, switch your focus to the other person. Notice something interesting about him or her. Talk about it. As people warm up to you more, you'll feel more confident – and that will build your self-esteem.
- b. Your answer is: Strong self-esteem  
When we're confident and relaxed about meeting new people, we're a lot more open to new friendships. That continues the cycle of feeling good about ourselves. Well done!
- c. Your answer is: Getting there  
It's normal to worry about making a good impression. But hiding the real you or putting on a façade are signs that self-esteem needs a boost. Not letting others see the real you can also affect your happiness. Here's why: Good relationships are a key part of being happy. But we can't truly bond with people if we don't know who they really are. Remind yourself that the most interesting people are rarely perfect!

6. People in my life:

- a. Are often critical and unkind toward me.
- b. Don't really know me.
- c. See the good in me and let me know it.

Answers:

- a. Your answer is: Needs work  
When friends and family are too critical or hard on you, it can lower your self-esteem. Your inner voice might start to imitate their criticism or unkindness. Don't let that happen! Seek out other people who are supportive and treat you with respect and kindness.
- b. Your answer is: Getting there  
For self-esteem to grow, we need people to care about us. But if you hide the real you, others can't get to know you well. They won't feel as close to you as they want, and you may feel like no one understands you. Think about why you're not sharing your true self (like if you worry about rejection). Then give yourself some positive self-talk to get past it – like telling yourself about the qualities you have that make you interesting or a good friend.
- c. Your answer is: Strong self-esteem  
It boosts self-esteem when others let us know they see good in us. If you're lucky enough to have people in your life like that, why not spread the recognition? When you notice other people's good qualities, tell them! Then pay attention to how doing that makes you feel. Helping to build someone else's self-esteem might give your own an even bigger boost!

### End of Quiz Summary

Ask students to tally their answers in the “Strong self-esteem”, “Getting there” and “Needs work” categories and discuss the scoring below.

- Strong self-esteem. Did you score strong on self-esteem? Keep it up by using your strengths and trying new things.
- Getting there. The great thing about self-esteem is it's not fixed. We can all improve our self-esteem. When you put effort into things, pay attention to the results. Notice what you need to work on without being too hard on yourself. Make your inner voice your best supporter.
- Needs work. If your self-esteem needs a boost, identify and focus on the things you do well. Find ways to use your strengths as often as possible. Re-train your inner voice to be kinder and less critical about yourself – and others. Be yourself. Spend time with people who see the good in you and who accept you as you are. Remind yourself that no one's perfect, and make it your goal to do your best.

Quiz questions and answers retrieved from [www.kidshealth.org/en/teens/about-self-esteem.html](http://www.kidshealth.org/en/teens/about-self-esteem.html)

## Appendix I - Healthy Relationships Quiz – Teacher Version

1. A person cannot consent to sexual activity while drunk or high on drugs.
- a. True
  - b. False

Answer: True. According to Canadian law, a person cannot legally consent to any sexual activity when they are intoxicated. Of course, this doesn't mean that sex doesn't happen when people are drunk or high, but it's important to know the laws and to be aware of limitations on consent.

2. If my partner regularly checks in on me to see what I am doing and who I am with, these could be signs of controlling behaviour.
- a. True
  - b. False

Answer: True. It's normal for partners to check in with each other and see how they're doing. However, if taken to the extreme, this could be a sign that a partner is being controlling or possessive. Does your partner always need to know where you are or who you are with? Does your partner phone or text you constantly to check up on you? If yes, this may be something that you want to talk to a trusted adult or friend about.

3. If you're not in love, you shouldn't be having sex.
- a. True
  - b. False

Answer: False. It's up to you to decide what's important for your sexual relationship. Many people feel that sex without love is just fine whereas others feel differently. Nobody but you can decide whether or not love is necessary for you to have sex.

4. If I ask my partner to hang out and he or she would rather be alone, that means something must be wrong.
- a. True
  - b. False

Answer: False. Having some alone time is very important to many people and is not necessarily a reflection on their feelings towards others. Can you imagine being with one person 24/7? That could be pretty overwhelming! Spending some good quality time with yourself can be a positive thing for a relationship and can make the time spent with your partner more exciting.

5. It's not fair to my partner if I first agree to do a certain sexual act but then decide mid-way through that I want to stop, so I should just go through with it.

- a. True
- b. False

Answer: False. Even if you give consent for a certain sexual activity, you always have the right to change your mind. There are many reasons why this might happen. Maybe you find it painful or uncomfortable, maybe it triggers negative memories for you, or maybe you just realized you're not into it. Regardless of your reason, you don't have to continue something you don't want to do. You can withdraw (or take away) consent at any time. Consent is an ongoing process and checking in with each other is a great way to ensure that sexual activities continue to be consensual.

6. If my partner isn't jealous when other people flirt with me, he or she must not be into me.

- a. True
- b. False

Answer: False. Jealousy and love don't necessarily go together. A partner can be completely into you and also completely trusting of you, making them feel like there is nothing to be jealous about. In fact, when we see jealousy as a sign of love in our relationships, we may put up with unhealthy jealous behaviours from our partners that can signal control or possessiveness.

7. Because my partner isn't affectionate toward me in public, this must mean he or she doesn't want others to know that we are together.

- a. True
- b. False

Answer: False. There are different reasons why someone who likes you may not be comfortable with public displays of affection (PDAs). They may be uncomfortable with or not used to touching in public or they may just prefer keeping things private. This doesn't necessarily mean that they want to hide your relationship or that they are embarrassed by you.

8. Discussing comfort levels and desires before engaging in sexual activity can be a good way of setting sexual boundaries that everyone involved feels comfortable with.

- a. True
- b. False

Answer: True. You may want to find a quiet and private place where you and your partner(s) feel comfortable discussing sexual boundaries. It's easier to do this beforehand when you're not in the heat of the moment so that you feel comfortable laying out your boundaries clearly. This can include talking about what sexual activities you are interested in, safer sex, and anything else that you want your partner(s) to know about what kinds of things are ok or not ok for you.

9. It's normal to feel attraction to members of both the same sex and the opposite sex.
- a. True
  - b. False

Answer: True. It is very common that people feel attracted to people of different sexes or genders. These feelings can happen at the same time or people may find that their attractions change over time. Many people experience different sexual attractions throughout their teen years and even during their entire life – that is totally normal!

10. After a break up, ex-partners can never be “just friends”.
- a. True
  - b. False

Answer: False. It's true that for some ex-partners, friendship is never going to happen. For others though, it's absolutely possible to remain friends. Things may be a bit awkward for a while, but in many cases people who used to be together can become friends after they break up.

Quiz questions and answers were retrieved from [www.teenhealthsource.com/quiz/healthy-relationship-quiz/](http://www.teenhealthsource.com/quiz/healthy-relationship-quiz/)

## Appendix J - Healthy Relationships Quiz – Student Version

1. A person cannot consent to sexual activity while drunk or high on drugs.
  - a. True
  - b. False
2. If my partner regularly checks in on me to see what I am doing and who I am with, these could be signs of controlling behaviour.
  - a. True
  - b. False
3. If you're not in love, you shouldn't be having sex.
  - a. True
  - b. False
4. If I ask my partner to hang out and he or she would rather be alone, that means something must be wrong.
  - a. True
  - b. False
5. It's not fair to my partner if I first agree to do a certain sexual act but then decide mid-way through that I want to stop, so I should just go through with it.
  - a. True
  - b. False
6. If my partner isn't jealous when other people flirt with me, he or she must not be into me.
  - a. True
  - b. False
7. Because my partner isn't affectionate toward me in public, this must mean he or she doesn't want others to know that we are together.
  - a. True
  - b. False
8. Discussing comfort levels and desires before engaging in sexual activity can be a good way of setting sexual boundaries that everyone involved feels comfortable with.
  - a. True
  - b. False
9. It's normal to feel attraction to members of both the same sex and the opposite sex.
  - a. True
  - b. False
10. After a break up, ex-partners can never be "just friends".
  - a. True
  - b. False

## Appendix K - My Family Health History Assignment

You inherit many things from your parents and grandparents. They pass on things like values and beliefs and other characteristics including how you look (for example, your hair or eye colour). Small structures in cells called genes carry information for these characteristics and how your body works. Your genes were passed on to you from your biological parents.

Some genes can increase your chance of developing certain diseases. When members of your family share health problems, you could be at risk for developing the same problems in the future. This is because family members can have genes, lifestyle, and environment in common.

However, you may be able to prevent illness by being aware of your family health history, and by making healthy choices. Many different factors influence health. Factors such as your genes are beyond your control, but other factors such as what you eat, whether you are physically active, or whether you smoke can be influenced by the choices you make.

To make healthy choices, you need to understand your current health, your risk for developing certain diseases, and your environment. Understanding your family health history is the first step on the road to better health.

This assignment will require you to do the following:

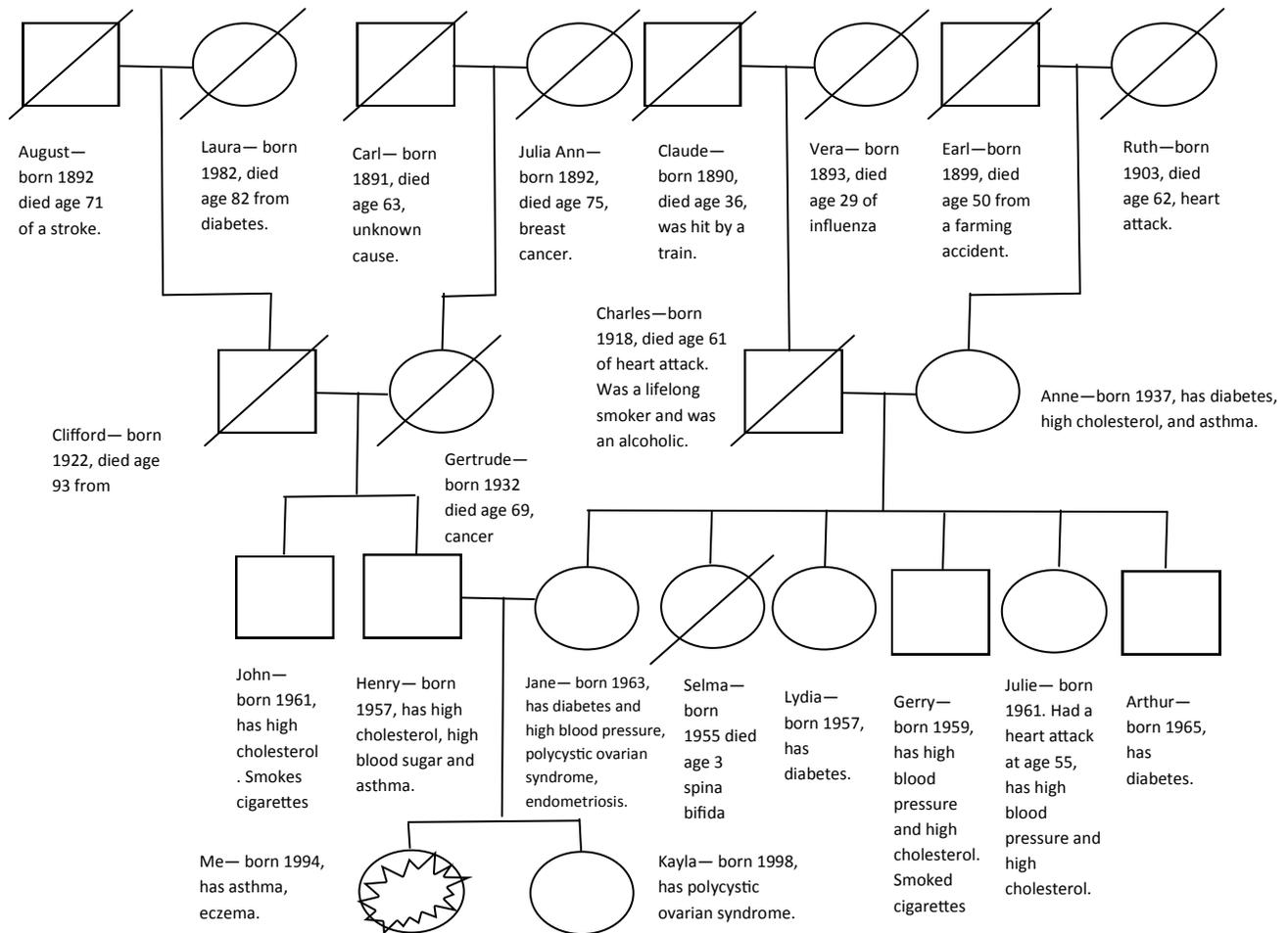
- ◆ Interview members of your family to find out about your family health history
- ◆ Map your family health history on a family tree for three generations.  
Include:
  - ▲ Year of birth
  - ▲ Year of death or age at death (if deceased)
  - ▲ Health information you have collected for all family members (health concerns like asthma, heart disease, mental illness, infants born premature, cause of death, personal practices that could affect health like smoking, drinking alcohol, dangerous working conditions, or sun exposure, where they were born and/or grew up.
- ◆ Write a short description based on what you learned in your interview. Describe what it means for your health, your future and your plans. Post your reflection in your portfolio section in [myblueprint.ca](http://myblueprint.ca)
- ◆ Create a SMART goal for your health now, and in the future based on what you have learned from your family health. An example can be found on page 8 of the My Life, My Plan booklet.

### **Other sources of family health history**

If you need more information you may be able to find family health history information from these sources:

- ◆ Your legal guardian
- ◆ Your health care provider
- ◆ Children's Aid Society 1-800-267-0570 <https://highlandshorescas.com/>

What does a family tree look like? An example of a basic family tree is below.

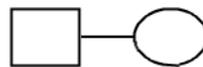


 Represents a female

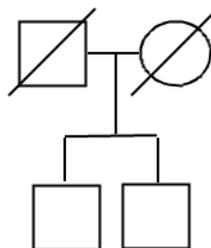
 Represents a male

 A line drawn through the box represents a deceased family member

 This represents you!



A line joining family members on the same level represents a marriage or common law relationship.



A line extended below a marriage or common law relationships to another family member represents a child

Success Criteria	Level 1	Level 2	Level 3	Level 4
Family Tree Content	Family tree includes one or fewer generations. Little detail is provided for family members; a number of errors in the use of some components of the family tree; a number of errors in spelling.	Family tree includes two generations. Detail is provided for some family members; some components of the family tree are used properly; errors in spelling.	Family tree includes three generations. Detail is provided for most family members; most components of the family tree are used properly; design is appealing; few errors in spelling.	Family tree includes three or more generations. Extensive detail is provided for each family member; all components of the family tree are used properly; design is appealing and creative; no errors in spelling.
Family History Reflection	Reflection does not provide sufficient detail and contains many spelling or grammatical errors. Connections are not made between family health history, student risk, and healthy behaviours that could be used to reduce risk. Reflection not submitted to myblueprint.ca.	Reflection lacks detail and contains multiple spelling and/or grammatical errors. Connections between family health history, student risk, and healthy behaviours that could be used to reduce risk are not clearly made. Reflection submitted to myblueprint.ca after deadline.	Reflection provides sufficient detail but contains some spelling and grammatical errors. Connections between family health history, student risk, and healthy behaviours that could be used to reduce risk could be expanded. Reflection submitted to myblueprint.ca on deadline.	Reflection is detailed and contains no spelling or grammatical errors. Connections are made between family health history, student risk, and healthy behaviours that could be used to reduce risk. Reflection submitted to myblueprint.ca prior to deadline.
SMART Goal	Few or none of the components of the SMART goal (0-1/5) are present. Goal has no relevance to the content in the reflection and family tree.	Some components of the SMART goal (2/5) are present. Goal is not directly relevant and is not directly linked to content in the reflection or the family tree.	Most components of the SMART goal (3-4) are present; goal is relevant but not clearly linked to content in the reflection and family tree.	All components of the SMART goal (5/5) are present. Goal strongly relates to content in the reflection and family tree.

See also The Achievement Chart: [Health and Physical Education](#), Grades 9-12, pages 52-53.