

# MEANING OF HEALTHY BOY-GIRL RELATIONSHIP

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### **Subject**

Social studies

# **Prepared By**

[Instructor Name]

#### **Grade Level**

5

#### **Overview**

This lesson plan covers teaching content for;

- 1. Healthy Boy-Girl Relationship
- 2. The dangers of healthy Boy-Girl relationship

# **Objectives**

Students should be able to;

- 1. Define a healthy boy–girl relationship.
- Identify what makes for a good and healthy boy–girl relationship.
- Discuss the dangers of practising unhealthy boy– girl relationship.
- Identify at least three warning signs that a relationship is potentially unhealthy or abusive.

## **Activity Starter/Instruction**

- 1. Introduce the lesson by saying, "Today we are going to talk about relationships and how to have healthy and happy relationships".
- Give students a form containing "Treat me with respect, be trustworthy, Need me, Treat me fairly, Support me, be honest with me, Treat me as an equal, Make me laugh, Encourage me, Trust me.
- 3. Ask them to circle 3 ways you would want to be treated by their friends.
- 4. Ask them to explain reason they circled the three.
- 5. Also, ask how characters can be exhibited. Example, how could someone show that they respect the other person?

## **Guided Practice**

## Day 2/ Lesson 2: 15 Mins

 Today we're going to use red flags to signal the warning signs of an unhealthy or abusive relationship.

#### **Teacher Guide**

## Day 1/Lesson 1: 20 Mins

- 1. Ask students to write down unhealthy relationships.
- 2. Explain to them that it is the opposite of what they had circled in the activity starter.
- Let them confide in you and ask if they have been treated unhealthily.
- Counsel them on what to do next time they are faced with unhealthy relationship treats.
- 5. Give them a scenario like the one below:

"Tasneem and Kato are close friends. Kato loves to play soccer and has hopes of joining a league someday. He has just started to play with a group after many hours of practice over the past few months. He excitedly calls Tasneem to tell her about the first game that he will be playing in. Tasneem is not so sure that she can go but still talks and listens throughout the entire conversation, showing Kato how excited she is for him. Tasneem knows how much the team means to Kato, and wants

## Materials Required

- -Raise a Red Flag handout
- -Small red flags (these can be homemade or yo student to serve as flags)
- -pieces of paper with one way to be treated tak My Partner in a Relationship handout written o

#### Additional Resources

- https://classroom.kidshealth.org/classroom/
- <a href="https://www.advocatesforyouth.org/wp-con">https://www.advocatesforyouth.org/wp-con</a> plan-healthy-relationships.pdf
- https://passnownow.com/home-economics-
- https://advocatesforyouth.org/wp-content/u HealthyOrUnhealthyRelationships.pdf
- https://www.loveisrespect.org/wp-content/utoolkit.pdf
- https://www.avert.org/professionals/hiv-soc

Additional Notes

- The teacher is going to read a list of relationship situations. After each relationship situation, raise your red flag if you think the behavior is unhealthy in any way.
- 3. First situation A conversation with a friend who just confided that her boyfriend smacked her in anger last night. What would you say to her if she says it did not hurt that much and was no big deal? What would you say if she said it was her fault for making him angry? What would you say if she said her boyfriend said he was sorry and that it would not happen again?
- 4. Second situation Role-play a conversation between two male friends, one of whom saw the other yell at his girlfriend and push her against a wall at a party. Make it clear that the witness to the abuse does not approve of what his friend did.
- Let students give reasons for the raise of flags.

- to support him but Tasneem tells him that she can't come because she has a meeting that night. Kato is disappointed, and wishes that Tasneem would just forget about her meeting and come to the game anyway. But, he knows that the meeting is as important to Tasneem as soccer is to him. Kato tells Tasneem that it would really mean a lot to him if she came to the game, and Tasneem agrees to come to the second half, after her meeting is over. Kato is happy that she can come to the 2nd half and understand that Tasneem also has an important commitment on that same day".
- 6. Ask, "Do you think this is a healthy or unhealthy relationship? Why?"

#### **Guided Practice**

#### Day 3/ Lesson 4: 20mins

- 1. Explain the dangers of unhealthy relationships.
- 2. List the dangers which includes:
- Involvement in risky sexual behaviours (especially premarital sex) can promote STDs (sexually transmitted diseases) like HIV/AIDS and gonorrhoea.
- 4. It can lead to unwanted pregnancies.
- 5. Children can be influenced into taking illegal drugs. They can also be used in selling these illegal drugs on the streets.
- It can lead to a sudden break in the boy or girl's education.
- 7. Death or infertility can occur to those trying to terminate unwanted pregnancies.

# **Assessment Activity**

Assess if pupils can

- 1. List three characteristics of a healthy relationship.
- 2. List three ways to support a friend who is being abused.
- 3. List 2 dangers of unhealthy boy-girl relationship.

# Summary

- A healthy boy—girl relationship is a kind of relationship that will not put either the boy or the girl in social, health, psychological or physical problem now or in the future.
- 2. It is a mutual relationship free of premarital sex.
- It ensures that they behave properly and understand the changes in their bodies and emotions as they move into puberty.
- It also prepares them for the future to become responsible adults and good partners when they are ready for marriage.