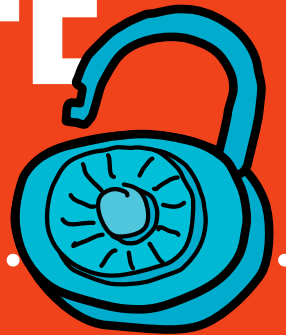




CANADIAN CENTRE *for*  
CHILD PROTECTION™



# Be SMART, STRONG & SAFE



**GRADE 5&6**  
**LESSON PLAN 2**

## LESSON 2

### HEALTHY AND UNHEALTHY RELATIONSHIPS

#### Outcome

- Students will understand that healthy relationships are based on respect, both respect for self and respect for others.
- Students will understand that respect refers to both your words and actions.

#### Required Materials

- *Healthy and Unhealthy Relationship True or False Quiz*
- Chart Paper \*
- Markers \*
- Green and Red Dots (stickers) \*

Note: materials with an (\*) are not supplied.

*Suggested Time: 40 minutes*

#### Presentation

##### ACTIVATE PRIOR KNOWLEDGE (10 minutes for quiz, 10 minutes for presentation)

Hand out the Healthy and Unhealthy Relationships Quiz to students. Allow them time to complete it on their own. Then ask students to share their answers with another student.

##### Ask:

“What comes to mind when I say the word relationship?”

“Does a relationship always have to refer to two people dating?”

“What are various types of relationships people can have?”

- Friendship
- A relationship between a child and an adult such as parent, teacher, coach, doctor, etc.
- A romantic relationship

#### Guided Practice

##### ACQUIRING NEW INFORMATION (10 minutes) Explain the following to students:

Healthy friendships are respectful and being respectful involves our words as well as our actions. Today we are going to explore healthy friendships. In order to do this, we must also take a look at unhealthy friendships. Therefore, to start with, we are going to make a t-chart to record our ideas.

#### T-Chart

1. As a class, create a t-chart titled: Friendship Qualities. On one side of the t-chart write “Would Want” and on the other write “Would Not Want”. Record qualities students would want in a friend and those they wouldn’t.
2. Create a second t-chart titled: Friendship Actions. Write “Healthy” on one side and “Unhealthy” on the other. Ask students for examples of things people do to show a healthy relationship and things people do that are signs of an unhealthy relationship.

## LESSON 2 T-CHART EXAMPLES

DRAW FROM THE FOLLOWING EXAMPLES TO HELP THE STUDENTS GENERATE RESPONSES FOR THE T-CHART.

### WOULD WANT / HEALTHY:

- Someone who respects themselves and others
- Someone you have fun with
- Someone who you can laugh with
- Someone you can talk to about things
- Someone to do things with
- Someone you can learn from
- Someone who is a good listener
- Someone who is understanding
- Someone who is supportive when you have a problem
- Someone who is encouraging
- Someone who includes you in a group and doesn't leave you out
- Someone who is sincere
- Someone who keeps their word and does not take advantage of you
- Someone who doesn't tell other people what is shared in confidence
- Someone who cares about you and helps you stay safe
- Someone who is thoughtful about how they treat you
- Someone who is reliable and dependable
- Someone who is trustworthy
- Someone who respects your privacy (not looking at your marks)
- Someone who respect your boundaries (if you do not want to do something, they do not pressure you)

### WOULD NOT WANT / UNHEALTHY:

- Someone who doesn't listen
- Someone who is mean to you
- Someone who talks about you behind your back
- Someone who leaves you out
- Someone who makes fun of you
- Someone who lies to you
- Someone who pressures you to do things you do not want to do
- Someone who does things that are not safe
- Someone you cannot trust
- Someone who does not respect your boundaries
- Someone who is selfish
- Someone you cannot rely on
- Someone who doesn't support you
- Someone who tells others things you share with them in confidence
- Someone who gets you in to trouble



## Closure

### APPLYING NEW INFORMATION (10 minutes)

#### T-Chart: Revisited

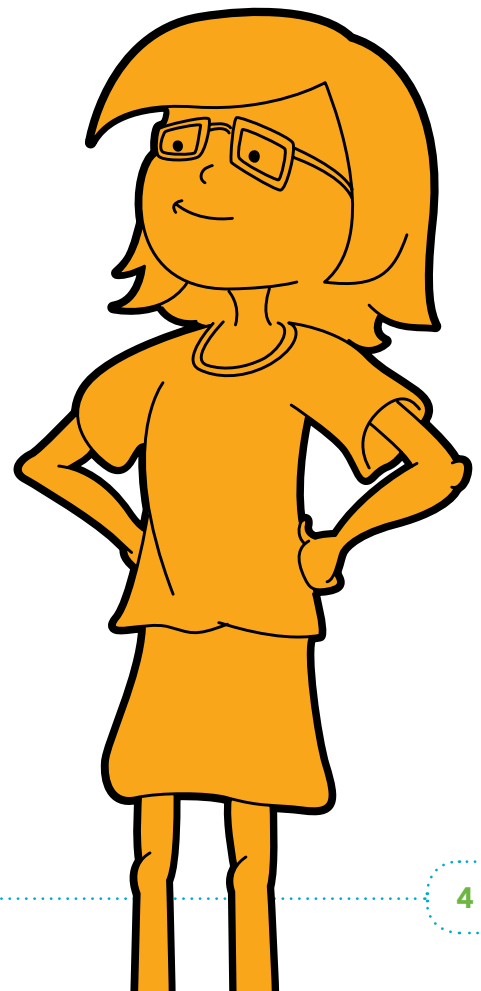
- Hand out two green and two red dots to each student.
- Ask the class to read through the charts independently.
- Ask students to choose one statement on each chart that they find essential in a healthy respectful friendship.
- Have students place their green dots beside these statements on the t-charts.
- Ask students to choose one statement on each chart that they especially find unhealthy and disrespectful in a friendship.
- Have students place their red dots beside these statements on the t-charts.
- Discuss the visual results.

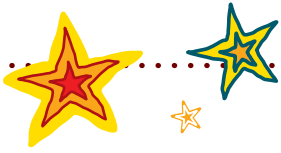
## Follow Up

- Reinforce respectful behaviours demonstrated by students throughout the year.
- Note: Hang the T-Charts in the classroom as a visual reminder to refer to periodically.

## Additional Resources

- Visit [www.kidsintheknow.ca](http://www.kidsintheknow.ca) for additional resources and information about child safety.
- We welcome your feedback at [feedback@kidsintheknow.ca](mailto:feedback@kidsintheknow.ca).





## HEALTHY AND UNHEALTHY RELATIONSHIPS

### True or False Quiz

When you have a healthy, respectful relationship with a friend you should...

1 Enjoy hanging out together. T / F

2 Spend all your time together. T / F

3 Laugh together. T / F

4 Pressure someone when they don't want to do something. T / F

5 Never wear clothes that the other person doesn't like. T / F

6 Share personal stories and trust each other. T / F

7 Do what your friend wants if she or he is mad at you. T / F

8 Be able to joke around and not take things too seriously (such as being teased, calling you fat or stupid or swearing at you). T / F

9 Never ever disagree about anything. Friends always think the same way and should never argue. T / F

10 Do whatever the other person says (play mean tricks on people, say mean things about your friend). T / F

11 Try to change things about the person that you don't like. T / F

12 Help them when they fall down at recess. T / F

13 Compliment them when they do a good job. T / F

14 Laugh at them if they make a mistake. T / F

15 Tell an adult a lie about them to get them in trouble. T / F

16 Tell an adult when they are doing something dangerous. T / F

17 Say nice things to their face and then laugh at them behind their back. T / F

18 Talk it out if they have an argument (or problem-solve with the help of an adult). T / F