

Welcome to

KIDS

Healthy Relationships



Slide: Welcome

Facilitator Notes:

 -Knowledge
 -Issues
 -Decisions
 -Supports

Healthy Relationships



KIDS acronym:

- Knowledge – building upon your current knowledge and capacity while dispelling myths or misunderstandings
- Issues – applying your new knowledge to real life situations
- Decisions – providing you with skills and information in order to make safe and or healthy decisions
- Supports – sharing with you some further learning opportunities and resources for you to use on your own time

Outline



The KIDS Program

1. Mental Health

2. Healthy Relationships

3. Online and Social Media

4. Youth and the Law

5. Substance Use and Youth



Healthy Relationships



Facilitator Notes:

Healthy Relationships



Healthy Relationships



Facilitator Notes:

Explain to the class that this module will cover:

- Healthy and unhealthy relationships;
- Power influences in relationships;
- Identify qualities in these relationships;
- The need/importance for healthy relationships;
- How you can work through issues in relationships;

GROUND RULES

- G** - Give thoughtful feedback
- R** - Respect for myself and others
- O** - Option to pass
- U** - Use New Vocabulary
- N** - No question is a silly question
- D** - Do not use names



What is a relationship?

The way in which two or more people are connected.



Facilitator Notes:

Ask class:

What is a relationship?

What kinds of relationships exist?

- Friends
- Romantic
- Family
- Chosen family
- Siblings
- Teacher or Coach
- Peers
- Pets






Facilitator Notes:

A: The way in which two or more people are connected.

What kinds of relationships exist?

1. Plutonic – Friends, not physically or emotionally intimate.
2. Romantic – Emotional and or physically intimate.
3. Familial – Family
4. Chosen family – People you feel very close with trust.
5. Siblings – Brothers, + Sisters, Step brothers and sisters, foster.
6. Friend – people from school, social or sport groups.

Healthy Relationships		 T.I.C.K. Inc. Teaching Intelligent Choices to Kids
½ Class Unhealthy	½ Class Healthy	
What is a healthy relationship?	What is an unhealthy relationship?	
What feelings might you have in a healthy relationship?	What feelings might you have in an unhealthy relationship?	
 Healthy Relationships		

Facilitator Notes:

Activity:

“Our first activity is about thinking and sharing what we know.”

Divide the class in half. Assign a question from the slide to each half of the class.

Once the students are in their groups, ask students to discuss the question they were assigned

Explain that they need to prepare to share their answers later with the class.

While you are talking together in your groups, think about the people you feel safe with.

Think about times when you were with people/someone and felt happy and or relaxed. Can you provide words that reflect this?

Think about times when you felt uncomfortable – felt you wanted to not be with that person. Can you provide words that reflect this?

Relationships		T.I.C.K. Inc. Teaching Intelligent Choices to Kids
Healthy	Unhealthy	
Feel good	Feel uncomfortable	
Not controlled	Trying to control you	
Safe	Feel uncertainty	
Listen	Feel ignored	
Trust	Feel fearful or nervous	
Enjoy your time together	Restricted from other friends or activities	
Be Yourself	Feel you must be like others to be accepted	

kids Healthy Relationships 

Facilitator Notes:

Ask class:

- To Share their thoughts on their question;
- Try not to repeat someone else's answers;
- If you are struggling for the right word, provide a simple example.

When students are finished their sharing, show slide, saying:

- Lets see what you shared and what we have here?
- Did we get them all?
- Did you have more ideas than are shown?

Click to reveal each of the points shown in each of the categories

In what ways do you think knowing about healthy and unhealthy relationships is important?

Are all relationships bound to have some challenges or difficulties from time to time?
It is important to consider what feelings you have most of the time vs occasionally in

the health of the relationship.

Points to Consider

What influencers may impact a relationship?

- Interests + Activities?
- Language? English? French? etc.
- Age and grade?
- Where you live? Country or City?
- Spiritual beliefs?
- Similar experiences?
- Gender identity?
- Travel?



Healthy Relationships



Fascinator Notes:

What influences exist that may impact a relationship?



Activity:

Before the video:

We are going to watch a video. While you are watching it, think about the following:

1. What is happening in the video;
2. What do you think is important?

After the video:

Ask class to answer the following:

1. "What happened in the video... "What feeling was the girl having?"
A. Jealousy, lied to, abandoned by friend, lonely, traded, betrayal to a new boyfriend.
2. "Were her thinking in the video - Helpful or not helpful?"

A. Not helpful.

3. “How could the girl think differently about this situation?” ;

A. In She didn’t want to tell me as she thought it would hurt my feelings? (Helpful);
and

B. On She lied to me on purpose because she wanted to be with someone else! (Not Helpful).

4. What can the girl do in this video moving forward?

A. Accuse her friend of lying to her and threaten never to speak to her again.

B. Ask her friend to speak with her in private. Share what she saw at the Mall. Ask what happened. Express concern for trust in the relationship.

C. Speak to her friend, tell her you saw her at the Mall with boyfriend, say I am glad you had a good time, next time just tell me – it is ok to spend time with
People other than me.

“In what ways was watching this video important for you to know? Can you explain this to a friend or parent”?

Healthy Relationship Video  T.I.C.K. Inc.
Teaching Intelligent Choices to Kids

Based on the video what feelings do you think the girl was having?

- Jealous
- Dishonesty
- Abandoned
- Lonely
- Betrayed
- Left out

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Slide: Healthy Relationship Video

Facilitator Notes:

Activity:

1. “What happened in the video... “What feeling was the girl having?”

- Jealous
- Dishonesty
- Abandoned
- Lonely

- Betrayed
- Left out

Healthy Relationship Video



Was her thinking of what happened in the video?

Not Helpful?

How was her thinking unhelpful?



Healthy Relationships



Facilitator Notes:

Healthy Relationship Video



How could the girl think differently about this situation?

She didn't want to tell me as she thought it would hurt my feelings?

She didn't know how to have the conversation with me?

How could you think about this situation differently?



Healthy Relationships



Slide: Healthy Relationship Video

Facilitator Notes:

Activity:

“How could the girl think differently about this situation?” ;

A. Oh she didn't want to tell me as she thought it would hurt my feelings? ; and

B. She didn't know how to have the conversation?

Give an example of how you could handle this differently. – Let class discuss

Healthy Relationship Video


What options are available?

Accuse her friend of lying to her and threaten never to speak to her again.

Ask her friend to speak with her in private. Share what she saw at the Mall. Ask what happened. Express concern for trust in the relationship.

Speak to her friend, tell her you saw her at the Mall with boyfriend, say I am glad you had a good time, next time just tell me – it is ok to spend time with People other than me.

Send out a text to her friend venting anger and frustration.



Healthy Relationships



Slide: Healthy Relationship Video

Facilitator Notes:

Activity:

4. What can the girl do in this video moving forward?

- A. Accuse her friend of lying to her and threaten never to speak to her again.
- B. Ask her friend to speak with her in private. Share what she saw at the Mall. Ask what happened. Express concern for trust in the relationship.
- C. Speak to her friend, tell her you saw her at the Mall with boyfriend, say I am glad you had a good time, next time just tell me – it is ok to spend time with People other than me.

“In what ways was watching this video important for you to know? Can you explain this to a friend or parent”?



Slide:

Facilitator:

What is the power/influence in the relationship show on screen?

Answer:

1. One is older
2. One is sitting
3. One is standing
4. One is using physical body language

Dealing with Influence



If a classmate said this, how would you respond? “I am doing my assignment this way, the way you are doing it is wrong and you will get a bad grade for it if you don't do it the way I am.”



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Slide:

Facilitator Note:

Ask how might you work through a situation when you feel as though someone with even a little bit more power influences them to do something that you really don't think or feel that they want to do?

Dealing with Influence



Options

Do as your friend says because they often get better grades than you?

Talk to your teacher directly to get clarification on the project or assignment instructions?

Discuss it with a parent or guardian, or sibling and ask them to help resolve the situation?



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Slide:

Facilitator Note:

Ask how might you work through a situation when you feel as though someone with even a little bit more power influences them to do something that you really don't think or feel that they want to do?

Reveal Correct Answer: #2

Ask class:

- Why it is the most correct answer?
- How will choosing option #2 change the influence balance of the relationship?



Before the video:

We are going to watch a video. While you are watching it, think about the following:

1. What is happening in the video;
2. What do you think is important?

Understanding Relationships



What are healthy relationships built on?

Respect, Equity, and Communication

What did you learn from this video?

Fairness, and respect should be part of any relationship one enters.



Healthy Relationships



After the Video:

1. What are healthy relationships built on?

Answer: Respect, Equity, and Communication

In what ways was watching this video important for you to know? Can you explain this to a friend or parent?

Answer: The main take away is that communication, fairness, and respect should be part of any relationship one enters. Any variation is acceptable but the goal is that they are able to articulate and express these points.

It's Time to Think!

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What can we do if a relationship is unhealthy?



k i d s

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Ask class:

What can we do if a relationship is unhealthy?

With whom do we have healthy relationships?

Why is it important for us to have healthy relationships?



Activity:


Share the comment **"Healthy relationships are everywhere!"**

Ask the class:

1. With whom do we have healthy relationships?
2. Why is it important for us to have healthy relationships?

After some time ask the students to share the answers they came up with.



Answers on next slide.

Some Answers  Teaching Intelligent Choices to Kids

At home: parents, siblings, relatives, peers,
chosen family friends

At school: teachers, classmates, Principal,
support staff

In community: store clerks, neighbours,

 **Healthy Relationships** 

Slide: Some Answers

Facilitator Notes:

Ask Class:

How many answers did we get on screen?

What new answers did we come up with?

Answers:

1. At home with Mom's and Dad's, brothers, sisters and all of other relatives
2. At School with; teachers, principal, students, class mates – everyone
3. In the public; favorite places you visit often, restaurant staff, clubs you go to.

In what ways do we benefit from healthy relationships?



Activity:

Ask Class:

“In what ways do we benefit from healthy relationships?”

Answers:

1. We build trust and can surround ourselves with supportive people.
2. We have realistic expectations of others and they know what to expect from us in the relationship.
3. When we have healthy relationships we can more readily identify concerns in other relationships then work to address them.
4. Healthy relationships allow us to thrive and grow and provide opportunities for personal growth.

Key Messages

In healthy relationships:

- We feel safe, equal, respected and happy.
- We care about what each other wants.
- We positively influence others.
- We do things that make others feel comfortable.



k i d s

Healthy Relationships



Facilitator Notes:

1. People are social and need to have connection with others.
2. The relationships we have are how we get these connections.
3. There are many kinds of relationships including love, friendship, and social interactions.
4. Conflict can happen in any relationship which is why we must know positive and productive ways to communicate to help us resolve them.
5. Recognition of an unhealthy relationship is the first step to resolving the situation. Once recognized we can resolve the situation ourselves or ask for help.



Slide: Questions

Facilitator Notes:

Ask the class if they have any questions that have not been answered.

Resources  **T.I.C.K. Inc.**
Teaching Intelligent Choices to Kids

At School:

- ✓ Teacher/EA/LRT
- ✓ Principal

At Home:

- ✓ Parents
- ✓ Siblings
- ✓ Peers

From The Web:

- KidsHelpPhone.ca
1-800-668-6868

Whenever you need to talk, we're open.



Call 1-800-668-6868
Chat at KidsHelpPhone.ca
Text 686868

Kids Help Phone 

 **Healthy Relationships** 

Slide: Resources

Facilitators Notes:

Credits



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