

Lesson 2 Communication in Relationships

Learning Intention

Exploring the importance of communication and respect in relationships

Learning Outcomes

Explain some differences between a healthy and unhealthy relationship

Know that communication and permission seeking are important in relationships

Resources

'What makes a healthy relationship?' <https://amaze.org/video/healthy-relationships-makes-relationship-healthy/>

[Communication and Touch cards](#)

[Pupil Questions template](#)

Activities

1. Group Agreement and Re-cap

Remind the class of the ground rules used in the previous session, including treating each other with respect. Remind the class that in the previous lesson the focus was on the physical changes that happen during puberty and the link to reproduction.

2. Communication in Relationships

Display the learning objectives on the board. Ask the class to consider what we might mean by Healthy and Unhealthy Relationships. Remind the class not to judge the relationship but to think about how people in it might feel.

3. What's important in a friendship?

Write the word 'Friendship' on the board. In pairs, ask the class to write three qualities of a good friend on three separate sticky notes; give a couple of examples e.g. trust, sense of humour, kindness. Ask one child from each pair to stick their three ideas on the whiteboard. Establish that good communication skills can be really important in a positive relationship, to find out what people like and don't like and to let people know what we want to do or don't want to do. Friends don't always want to do or like the same things and that's okay. Identify which of their suggestions are linked to communication?

4. What makes a healthy relationship?

Explain that some teenagers might start dating or going out. Ask the class what they understand by this. What is the difference between being friends and dating? Review the qualities of a good friend that are on the board and ask which qualities would be important in a romantic relationship too.

Show the video 'What makes a healthy relationship?' on amaze.org

<https://amaze.org/video/healthy-relationships-makes-relationship-healthy/>

The film discusses three key elements of healthy relationships; respect, being equal and communication. Ask if the class can remember some of the signs of an unhealthy relationship: *pressuring someone to do things they don't want to do, one person controlling or making all the decisions, bullying, teasing all of the time or not talking.*

5. Communication and touch

Split the class into small groups and give each group a set of [Communication and Touch cards](#). Explain that the cards discuss touch in different types of relationships and that communication is particularly important when touch is part of a relationship. Ask each group to read their cards carefully and to decide whether they think the scenario shows a good level of communication, some communication or no communication. Place each card in the pile they think it belongs to.

Briefly discuss the situations which show a good level of communication:

Why do they think it is good to ask what someone likes or doesn't like? What does 'checking in with them' mean?

How can people communicate well with body language?

Focus on the cards with poor communication, cards 1, 2, and 4:

Why might someone feel awkward or uncomfortable in that situation? Why is it not okay to touch someone without asking? Ask the class to think of practical steps to improve the communication and respect in each situation.

6. Pupil Questions

Ask the pupils to write questions using the [Pupil Questions template](#): *After the lesson I wanted to know ...*

Explain that, where relevant, these questions will be answered in the next lesson.

7. Closing Round/Review

If we are ever in a friendship or relationship with someone who doesn't respect our physical boundaries or touches us in a way that doesn't feel right or makes us feel uncomfortable, it is not our fault. Ask the group for one or two examples of what might be considered inappropriate behaviour. Remind the group that it is okay to tell them to stop or to speak to a trusted adult. List some of the people that could help by doing a go round with the following sentence stem: One person a child could go to if they needed help is...