

## Activity 5 – Scenes of Dating – Andrea and Azar

### Notes for educators

This educational activity is an opportunity for girls and boys to start to learn what separates healthy and unhealthy relationships as well as what each person values in a romantic relationship. Consider inviting your local youth counselling service/school guidance department to a portion of the group to talk about counselling and other services and information that is available to youth that would be important to them in dating relationships.

Ontario Ministry of Education, Health and Physical Education Curriculum Linkages

#### **Healthy Living: Grade 5**

##### **Overall Expectations**

- *apply strategies to deal with threats to personal safety (e.g., in response to harassment) and to prevent injury (e.g., from physical assault);*

##### **Growth and Development**

- *identify strategies to deal positively with stress and pressures that result from relationships with family and friends;*
- *identify factors (e.g., trust, honesty, caring) that enhance healthy equal relationships with friends, family, and peers;*

##### **Personal Safety and Injury Prevention**

- *explain how people’s actions (e.g., bullying, excluding others) can affect the feelings and reactions of others;*

#### **Healthy Living: Grade 6**

- *apply a problem-solving/decision-making process to address issues related to friends, peers, and family relationships;*

##### **Personal Safety and Injury Prevention**

- *describe and respond appropriately to potentially violent situations relevant to themselves (e.g., threats, harassment, violence in the media);*

#### **Healthy Living: Grade 7**

- *describe age-appropriate matters related to sexuality (e.g., the need to develop good interpersonal skills, such as the ability to communicate effectively with the opposite sex);*
- *explain how harassment relates to personal safety;*

##### **Growth and Development**

- *use effective communication skills (e.g., refusal skills, active listening) to deal with various relationships and situations;*

##### **Personal Safety and Injury Prevention**

- *identify people and resources that can support someone experiencing harassment;*

#### **Healthy Living: Grade 8**

##### **Overall Expectations**

- *identify the physical, emotional, interpersonal, and spiritual aspects of healthy sexuality (e.g., respect for life, ethical questions in relationships, contraception);*
- *identify local support groups and community organizations (e.g., public health offices) that provide information or services related to health and well-being;*

##### **Personal Safety and Injury Prevention**

- *analyse situations (e.g., hitchhiking, gang violence, violence in relationships) that are potentially dangerous to personal safety;*
- *identify support services (e.g., the school guidance department, shelters, Kids’ Help Phone) that assist victims of violence, and explain how to access them;*

#### **You will need:**

- Flipchart or chalk board, flip chart markers or chalk
- One photocopy of Scenes of Dating - Andrea and Azar sheet for each three youth
- Some pencils and pens, one for every three youth

## Activity (45 minutes)

1. Recall ground rules for all classroom discussions. Remind youth that you are counting on them to enable each student to respond as an individual and also as a responsible member of a community who is owed respect, is not measured against a stereotype and who will not participate in stereotyping. Ask the group if anyone has anything they would like to share from their journal entry last week.

### **Last week's journal questions were:**

1. Do you think you ever want to be in a relationship in your life?
2. If so, who do you imagine the other person to be? What is she/he like?
3. Who can you talk to if you think your relationship or a friend's relationship is unhealthy?
4. What could you tell a friend who is in an unhealthy relationship?
5. Where can a person call to get help or just to talk about their relationship?

2. Remind youth that we have been talking about healthy and unhealthy relationships. Explain that boys and girls either their age or older is when many youth start dating or romantic relationships.

3. Recall discussion about boundaries (boundaries can be described as both 'physical boundaries' or the comfort level of touching in a relationship and 'emotional boundaries' or the level of feelings shared where both people feel comfortable and safe). Learning how to have healthy equal relationships when you are young will help them set healthy boundaries as adults.

4. Briefly review how good communication and respect (good listening and expressing your feelings and views) is key to good romantic relationships and good friendships. Acknowledge that a relationship is a product of the effort both partners put into it. Discuss how learning to deal productively and respect fully with conflict is important in building a satisfying/happy relationship.

5. Hand out a Scenes of Dating - Andrea and Azar sheet to groups of three. Briefly review the scenario and questions with the group and clarify that everyone understands what is being asked of them. Read the scenario aloud and then give the youth 5 minutes to discuss the questions in their groups.

**Andrea and Azar have been dating for a month. They really enjoy spending time together. On the weekend they go to a party at a friend's house. At the end of the night, Azar's best friend Bryan offers to drive them home. Andrea knows Bryan is a maniac behind the wheel, but tells Azar that she doesn't want to go just yet. Azar gets irritated because she had been pestering him to leave. Andrea tries to speak with him privately, but Azar puts her off. After a few minutes, Azar returns to Andrea and asks her what's going on. After taking a deep breath, Andrea explains how she feels. She tells him that Bryan is a crazy driver and she doesn't want to be in the car with him. She does, however, want to go home. Azar is annoyed because Bryan is his friend, but he also understands Andrea's concern. He suggests she call her brother to pick them up. She says she wants Azar to call him because he's more likely to say yes to him, but he says she should. In the end she agrees.**

**How would you rate their relationship for respect, communication, and emotional boundaries (e.g sharing feelings)?**

6. As a group, discuss the questions. If you get stuck you can start with some of these discussion prompts ;

- How did Andrea and Azar communicate?
- What was the conflict?

- How did Andrea and Azar deal with it?
- Did Andrea and Azar show respect for both themselves and their partner?
- Did Andrea and Azar respect each other's boundaries?
- What kind of relationship is this? (healthy or unhealthy?)

### **Wrap Up (15 Minutes)**

Ask each youth to state one thing they could do if they had a partner who hit them?

Ask each youth to state one thing they could do if they had a partner who put them down?

What could you say to someone who told you that they have a boyfriend/girlfriend who gets very jealous and angry?

Ask youth to identify where someone could go or phone if they were in an unhealthy relationship (for example, guidance department, friend, adult they trust, local crisis centre or women's shelter).

### **Hand Outs**

If you have not done so already, please hand out a button to each youth who participated in the activity so they can visit [www.whiteribbon.ca](http://www.whiteribbon.ca) and see what other youth are saying about the problem of men's violence against women.

### **This Week's Journal Questions**

1. What would you do if your boyfriend/girlfriend became very jealous and angry at you?
2. What could you say to a boyfriend or girlfriend who didn't listen to what you had to say?
3. What words could you use if you had to end an unhealthy relationship?

### Activity 5 - Scenes of Dating - Andrea and Azar

Andrea and Azar have been dating for a month. They really enjoy spending time together. On the weekend they go to a party at a friend's house. At the end of the night, Azar's best friend Bryan offers to drive them home. Andrea knows Bryan is a maniac behind the wheel, but tells Azar that she doesn't want to go just yet. Azar gets irritated because she had been pestering him to leave. Andrea tries to speak with him privately, but Azar puts her off. After a few minutes, Azar returns to Andrea and asks her what's going on. After taking a deep breath, Andrea explains how she feels. She tells him that Bryan is a crazy driver and she doesn't want to be in the car with him. She does, however, want to go home. Azar is annoyed because Bryan is his friend, but he also understands Andrea's concern. He suggests she call her brother to pick them up. She says she wants Azar to call him because he's more likely to say yes to him, but he says she should. In the end she agrees.

**How would you rate their relationship for respect, communication, and emotional boundaries (e.g sharing feelings)?**

**0 is no respect and 10 is very respectful**

**Respect (scale of 0 to 10)**

**Did Azar show Andrea respect?**

0 \_\_\_\_\_ 5 \_\_\_\_\_ 10

**Did Andrea show Azar respect?**

0 \_\_\_\_\_ 5 \_\_\_\_\_ 10

**Communication (scale of 0 to 10)**

**Did Azar talk and listen well with Andrea?**

0 \_\_\_\_\_ 5 \_\_\_\_\_ 10

**Did Andrea talk and listen well with Azar?**

0 \_\_\_\_\_ 5 \_\_\_\_\_ 10

**Did they both say what they mean?**

0 \_\_\_\_\_ 5 \_\_\_\_\_ 10

**Physical and emotional boundary setting**

**Was Azar aware of Andrea's physical boundaries?**

0 \_\_\_\_\_ 5 \_\_\_\_\_ 10

**Was Andrea aware of Azar's physical boundaries?**

0 \_\_\_\_\_ 5 \_\_\_\_\_ 10

**Did they both respect emotional boundaries?**

0 \_\_\_\_\_ 5 \_\_\_\_\_ 10

**Is this a healthy or an unhealthy relationship? How so?**

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**Can this relationship be improved? If so, how?**

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