

Like, Love or Leave

Links to Health and Physical Education Curriculum

Grade Level 3- 8

Objective: To get students thinking about their values and beliefs relating to behaviours in friendships and romantic relationships.

Gender Disclaimer: This game references the terms ‘boyfriend’ and ‘girlfriend’ which are not gender inclusive terms. This means that it excludes some people who do not identify with the genders ‘boy’ or ‘girl’. This was wrong when the game was created and it is still wrong. These terms do not allow for full representation of all genders, including persons who identify as trans, gender non-binary, genderqueer, gender non-confirming or gender fluid. Some non-binary people may be comfortable with and use the terms ‘boyfriend’ or ‘girlfriend’ - and others will not. So when using this game as a class, acknowledge the harmful impact of using non-inclusive terms and either suggest inclusive terms or share a conversation about which terms could be used to inclusively represent people of all genders when talking about romantic partners. Examples might include my partner, the person I am dating/seeing, my person, my crush, or my datemate.

Grade 3

A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity - Healthy Living: demonstrate awareness of doing or saying things in a way that acknowledges the unique characteristics of others in a positive way rather than in a disrespectful or hurtful way.

D1.4 identify the characteristics of healthy relationships (e.g., accepting and respecting differences, avoiding assumptions, being inclusive, communicating openly, establishing and respecting personal boundaries, listening, showing mutual respect and caring, being honest) and describe ways of responding to bullying and other challenges (e.g., exclusion, discrimination, peer pressure, abuse) and of communicating consent in their interactions with others [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]

D3.4 reflect on external factors, including environmental factors, that may contribute to experiencing a range of strong feelings, including uncomfortable feelings such as worry (e.g., transitions, such as starting a new grade, moving, or family separation; excessive heat, cold, or noise; unexpected changes in routine; significant losses, such as the death of a family member or pet) and identify ways to help them manage these feelings [A1.1 Emotions]

Grade 4

A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity; Healthy Living:

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explain what they can do to avoid saying something in a text or on social media that they wouldn't say face to face; identify some of the teachings of First Nations, Métis, or Inuit cultures that can help them strengthen their own relationships.

D1.2 identify risks associated with the use of communications technology, including Internet use, texting, and gaming (e.g., difficulty developing healthy interpersonal skills and relationships offline; spending too much time online and not enough with family and friends; exposure to online predators; experiencing social isolation, depressed mood, preoccupation with comparing themselves to others and seeking validation, unhealthy sleeping patterns, and other risks to mental health), and describe precautions and strategies for using these technologies safely [A1.4 Relationships, 1.6 Thinking]

D1.3 describe various types of bullying, abuse, and other non-consensual behaviour (e.g., social, emotional, physical, verbal), including cyberbullying (e.g., via social media, apps, e-mail, text messaging, chat rooms, websites), and identify the impacts they can have and appropriate ways of responding [A1.1 Emotions, 1.2 Coping]

Grade 5

A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.

D2.2 demonstrate the ability to deal with threatening situations by applying social emotional learning skills (e.g., self-awareness skills, including self-monitoring, coping, and emotion-management skills; relationship skills, including conflict resolution skills; communication skills, including assertiveness and refusal skills) and safety strategies (e.g., having a plan and thinking before acting; looking confident, being aware of their surroundings and of people's body language, tone of voice, or facial expressions; seeking help; drawing on cultural teachings, where appropriate, to analyse situations and develop responses) [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.4 Relationships, 1.5 Self]

D2.6 demonstrate an understanding of their role, and the limits of their role, in helping others who may need mental health support [A1.2 Coping, 1.4 Relationships, 1.5 Self]

D3.2 explain how a person's actions, either in person or online, including making homophobic or other hurtful comments, can affect their own and others' feelings, self concept, mental health and emotional well-being, and reputation (e.g., negative actions such as name calling, making sexist or racist remarks, mocking appearance or ability, excluding others, bullying/cyberbullying, sexual harassment [including online activities such as making sexual

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comments, sharing sexual pictures, or asking for such pictures to be sent]; positive actions such as praising, supporting, including, and advocating) [A1.1 Emotions, 1.4 Relationships, 1.5 Self]

Grade 6

A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity (e.g., Healthy Living: show awareness of how best to help others by asking questions and then helping in the way the person prefers; describe how you can let someone know how you feel about them in both verbal and non-verbal ways)

D1.1 demonstrate ways of being inclusive, respectful, and accepting, and describe how this benefits everyone, including themselves [A1.1 Emotions, 1.4 Relationships, 1.5 Self]

D2.3 apply social-emotional learning skills (e.g., self-awareness and self-management skills, including anger management; communication skills, including listening skills and assertiveness skills) to promote positive interaction and avoid or manage conflict in social situations, in person or online (e.g., classroom groups, groups of friends, sports teams, school clubs, social media sites, online games) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.5 Self]

D2.6 make informed decisions that demonstrate respect for themselves and others and an understanding of the concept of consent to help build healthier relationships, using a variety of social-emotional learning skills (e.g., self-awareness and identity skills; emotion management skills; critical and creative thinking skills; skills based on First Nations, Métis, and Inuit cultural teachings, such as medicine wheel teachings connected to the life cycle, the seven-grandfather teachings, or other cultural teachings) [A1.1 Emotions, 1.4 Relationships, 1.5 Self, 1.6 Thinking]

Grade7

A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity

D1.3 explain the importance of having a shared understanding with a partner about the following: delaying sexual activity until they are older (e.g., choosing to abstain from any genital contact; choosing to abstain from vaginal or anal intercourse; choosing to abstain from oral-genital contact); the reasons for not engaging in sexual activity; the concept of consent, the legal age of consent, and how consent is communicated; and, in general, the need to communicate clearly with each other when making decisions about sexual activity in a healthy, loving relationship [A1.1 Emotions, 1.4 Relationships, 1.5 Self, 1.6 Thinking]

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D3.3 explain how relationships with others (e.g., family, peers) and sexual health may be affected by the physical and emotional changes associated with puberty (e.g., effect of physical maturation and emotional changes on family relationships; effect of growing interest in intimate relationships on peer relationships; increased risk of STBBIs and/or pregnancy with onset of sexual activity) [A1.1 Emotions, 1.4 Relationships]

Grade 8

A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity (e.g. Healthy Living: explain the positive aspects and the risks associated with close personal relationships and different levels of physical intimacy; make adjustments to suit particular audiences – parents, peers, younger students, community members – when communicating to promote healthy eating)

D2.2 demonstrate the ability to assess situations for potential dangers (e.g., dependencies or coercion in dating relationships and apply strategies for avoiding dangerous situations [A1.2 Coping, 1.6 Thinking]

D3.2 analyse the impact of violent behaviours, including bullying (online or in-person), violence in intimate and sexual relationships, and gender-based violence (e.g., violence against women, girls, people who are transgender or gender non-conforming) or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence (e.g., help lines, school counsellors, social workers, youth programs, shelters, gay-straight student alliances) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.6 Thinking]

D3.3 analyse the attractions and benefits associated with being in a healthy relationship (e.g., support, understanding, camaraderie, pleasure), as well as the benefits, risks, and drawbacks, for themselves and others, of relationships involving different degrees of sexual intimacy (e.g., hurt when relationships end or trust is broken; in more sexually intimate relationships, risk of STBBIs and related risk to future fertility, becoming a parent before you are ready, sexual harassment and exploitation; potential for dating violence) [A1.1 Emotions, 1.4 Relationships, 1.6 Thinking]