

ERC 4: Emotional and Sexual Intimacy

Time spent on each component of this lesson depends on allotted time for varying classrooms.

All activities can be shortened or extended based on student response and teacher facilitation.

Aim/Rationale

Students will develop an awareness of elements that are important to the experiences of emotional and sexual intimacy. They will gain an understanding of the importance of self-awareness, respect for oneself and for others, as well as communication between partners.

Trigger Warning

Discussions around romantic and sexual intimacy

Competencies:

- 1) *Reflects on ethical questions*
 - *Students will reflect on ethical questions concerning self-awareness and relationship dynamics.*
- 2) *Engages in dialogue*
 - *Students will develop and substantiate their understanding through individual reflection and group discussion.*

Lesson

Materials

- Paper and pens,
- Large sheets of paper and markers,
- Optional: Film or movie clip dealing with dynamics in romantic and sexual relationships and the means to show it,
- A whiteboard, blackboard, or cue cards with questions should also be available.

Development/Teaching Methods

1. Group Activity [15 minutes]

- Divide students into small groups. This exercise may work better if students can choose with whom they feel most comfortable to discuss this theme.
- Each group will be handed a large sheet of paper and markers. Students will record common “wants and needs” in romantic and sexual relationships.

Question suggestions to stimulate discussion:

- What would an ideal partner be like?
- What does a person need to feel safe and comfortable in a romantic relationship?
- What does a person need to feel safe and comfortable when engaging in a sexual activity with somebody?
- What does intimacy mean and what would someone need to feel intimate with someone else?

2. Discussion [15 minutes]

- Representatives of each group will be invited to share what they discussed. Ask students what they thought were the most important needs and wants. Were there similarities?
- Were there disagreements? What were they? If there are disagreements, how we can know what our partners want and need? (Stress the importance of communication).
- Ask students what they think this exercise shows (e.g. everyone has different needs and wants; it’s important to know our own -i.e. be self-aware; it’s important to communicate with our partners and respect their wants and needs)

3. Individual activity [5 minutes]

- Ask students to write down on a piece of paper some of the common insecurities when it comes to relationships.

Culmination

1. Group discussion [10+ minutes]

Question suggestions for discussion on insecurities:

- Ask the students what they think insecurities “do” in the context of intimate or sexual relationships? How can these things affect a person and their behaviour? How do they affect romantic or sexual partners?
- If a person feels insecure about their needs, how does it affect their ability to communicate them to their partner? How will it affect their ability to have their partner respect them and their needs? If a person feels insecure about their own needs, how do you think it will affect their ability to hear and respect their partner’s needs?
- How do the various emotions that a person feels in a relationship play a role in their romantic and sexual relationships? (Jealousy is a good example here. Often, people feel jealous when they are insecure with themselves or with the relationship).
- How can insecurities be addressed?
- Who is responsible for addressing insecurities (ourselves, the people in our lives, our teachers, our parents, our friends, our partners, society, the media)?

Performance Objectives

By the end of this lesson:

- Students will be able to identify sources and impact of insecurity.
- Students will have exercised group work skills.
- Students will understand the importance of effective communication in romantic relationships.

Assessment ideas

- 1) The teacher will informally assess student participation in group activity and discussions.
- 2) Students can be asked to mark each other on their participation in their group.
- 3) Students can be asked to watch movie clips and analyse the dynamics in first time relationships:
 - What are the needs of the characters in the clip?
 - Are they being communicated? If yes, how? If not, how come?
 - What insecurities are being shown by the characters?
 - How are the insecurities playing a role in the characters' relationships?
 - How are the characters' feelings affecting their relationships?

Appendix

Movies dealing with loss of virginity/first romantic relationship

- Titanic (1997)
 - American Pie (1999)
 - Cruel Intentions (1999)
 - Memoirs of a Geisha (2005)
 - The 40-Year-Old Virgin (2005)
 - Superbad (2007)
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