

ERC Lesson 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.

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.

Materials: Paper and pens, large sheets of paper and markers, 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.

Procedure:

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 their “wants and needs” in romantic and sexual relationships.
Question suggestions to stimulate process:
 1. What would your ideal partner be like?
 2. What do you need to feel safe and comfortable in a romantic relationship?
 3. What do you need to feel safe and comfortable when engaging in a sexual activity with somebody?
 4. What does intimacy mean to you and what do you need to feel intimate with someone?
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 their biggest insecurities.



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* This is a personal exercise, **DO NOT** collect papers, because this risks students being less willing to really reflect and share personal information. Another option is to do this as a silent activity without writing.

Culmination:

1. Group discussion (10+ minutes):

Question suggestions for discussion on insecurities:

- Students do not have to share what they wrote down. Instead, ask the students what they think insecurities “do”? What do they do to ourselves/how do they affect our behaviour? (Eg: they can lead to disrespecting ourselves) What do they do people around us?
- Is it easy to respect our wants and needs when we do not feel good about ourselves? Is it easy to make sure our partner respects our wants and needs when we do not feel good about ourselves? Is it easy to respect others wants and needs when we do not feel good about ourselves? (Jealousy is a good example here. Often, people feel jealous when they are insecure with themselves or with the relationship).
- Who do insecurities hurt?
- How do they influence our relationships?
- How can they 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:

- The teacher will informally assess student participation in group activity and discussions. Students can be asked to mark each other on their participation in their group.

Appendix: Movies dealing with virginity loss/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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