

TEACHER SLIDE

This is the second in a series of six lessons about relationships. and in addition to today's lesson about expectations and reality in relationships, students also learn about making relationships work, living together, parenting and ending relationships. Each lesson follows a similar format with a do it now task, learning objectives, class agreements and in subsequent lessons, opportunities for students to reflect on the attributes, skills and knowledge learnt in previous lessons.

Please emphasise that today's lesson is as much about friendships as it is romantic relationships.

Activity	Description	Timing
Introduction	Ask students to complete the 'do it now' task. Introduce learning objectives, revisit class agreements, and reflected on attributes skills and knowledge that they are using and acquiring	10 minutes
What is meant by 'relationships'?	Students discuss where we get our ideas about relationships and how men and women are stereotypically displayed in films, TV shows and music videos.	10 mins
Reality TV	Slides 10-13 ask students to consider how relationships are shown on programs such as 'Love Island'. Do these relationships provide good role models and doesn't meaning for a relationship have to include physical intimacy?	10 minutes
Case Studies	We recommend asking students to work in eight small groups, to consider four scenarios. Two small groups can discuss scenario 1, and another two groups can discuss scenario 2	15 mins
Isle Listen Films	There are two films from Isle Listen, the first of 4.5 minutes the next of 5'15"	10 mins
Get support	Please complete slide 27 with details from your school about how students can access 'Isle Listen'. This slide also includes time for a discussion about what else somebody might want to know about Isle Listen and how we could find our answers to these questions. – please be ready to answer these!	5 mins

DO IT NOW



In our last session, we talked about the qualities that are important in a partner.

Which can you remember?

Have your views changed since last lesson?

RELATIONSHIPS: EXPECTATIONS VS REALITY

YEAR 9



Isle of Man
Government

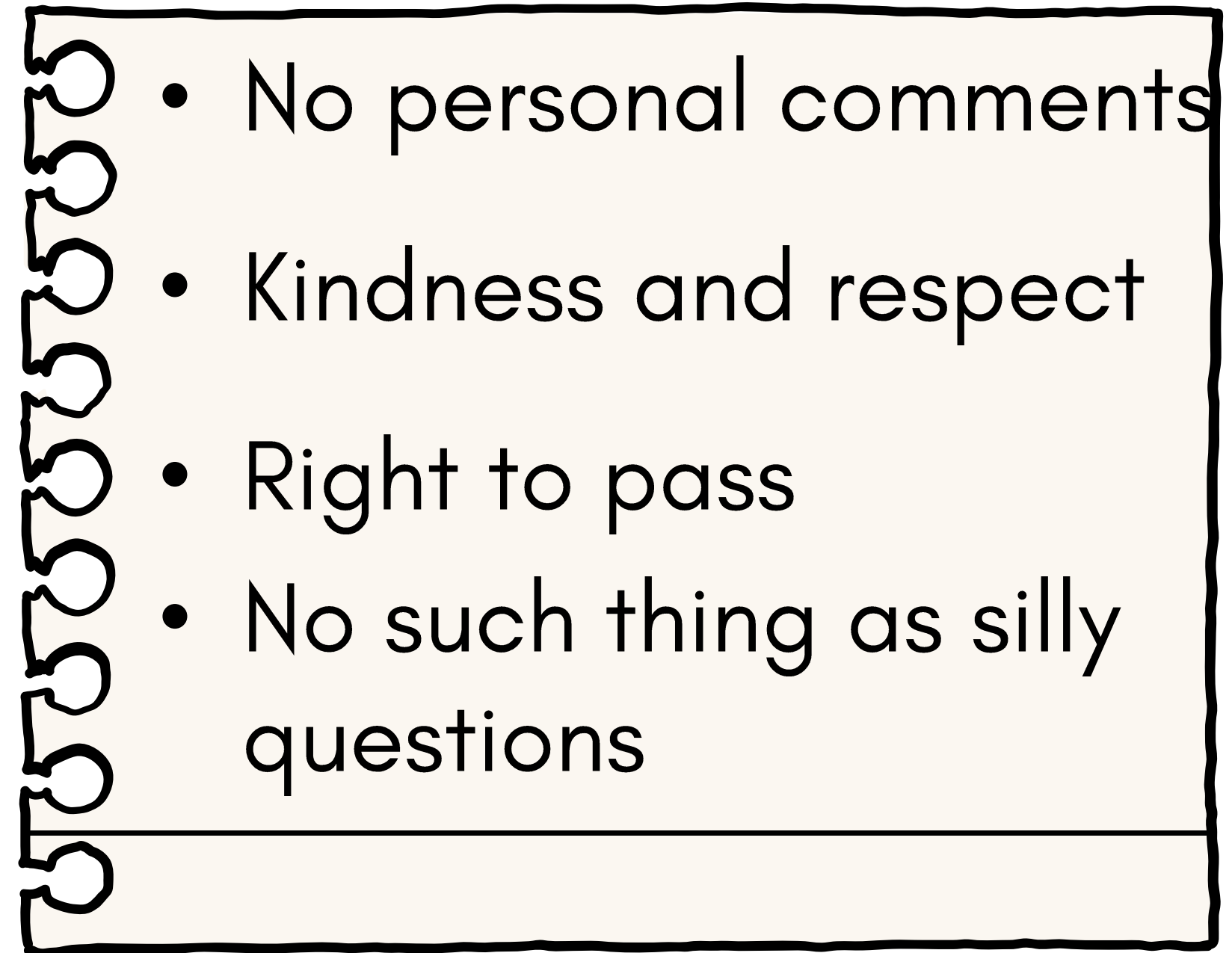
Reiltys Ellan Vannin

LEARNING OBJECTIVES

By the end of this lesson, students should:

- Have reflected on some gender stereotypes in relationships
- Discussed the portrayal of relationships in the media
- Know that sometimes expectations in relationship can differ from reality

CLASS AGREEMENTS

- 
- No personal comments
 - Kindness and respect
 - Right to pass
 - No such thing as silly questions

any others?

THINK, PAIR, SHARE...

Let's **ASK** ourselves, from the previous lesson(s)

What are some of the **a**tttributes that you learnt or used?

What were some of the **s**kills you practised?

What was one piece of **k**nowledge you learned?

THINK, PAIR, SHARE

What comes to mind when we hear the word:

RELATIONSHIPS?

Where do we get our ideas about what relationships are like?

What are some common expectations about relationships that we get from the media?

LET'S DISCUSS STEREOTYPES

In films, TV shows and music videos etc:

1) How are men stereotypically shown?

What qualities, needs, abilities is a 'real man' supposed to have?

2) How are women stereotypically shown?

What qualities, needs, abilities is a 'real woman' supposed to have?

HAVE A THINK

Does reality TV
show us realistic
relationships?



LET'S CHAT

Which reality shows were you thinking of? How are relationships shown? How do you think these are similar or different to real life?

HAVE A THINK

How are men and women portrayed on these TV shows? How are they expected to behave/look?



LET'S CHAT

Are these couples good examples of **honesty, trust, and communication**? Why or why not?

How do you think it would feel to be in one of these relationships? What if your partner behaved this way?

LET'S CHAT

Can you think of any couples who **do** demonstrate honesty, trust and communication? What about the other qualities you listed as being important?

These can be TV couples, or ones you know in real life. What are the differences between them and the couples we've just discussed?

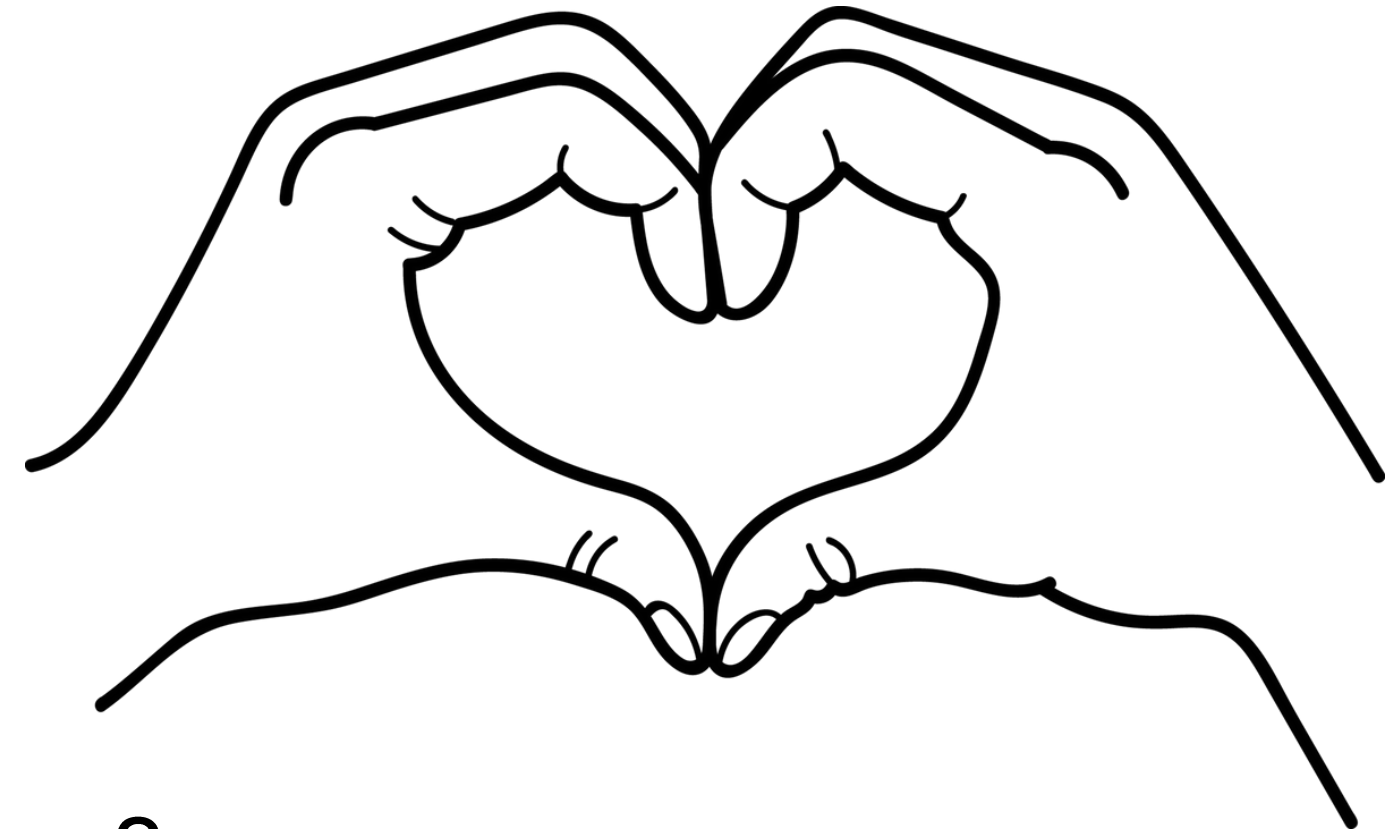
HAVE A THINK

Does a meaningful relationship have to include physical intimacy?

HAVE A THINK

Couples on shows like Love Island often become physically intimate very quickly and may jump from partner to partner. Why might this be? How are things different in real life relationships?

RELATIONSHIP EXPECTATIONS



Let's look at 4 different scenarios:

1. What's the expectation in this situation?
2. What's the reality of this relationship?
3. How would you recommend that they manage their relationship?
4. Would it make any difference if this was a same-sex or heterosexual relationship?

RELATIONSHIP EXPECTATIONS 1

Leo and Sam have been best friends since first school, spending every weekend together.

Lately, Sam has been branching out, joining the school's robotics club and making new friends there. Last Saturday, Sam made plans to go to the movies with his new friends instead of hanging out with Leo.

When Leo found out, he felt hurt and sent Sam a series of texts: "I guess you have better friends now," and "It's fine, I'll just find someone else to hang out with."

Sam was confused, explaining he still wanted to be friends, but Leo stopped responding, leaving Sam feeling like he had to choose between his old friendships and his new ones.

RELATIONSHIP EXPECTATIONS 2

Alex and Taylor have been dating for two months.

At the start, Alex loved the constant attention from Taylor—the "good morning" texts and frequent check-ins throughout the day. However, Taylor's texts have recently become more demanding.

When Alex is out with friends, Taylor texts every 15 minutes asking, "Who are you with?" and "What are you doing?"

Last weekend, Alex went to a family BBQ and didn't reply for an hour because their phone battery died.

When they got home, Taylor was furious, accusing them of hiding things. Alex feels like they have to constantly report their location, which is making them feel anxious and stressed.

RELATIONSHIP EXPECTATIONS 3

In the film "The Notebook," Noah Calhoun's initial pursuit of Allie Hamilton is often romanticised, despite its aggressive nature.

After she rejects his advances, Noah hangs from a Ferris wheel, threatening to let go if she doesn't agree to go on a date with him.

Is this coercion or a grand, romantic gesture?

Later, as their relationship develops, Noah's jealousy and temper are often shown as signs of his passionate love for Allie.

Even if you have never seen the film, why do you think Noah's intense, and at times controlling, behaviour is portrayed as the ultimate proof of his devotion, rather than as a red flag for an unhealthy relationship?

RELATIONSHIP EXPECTATIONS 4

Charley and Blake's relationship looks perfect on social media.

Their feeds are filled with photos of romantic dates, surprise gifts, and loving captions. Friends and followers often comment on their "couple goals" and "perfect relationship."

In reality, their relationship is strained. Charley feels pressured to constantly post to maintain their online image, and Blake gets upset if a photo doesn't get enough likes.

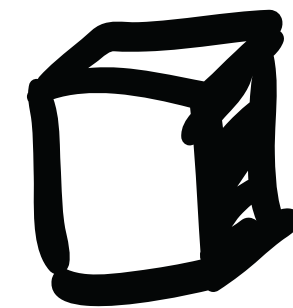
They frequently argue about their social media presence versus their real lives, often leaving them feeling disconnected and unhappy.

The expectation of a perfect, "shareable" relationship clashes with the reality of their struggles. They are stuck in a cycle of having to show a perfect life on socials, but with conflict in real life.

REFLECTION

ASK what one thing you'll take away from today's session?

If anyone was concerned about anything from today's lesson, where could they get help?



GET SUPPORT

To talk with someone confidentially about how you feel, you can:

Contact [Isle Listen](https://www.islelisten.im): 01624 679118 www.islelisten.im

Text SHOUT to [85258](https://www.shouttextline.com) to contact the [Shout textline](https://www.shouttextline.com)

Call [HOPELINE247](https://www.hope247.org) on [0800 068 4141](https://www.hope247.org) or the NHS on [111](https://www.nhs.uk) and select option 2

Contact [Childline](https://www.childline.org.uk) by using [1-2-1 chat](https://www.childline.org.uk) or calling [0800 1111](https://www.childline.org.uk)

If you feel like you may try to attempt suicide, or you or someone else is seriously hurt, this is an emergency. You should:

[Call 999](https://www.nhs.uk) and ask for an ambulance

Tell an adult you trust and ask them to [call 999](https://www.nhs.uk) for help