

## Dynamics of Human Relationships, Grade 11 Open

| Grade   | Topic   | Expectations |  |
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| <b>Strand: B. Personal Growth and Development</b> |   |              |  |
| 11  | <b>Personal Well-Being</b>                    | B1.1         | Identify and describe the various components of personal well-being (e.g., emotional well-being, satisfaction, vitality, resilience, self-esteem, autonomy, competence, engagement, a sense of meaning and purpose, feelings of trust and belonging).  |
|   |   | B1.2         | Explain how various factors (e.g., good nutrition, physical activity, a strong support network, awareness of one’s experiences and surroundings, lifelong learning, sharing and volunteering) contribute to the development of personal well-being.  |
|   |   | B1.3         | Explain what they can do to maintain their personal well-being throughout life, and why it is important to do so.  |
| 11  | <b>Self-Concept and Self-Esteem</b>           | B2.1         | Identify the main components of self-concept (e.g., physical self, academic/occupational self, social self, transpersonal self) and describe some of its characteristics (e.g., self-concept is learned, organized, and dynamic).  |
|   |   | B2.2         | Explain the interrelationship between self-concept, self-esteem, and mental health.  |
|   |   | B2.3         | Describe ways to improve self-esteem (e.g., set reasonable goals and take steps to achieve them; participate in physical activities; practise to develop talents; join social groups; connect with a positive peer network).   |
|   |   | B2.4         | Explain ways in which self-concept and self-esteem are interconnected with community and societal beliefs and values.  |
| 11  | <b>Self-Concept and Healthy Relationships</b> | B3.1         | Explain how a strong self-concept and healthy self-esteem contribute to healthy relationships.   |
|   |   | B3.2         | Explain how self-concept influences a person’s relationships (e.g., with other people, with society in general, with the environment).   |
|   |   | B3.3         | Use a variety of means (e.g., personality assessments, aptitude assessments, the Ontario Skills Passport) to identify and assess personal attributes, skills, and talents they have that can help them develop and nurture healthy relationships (e.g., emotional intelligence, listening skills). |
|   |   | B3.4         | Explain the value of recognizing the unique strengths, abilities, and personal qualities of others.  |
|   |   | B3.5         | Analyse how being self-aware affects interpersonal relationships.  |
|   |   | B3.6         | Analyse how both social awareness and physical, psychological, and emotional health affect people’s relationships.   |
| <b>Strand: C. Healthy Relationships</b>           |   |              |  |
| 11  | <b>Healthy Relationships Over a</b>           | C1.1         | Describe various types of relationships that people may experience during their lifetime (e.g., parent-child, sibling, peer, friend, student-teacher, spouse, co-worker, dating, intimate, intergenerational, employee-employer, doctor-patient).  |

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|  | <b>Lifetime</b>  | C1.2   | Identify characteristics of healthy relationships (e.g., equality, independence, trust, empathy, loyalty, respect, intimacy, honour, recognition of the other's value, open communication, stability, confidence, altruism).   |
| C1.3                                   |  | Describe behaviours that characterize unhealthy relationships (e.g., physical and verbal abuse, bullying, sexual harassment, stalking, obsession, possessiveness, intimidation, isolation, financial control, substance abuse, co-dependence). |  |
| C1.4                                   |  | Explain the contributions healthy relationships make to individual, group, family, and community well-being.   |  |
| 11                                     | <b>Dynamics and Challenges That Affect Relationships</b> | C3.4   | Describe values and attitudes that enhance the quality of human interactions (e.g., respect, caring, empathy, trust, honour, honesty).   |
|  |  | C3.5   | Describe some of the ways in which power dynamics can influence behaviour in human interactions.   |
|  |  | C3.6   | Describe the challenges that may be experienced in the development of a same-sex relationship but may not be experienced in the development of a heterosexual relationship (e.g., homophobia, pressure to keep the relationship hidden, lack of models in media of adolescents in healthy same-sex relationships).                               |
|  |  | C3.7   | Describe typical gender differences in expectations about relationships (e.g., with respect to monogamy, equity, shared time, loyalty, openness, sexuality).   |
|  |  | C3.8   | Describe the impact on human interactions of various changes that are taking place in society (e.g., greater reliance on technology, greater acceptance of independence by and for young people and women, greater cultural diversity in communities, increased sense of environmental responsibility).  |
| 11                                     | <b>Building Healthy Relationships</b>                    | C4.1   | Describe strategies and skills for building healthy relationships (e.g., showing empathy, setting realistic expectations, showing respect for others, communicating with openness where possible and appropriate, working to solve problems, seeking counselling, seeking community support, volunteering, giving time and attention to others). |
|  |  | C4.2   | Identify strategies for dealing with significant change and/or loss in a relationship (e.g., seeking relationship and/or grief counselling, taking time to grieve, confiding in friends, learning acceptance, believing in oneself, developing self-reliance).   |
|  |  | C4.3   | Describe strategies and approaches for ending a relationship in a positive manner (e.g., treat the other person with sensitivity, respect, integrity, empathy, and honesty; enable the other person to maintain his or her dignity; communicate face to face; ensure that verbal and non-verbal messages match; listen to their instincts).      |
|  |  | C4.4   | Describe strategies for sustaining various types of relationships as they evolve over time.  |
| <b>Strand: E. Interpersonal Skills</b> |  |  |  |
| 11                                     | <b>Resolving Conflicts</b>                               | E3.1   | Describe how conflicts arise in various human interactions.  |
|  |  | E3.2   | Identify factors that can lead to interpersonal conflicts (e.g., jealousy, differing opinions, differing values, differing personalities).   |
|  |  | E3.3   | Identify various approaches that may be used to effectively resolve conflicts (e.g.,   |

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|    |  |      | Aboriginal healing circles, compromise and negotiation, avoidance of/removal from a situation, restorative justice processes, mediation, peer mediation, letter writing, techniques learned through assertiveness training).   |
|    |  | E3.4 | Identify and demonstrate (e.g., in role playing, in real situations) constructive and respectful techniques for resolving various types of interpersonal conflicts.  |
|    |  | E3.5 | Identify and describe the different strategies used in conflict resolution (e.g., showing mutual respect, confronting the problem, identifying/ defining the basis of the conflict, communicating understanding of another’s perspective, considering alternatives, agreeing on a workable solution, continuing to evaluate the situation).                                    |
|    |  | E3.6 | Explain why conflicts that are based on infringements of rights and/or that involve a power imbalance (e.g., harassment, homophobia, bullying) cannot be effectively resolved using informal conflict-resolution strategies.   |
| 11 | <b>Enhancing Relationships Through Community Involvement</b> | E4.1 | Analyse the benefits of being part of a multicultural community.   |
|    |  | E4.2 | Outline various ways in which individuals can enhance relationships through community involvement (e.g., through mentoring programs, consensus-building initiatives, volunteering, advocating for the rights of others).   |
|    |  | E4.3 | Assess the effectiveness of a variety of social-action initiatives that promote healthy relationships (e.g., letter-writing campaigns, petitions, brochures, videos, websites, art works, music, posters, drama productions, workshops).   |
|    |  | E4.4 | Design and implement a social-action initiative to promote healthy relationships (e.g., a campaign against bullying, discrimination, hate propaganda, or homophobia; a campaign to raise cultural awareness and understanding; an initiative to form a student equity and human rights club; a campaign to address community environmental concerns or gender-related issues). |