

## Grade 4: Emotional and Romantic Life

### **Educational aims**

1. Discuss what represents friendship and love
2. Understand how certain attitudes and behaviours influence interpersonal relationships

### **Children will:**

- Understand what a representation is and that they learn from messages and images conveyed within their circle (family, peers, media).
- Define friendship and discuss what friendship looks/feels like for their age group.
- Discuss definitions of love and how love can be expressed. It is a word we use for many relationships but those relationships are different (ex: I love my parents. I love my friends).
- Discuss characteristics of a friend and the importance of friendship.
- Discuss the differences between camaraderie, friendship, love and attraction.
- Discuss behaviours that facilitate getting along and behaviours that hinder getting along.

**Activity:** Should help children to understand the skills needed for interpersonal relationships, including the management of conflicts and foster the development of social skills.

- Using a number of books that are about friendship teachers will hold discussions about the characters and their relationships/conflicts.
- Students can be put into groups to discuss the books read and brainstorm questions like: How do love and friendship exist in the book? How do these feelings stand out? What do the characters want when they enter into relationships with others? What do they get out of these relationships? etc.
- Hold a discuss with student to distinguish between love, friendship, camaraderie and attraction with questions like: Are there different forms of love? Which ones? What are they different from? Are there different forms of friendship, and what are they different from? At your age, friends are most often the same sex (gender)? Why? How are love and friendship alike? Different?
- Hold a discussion about what kind of behaviours promote getting along and what behaviours hinder getting along. Discuss stereotypes and how stereotypes can hinder harmonious relationships between boys and girls.
- Have students explore how they feel about friendships by finishing sentence starters (ex: for me, friendship is ...I'm friends with someone because ...what I like about friendship is ...to be a good friend is ...what I want when I am with my friends is ... for me, love at my age is ...I know that there is love in my life when ...the people I love the most are ...etc).