

I.D.E.A.L activity

Time: 15 minutes

Materials

- [Healthy relationships PowerPoint presentation](#)
- [I.D.E.A.L. scenario cards](#)
- [I.D.E.A.L. worksheet](#)

I.D.E.A.L Model

This is a model that can be used when a person is concerned about what another person is asking to do or asking you to be a part of, or if you identify that there are any “Red Flags”.

When making a decision in any type of relationship, it is always important to be aware of the possible consequences and ways to avoid so-called negative consequences.

- **Identify** the problem
 - The first part is identifying the problem. Sometimes when we are making decisions in a relationship we have many of feelings and thoughts, and it might be hard to know what the problem actually is. Sometimes, we just know that something isn't right but we don't know what. It is really important to stop and take the time to identify what the problem is.
- **Describe** all the possible solutions
 - Next, think about all of the possible solutions to the problem. These can be good or bad solutions and right now we are just brainstorming options.
- **Evaluate** the consequences of each solution
 - After brainstorming, we need to think about the consequence or outcome from each solution. Again, these can be positive or negative.
- **Act** – Choose a solution and try it
 - Next we need to pick a solution. We can work through all of the potential outcomes, but at some point we have to make a choice and see how it goes. Using the scenarios pick the solution that you think is best.
- **Learn** – Did it work? Why? Why not?

- Finally, we learn from all of our choices. We make great choices, and we make poor choices. The important thing is looking at the decisions we have made and deciding if we would make the same decision again. It is important that we learn from our choices.

Instructions

- Introduce the I.D.E.A.L. method of problem solving (refer to speaker's notes in presentation and/or to Core Knowledge Content as needed)
- Demonstrate the worksheet and explain the steps involved in the process
- Divide the class into 5 small groups and distribute a scenario card and worksheet to each group
- Instruct students to read and work through their scenario in their groups, using the I.D.E.A.L. method
- After students have completed the small group activity, have each group present their scenario and their response to the whole class
 - Cue the following slide to display Scenario 1 and have a student read the scenario aloud to the class
 - Allow the group to which this scenario was assigned to share their reflections and response, following the I.D.E.A.L. method
 - Ask the rest of the class whether they agree or disagree with the rationale presented by the group. Allow for additional suggestions to be made, supplementing and clarifying ideas as needed.

Continue in the same manner with each of the remaining scenarios.

Potential Solutions for Scenarios

Scenario 1:

- **Problem:** Holly is uncomfortable with the attention Nick is paying to her body.
Potential solutions:
 - Holly can try talking to Nick about her feelings
 - Holly can talk to her parents or Deedee's parents
 - Holly and Deedee can spend time at Holly's house instead
 - Holly can do nothing

Consider asking students to write specific phrases or sentences that they would say to Nick or their parents.

Scenario 2:

- **Problem:** Sam is worried that: his family won't be accepted; worried he might get teased/bullied; and will affect new friendships etc.
- **Potential solutions:**
 - Sam can ask his parents not to attend
 - Sam can talk to his teacher
 - Sam can tell his friends about his parents
 - Sam can tell his parents about his concerns

Scenario 3:

- **Problem:** Lindsay is unsure if she should tell her friend Kim that she thinks Jamie is cheating on her. Lindsay does not have evidence that cheating is happening, she has only heard from others that Jamie is seeing someone else without Kim knowing.
- **Potential solutions:**
 - Lindsay tells Kim and they confront Jamie about it
 - Lindsay tells Kim and she thinks Lindsay is lying; Kim doesn't do anything
 - Lindsay doesn't say anything and when Kim finds out Jamie is seeing someone else, she is upset, but when she also finds out Lindsay knew and didn't tell her, she is mad at Lindsay for keeping it a secret; etc.

Scenario 4:

- **Problem:** Chris wants more intimacy (i.e., sex) in the relationship, but Dakota does not.
- **Potential Solutions:**
 - Chris and Dakota decide to have sex
 - Dakota can tell Chris how they feel and the relationship ends
 - Dakota can tell Chris how they feel and they can agree on boundaries
 - Remind students that consent is always needed in relationships

Note: Consider asking students to write down what they would say if they were being pressured to do something they were not comfortable with. For example: "If you loved me you wouldn't pressure me to do something I am not ready to do."

Scenario 5:

- **Problem:** Taylor doesn't like the way Lee talks to them and makes them feel.
- **Potential Solutions:**

- Taylor communicates with Lee their feelings about the situation, and nothing changes
- Taylor communicates with Lee their feelings about the situation, and Lee stops trying to change things about Taylor's appearance and stops making rude comments
- Taylor says nothing and continues to feel the same way
- Taylor ends the relationship

Variations

- **Quick Review:** Place scenario cards in a small box in the classroom and use them whenever time permits to quickly review the I.D.E.A.L. method and decision-making in the context of healthy relationships. This activity can be completed as a whole class or in small groups or pairs. Have students create their own scenarios to include in the box.
- For formal assessment, present a scenario to the whole class and have each student complete the I.D.E.A.L. worksheet in response to the scenario to be collected and assessed
- For another form of assessment, have students dramatize or script a scenario and a response

Curriculum Connections

- This activity can be connected to curriculum expectations in Language (Ontario Curriculum, Grades 1-8, Language (2006), Grade 7: Writing, 2.2) and The Arts (Ontario Curriculum, Grades 1-8, The Arts (2009), Grade 7: Drama, B1).