LESSON: "Loving Is Not Possessing"

PART 1: LESSON PLAN (For the Teacher) – 60/90 minutes
Topic: "Loving Is Not Possessing" – Affective Education (Civic Valentine's Day)
Objective: To promote critical reflection on relationship dynamics, distinguishing between possession and respect, and to develop assertive communication skills.
Note: This activity addresses sensitive topics. The teacher is expected to guide the discussion with balance and respect, avoiding generalizations or personal questions and keeping the conversation focused on hypothetical situations.

---

1. Moving Opinions
Create three corners of the room labeled: **Agree, Disagree, It Depends**. Read the statements one at a time and ask students to stand and move to the space that represents their opinion. Follow with group discussion and a brief whole-class reflection.

2. Relationship Traffic Light
Divide students into groups. Each group receives a red card (warning sign) and a green card (healthy relationship). Project or distribute the list of behaviors. Students analyze each behavior and decide whether it is "healthy" or a "warning sign." In plenary, read one behavior at a time. Each group raises the chosen card and explains their reasoning.

3. Song Lyrics Analysis
(Examples of songs with critical portrayals of relationship dynamics: "Under my thumb" Rolling Stones / "Run for your life" The Beatles)
Create pairs or small groups. Play the song. Students:
- Write a short sentence summarizing the main message of the song.
- Answer guiding questions such as: *Who is speaking? To whom? / Is there reciprocity or possession? / What idea of love emerges? / Does the loved person have a voice? / Is it about choice or demand?*
- Select one or two key lines and elaborate on them with personal reflections.
- Write a response message to the singer.

Objective: To develop students' ability to recognize problematic representations of relationships in music, fostering critical awareness of language and the cultural models it conveys.

4. Analysis of Three Scenarios
Form groups of three. Give each student a different scenario. Each student presents their scenario to the group, shares thoughts, and proposes possible solutions. Follow with a whole-class discussion to compare strategies.

5. The Respect Manifesto
Each student writes on a post-it note a "golden rule" for a relationship based on respect and civic responsibility, inspired by the reflections that emerged during the lesson. Example: *"My personal space ends where I decide."* Post-it notes are first read aloud and then displayed on the classroom door or on a poster as a reminder.

PART 2: WORKSHEET (For Students)

1. MOVING OPINIONS

- "It's normal for a partner to ask to read my messages if they say they don't trust other people."
- "If you love someone, you should spend all your free time with them."
- "Jealousy proves that feelings are deep."
- "In a couple, it's right that one person makes the important decisions for both."

---

2. RELATIONSHIP TRAFFIC LIGHT

1. Encourages you to go out with your friends even if he/she is not there.
2. Makes unpleasant jokes about you in front of others and then says, "Come on, I was just joking!"
3. Gets angry if you don't reply immediately to messages or if you disable your "last seen" status.
4. Ask for your honest opinion before making a decision that affects both of you.
5. Suggests you change your clothing because "some outfits attract too much attention."
6. Forbids you from posting certain photos on social media.
7. Respect your moments of silence or your need to be alone.

---

4. ANALYSIS OF THREE SCENARIOS

SCENARIO A: Your partner insists on having your password or keeping your location sharing on "for safety." You feel controlled, but you don't want to seem suspicious.

SCENARIO B: Your partner wants you to go to a party where you don't feel comfortable. When you express your doubts, they say: "Don't make me look stupid in front of everyone."

SCENARIO C: You have an important exam or commitment. Your partner feels sad and asks you to cancel everything to stay together: "If you really loved me, you would put me first."

Laboratoriodeldocente.com