

Understanding Healthy Relationships

A classroom resource to explore how individuals can use reflection and communication to create and maintain positive relationships in their lives. This package is part of the WE Volunteer Now campaign and speaking tour.

Lesson Package for Grades 7 to 8
American Edition

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Foundation

Dear Educator,

Welcome to the WE movement. We are so glad that you've joined us on our mission to inspire, educate and empower students to find their place in the world. Throughout the last two decades, educators have stood by us. With 12,300 schools and groups thriving in WE Schools, we are delivering impressive results in academic engagement, life skills and civic engagement. Through the WE Schools process of experiential service-learning, students engage in collaborative learning and independent reflection. As a result, your students will become more engaged in local and global issues.

Our exciting partnership with The Allstate Foundation strengthens this commitment to making our world a better place. Together with Allstate, we are exploring the importance of developing positive, healthy relationships. We want to empower people to become more self-assured in their choices by understanding how to have healthy relationships.

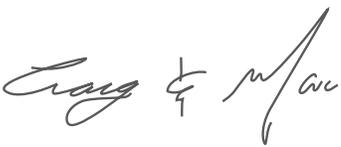
Our curriculum team created this package to help you bring discussions about healthy relationships into your classroom. We believe, along with The Allstate Foundation and their partner Break the Cycle, that all students will be better connected to each other and their classroom learning when healthy relationships are built through respect for and consideration of individual needs. When we have healthy relationships, we will be better equipped to change the world.

When students see themselves reflected in their learning, something magical happens. These lessons address the link between students' motivation to learn about themselves and the world around them through engaging activities. These activities explore communication styles and healthy relationship characteristics, so that students can manage the dynamics of interpersonal relationships.

This is an exciting time to be an educator. Together, we have the power to reignite the fundamental purpose of education: moving students to want to learn, preparing them with the life skills to better the world and forge their own paths to success.

Thank you for having the heart and the passion to bring WE into your class. We are honored and encouraged to work with such a dedicated and enthusiastic group.

We are stronger together,



Craig and Marc Kielburger
Co-Founders, WE



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Essential Question:

What is experiential service-learning and how can I incorporate it into my classroom instruction with WE Schools curriculum resources?

WE Schools

WE Schools is a unique, step-by-step program that challenges young people to identify the local and global issues that spark their passion and empowers them with the tools to take action. Educators and students work together to learn about the world and to take action to create meaningful change. Delivered in 12,300 schools and groups across North America and the UK, the program provides educators and students with curriculum, educational resources and a full calendar of campaign ideas.

What is Experiential Learning?

Experiential service-learning is based on a structured academic foundation that goes beyond volunteering and community service. It's a practice that engages teachers and students with their communities in a structured way and allows students to meet their learning objectives while addressing their community's needs.

The Four Steps of WE Schools

- 1. Investigate and Learn**
Students explore topics related to a real-world challenge or opportunity.
- 2. Action Plan**
Students develop a plan to implement their service-learning project, including one **local** and one **global** action.
- 3. Take Action**
Students implement their action plan.



- 4. Report and Celebrate**
Students present the results of their service-learning initiatives.

Setting Students Up For Success: In school, the workplace and in life.

WE Schools Introduction: www.WE.org/we-at-school/we-schools/

Living WE is about improving our lives and our world by reaching out to others. It involves focusing less on "me" and more on "we"—our communities, our country and our world.

Social Emotional Learning: The WE Learning Framework is grounded in social emotional learning principles, helping students develop the skills to manage their emotions, resolve conflict and make responsible decisions.

Global Mindset is the ability to operate comfortably across borders, cultures and languages. The WE Schools program promotes global mindedness and cultural competency amongst student populations during their formative years.

Active Citizenship: Students act on their growing knowledge by connecting with others in their communities, thereby generating interest, further research and engagement in local and national causes.

Reflection is a key component of our experiential service-learning model. Our reflection activities direct students' attention to new interpretations of events and provide a lens through which service can be studied and interpreted.

Our Learning Skills Legend



Argument Formation



Information Literacy



Leadership Skills



Organization



Action Planning



Research and Writing



Critical Thinking



Reflection

Understanding Healthy Relationships Package Overview

WE Schools recognizes that when students engage with their learning, the achievement gap shrinks and the academic success of whole learning communities increases. This lesson plan package provides teachers with the tools and resources to explore healthy relationship fundamentals and the effects that relationships have on our lives. Students will explore implications of unhealthy relationship habits and compare these to positive habits aimed at increasing levels of self-awareness and confidence in relationships. Students will use reflective exercises to understand the application of lessons to their lives.

■ Rationale

Understanding Healthy Relationships is designed to empower students to take an active role in creating and maintaining healthy relationships by engaging in learning that addresses the core issues surrounding unhealthy relationships. The overall program objectives are to:

- ▶ Enable students to create a connection with different communication styles through personal reflection and understanding relationship types.
- ▶ Inspire local, school-wide action by directing service learning projects connected to healthy relationships and personal well-being in a positive way (e.g., joining forces with local and national organizations such as Break the Cycle, which supports healthy relationship development and works against different forms of relationship abuse).

■ Assessment For Learning

You know your students best—their learning styles and preferences, skill levels and knowledge. You are in the best position to anticipate the habits of mind that will make this lesson package successful. Ensure a commitment to respectful behavior that is reflective of cultural appreciation and sensitivity.

We are mindful that students in your class are at different reading levels, with some designated as English Language Learners. Be sensitive to students' needs and continue to provide necessary accommodations for students who require additional assistance and support.

The teaching strategies include think-pair-share, collaborative group work, class discussion and independent reflection. Strategies to assess learning include written reflection, exit tickets, student-generated discussion and a culminating writing task.

▶ Explore other resources and current campaign offerings at [WE.org](https://www.weschools.org)

Understanding Healthy Relationships

Introduction

Subject(s): English Language Arts, Health and Physical Education, Social Studies

Recommended Grade Level:

Grades 7 to 8

WE Learning Framework Skills:



Essential Questions:

- ▶ How can we recognize healthy relationships?
- ▶ How can we effectively communicate our wants and needs in a relationship?
- ▶ How do we develop healthy relationships?

Word Bank

Abusive Relationship—a relationship that is extremely disrespectful and shameful in which at least one individual feels threatened and fearful of another individual. These relationships lack boundaries, trust and communication.

Financial Abuse—when the finances in a relationship—or a person's potential to earn or have money—are controlled by one person. Examples of financial abuse include: withholding basic needs, using money to control behavior, reckless spending and withholding money.

Healthy Relationship—a relationship built on trust, honesty and quality communication that includes both boundaries and privacy, and where individuals are safe and free from fear

Relationship Boundaries—guidelines for both partners to know each other's wants, goals, fears and limits

Unhealthy Relationship—a relationship in which at least one individual lacks trust in the other person and, as a result, there is blame and/or guilt in the relationship

Abusive Relationship, Financial Abuse, Healthy Relationship and Unhealthy Relationship are sourced from www.breakthecycle.org.

The definition for Relationship Boundaries is sourced from www.loveisrespect.org/healthy-relationships/setting-boundaries/.

Materials and Resources

- Chart paper and markers
- Projector
- Blackline Master 1: Understanding Healthy Relationship Characteristics
- Blackline Master 2: Core Values
- Blackline Master 3: When Boundaries Are Crossed
- Blackline Master 4: The 5 Ws
- Blackline Master 5: Healthy Relationship Grid

Lesson 1:

The Many Forms of Relationships



Common Core Connections:

CCSS.ELA-Literacy.CCRA.W.4

Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

CCSS.ELA-Literacy.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.9-10.4

Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning, and the organization, development, substance and style are appropriate to purpose, audience and task.

Suggested Time:

120 minutes

Learning Goals:

Students Will:

- Apply their knowledge of the characteristics of healthy relationships to discussions of clear expectations.

Investigate and Learn

Educator's Note: Inform students that they will learn about diverse types of relationships in these lessons, such as friends, family, teachers, mentors, etc.

1. Make a list of positive relationship characteristics, each on a separate cue card, such as respect, shared goals, shared beliefs, shared experiences, humor and affection, and place them around the room. Ask small groups of students to move around to each station and to take note of what that relationship characteristic looks like, sounds like and feels like.
2. Have each group rank the following fundamental relationship qualities in order of importance to them: emotional responsibility, compassion, enjoying time together, affection, intellectual connection and emotional connection.

3. **Recommended Assessment For Learning:** Give students one to two minutes to write down as many names as they can of people they know. Next, have students categorize the names into groups: classmates, friends, family, mentors, teachers, etc. Once students have completed this task, ask them to compare these different relationships (e.g., how are they similar, how are they different?).

4. Highlight that we have relationships with many people. At this age, students have relationships with their parents, siblings, teachers, coaches and friends. Some students may be involved in a romantic relationship.
5. Have students form small groups. Ask groups to discuss how they think relationships change over time. What factors influence friendships? Show students "Guide to Maintaining Friendships," youtu.be/o9uISfCGMuS (5:05), which explores the changing nature of friendships over time. Follow with a discussion about the changing nature of relationships.
6. Ask students why they enter relationships—including friendships, romantic relationships, etc.—and write these answers on the board (E.g., companionship, friendship, affection, inspiration, support, fun.) Next, ask about the relationships we don't choose, such as those with our family and teachers. What makes a relationship that you choose different than a family relationship, is there a difference? Invite students to share their thoughts with the class.

Educator's Note: It may help to reinforce that having relationships with other people is important. Connections with people, especially peers or people who are the same age can provide support, encouragement, companionship and more.

Explain to students that having healthy relationships can have positive impacts on our lives, and that through experiencing positive relationships, we can hopefully recognize what it means to be a good friend. Ask students to give an example of a healthy relationship, or what it means to be in a healthy relationship with someone—be it a friend, family member or teacher.

7. Ensure students understand that clear expectations are key to a healthy relationship. Ask students to compare the standards and expectations in their relationships with those that they have of strangers.
8. Discuss the nature of a relationship between a pet and its owner. Ask students to discuss what the expectations are in this type of relationship from both the individual's perspective and the pet's perspective. How does this relationship compare with a relationship between two people?

Educator's Note: Alternatively, students may wish to concentrate on a specific relationship in his/her life. Inform students that they can choose to focus on a friendship, a romantic partnership, a familial relationship or one that they have with a teacher or adult mentor, and that their reflection can be written in the form of a letter, a list or a timeline to fit their situation.

9. Remind students that each person is different and will have different wants, needs and expectations from relationships. As they reflect on their relationship expectations exercise, it's important to keep a few questions in mind:
- What characteristics or personal traits can you bring to a friendship?
 - What characteristics or personal traits are you looking for in a friend?
 - What characteristics would you like to avoid in a friend or a relationship?

Educator's Note: This is a sensitive subject, some students may choose to reveal or withhold personal stories during their group's discussion. Make it clear to the class that they should only share information they feel comfortable sharing with the whole class.

10. A healthy relationship should be an equal partnership. This means that both people in a relationship work to keep the relationship positive and healthy. Help students understand by describing the following three scenarios to them, and asking whether they think the relationship in each is fair and balanced.
- Alice and Ivonne hang out after school most days. They usually spend time at Alice's home, even though Ivonne lives just a few blocks away from school.
 - Jose and Mike both like going to the movies. When they go to movies together, they take turns selecting what to watch.
 - Max and Felicia have been dating for two months. Max thinks it's fine that Felicia still hangs out with her close friends, even if they happen to be male. Felicia, on the other hand, becomes visibly upset and refuses to speak to Max when he brings up seeing one of his close childhood friends who happens to be female.



Extension: There are many factors in our lives that contribute to the health of our relationships. Have students break into groups and brainstorm different kinds of experiences that can influence their relationships (e.g., childhood events, marriage, divorce, financial stressors, heartache, reunions and births). Ask students how relationships with family and friends make them happy and help them through difficult times.

11. Provide each student with **Blackline Master 1: Understanding Healthy Relationship Characteristics**.

12. **Recommended Assessment Of Learning:** Debrief students' work for Blackline Master 1. Ask small groups to share their insights and examples of the types of relationship characteristics.

Recommended Assessment Of Learning: Remind students you need to understand what your needs are before you can assess whether they are being met or not. Students should complete an exit ticket about what they need or want in a relationship and why. Encourage them to take their reflections to the next level by addressing how they will know when their needs and wants are being met.

Lesson 2:

Communicating Core Values



Common Core Connections:

CCSS.ELA-Literacy.CCRA.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-Literacy.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CCSS.ELA-Literacy.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.

CCSS.ELA-Literacy.SL.9-10.1c

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion and clarify, verify or challenge ideas and conclusions.

Suggested Time:

90 minutes

Learning Goals:

Students Will:

- Demonstrate the ability to advocate for themselves in their personal relationships by living and communicating their core values.
1. Tell students this lesson will focus on communication, and how our communication styles can influence our interactions with others. Inform students that we can improve our communication skills by visualizing and anticipating our responses for a variety of situations.
2. **Recommended Assessment For Learning:** Ask students: How can we communicate what we want and need to others? Write students' responses on the board.
3. Tell students, while the way we communicate in relationships is important, what we communicate to others also has an impact on our relationships and interactions. It is also important to note that how we act and communicate with others stands as a reflection of what many call core values.
4. Ask students what do they value, for example, core values such as honesty, loyalty, humor, trust, respect, security, intelligence, acceptance, accessibility and dependability.

5. Circulate around the room, take note of the most popular core values and write them on the front board. Next, distribute sticky notes in three different colors and instruct students to write down their top three core values with different colors representing their 1st, 2nd and 3rd choices. Have students put up their core value sticky notes on the front board. You should see a great deal of variation in student responses. Following this activity, have a discussion with students about personal differences and what might lead individuals to hold certain core values over others.

6. **Recommended Assessment Of Learning:** Have students use an exit ticket to reflect on their top core values by asking themselves the question, "If I could satisfy only one of these, which one would I choose and why?" Encourage students to incorporate examples from personal experiences to enhance their point and strengthen their position.

Lesson 3:

Setting Up Healthy Boundaries



Common Core Connections:

CCSS.ELA-Literacy.CCRA.W.4

Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

CCSS.ELA-Literacy.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.9-10.4

Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning, and the organization, development, substance and style are appropriate to purpose, audience and task.

Suggested Time:

75 minutes

Learning Goals:

Students Will:

- Understand what is meant by a "healthy" boundary and the positive impact this understanding can have on a relationship.

1.

Recommended Assessment For Learning: Draw a large heart or circle on the front board. In pairs, ask students to think about the characteristics of healthy relationships that were previously explored. Have students volunteer to write their answers on the front board in a list, within the diagram. Next, ask students to think of the characteristics of unhealthy relationships and have volunteers write their answers on the outside of the heart or circle. Using the inside and outside of this shape, ask students what this activity represents. The goal is for one or more of the students to connect the perimeter of the shape with the concept of personal boundaries.

- A boundary is a divide that exists between two people. Ask students to think of situations where people create boundaries.
- Explain that when people establish boundaries they are reaffirming what is important to them. Boundaries act as a set of standards for interactions and relationships people want to have in their lives.

- Explain that there are three key areas linked to boundaries:
 - Material—lending or giving money and items
 - Time or relational—when you are available and for whom you are available
 - Physical (personal space)
- Tell students that setting and communicating personal boundaries is a way to better ensure we feel heard and respected within our relationships. Boundaries and respect for differences help strengthen relationships. Issues can arise when one person in a relationship is not willing to respect the other person's boundaries. Everyone's boundaries will be different.
- Have students move into groups of three. Ask them to brainstorm the benefits of healthy boundaries. Next, have students explore the benefits of boundary-setting by searching for online resources and by sharing individual experiences at their discretion.
- Ask groups of students why it might be difficult for a person to establish boundaries. Responses may range from "it takes honesty and maturity to stand up for what you believe in," to "I feel guilty for creating boundaries and I am unwilling to hurt another person's feelings."

Educator's Note: If students have difficulty approaching these questions, it might be helpful to note that it takes courage and honesty with yourself and others to acknowledge your true boundaries. To share your expectations and limits, you need to trust the other person enough to feel safe sharing your feelings about your boundaries. There are times when an individual might feel guilty for standing up for what they believe in, or may be afraid to hurt someone's feelings. Reiterate to students that a respect for their personal boundaries outweighs the risk of hurting another person's feelings, and is a better solution in the long run that will often lead to more authentic and longer-lasting relationships.

8. Let students know that they are their own best advocate and, if they feel that a boundary is crossed, they have the right to speak up. A continued lack of respect for one's boundaries is a form of abuse. Emotional, physical and financial abuse can have lifelong consequences. These situations seldom resolve on their own, and so it is up to us to voice our opinions when we feel that our boundaries are not respected.

Use the case study, **Blackline Master 3: When Boundaries Are Crossed**, to explore what boundaries are in relationships.

9. **Recommended Assessment As Learning:** Review the case study "When Boundaries are Crossed" with students. While in their small groups, ask students to explore how the failure to set boundaries can lead to misunderstandings between individuals in relationships and may cause conflicts. Encourage students to use examples from the case study to support their opinions.

Educator's Note: Abuse, in all its forms, is linked to the disregard of personal boundaries. It does not matter if the boundaries are explicitly discussed within the context of a relationship or exist in the mind of an individual, abuse occurs when there is a violation of one or more of a person's boundaries. You may want to take this time to tell students that no one deserves to be abused.

10. The following steps can be applied to situations in which a person feels that boundary violation, or abuse, is present.
- Recognize that there are many forms of abuse: verbal, emotional, physical, psychological, sexual, financial, intimidation or threats, isolation and cyberbullying.
 - Don't blame yourself. Verbal abuse is real. It is important to remember that, you didn't create a reason for the abuse, regardless of how you communicated with your partner.
 - If you have a friend using abusive behavior with another friend or their partner, suggest they get help and try to see the situation from another perspective.
 - If you are a victim, you are not responsible for "fixing" your partner.
 - Ending a relationship is hard. In some cases, you might feel that you want to go back to the relationship. It is your decision but there are a couple of things to remember; abusive patterns won't change unless a person gets help, and even still, the behavior might not stop.

Educator's Note: Highlight local and national resources for people in abusive relationships. A well-known supportive network is www.loveisrespect.org. It is anonymous and operates 24/7 text or talk with victims and survivors.

11. Students can practice establishing boundaries by writing a list of "non-negotiables." These are students' boundaries. During this self-reflective exercise, encourage students to think about how they will respond if one of their non-negotiables is broken. For example, if an individual will not tolerate emotionally abusive language of any kind, they can choose to approach the person who offended them to explain which one of their personal boundaries, or non-negotiables, was infringed upon and how that made them feel. Note that this is a personal process.

12. Tell students that follow-through is the most important part of setting and respecting personal boundaries. Explore one or more of the following scenarios and use think-pair-share to respond to Sam's situations.

- Sam walks into the school gymnasium and a friend playfully tackles him to the ground. Sam doesn't like surprises and he was hurt by the tackle.
- Sam tells a friend about troubles at home. This friend posts something on Sam's Facebook wall that mentions these troubles. Sam feels embarrassed with this type of public sharing.
- Sam must take a make-up test after school, but still wants to meet his friends for pizza. Sam gives them \$10.00 for a share of pizza, knowing that it will only be \$5.00. When Sam arrives and asks for change, his friends say they were running short and needed to use all of the money he gave them.

13. Model what the process of establishing boundaries looks and sounds like. Use an assertive communication style, such as "I" statements to establish boundaries.

- I feel _____ when you _____. Please _____.
- I am willing to _____. Please do not _____.

E.g., I feel frustrated when you text me while I am spending time with my sister. Please wait until you know I am free to respond. I am willing to tell you when I will be available to talk. Please do not continue to text me after I have said that I am busy.

14. **Recommended Assessment Of Learning:** Have students write an exit ticket that answers the following questions: What are some examples of boundaries in relationships? Why are boundaries important?



Enrichment Activity: Invite students to link their work on values, to the concept of boundaries. Ask students to draw parallels between the core value they reflected on and the boundaries discussed in this lesson. Invite students to write a short reflective response that answers the following question: How do my personal boundaries reflect my core values?

Lesson 4:

Dealing with Rejection



Common Core Connections:

CCSS.ELA-Literacy.CCRA.W.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.

CCSS.ELA-Literacy.W.9-10.4

Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

CCSS.ELA-Literacy.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Suggested Time:

75 minutes

Learning Goals:

Students Will:

- Identify roles and responsibilities within important relationships in their lives.

Educator's Note: The concept of rejection can be difficult and, at times, a painful subject to discuss at any age, but it can be a formative experience in middle school. The following steps include ways of exploring rejection through scenarios and personal stories.

1. Inform students that one of the most challenging situations that people experience is rejection. Rejection, or the feeling of rejection, can happen at any age and can affect our mood, our energy and sometimes our self-esteem. For these reasons, it's important to develop a mindset that allows us to respond to rejection in a healthy manner.

2. Tell students that they will be participating in a role-playing activity that deals with the subject of rejection or being left out. Ask students to provide some examples of "rejection" that may occur in school, in after-school activities or in clubs. Write some of these examples on the board.

3. **Recommended Assessment For Learning:** Divide the class into groups of three to four students. Using **Blackline Master 4: The 5 Ws** (who is involved, what is the issue, when did this happen, where did this happen, why do the characters feel the way they do, how can this issue be resolved) as a planning guide, have each group design a scene that focuses on rejection or the act of being rejected. Guide students' thinking toward situations in which a person is rejected by one of their friends or their peer groups.

Report and Celebrate

4. Inform students that the scene should be three to five minutes long and should include projected feelings and dialogue between individuals. Tell students that each of their scenes should showcase the needs and wants of the characters and demonstrate how each character feels about the interaction. Each scene should have a beginning, a middle and an end, and must include rejection by another peer, whether that is an outward "no" or one that is demonstrated through body language and non-verbal cues.

Educator's Note: Because this is an exercise that involves role play, tell students that feelings can be conveyed not only through words, but through facial expressions and body language. Sometimes a person's actions or inactions can hurt just as much as, sometimes more than, words. For example, not being invited to another person's birthday party is a form of rejection, or ignoring a close friend at recess.

5. **Recommended Assessment As Learning:** Have students act out their scenes in front of peers and have them take notes on what stood out to them.

6. After each scene is performed, invite feedback from the student groups. Include students who may not have directly taken part in the acting. Ask students: How did each character feel and why? How might you reconstruct this scene so that it reflects acceptance and inclusion rather than rejection? What could have been done differently to provide a more positive outcome?

7. **Recommended Assessment Of Learning:** Have students respond to one of the two following prompts:

- Describe what happened in your group's scene. Include the point of view of your character, whether it be a main character or a bystander.
- What happened to your character? How did you feel about the outcome of the situation? How could it be handled differently to ensure that people's feelings were not hurt? What actions could your character take?

Educator's Note: Because rejection is a sensitive subject, it's important to reinforce the fact that rejection happens to everyone. For some, feeling rejected is the opposite of feeling accepted. It is not an indicator of a person's value, importance or how much someone likes you. More likely, it means that there is an instance where things did not work out.



Extension: Now that students have experience exploring what rejection means to them, ask: Why should we confront rather than avoid situations that might lead to rejection? The key point for students to recognize is that avoiding situations that might result in rejection might prevent you from chasing and achieving your dreams. As Wayne Gretzky said, "You miss 100 percent of the shots you don't take."

Lesson 5:

Understanding Healthy Relationships



Common Core Connections:

CCSS.ELA-Literacy.CCRA.W.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.

CCSS.ELA-Literacy.W.9-10.4

Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

CCSS.ELA-Literacy.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Suggested Time:

75 minutes

Learning Goals:

Students Will:

- Demonstrate an understanding of their approach to healthy relationships.

Take Action

1. Ask students to consider how their needs within relationships may change over the course of their lives. For example, how has their relationship changed with their parents, siblings or close friends over the years?
2. Tell students that they will build upon their work from previous lessons to create a written response that addresses who they are as an individual, and what roles they hope to play in the different relationships in their lives.
3. Distribute **Blackline Master 5: Healthy Relationships Grid**. Have students fill in the template with words and phrases that apply to them. Once the chart is completed with as much detail as they feel comfortable sharing, ask them to elaborate on the points in paragraph format, adding details where necessary. Suggest that students keep the reflection somewhere safe so that they can add to it in the future.

Educator's Note: Before progressing with the culminating activity, it may be helpful to review previous lessons with students. Note that individual experiences and reactions to different people and situations shape who they will become in the future. By now, students have uncovered needs and wants in a relationship (lesson 1), identified some of their core values (lesson 2), set clear boundary goals within relationships (lesson 3) and learned strategies for dealing with rejection (lesson 4). Students are now ready to put what they've learned about healthy relationships into a reflective response that will stand as a commitment to their health and well-being in the relationships they have now, and those they will have in the future.

Report and Celebrate

4. Invite students to share their work with individuals who they have relationships with and they feel comfortable sharing with.
 - Invite students to share their insights with their current partners, close friends and family members.
 - Encourage students to assess their behavior and approach to healthy relationships on a regular basis. Students should ask themselves whether they are living up to their own expectations of themselves as documented in the exercise.
5. Ask the class to reflect on what effect the lessons had on how they engage in more meaningful and authentic relationships.
 - How have your partners, friends and family reacted to your learning?
 - Do you think these exercises and assignments will influence the way you behave in your relationships?
 - How can work that involves self-assessment strengthen relationships?
6. Encourage students to use these exercises with friends and family. Have students challenge others to complete one or all of the lessons in this package.



Extension: Invite students to create a PSA (Public Service Announcement) that focuses on healthy relationships. Encourage students to include elements of their learning from these lessons to create projects that are authentic and speak to their peers and school community.

Blackline Master 1:

Understanding Healthy Relationship Characteristics

1. What characteristics do you bring to your relationship?

2. What characteristics are you looking for in a friend?

3. What characteristics are you not looking for in a relationship? Explain.

Blackline Master 2:

Core Values

The following list is a sample of core values many individuals feel are important in relationships. Define each word using a dictionary on or offline then challenge yourself to define the core value in your own words.

Honesty

Dictionary Definition: _____

My Definition: _____

Loyalty

Dictionary Definition: _____

My Definition: _____

Humor

Dictionary Definition: _____

My Definition: _____

Respect

Dictionary Definition: _____

My Definition: _____

Trust

Dictionary Definition: _____

My Definition: _____

Respect

Dictionary Definition: _____

My Definition: _____

Blackline Master 2 Continued: Core Values

Security

Dictionary Definition: _____

My Definition: _____

Intelligence

Dictionary Definition: _____

My Definition: _____

Acceptance

Dictionary Definition: _____

My Definition: _____

Availability

Dictionary Definition: _____

My Definition: _____

Dependability

Dictionary Definition: _____

My Definition: _____

Blackline Master 3:

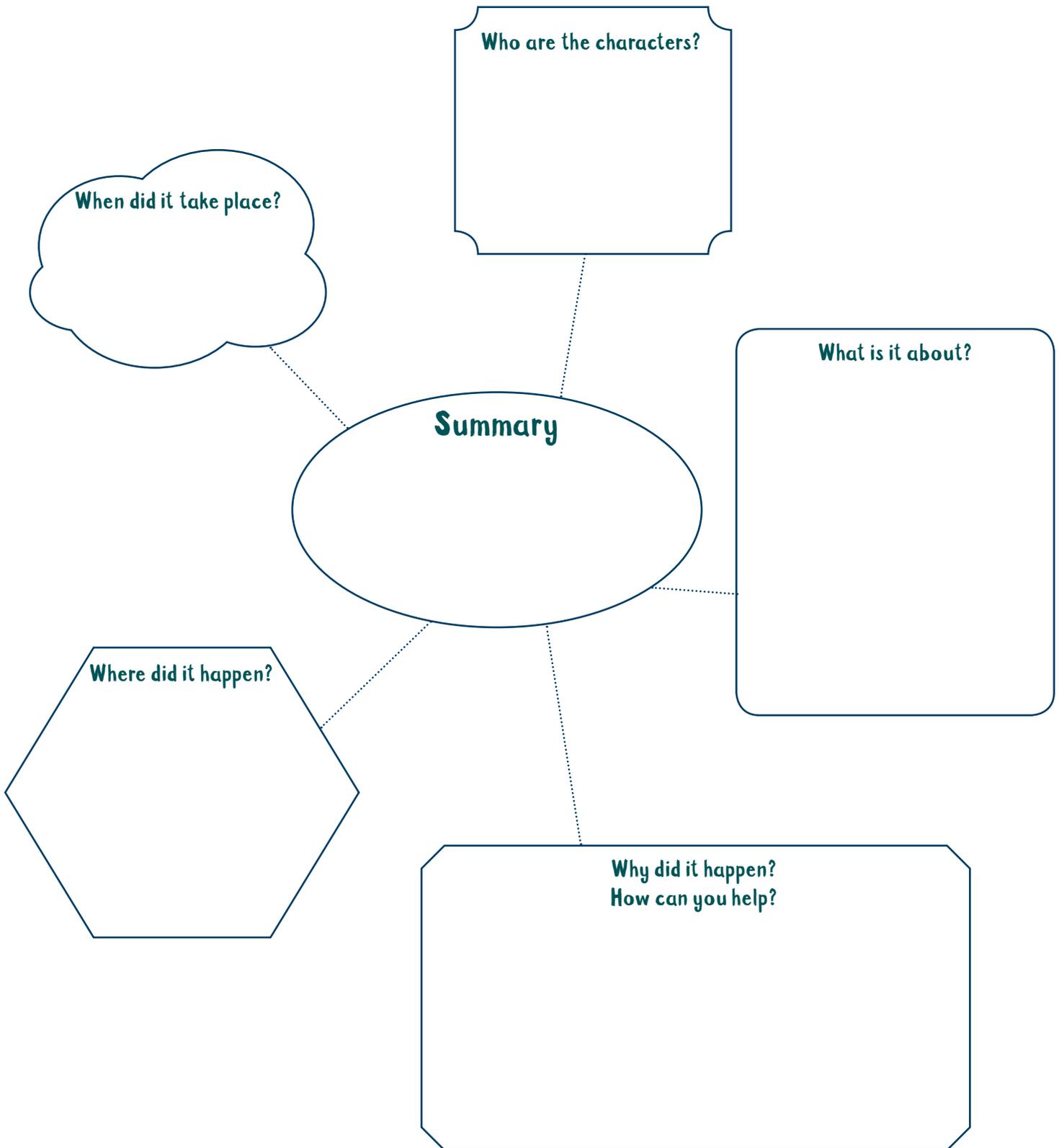
When Boundaries Are Crossed

Anthony considers himself a private person. Although he has many friends, he only shares confidential information, such as who he has a crush on or what's going on at home, with his closest friends who he has known since first grade and Anthony trusts them. Because of this history, it was hard when Anthony found out that one of his closest friends, Julia, guessed his Kik password and logged into his account. Anthony found out about this violation of privacy when someone commented that he was "online" during a basketball game. He traced the activity to Julia, because she asked him about information he had only been sharing with one other friend on a private Kik chat. When he confronted Julia she said, "Look, I heard you were telling people that we were not even that close anymore, and I was angry. Lucky for you, I didn't find anything. Can we just move on?"

- 1.** After reading the passage, what do you think about the interaction that occurred? Should Anthony stop being friends with Julia?

- 2.** Here are some other questions to think about:
- What was Julia's reaction to Anthony discovering she had hacked into his account?
 - Why do you think Julia did not say much to Anthony when she heard the rumors?
 - How could this situation be handled differently?

Blackline Master 4: The 5 Ws



Blackline Master 5: Healthy Relationship Grid

Complete this chart with information for others who are in or may become involved in relationships with you. You may write it in paragraph or point-form and keep it somewhere safe so you can add to it and reflect upon in the future.

I Am	I Am Not
I Want	I Do Not Want
I Will	I Will Not