

Lesson HS.60

SEEKING POSITIVE RELATIONSHIPS

Unit. Stage Two of Development—WE

Problem Area. How Do I Build Relationships with Others?

Precepts. **B1:** Practice human relations skills including compassion, empathy, unselfishness, trustworthiness, reliability and listening.

National Standards. NPH-H.9-12.1 — Health Promotion and Disease Prevention — Analyze how the family, peers, and community influence the health of individuals.

Student Learning Objectives. As a result of this lesson, the student will …

1. Identify characteristics of positive relationships.
2. List benefits of positive relationships.
3. Identify locations to find positive relationships.

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Time. Instruction time for this lesson: 50 minutes.

Resources

Rogers, Carl, "On Becoming a Person," New York, NY., Houghton Mifflin, 1989.

Tools, Equipment, and Supplies

- Playing cards one deck for 10 or less students, two decks for 11–20 students, 3 decks for 21–30 students.
- String or tape
- Post-it notes
- HS.60.AS.A—one per student
- HS.60.TM.A
- HS.60.TM.B
- HS.60.TM.C
- HS.60.TM.D
- HS.60.Assess.A—one copy per student
- Pen/pencil
- Notebook

Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ***Positive Relationship***

Interest Approach

Each person we build a relationship with influences us as an individual. We learn certain characteristics from those with whom we have relationships. The relationships we are a part of play a major role in our development as a person and as a leader. Today, we are going to play a game about building relationships.

Students will play a game about relationships. Give each student five random cards. Each card represents a different characteristic of someone in a relationship. The object is to seek a combination of five cards in two to three minutes that represents a positive relationship. The meaning of each card will be revealed after the trading.

Using string or tape, mark the area for the activity. It will limit the movement throughout the class room and keep students close enough to mingle.

I will give each of you five cards. Each card rep resents a characteristic of a relationship that you will pass on to others. You will have several minutes to mingle within the designated area and exchange cards with others. Each time you come face to face with someone, assume you have built a relationship, and, therefore, you must exchange a card with them. You will choose one



card from their hand, not knowing what you are getting, and they will choose one card from your hand.

You should never end up with six cards in your hand. You must keep five cards in your hand at all times, and must exchange as many times as possible. You cannot refuse to give anyone any certain card or refuse to exchange with someone. Be sure to keep the characteristics hidden!

What questions do you have? When you hear the word, “Trade,” you will get up, come to the designated area, and begin.

The teacher will pass out cards while students are still in their seats. When they hear the word "trade," they should move to the designated area and begin.

Trade!

Time students for two to three minutes depending on participation in the mingling.

Stop.

Take your cards to your seat. You had just a short amount of time to come into contact with many people, with whom you had the opportunity to build a relationship.

Did you think this activity was easy or difficult? *Expected answers are easy.*

Process the question by pointing out that, for many people, meeting people or becoming part of a relationship is easy.

What do you think the trading of cards might represent?

Expected answers: for each relationship we are involved in, we acquire characteristics from them and share our own characteristics as we build a relationship; the people we hang out with rub off on us, and we rub off on them.

Let's unveil what type of influences these relationships may have had on us, and see what has "rubbed off." I am going to post the key, which explains what each card stands for, and pass out an activity sheet. You will record your five cards and the characteristics they represent in this activity. Do this as quickly as possible.

Pass out HS.60.AS.A and post HS.60.TM.A. Allow a minute for students to complete the activity sheet. Students will then share their outcome with the class.

Give me thumbs up sign if you are ready to continue.

Had these been real relationships you were in today, these are characteristics to which you would have been exposed. Let's hear some of the characteristics you were exposed to today in this activity. Who will start?

Have students share, then process the following questions.

Now that you have seen the key and heard others share, what do you think this activity is demonstrating? Why is it important to see what type of characteristics are in a relationship, or in those people with whom you have relationships?

Bring out the fact that we are influenced by those around us.

When we are surrounded by negative people, it is nearly impossible for us to avoid picking up some of those behaviors. The good thing about life compared to this game is that in real life, we often get to choose with whom we surround ourselves. Today we are going to talk about building positive relationships so we can avoid becoming negative. Let's take a moment to investigate what makes a positive relationship.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify characteristics of positive relationships.

Ask students to answer the following questions.

What is a relationship?
What are some examples of different types of relationships?

Possible answers: romantic, business, classmates, team relationships, siblings and parents.

When most of us think of a relationship, we think of boyfriend and girlfriend relationships. But what about the other types of relationships less familiar. Thinking of a professional relationship, those with classmates, or relationships with members of a large team, what does it take to make these relationships positive?

Call on students to share answers. Record student responses on a public writing surface, then reveal HS.60.TM.B. Be sure to add student responses.

In your notebooks, record the following information.

I. Characteristics of ***positive relationships***
- A. Mutual respect
- B. Trust
- C. Understanding each others' goals
- D. Self-respect

Take a moment to ask students to explain each characteristic and why each is important in relationships.

Think of a person who exhibits several or all of these characteristics. Why is it you enjoy spending time with them?

Possible answers: they understand me; they make me feel accepted; and we work well together

These are great answers that begin to capture the many benefits of positive relationships. Let's dig a little deeper and see what other benefits these relationships may hold for us.

Objective 2. List benefits of positive relationships

We seek relationships with others because we get something out of it. If this wasn't true, we would all spend time alone instead of surrounding ourselves with friends and family. Let's think of people we spend time with as we answer the question "What's in it for me?"

Take about 30 seconds to record your answers on your paper. Include things such as: what you gain through the relationship, what you enjoy, and what they do for you.

Wait 30 seconds.

Stop!

Now turn to your neighbor and discuss your thoughts. You have one minute.

Wait one minute.

Stop! Who will share their thoughts?

Allow several students to discuss their answers. Capture several on a public writing surface. Then post HS.60.TM.C with the outline. Take time to discuss each benefit and ask individuals to justify how each one could benefit them. Be sure to add additional student responses that may apply.

Let's add to our outline and record this information in our notebooks.

II. Benefits of positive relationships
- A. Increase chances of success
- B. Develop a network of people to help you achieve your goals
- C. Generally happier with life
- D. Opportunity to help and serve others
- E. Develop meaningful, lasting friendships

As you can see, these are all benefits that would lead us all to being happy, successful, more positive people. These benefits definitely make it worth seeking positive relationships. Let's look at how we can increase our chances of building positive relationships.

Objective 3. Identify locations to find positive relationships.

Keeping in mind the true characteristics of a positive relationship, think to yourself where the best places are to seek positive relationships.

Pause for a moment.

In your notes, please record the following question under Roman Numeral III: Where can I find positive relationships?

Take about two minutes to draw pictures that represent three different places you could seek positive relationships.

Wait two minutes.

Stop. Show your drawings to another person, and see if they can identify the locations. You have two minutes to share both people's pictures.

Wait two minutes and warn them when 30 seconds remain.

Stop. Take your seats. Great job. We are going to do an activity similar to charades to either reiterate your ideas or to complete the list of places where positive relationships can be formed.

Use a Marcel Marceau Moment to summarize students' brainstorming or to introduce places for developing positive relationships they may have overlooked.

Make four different strips of paper with one of the following words on each: school, work, sporting events, church (from HS.60.TM.D or Roman Numeral III below). Place students in pairs or trios.

In your groups that have been assigned, we are going to create use a mime activity to depict a positive relationship going on in a particular place. When I say mime time you will have 5 minutes to develop your plan for the mime.

During the five minutes, help students think for themselves how they are going to portray a positive relationship being developed in a particular place.

It's Mime Time! When I call on your group, present your mime or mimodrama. The rest of us will try to guess the place where the positive relationship is being developed. If we don't get it right away, replay your mime until we guess it.

Make sure all groups have performed and then summarize with HS.60.TM.D.

III. Where can I find positive relationships?
- A. School
- B. Work
- C. Sporting events
- D. Church

It is important to remember the odds of finding people to build positive relationships with increases drastically in the locations we have listed above. Of course, we have all seen the many benefits to these relationships; now the challenge is to evaluate our current relationships to be sure we are choosing relationships that are good for us. Let's take a little time to test our knowledge on seeking positive relationships.

Review/Summary

Conduct a review by giving students two minutes to create a review question. Record it and the answer on a Post-It note. Divide the class in half for a quick contest between sides. Each person from each team must answer a question. You will award one point for correct answers.

We are going to play a short review game. I will give each one of you a Post-It note. On it, write one review question from today's lesson and its correct answer. As soon as everyone is finished, we'll continue with the game.

Wait.

I am going to divide you into two teams. We'll just divide the class in half right here.

Direct students as to where the division will be between teams. Then collect one side's questions.

Here is how the game will work. I am the host. You will each have the opportunity to ask your question to the other team, so keep it out on your desk. I will start by calling on one person. That person must first choose a person from the other team to answer the question, then ask your question. If they get it correct, I will record a point. If it is incorrect, the person asking the question will read the correct answer, and it will be the other team's turn to ask a question. Everyone must answer one question.

Play review game as long as time permits.

That looks like all the time we have today. I hope you will take a serious look at those you spend time with, and work to seek positive relationships. I know you will enjoy the benefits.

Application

Extended Classroom Activity:

Have students make a current list of five people with whom they spend time. Next to each person, record which of the characteristics of a positive relationship they have.

FFA Activity:

Students can provide a positive relationship by mentoring younger members on how to succeed in FFA and high school.

SAE Activity:

Students should identify people they have a positive relationship with who are involved with their SAE project. Identify where they developed the relationships.

Evaluation

HS.60.Assess.A

Answers to Assessment:

1. Any of the following, or additional info added to class outline

Mutual respect
Trust

Understanding each other's goals
Self-respect

2. When people understand another's goals, it helps them know how to encourage that person. They know what areas the person chooses to advance in, and can help create a helpful atmosphere for them to succeed and prevent holding them back.

3. Any of the following, or additional info added to class outline
   Increase chances of success
   Develop a network of people to help you achieve your goals
   Generally happier with life
   Opportunity to help and serve others
   Develop meaningful, lasting friendships

4. Any of the following, or additional info added to class outline
   School
   Work
   Sporting events
   Church

5. Benefit

HS.60.Assess.A Name: _____

SEEKING POSITIVE RELATIONSHIPS

Directions:

Answer the following short-answer questions.

1. List two characteristics of a positive relationship.

2. Explain how understanding each other's goals can help create a positive relationship.

3. Explain two benefits of having positive relationships.

4. Name two locations that are good for establishing positive relationships with others.

5. Is networking a characteristic or a benefit of positive relationships?

HS.60.TM.A

- **Ace**
- **Goal-oriented**

♦King	Morally corrupt
♦Queen	Authoritative or bossy
♦Jack	Achiever
♦Joker	Jokester
♦10	Fearful of others
♦9	Arrogant
♦8	Happy
♦7	Disrespectful
♦6	Good listener
♦5	Selfish
♦4	Sincere
♦3	Unmotivated
♦2	Kind

HS.60.TM.B

CHARACTERISTICS OF POSITIVE RELATIONSHIPS

- Mutual respect
- Trust
- Understanding each other's goals
- Self-respect

HS.60.TM.C

BENEFITS OF POSITIVE RELATIONSHIPS

- **Increase chances of success**
- **Develop a network of people to help you achieve your goals**
- **Generally happier with life**
- **Opportunity to help and serve others**
- **Develop meaningful, lasting friendships**

HS.60.TM.D

WHERE CAN I FIND POSITIVE RELATIONSHIPS?

- **School**
- **Work**

- **Sporting events**
- **Church**

HS.60.AS.A Name: _____

Directions:

Using the key below, make a list of what characteristics had an influence on your life, based on the relationships you made during the previous activity. Record them on this sheet.

Ace	Goal-oriented
King	Morally corrupt
Queen	Authoritative or bossy
Jack	Achiever
Joker	Jokester
10	Fearful of others
9	Arrogant
8	Happy
7	Disrespectful
6	Good listener
5	Selfish
4	Sincere

3	Unmotivated
2	Kind

List the cards you received, and match the characteristics with them.