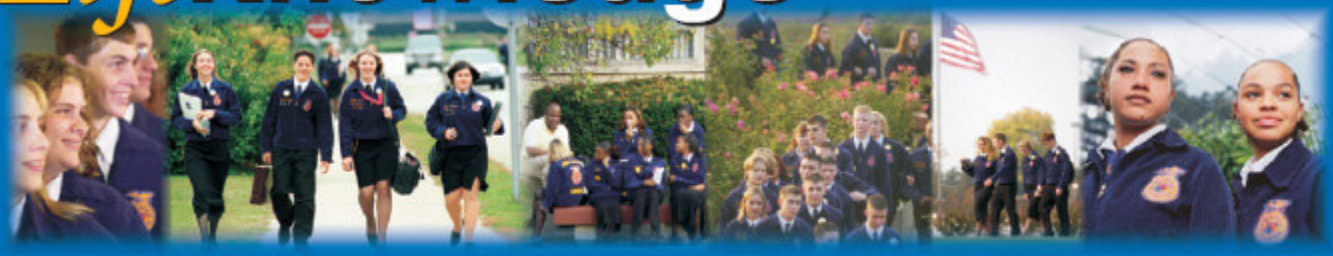
LifeKnowledge
Real Lessons for Real Life



Middle School
National FFA Organization

Lesson MS.32

THE NEED FOR POSITIVE RELATIONSHIPS

Unit.
Stage Two of Development—WE

Problem Area.
How Do I Initiate Relationships with Others?

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

National Standards.
NPH-H.5-8.5 - Demonstrate effective verbal and non-verbal communication skills to enhance health.

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

1. Define positive and negative relationships.
2. List reasons why positive relationships are needed.
3. Create a plan to further develop one relationship in a positive manner.

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Time. Instruction for this lesson: 50 minutes.

Resources

Ricketts, Cliff. Leadership: Personal Development and Career Success, Second edition. Albany, NY: Thomson Learning, 2003.

Throop, Robert K. and Marion B. Castellucci, Reaching Your Potential: Personal and Professional Development, Second edition. Albany, NY: Thomson Learning, 1999.

Tools, Equipment, and Supplies

- MS.32.Assess—one per student
- MS.32.TM.A
- MS.32.AS.A—one per student
- Relationship road map

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

- Positive relationship
- Negative relationship

Interest Approach

Read each of the examples of relationships. Instruct students to think about whether the relationship is an example of a positive relationship or an example of a negative relationship. Have students give a thumbs-up or thumbs-down based on their reaction.

In a moment, you're going to hear examples of relationship between people. As you hear each, determine if you think this is an example of a positive relationship or of a negative relationship. I say, "what do you think?" at which point show a thumbs-up if you think it's a positive relationship or show a thumb down if negative. What questions do you have?

Kind father with his well-behaved two-year-old son

Hitler and the Nazis
Caring mother reading to her five-year-old daughter
Patient coach who spends countless hours with a team with a losing record
Sweet grandmother baking cookies with her grandchild
Osama bin Laden and the Taliban
Saddam Hussein and his followers
Supportive aunt and uncle attending a nephew's basketball game
How did you decide if the example was positive or negative?

Elicit responses.

Use student responses to transition into the context for this lesson.

Relationships can be difficult to figure out, but we know, from examples in our experience and from others, that some relationships can help you while others can hurt you. Today we're going to continue this conversation about positive versus negative relationships and then venture farther into the world of positive relationships so that we are better able to
acquire and build those in our lives.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define positive and negative relationships.

This objective is an outgrowth of the opening activity. Start with the definition and use the review activity to anchor their understanding of the key elements of the definition.

We've talked a lot about relationships; let's jot down the actual definitions in our notes. Create a relationship between your hand and your pen and pencil!

Read or provide the following on a public writing surface.

I. Relationships

A. A ***positive relationship*** is one in which both parties feel valued. The relationship allows for comfort and true sharing of thoughts and beliefs.

B. A ***negative relationship*** is one in which one or both parties feel neglected, are urged to do something they feel is wrong, or are discouraged from experiencing personal growth.

Use a Bob the Weather Guy Moment to expand their thinking on the two definitions. Use groups of two or three students, and have students choose either the term positive or negative relationship and present it as a weather report. Be sure they include the following: what will happen; how other people and activities will be affected; and what their latest Doppler radar explains about this situation. The weather report should be brief, 30-40 seconds. Allow the students six to eight minutes to prepare their report. Be sure that all groups are on task to be successful.

After each group presents, be sure to praise their performance and identify the elements of the relationship they were portraying.

Transition to Objective 2

Now that we've added more clarity to our understanding of positive and negative relationships, let's add some color to our thinking.

Objective 2. List reasons why positive relationships are needed.

Use a modified Picasso Moment to present the following information. Start by having students choose a representation of positive relationships and draw it on the public writing surface. After sharing each reason for a positive relationship, conduct the discussion then have students add the reason to the group drawing. The addition should symbolize the result or outgrowth of the original item. For example they choose a tree to represent "positive relationships, they might draw a different kind of fruit coming from the tree to symbolize the different reasons for positive relationships.

To assist in our mental picture of relationships, think of an object that could represent "positive relationships". What object could that be.

What object could that be.

Choose one that has potential to be useful and draw onto he board.

Let's discover what reasons could result from positive relationships.

Provide MS.32.TM.A and have the students capture in their notes. Follow each with the discussion question and drawing the result on the representation.

II. Reasons for positive relationships

A. Acceptance and companionship

Why are these things important for each of us to have? Why do we need them?
What could we draw on our picture that would symbolize this reason?

Come to consensus on an answer and add to drawing.

B. Guidance

How do we receive guidance in positive relationships?

Repeat activity of adding to representation.

C. Information and Opportunities

What examples would you share where a relationship resulted in you learning new information and about new opportunities?

Repeat activity of adding to representation.

What other reasons can you think of for wanting to be a part of a positive relationship?

Elicit responses and relate to representation. Provide transition to Objective 3.

We've seen, literally, that positive relationship yield some powerful and wonderful results for us. Those are good reasons for us to work to start, build and maintain positive relationships with many people. The last leg of our journey today takes us to a place where no one has been before...inside our own heads.

Objective 3. Create a plan to further develop one relationship in a positive manner.

III. Plan constructed to further develop a relationship.

Using MS.32.AS.A, have the students determine which relationship they wish to further develop. After this has been determined, they will work their way along the Relationship Road Map. At each road sign, they must answer the questions to help them get to know the person they have selected better. Allow 5 to 7 minutes for the students to complete the Relationship Road Map. As they are working, wander around the room to answer questions, to assist those who are struggling, and to keep the procrastinators on task.

What we think about and what we plan to do can only be found in our brains. To give our brains direction to build positive relationships, we're going to complete a Relationship Road Map. The journey into your head can be a tricky one, so it's going to require concentration and a willingness to think deeply. The journey will probably take about five to seven minutes, so work hard and work efficiently to get to your destination in time. You'll each get a roadmap to complete. Work individually to complete it. Take what you've learned today with you on this journey. What questions do you have?

Hand out MS.32.AS.A to each student.

Thank everyone for his or her hard work. Don't ask them to share, as that could be intimidating for middle school students. Instead recommend that that put them into action. Close with a challenge to do so.

Great work everyone. I saw many of you really thinking through some great ideas to build a stronger relationship. Notice that the title is "Roadmap". Driving maps aren't useful if you leave them at home. This map won't be useful if you don't look at it occasionally and work hard to get to the destination. Take the map with you and keep it someplace safe, but also some place you will remember to look at it from time to time.

Review/Summary

We've discovered some great insights into positive relationships today. Use that information as you work with others around you.

Using the Show What You Know Moment to assess learning in the lesson. Have them answer the following questions:

What is a positive relationship? What are three reasons why positive relationships are very important?

Application

▶Extended Classroom Activity:

Have the students identify one other person with whom they can further develop a positive relationship and do activities to work to build this relationship.

Using the Hieroglyphics Moment, create the icon on the computer, print copies of it, and then glue magnets to the back to be placed in their school locker as a relationship or friendship reminder.

▶FFA Activity:

Encourage students to make contact with students whom they have met at FFA activities to get to know them better and to develop a positive relationship with them.

▶SAE Activity:

Ask students to determine one person who would be able to give them guidance in relation to their SAE. Then have them develop a list of questions to ask this person. Finally, have students call or meet with the valuable resource they have identified.

✓ Evaluation

A written test is provided to measure Objectives 1 and 2.

Answers to Assessment:

1. true
2. true
3. false
4. true
5. false

MS.32.Assess Name: _____

THE NEED FOR POSITIVE RELATIONSHIPS

True or False

Write "true" or "false" next to each statement.

_____1. A positive relationship is when both members of the relationship feel needed and valued.

_____2. A relationship may be as simple as accepting your differences and finding one common ground.

_____3. Your friends will never change.

_____4. A relationship may open your eyes to information and opportunities.

_____5. An objective adult's opinion and advice is worthless; they hardly ever know anything.

REASONS FOR POSITIVE RELATIONSHIPS

- **Acceptance and Companionship**
- **Someone may not be your close friend, but you can still have a relationship with him or her. Our friends may change as we change.**
- **Guidance**
- **From whom do we want to get guidance.**
  - **Objective adults such as clergy, teachers, parents, and coaches**
  - **The world is a big place; an opinion you trust can be very valuable.**
  - **These objective adults have a great deal of care and concern for your well-being.**
- **Information and Opportunities**
- **Why is this important. You can't always keep up on everything yourself, so sometimes they can help alert you of other information. What might they know about. Possible clubs to join, classes to take, or summer jobs.**

MS.32.AS.A Name: _____

Relationship Roadmap

