

Session 6.5

Healthy Relationships with Family and Peers

Session Overview:

1. Review Session 6.4.
2. Pass out blank question cards only to those students that need them.
3. View and discuss the Michelle and Brandon Grow Up video, ask questions throughout.
4. Distribute the Recognizing a Healthy Relationship handout and identify how parents and peers meet emotional needs.
5. Discuss characteristics of healthy relationships.
6. Conduct the Healthy/Unhealthy Relationship Characteristics Activity using poster.
7. Act out healthy/unhealthy scenarios with student volunteers.
8. Collect the Parent/Trusted Adult Connection Forms Session 6.4: Appropriate Behavior.
9. Collect completed question cards.
10. Distribute the Parent/Trusted Adult Connection Form Session 6.5: Healthy Relationships or Alternative Inclusive version.

Learning Objectives:

- Participants will identify characteristics of healthy relationships with family and peers.
- Participants will recognize how family and peers meet their emotional needs.

Materials Needed:

- Computer, projector, and speakers
- Jar of Now and Later Candy
- Giant pad of paper, markers
- Brandon and Michelle Grow Up Video (6.5.3)
- Healthy or Unhealthy Poster (6.5.4)
- Healthy or Unhealthy Scenario Cards (6.5.5) or Alternative Inclusive version ([6.5.5.1](#))
- Handouts:
 - Recognizing a Healthy Relationship (Handout 6.5.4)
 - Parent/Trusted Adult Connection Form Session 6.5: Healthy Relationships or Alternative Inclusive version [Session 6.5.1](#)
- Question cards
- Question bag

Classroom Planning:

- Review the curriculum content for this session, specifically the Healthy/Unhealthy Relationship Characteristics.
- Make copies of handouts.

The Standards:

- See Appendix E for a list of state and national standards met in this session. Individual State Standards by Request.



Notes:

Educator states:

We started class yesterday by talking about what it means to “go out” in middle school. Then, we came up with a list of reasons why it is better to **hang out in groups instead of being alone with the person you like**. Can someone tell me one of the reasons we mentioned?

[Ask for several qualities from different students.]

- Allows you to get to know someone better
- You’re less likely to get into a situation where you feel pressured to do something you are uncomfortable with
- Easier to talk in a group/can find more things to talk about
- No rumors can spread
- Less awkward
- Safer]

We talked about the word **INAPPROPRIATE**. Does anyone remember the dictionary definition?

[unsuitable; improper]

What about the definition we came up with, it was a bit longer?

[Anything that makes another person feels uncomfortable or unwanted. Includes: physical violence, unwanted touching, teasing/making fun of someone.]

After this, we split you up into separate groups of boys and girls and came up with a **list of appropriate ways to show someone you like them**. What were a few that either group mentioned?

We talked about how hugging and kissing is inappropriate at your age and how **flirting can lead to hurting**, right? If it goes too far, it can send the wrong message and make another person feel uncomfortable. **Flirting does have limits**.

After this, we talked about the word **LOVE**. We discussed how loving ice cream isn’t the same as loving your family, right? There are **different types of love**; we talked about 5 yesterday. What are they?

- | | | |
|-------------------------|------------------------|------------|
| [•Love of Admiration | •Love of Enjoyment | •True Love |
| •Family/Friendship Love | •Crush or Puppy Love] | |



Notes:**Educator states:**

You then got a chance to be Dr. Love, responding to letters and giving advice to people in certain situations. You all responded in appropriate ways, some of you even referred to the different types of love in your response.

We are not encouraging anyone to date, but we are encouraging you to keep your **interactions with someone you may have special feelings for appropriate.** Whose choice is it to do this?

[Your choice]

And we know that,

The choices you make...**NOW** will affect you...**LATER!**

[Let students know that if they need a question card or an extra one to please go see an educator.]



Notes:**Educator states:**

Today we are going to look at how your feelings and emotions change as you grow up. There are days you might be feeling sad, and other days you may feel happy. Those changes are normal as you go through puberty. The way you feel about your family and friends also change. Today we are going to be talking more about that.

We are going to look at two young people and see if you can identify with anything that is going on in this story. We want you to pay attention because we are going to be asking questions as we go along.

Educator highlight:

As you present the story, you will pause the video periodically to ask questions. Make sure that you relate key elements of the story to previous lessons and classroom activities, such as the Different Types of Love, Emotional Needs, etc. It is also appropriate at this time to acknowledge that students may come from many different types of families, some of which may be very different from Brandon and Michelle. Affirm the fact that it is not how a family **looks**, but the relationships, that make it special.



Notes:

[Play the Brandon and Michelle Grow Up video. The questions are embedded in the video. Put the video on pause to ask questions.]

Video:

Brandon and Michelle grew up very close. Both their mother and their father always told them to look out for each other and there was nothing more important than family. Brandon and Michelle did almost everything together as they grew up. They would ride their bikes to the park, play on the swing sets, and slide down the slide. They loved to play freeze-tag and play ball, and whenever the other children in the neighborhood would pick teams, they always wanted to be together. Even at home, they would play video games like Mario Brothers together and share all their other toys.

As Brandon and Michelle grew older, Brandon began liking to play video games while Michelle began to stay in her room talking on the phone or using the family computer in the living room. Now when they would go to the park, Michelle chose to sit and talk with her friends while Brandon would play football with his. The only reason why they went to the park together is that their parents would not let them travel through the city alone. "You have to look out for each other!" their mother and father would say as they walked out the door.

Brandon and Michelle's parents worked extremely hard to give them everything they needed. "There is nothing more important than your education!" was their parents' motto. When their dad got home late at night after working all day, he would sneak into their rooms, ask about their days, and kiss them on the forehead before he ate the dinner mom left wrapped up in the oven for him. Their mom often left for her nursing job before their dad returned home, but each time she left she always made sure to say, "Brandon do your homework!" and, "Michelle we got that computer for your schooling not for your playing!" Brandon and Michelle were usually off to school before their mom returned so their dad often prepared breakfast. "Be good in school today!" he told them as they ran out the house to catch the bus.

[Press pause. Ask students,]

Educator states:

How did Michelle and Brandon's parents show their love to their children? How did they meet their emotional needs?

[For safety, affection, support, etc.]



Notes:**Video continues:**

Now that Brandon and Michelle were entering middle school, they both had begun puberty. Michelle wanted to be with her friends even more than she did before and barely ever did anything with her brother. Brandon often asked his sister if she wanted to go to the park or do something like they used to, but her answer was always 'no.' Whenever they did go out, because their parents still told them they had to stick together, Michelle would always get dressed up and Brandon would put on any sneakers and pair of jeans. "Ewww!" Michelle sometimes said. "You look scrubby!" "You're scrubby yourself!" Brandon would say back to her trying to hide his hurt feelings.

[Press pause. Ask students,]

Educator states:

How did Brandon and Michelle's relationship change as they grew older?
Do you think that they still loved each other?

Video continues:

Their parents continued to work very hard and gave them everything they asked for as long as they earned good grades in school. Their parents could not understand why Brandon and Michelle were not as close as they were when they were smaller children still in elementary school. Brandon and Michelle did well in school and would chat with each other from time to time but they stopped hanging out together.

[Press pause. Ask students,]

As they grow up, how do you think their parents' actions and relationships should change? Are their ways that Brandon and Michelle can still show that they love each other? Their parents?

We can see from our story that as Michelle and Brandon grew up, their relationships with each other and with their parents changed. The important thing to remember is though you will change as you grow and mature, there are always ways that you can show your family that you love and respect them.

We just talked about things that Brandon and Michelle's parents did to show them that they loved them. **What are some things that your parents do to show you that they care about you?**



Notes:**Educator states:**

Your body and emotions are changing and it is a normal part of growing up. The way that you express your love and emotions to your parents and other family members is changing, too. When you were younger, your parents were the primary ones to meet your emotional needs. Although they still are now, you may be looking more to friends to meet your needs for belonging, support, or recognition.

Even though this is happening as you go through puberty, you shouldn't use that as an excuse to disrespect your parents. Maybe you know someone who is disrespectful toward their parents. It's important to remember that just because you want to spend more time with your friends, you can still have a healthy loving relationship with your parents/guardians, and the people in your family.

We are going to spend some time brainstorming ways that we can show our parents that we love them.

Two main ways that you can show your parents that you love them is to be respectful and responsible. Make sure that the ideas that you come up with involve you being respectful and responsible.

Educator highlight:

Divide the class by birthday months (Jan-June Group1, July-December Group 2) and have them come up with different ways to show their parents/guardians that they care. Be sensitive to the fact that every child is not in the ideal home and that students might need some encouragement to come up with ideas for this activity. This is not a competition; it is a brainstorming session.



Notes:**Educator states:**

You came up with some great ideas for that last activity. It's important for you to have a healthy relationship with your parents/guardians. As we mentioned before, it's normal for you to be spending a lot of time with your friends right now. It is also important for you to have healthy relationships with your friends.

Educator highlight: Hang up/display the Healthy or Unhealthy poster or ask for volunteers. Read off each card and have the students tell you whether to place the card under healthy or unhealthy.

We are going to look at some things that are healthy in a friendship and some things that are not healthy. A healthy relationship is one that builds up and protects the mind, body, and emotions of everyone involved. I am going to read off a quality of a relationship and you are going to tell me whether it is healthy or unhealthy.

[Pass out the Recognizing a Healthy Relationship (Handout 6.5.4) once you are done with the Healthy and Unhealthy poster activity.]

Now that you know what healthy and unhealthy characteristics are, we are going to see what this looks like in some different scenarios. I am going to present some scenarios to you and you are going to help me act them out. Then you are going to tell me if this is a healthy or unhealthy relationship.



Notes:
Educator highlight:

Choose one student at a time to help you act out each Healthy or Unhealthy Scenario card or Alternative Inclusive version ([6.5.5.1](#)). Let the student play the part of the friend that either has the healthy or unhealthy traits. You, as the educator, will be on the receiving end of that behavior. This way you avoid saying something that might inadvertently hurt the feelings of the student volunteer. Give positive feedback after the skits.

Educator states:
Healthy or Unhealthy Scenarios:

- **Scenario 1 - Controlling (Unhealthy)**
One friend is being controlling and yells at his friend.
- **Scenario 2 - Compliments (Healthy)**
One friend has a new shirt and the other friend compliments him/her by saying it looks good on them.
- **Scenario 3 - Lying/Stealing (Unhealthy)**
One friend steals something from another friend and lies when he/she is confronted.
- **Scenario 4 - Helpful/Respectful (Healthy)**
One friend is sad because their team lost an important sports game. The other friend tries to cheer his/her friend up by offering to go out with them for ice cream.
- **Scenario 5 - Mean (Unhealthy)**
One friend has a new outfit. His/her friend thinks it is ugly and says so in a mean way.
- **Scenario 6 - Respectful/Helpful (Healthy)**
One friend is trying to play basketball but keeps missing the basket. Their friend tries to help them by patiently giving pointers on how to shoot better.
- **Scenario 7 - Honest/Trustworthy (Healthy)**
One of your classmates loses some money. It falls out of their pocket. Another classmate finds it and returns it to him/her.
- **Scenario 8 - Helpful/Loyal/Compliments (Healthy)**
One friend gets a good grade on a test, but gets made fun of by another friend. A third friend defends him/her. They then ask, "Can you help me study for the next test? I think you are really smart!"
- **Scenario 9 - Cares about your feelings/Helpful (Healthy)**
One friend is sad because his/her dog just ran away. One friend cheers him/her up by offering to help find the dog.



Notes:**Educator states:**

So it's important that you understand what is healthy in a friendship and what is unhealthy. Remember you are the one that can choose what kind of relationship you want to be in with family and friends.

Remember what we say at Healthy Futures...

The choices you make...**NOW** will affect you...**LATER!**

[Pass out Parent/Trusted Adult Connection Form Session 6.5: Healthy Relationships or Alternative Inclusive version [Session 6.5 I.](#)]

