

Real relationships

SPECIFIC OUTCOMES

Investigate the benefits of fostering a variety of relationships throughout the life cycle

Develop strategies to address personal roles and responsibilities in groups

Assess how roles, expectations and images of others may influence career/life role interests

- explore the characteristics of supportive relationships
- identify positive and negative qualities in people and how these affect others
- understand that positive role models influence others to make healthy lifestyle choices

CONTENT AND TIME (45-MINUTE LESSON)

6.1 Opening activity: Supportive relationships (10 minutes)

6.2 Ideal individuals or unpleasant people? (15 minutes)

6.3 Rating a role model (15 minutes)

6.4 Review: Relationship relevance (5 minutes)

REQUIRED MATERIALS

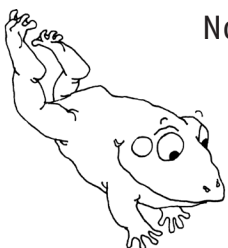
HANDOUT 6.1: Supportive relationships

HANDOUT 6.2: Ideal individuals or unpleasant people?

HANDOUT 6.3: Rating a role model

Chart paper

Notebooks



6.1 Opening activity: Supportive relationships (10 minutes)

Distribute HANDOUT 6.1: Supportive Relationships. Have the students read the definition of a supportive relationship, written at the top. In the head section of the characters provided, have the students record the names of five people who they feel play a positive and an important role in their lives. Explain that these people can be family members, friends, teachers, classmates, neighbours or whomever the students feel fits the description given. Inside the body of each character provided, the students will write what they like best about that person. Emphasize that the students will be invited to contribute a name or two from their work, only if they volunteer to do so. Describe ideas upon completion.

6.2 Ideal individuals or unpleasant people? (15 minutes)

Brainstorm two lists on chart paper entitled (1) Positive Qualities and (2) Negative Qualities. Be sure to keep these lists, as you will make reference to them again in lesson seven. Have the students think about positive and negative qualities in family members, friends, teachers, classmates and neighbours. Ask the students why they would want the people close to them to possess certain traits. You may complete one list before beginning the next, or you may prefer to do both at once, as the two lists are rather opposite. Stress the importance of identifying qualities, not specific individuals. Encourage the students to think of creative words for each chart. The following lists provide an assortment of ideas:

Positive qualities

PEOPLE ARE:

Able to listen
Trustworthy
Positive in outlook
Loyal
Considerate
Courageous

Negative qualities

PEOPLE ARE:

Gossipy
Dishonest
Negative in outlook
Disloyal
Thoughtless
Cowardly

Cautious	Reckless
Kind	Rude
Compassionate	Mean
Energetic	Uninterested
Humorous	Boring
Responsible	Unreliable
Fair	Unreasonable
Patient	Impatient
Sensitive	Indifferent
Generous	Greedy
Grateful	Selfish
Dependable	Suspicious

Next, distribute HANDOUT 6.2: Ideal Individuals or Unpleasant People? Have the students discuss the picture they see and the symbolism — why do the instructions ask them to list the positive qualities on the bridge and the negative qualities in the water below? The students will write positive qualities they look for in a supportive relationship inside the rocks of the bridge. The negative qualities they try to avoid can be written inside the waves of the water. Clarify to the class that these qualities are not specific to friends alone. The students can include positive and negative qualities they see in family members, teachers, classmates or any person with whom they have a close relationship. Remind them, however, not to use specific names of people. Once this is completed, have them respond to the third task in the clouds above the bridge.

6.3 Rating a role model

(15 minutes)

Photocopy HANDOUT 6.3 and have the students work independently or in pairs.. You may want to do a few examples together, to ensure that the rating scale is clear.

Ask the students to read the situations provided and rate the character's behaviour as being very negative, somewhat negative, neither negative nor positive, somewhat positive or very positive. Encourage the students to think about similar behaviours they see in themselves and in others. Challenge them to think about how they

can continually develop positive qualities in themselves, and how they can recognize and improve upon their own negative qualities. Also challenge them to consider their own relationships and whether or not these are supportive, positive and healthy.

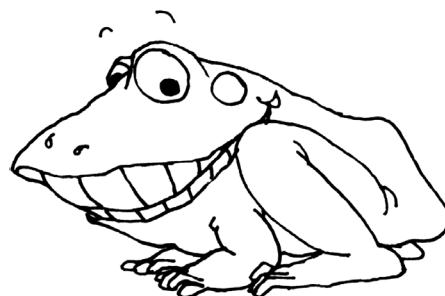
Have the students put the work they have completed in their notebooks.

6.4 Review: Relationship relevance (5 minutes)

Ask the students why they think supportive relationships are important in discussions about drugs, alcohol and gambling. After giving the class the opportunity to make this conclusion, clarify that young people who have supportive relationships are less likely to experience addiction because:

- They have positive role models around them influencing them to make healthy decisions
- They have positive role models to help guide them through difficult situations
- They can confide in, trust and lean on positive role models when they experience life's struggles, and when they need help coping and getting back on track

Check the class envelope and respond to any questions asked. Remind the class to continue collecting media samples and to have their ideas ready for lesson eight.



Supportive relationships

A supportive relationship is a **connection** between two or more people that involves the following:

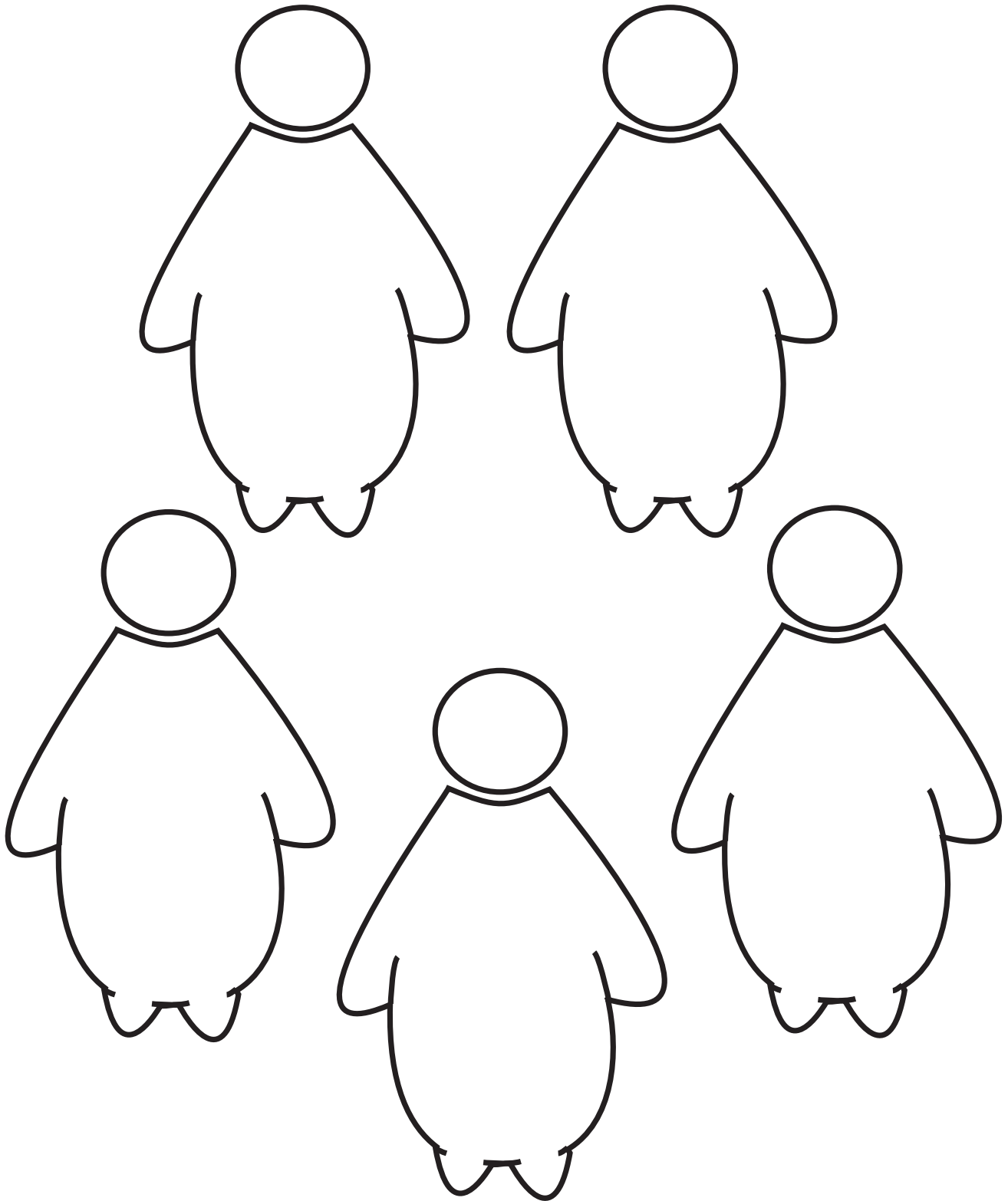
- **Assisting** each other
- **Comforting** each other
- Having a genuine concern for the **well-being** of each other
- Promoting the **interests** of each other
- Contributing to the each other's success
- Keeping each other from losing courage

Instructions:

1. Write the name of a supportive person you know inside the head section of each character on the next page.
2. Write what you like best about each person inside the body section of each character.

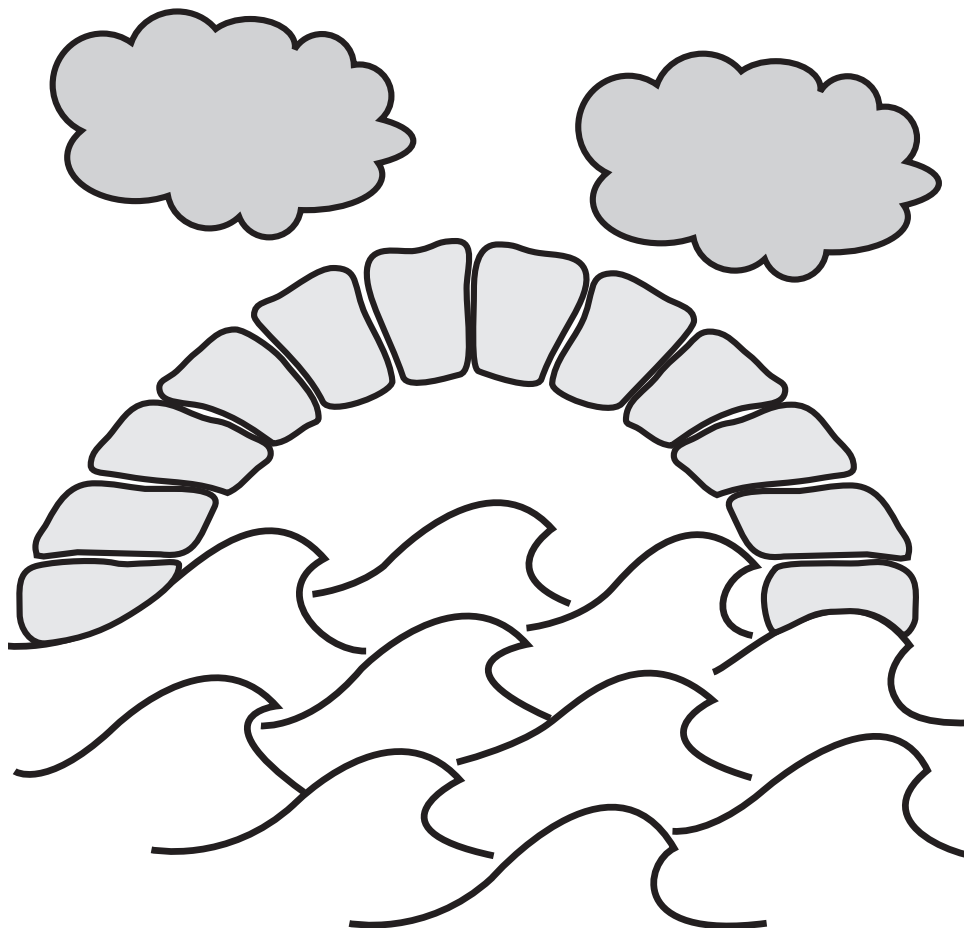


HANDOUT 6.1b



Ideal individuals or unpleasant people?

1. In each stone of the bridge, write a positive quality you appreciate in a person.
2. In each wave of the river, write a negative quality you do not appreciate in a person.
3. Think of a supportive relationship you have with a specific person. In the clouds above, give examples of the following:
 - a. An encouraging statement that person would say to you
 - b. Something thoughtful that person would do for you



Rating a role model

In the situations below, rate Ted's behaviour as being very negative, somewhat negative, neither negative nor positive, somewhat positive or very positive. Based on the rating you give, consider whether Ted is a positive or negative influence for Mia.

Mia and Ted go for a bike ride on the bike path. Ted has a bell on his bike to warn others that he is approaching. Ted rings the bell several times while speeding past people. He yells, "Out of the way, I'm coming through!"

- Very negative Somewhat negative Neither negative nor positive
 Somewhat positive Very positive

Ted invites Mia to his house to play video games. Ted has only one chocolate bar. When it is Mia's turn, he goes upstairs to take a few bites, without letting Mia know.

- Very negative Somewhat negative Neither negative nor positive
 Somewhat positive Very positive

Mia is upset because she does not understand the material on her math test tomorrow. Ted offers to help her study so that she will do well.

- Very negative Somewhat negative Neither negative nor positive
 Somewhat positive Very positive

Mia invites Ted to go to the theatre on Saturday. He agrees to meet her at 2:00 in the afternoon. He is 15 minutes late arriving, and they miss the first few minutes of the movie. Mia has noticed that Ted usually shows up late when they have plans to meet.

- Very negative Somewhat negative Neither negative nor positive
 Somewhat positive Very positive

HANDOUT 6.3b

Ted is really good at basketball. Mia notices that he practices daily to improve his skills. He enjoys basketball and he hopes to make the school team next year.

- Very negative Somewhat negative Neither negative nor positive
 Somewhat positive Very positive

Ted tells Mia that he did not do his homework because he watched T.V. all evening. When the teacher questions Ted about his incomplete assignment, he uses the excuse that he was feeling sick.

- Very negative Somewhat negative Neither negative nor positive
 Somewhat positive Very positive

Some grade six students are calling Mia names. When Ted sees this, he walks up to her and invites her to join him and his buddies at the park. Ted tells Mia not to worry about the grade six students because they tease everyone who is younger than they are.

- Very negative Somewhat negative Neither negative nor positive
 Somewhat positive Very positive

Ted dares Mia to do something that she is uncomfortable doing. When she refuses, he calls her a "chicken" and laughs at her. He tells his friends that Mia is a "goody-two-shoes."

- Very negative Somewhat negative Neither negative nor positive
 Somewhat positive Very positive

Mia likes hanging around Ted because they have lots of fun together. Sometimes, she feels like they always end up doing what Ted wants to do. She makes suggestions, but each time, he has other plans for them that he says are more interesting.

- Very negative Somewhat negative Neither negative nor positive
 Somewhat positive Very positive

HANDOUT 6.3c

Ted and Mia are with a group of friends. Some of the friends start to throw rocks at cars driving by. Mia begins to walk away because she does not want to be involved. Although Ted does not join in and throw rocks, he does not ask his friends to stop, nor does he walk away.

- Very negative Somewhat negative Neither negative nor positive
 Somewhat positive Very positive

Mia is nervous about playing hockey in phys-ed class. She does not play as well as her classmates and she is afraid others will make fun of her. Ted lifts her spirits by telling her that she is good at shooting the ball in the net and she is faster than most of the class. He encourages her to have more confidence. He always says, "If you believe in yourself, you can do anything."

- Very negative Somewhat negative Neither negative nor positive
 Somewhat positive Very positive

