

Objective

By the end of this lesson, students will be able to describe the connection between their values and healthy behaviors in relationships.



Bold—Teacher’s script

Italics—Anticipated student responses

Prep

- Completed student handouts from Lesson 20
- Display list of values from Lesson 20
- Whiteboard or large piece of paper
- An example of a healthy relationship from your own life
- Small groups (three students per group)

Lesson Notes

- The relationships addressed in this lesson are all types of relationships, not just romantic relationships.
- Eighth grade students are typically curious about dating, or may already be dating. In this lesson, there’s one question about healthy dating relationships. Having students recognize when a dating relationship is not healthy can help prevent abuse and bullying in their dating relationships.
- Have students save their handouts. They’ll need them to complete the Activity in Lesson 26.

Program Themes

Relationships, Values

CASEL Core Competencies

Self-Awareness, Social Awareness, Relationship Skills

Warm-Up (3 min.)



Review the previous lesson: **In the last lesson, we identified some of our core values and explored how our behaviors show us what we value. Who can recall some of the values we talked about?** Call on students at random to respond. *Humor. Perseverance. Gratitude. Honesty. Kindness. Integrity.*

Set the purpose of today’s lesson: **Today we’ll examine the connection between our values and healthy relationships.**



We all have many different kinds of relationships. Who are some people you have relationships with in your life? Have students do a Think, Pair, Share, then call on students at random to share what they discussed with the class. *My best friend. My sister. My parents. My grandparents. My cousins. My neighbor. My coach.*

Read the Warm-Up prompt on the screen aloud.

Have students write their responses in the Warm-Up section of their handouts.

When they’re finished, have students share their responses with a partner.

Call on students at random to share their responses with the class. As they do, write the words or phrases they use to describe the actions or behaviors that make the relationship positive on the paper or whiteboard. *We listen to each other. We encourage each other. We are honest with each other. We respect each other. We enjoy the same things. We care about each other.*

Building and sustaining relationships requires effort from both people.

Discuss (6 min.)



Most of the behaviors you described are signs of healthy relationships.

Give an example of a healthy relationship from your own life or use the following example. **For example, when I'm having a rough day, I can call my best friend. I know they'll listen. I also know they'll encourage me and I'll feel better after talking with them.**

What are some other behaviors that are signs of a healthy relationship? Give students think-time, then call on students at random to respond.

Click the button on the screen and read the signs of healthy relationships aloud.

Why do you think they're called "healthy" relationships? Give students think-time, then call on students at random to respond. *They make you feel happy. They're beneficial for both people. They help you grow in positive ways. They're supportive and encouraging.*

Are any of these behaviors particularly important in a dating relationship? Why?

Have students do a Think, Pair, Share. When they're finished, call on students at random to share what they discussed with the class. *Important behaviors: Respecting each other's boundaries. Not be controlling. Not putting each other down. Why: To make sure it's not an abusive or unhealthy relationship.*

Activity: Values in Healthy Relationships (14 min.)



Healthy relationships are usually built on a shared set of values that helps guide us in how we treat each other.

Have students take out their handouts from the last lesson.

In the last lesson we identified some of our personal values. Today we'll think about which of these values is most important to us in a healthy relationship.

Read the instructions on the screen aloud.

Click the button on the screen and read the example aloud.

You can use the values you wrote on your handout in our last lesson, choose from the list we made together in our last lesson, or think of something different. Point out where the list is displayed in the room.

Have students complete the Activity on their handouts. If students need help describing how their values guide their behavior in their relationships, ask them these questions: **How do these values show up in your relationships? Think about how these values affect your behaviors and attitudes.**



Group students into small groups of three.

Now you'll share two of the values you chose with your small group.

Read the instructions on the screen aloud.

Give students five minutes to discuss their values as a group.

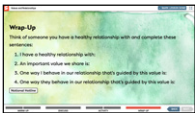
Activity: Values in Healthy Relationships (cont.)

When groups have finished two rounds, discuss their responses as a class.

Raise your hand if the values you chose today were also in your top five personal values from the last lesson? Wait for students to raise their hands.

Were there people in your group who had the same values, but had different reasons for why they're important? Did they describe different behaviors that are guided by that value? Call on volunteers to respond.

Wrap-Up (2 min.)



Read the Wrap-Up prompt on the screen aloud.

Have students write their responses in the Wrap-Up section of their handouts.

Today we took a closer look at the connection between our values and how we behave in healthy relationships. Later in this unit we'll also talk about what to do if we're in unhealthy relationships.

If you think you or someone you know might be in an unhealthy relationship, there's a national hotline you can contact for advice and support.

Click the button on the screen and read the URL aloud.

Remind students to save their handouts.

Conclude the lesson: **In our next lesson, we'll start to analyze conflicts and learn how understanding other people's perspectives can help prevent conflicts from escalating.**

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