

**National Health Education Week
2005**

**Healthy Choices:
Family Life Education**

Lesson Plans: Grades 6-8

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Grades 6-8: Lesson 1

Relationships

Objectives

Students will:

1. Explain the importance of friendships with people of the same sex.
2. Explain the importance of friendships with people of the opposite sex.
3. Describe characteristics of a healthy relationship.

Assessment

Teacher will:

1. Observe student understanding of friendship dynamics and coping strategies through discussion.
2. Evaluate letter responses for understanding of various strategies needed to communicate with friends or loved ones.
Also, use this lesson as an opportunity to review letter writing format and general email/instant messaging/letter writing etiquette.

Materials needed

- Chalk board/marker board + chalk/markers
- Possible advice column letters (1 per student)

Things to do before

- Teacher should think of personal examples to share throughout lesson.
- Make photocopies of possible advice column letters.

Language development

self-esteem: taking pride in oneself, respect in oneself

reciprocity: something done mutually or in return

commitment: devotion or dedication to a relationship

boundary: the invisible line that defines where you end and something else begins

Lesson

Full Group: It is important for everyone to feel comfortable with males and females. It is also important to respect each other as classmates, friends, or acquaintances.

Small Group: Place students in groups of two with a girl and boy in each group. If there are extra girls or extra boys, then place them in groups of three. Have each students share their answer to the following questions with their partner. The purpose of this activity is to encourage boys and girls to see the opposite sex as friends. They need to see each other as equals because they will realize that sometimes people of the opposite sex are similar to them, even though there will also be many differences. [Teacher: be sure to facilitate conversation among groups].

- A. Pet peeves.
- B. What I want my life to be like when I am older.
- C. My favorite moment.
- D. Things that scare me.
- E. Things that excite me.

Full Group:

- Once the activity is complete, ask students if they learned anything. Ask them if they felt uncomfortable talking to someone of the opposite sex one-on-one.
 - Students should realize that friendships help people feel good about each other. Most people have many friends and acquaintances that are of the same sex as them, but fewer friends and acquaintances that are of the opposite sex. The friendships that we have are important because friends support each other.
 - Many skills are needed to begin, continue and end a friendship.
 - A. When trying to build a friendship, it is important to be interested in others and show it. This means listening to others when they speak and be open and friendly. It is important not to put others down or insult them. When people are shy it is difficult for them to open up and make new friends.
 - Ask students what they think are important qualities to have when making a first impression. (Make sure to add appearance, good posture, self-confidence, facial expressions and communication skills if they are not mentioned in the discussion.)
 - B. When trying to maintain or continue a friendship, it is necessary to love and respect that person. Mention that communication, understanding and being considerate are also very basic skills to have with friends.
 - C. Ending a friendship usually occurs when one person betrays another. Sometimes friendships end because one person moves away, but that is beyond the control of the friendship, unless the friends try to keep in touch.
 - Ask students to share a situation in which they settled a difference with a friend. What did they do to solve the problem? Did the relationship between the two people change? Think of a personal example to share with the class. Have the class discuss the effectiveness of the settlement. Could they have done anything different, or did they handle the situation in the best way possible?
4. Start a discussion about love. Have the class discuss what love is. What does the word mean to them? Have students tell how they show their love to others.
- Explain to the students that there are different types of love and that people love other people in different ways. The love for a parent is different than the love for a friend, which is different than the love for a boyfriend or girlfriend.
 - People are capable of giving and receiving love.

- A way to enhance a loving relationship is by liking yourself. It is important to take care of yourself and love yourself in order to give and receive love the way you and others deserve.
5. Now start a discussion about dating because many teenagers and adults have romantic relationships. Before people commit themselves to a relationship, they should be friends and should spend time together and get to know each other. A solid friendship is the base for a strong, healthy, romantic relationship.
- A. On a small piece of paper, have each student write down the age they think they will be ready to start dating. Collect the papers and tally the ages on the board to see what age most of the students think they will be ready. Remind students that everyone has a different definition for what dating actually means, so just have them think of their own definition and at what age they will be ready to start that part of their life.
 - B. Tell students that it is okay if they are not ready to start dating now and even if they do not think they will be ready for many years. People have different values about when they think they will be ready to start dating. Some students may already be dating now and having intimate relationships, whereas other students may not be ready for quite a while.
 - C. Tell students that if they are already involved in intimate relationships, that they are not ready for sexual intercourse. Tell them that it is okay to have a boyfriend or girlfriend, but they should remain abstinent until they are ready to deal with possible consequences related to having sex, such as pregnancy and sexually transmitted diseases.
 - D. On the board make two columns, one labeled Healthy Relationships and the other Unhealthy Relationships. Ask the students to share qualities of healthy relationships and write them on the board. Do the same for qualities of unhealthy relationships.
 - Ask students if they know anyone in an unhealthy relationship? Do they know where that person could go to get help?

Activity

Have students write advice column letters for homework based on their own experiences or fictional ones. Do not have students write their names or the names of others on their papers to protect their privacy. Exchange letters and have classmates answer them.

 *Possible Advice Column Letters* 

1. Dear -----,

I just started at a new middle school in September. Ever since kindergarten, I have been best friends with the girl who lives next door to me. Now, all of sudden, we don't spend time together and it's like we don't have anything to say to each other. Does this mean we can't be friends anymore? What should I do?

Thanks for you help,
Anxious in Alabama

2. Dear -----,

This past week, my best friend has completely become a different person. She ignores me when she sees me in the halls, and won't return my phone calls. What should I do?

Thanks for your help,
Lonely in Louisiana

3. Dear -----,

My friend has a new girlfriend, and now he hangs out with a different crowd. It's like he forgot I even exist. Is the friendship over? What should I do?

Thanks for your help,
Left Behind in Lexington

4. Dear -----,

I have just started at a new middle school, but my two best friends go to a different middle school in another neighborhood. Do I have to make new friends? How can I keep the friends I have?

Thanks for your help,
Alone in Arizona

5. Dear-----,

My best friend just started smoking and wants me to try it, too. I'm not interested, and I just don't feel like we have much to say to each other anymore. I don't want to hurt his feelings, so how do I end the friendship?

Thanks for you help,
Not interested in Nebraska

6. Dear-----,

My best friend has a major role in the school play, and all she ever does is rehearse and hang out with her drama friends. Is my friendship with her over? Can it be saved?

Thanks for your help,
Hopeful in Hawaii

7. Dear-----,

I've had a friend since the 1st grade. We've just always been friends. To be honest, though, he sometimes embarrasses me now, and the popular kids are always making fun of him. Sometimes I just want to tell him to leave me alone. I don't want to be mean, but how else should I handle the situation?

Thanks for your help,
Embarrassed in Eerie

8. Dear-----,

I'm a girl and my best friend is a boy in my class. My girl friends never let up, though. They always tease us and act like we should "go" together. It's not like that. How do I get them to accept the friendship for what it is?

Thanks for your help,
Fed up in Freeport

9. Dear-----,

My best friend has completely changed lately. One day he's all into doing well in school, the next day the only thing he cares about is being popular, the next day all he can think about is basketball, the next day he's depressed and doesn't care about anything. I can't deal with the constant change, and everything's always about him and his problems. We've been friends for a long time, but I'm thinking I don't want to friends with him anymore. What should I do?

Thanks for your help,
Confused in California

10. Dear-----,

I just placed first in our latest track team competition. My best friend is also on the team, and is acting differently towards me ever since. I'm guessing she's jealous, but what am I supposed to do? Not win to make her happy? No way. Does this mean we can't be friends?

Thanks for your help,
Upset in Utah

Grades 6-8: Lesson 2 Quality Family Time

Objectives

Students will:

1. Develop a strategy to spend more quality time with their family.
2. Identify the amount of time each day that is spent on individual activities.

Assessment

Teachers will:

Observe completion of all work.

Observe the functional autonomy of the group and the processes they go through during the completion of the group work.

Materials needed

- *Time* worksheet (1 per student)
- *Time* logs (2 per student)
- *Scripts* for the role-play (one script per actor)
- *Family Activity* Worksheet (1 per student)

Things to do before

- Make photocopies of the *Time* Worksheet, *Time* Logs, *Scripts* for the role-play, and the *Family Activity* Worksheet.

Language development

quality time: time during which one focuses on or dedicates oneself to a person or activity

communication: exchange of thoughts, messages, or information

Lesson

1. Full Group:

- Pass out the *Time* worksheet and have the students complete the worksheet.
- Then pass out the *Time* logs and tell the students to fill in the first log with the activities they did the day before.

1. Small Group: Once the students have completed their first time log have them break into groups of two or three students. Have them compare and contrast each other's time log.

2. Full Group:

- Instruct students that for the next day they are to complete a time log of activities they do, and whom they do them with.
- Pass out the *Time* worksheet and give students time to complete it.
- Pass out the *Family Activities* worksheet and have students complete the worksheet.
- Once students have completed their worksheet have them pair up and discuss what they wrote.
- Have volunteers discuss what the plan to do to increase quality family time.
- Ask for student volunteers to role-play for the different scenes. Pass out the scripts to the participants and then have them perform for the class.
- Have the class describe whether the skits demonstrate good use of family time or not.

Time Worksheet

Directions: Fill in the number of hours or minutes per day you spend doing each activity. (It may be helpful to have a calculator when completing this worksheet.)

Hours

In a day there are ____ hours.

In this time period I spend ____ hours sleeping, ____ hours at school ____ hours at home.

At home I spend ____ hours watching TV, playing video games or using the computer. I spend ____ hours talking with my friends.

I spend ____ hours with my family.

Now convert the number of hours you spend doing these activities to minutes. Remember that there are 60 minutes in an hour.

Minutes

In a day there are _____ minutes.

In this time period I spend _____ minutes sleeping, _____ minutes at school _____ minutes at home.

At home I spend _____ minutes watching TV, playing video games or using the computer.

I spend _____ minutes talking with my friends.

I spend _____ minutes with my family.

Personal Safety and Safe Behavior

Objectives

Students will:

1. Identify coping strategies for dealing with violent situations within the school.
2. Formulate ideas on how to make the school a safer environment.

Assessment

Teacher will:

1. Review written responses and editorials.
2. Observe discussions and role-plays.

Materials needed

- *Student Survey* worksheet (one per student).
- School dress code and discipline policies.
- Letter to parents (English and Spanish)

Things to do before

- Photocopy *Student Survey* worksheet.
- Obtain copies of school dress code and discipline code

Language development

assertiveness: bold and definite in character, confident

negotiation: act or process of dealing with another to reach an agreement

Activity 1

Have students write freely on responses to the following questions in their notebooks:

- Have you ever experienced, witnessed or felt threatened by violence in school?
- What do you think are some of the reasons students act violent?
- How do you feel about telling adults about violent threats? Does that make you responsible, a “snitch”, or both?
- Have you ever made a violent threat you didn’t mean? Give an example.
- How can somebody tell if a threat is serious or not?

Full Group:

- Share written responses with class.
- Discuss school dress code and discipline code: Why do we even need rules regarding clothing and discipline? Are the school’s policies effective methods of reducing violence in school? Why or why not? Are they too strict or not strict enough? Are there any inconsistencies in the way administrators deal with violent behavior? How can the dress and discipline codes be improved to best address violence?

Activity 2

Allow students to write editorials for the school newspaper that voices their opinion on the topics of school dress code and discipline codes.

Activity 3

Distribute the *Student Survey* on school violence. Ask them to complete the survey to determine the nature and extent of violence in the building. Explain to the students that the survey is anonymous, meaning they don’t have to give their names.



Full Group:

- Begin a discussion about what students can do to create a violence-free school environment. Use the results of the survey and produce an official Action Plan to be presented to safety officers/security guards and school administrators. Time permitting, students can administer the survey to other classrooms or other grades to gather more data for the action plan.

- Ask for student volunteers to role-play common school conflicts that might erupt in violence. Share strategies for avoiding violence when anger flares up. You can use the following suggested scenarios:
 1. Your teacher accuses you of cheating on a test.
 2. Someone says he or she saw your girlfriend or boyfriend holding hands with someone else after school yesterday.
 3. The person behind you keeps hitting you in the head with spit balls during class.
 4. In the lunchroom, someone trips you on purpose and you fall in front of everyone.
 5. Someone insults you to your face about the clothes and sneakers you are wearing.

Extension Activities

- In groups of three, have students prepare posters detailing specific strategies that could teach elementary school students (choose specific age group) violence prevention. Suggested ideas: active listening, decision-making, negotiation skills, assertiveness v. aggressiveness, resisting peer pressure, “I” messages.
- Have students create children’s books taking familiar characters and placing them in situations where the skills listed above must be used. (e.g.: the Grinch, Alice from Alice in Wonderland, Wilbur from Charlotte’s Web, Harry Potter, Three Little Pigs, Little Red Riding Hood)

 Student Survey: School Violence 

Dear Student:

This survey is anonymous. No one will know who wrote it! Please answer each question to the best of your ability so we can work to stop school violence before it starts. Thank you!

Where are violent acts most likely to occur (specific rooms, halls, stairwells, schoolyard, athletic field, cafeteria?)

When are they most likely to occur (before lunch, after lunch, after school, etc.)?

Are there places you feel particularly unsafe?

Where in the building do you feel the safest?

Do you feel violent students receive appropriate punishment? Why or why not?

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Full Group:

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When are they most likely to occur (before lunch, after lunch, after school, etc.)?

Are there places you feel particularly unsafe?

Where in the building do you feel the safest?

Do you feel violent students receive appropriate punishment? Why or why not?

How do the majority of fights and incidents that you've witnessed get started?

Do particular students seem to be more often the target of violence? Why?

What are teachers and other school staff doing or not doing about stopping or preventing violence?

Metal detectors: When are they needed? Are they effective? Are they genuinely a solution to the problem of school violence?

Any additional comments?

How do the majority of fights and incidents that you've witnessed get started?

Do particular students seem to be more often the target of violence? Why?

What are teachers and other school staff doing or not doing about stopping or preventing violence?

Metal detectors: When are they needed? Are they effective? Are they genuinely a solution to the problem of school violence?

Any additional comments?

1. Do you feel that your family uses family time well? Why/why not?

2. What could be done to improve the quality of the time spent with your family?

3. What barriers does your family have to spending more time together?



Role Play Skits

Role Play 1

Mom: Hi Johnny, how was your day at school?

Johnny: It was fine; let me show you what I did in school today.

Mom: That is so nice, Johnny. Let me put it on the refrigerator so that your father can see this magnificent masterpiece.

Johnny: Thank you, mom.

Role Play 2

Dad: (on the couch watching TV) You brat go and get me a beer.

Loraine: Yes, daddy.

Dad: This beer is not cold. Where in the world did you get it from. I have told you a million times before that my beer is to be frosty cold in a new clean stein.

Loraine: I am sorry, daddy.

Dad: Don't be sorry. Do it better the next time or I may not be as nice.

Loraine: I will, daddy.

Dad: Let me sit here and enjoy this warm beer you brought me.

Loraine: (walking out of the room) Yes, daddy.

Role Play 3

Mom: Hi, Joan.

Dad: Hi, sweetie.

Joan: Hi.

Mom and Dad (together): How was your day today?

Joan: It was good. How was your day?

Mom: It was good. I got to work and there was nothing new to do today so I got caught up on the other work that needed to be done.

Dad: It was ok. I got my work done but my boss made my day difficult.

Joan: That's good.

Mom: Joan, would you help me prepare dinner by setting the table?

Joan: Sure thing. By the way what are we having?

Dad: I am making burgers and hotdogs on the grill.

Joan: That's great!

Mom: What homework do you have tonight?

Joan: Not a lot. Some math, reading and an art project.

Dad: Do you need any help with any of it?

Joan: Thanks, Dad. I'll let you know. Now let's eat!
(Family sits down and eats.)

 **Time Log 1** 

In the following time log place the activities that you did yesterday. Place the name of the activity on the left box that corresponds with the time. In the right box indicate whom you did this activity with.

Time	Activity	Who I was with
12am		
1		
2		
3		
4		
5		

6		
7		
8		
9		
10		
11		
12pm		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

 **Time Log 2** 

When you do an activity tomorrow place it in the following time log. Place the name of the activity on the left box that corresponds with the time. In the right box indicate whom you did this activity with. Monitor yourself regularly and do not forget to keep track of what you are doing and whom you are doing it with.

Time	Activity	Who I was with
12am		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12pm		
1		
2		
3		
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11		