

## PLANNING

3.3

## Healthy vs. Unhealthy Friendships

Many times unhealthy relationships lead students to get involved in situations that have a negative impact on their personal and academic goals. Understanding the difference between healthy and unhealthy friendships helps students make informed and healthy decisions about the relationships they develop now and in the future.

## SEL COMPETENCIES

Social Awareness, Responsible Decision-Making, Relationship Skills

**SKILLS** perspective-taking, analyzing situations, communication

## MATERIALS

- ✓ Discovering Projectable 3.3.1
- ✓ Connecting Projectable 3.3.2
- ✓ Reflecting Projectable 3.3.3
- ✓ Student Handout: Practicing
- ✓ Family Connection Worksheet

## CLASSROOM CONFIGURATION

- D** whole class **C** whole class  
**P** individuals **A** individuals

## OBJECTIVES

Students will

- ✓ identify the qualities of a healthy friendship;
- ✓ analyze situations and consider the consequences of risky behaviors;
- ✓ clarify the difference between healthy and unhealthy relationships with peers.

## SKILLS Progression

**LAST YEAR**, students identified the reasons for friendships and importance of mutual respect.

**THIS YEAR**, students clarify the difference between healthy and unhealthy relationships.

**NEXT YEAR**, students will examine the role giving and receiving constructive criticism plays in a positive relationship.

**D** DISCOVERING 10 MINUTES

Lesson Link

## ACTIVITY 1



**ASK:** *What are some of the qualities of a healthy friendship? What makes a friendship unhealthy?*

Show **Discovering Projectable 3.3.1**. Have students review the projectable. Ask them how their ideas of a healthy vs. unhealthy friendship compare to the chart?

Summarize by telling students that there is no such thing as a perfect friend, but healthy relationships are built on respect, honesty, trust, and communication. We know a relationship is unhealthy if there is intimidation, dishonesty, violence, or if people are trying to get you involved in situations that could cause harm to you or your loved ones.

**3.3.1**  
**DISCOVERING** **Healthy vs. Unhealthy Relationships**

Healthy Relationship Both People:	Unhealthy Relationship One or more people:
Trust, respect, and support each other	Try to control or manipulate the other
Feel secure and comfortable	Make the other person feel bad about themselves
Are not violent with each other	Ridicule or call names
Enjoy spending time together	Dictate how the other dresses
Takes an interest in each other's lives: school, clubs, friends, family, etc.	Criticize the other's friends
Communicate clearly and openly	Overly possessive or jealous behavior
Make healthy decisions about alcohol or other drugs	Push, grab, hit, or damage personal objects
Encourages each other to pursue positive personal or academic goals	Use physical force or threats

**C** CONNECTING 15 MINUTES

## INSTRUCTION




**SAY:** *It is not always easy to determine if the relationship with our peers and others is healthy or unhealthy without taking a closer look at the situations we find ourselves in with our peers. You can use a technique called "The 3Cs" to analyze how you interact with your friends and decide if the relationship is healthy or unhealthy.*

Display **Connecting Projectable 3.3.2** and briefly review the 3Cs with the class. Then read the following scenario and invite students to discuss it using the 3Cs as discussion prompts.

**SAY:** *You are a cashier at a major sporting goods store. Your best friend wants to come to your register to make purchases for the two of you with a stolen credit card.*

**3.3.2**  
**CONNECTING**

Clarify	Consider	Choose
<ul style="list-style-type: none"> <li>• What are you being asked to do?</li> <li>• With whom?</li> <li>• When?</li> <li>• Where?</li> <li>• Is this honest?</li> <li>• Is this respectful?</li> </ul>	<ul style="list-style-type: none"> <li>• What happens if I say yes?</li> <li>• What happens if I say no?</li> <li>• What would happen if I got caught?</li> <li>• Will I hurt anyone physically or emotionally?</li> </ul>	<ul style="list-style-type: none"> <li>• Yes, this is a healthy situation</li> <li>• No, this is an unhealthy situation</li> </ul>



## Community Connection

Encourage students to create posters extending friendship to new students and visitors to the school. Have students find translations for the word “friendship” in multiple languages and write them on the posters. Then students can add clippings from magazines or newspapers displaying examples of friendship from all over the world.



## Family Connection

Have students use the Family Connection Worksheet to have a discussion with a parent or caregiver about the importance of healthy friendships.



## Applying Across the Curriculum

**ART** Create a bulletin board with the theme of healthy relationships. Have students use the space to educate the rest of the school about the qualities of healthy relationships and the 3Cs Technique for analyzing situations.

**MATH** Survey a random sample of students on the qualities they most value in a friend. Develop a colorful bar graph to display in a school hallway. Ask for permission to announce the results over the school public address system, especially any surprising results.

### CLARIFY:

- What exactly are you being asked to do?

### CONSIDER:

- What are the possible outcomes if they say yes? No?
- What are some possible consequences for the outcomes you described?
- Who can be impacted by these consequences? How and why?

### CHOOSE:

- Is this a healthy or unhealthy situation?

Summarize by telling students that it is not abnormal for friends to try to persuade you to do something that you don’t want to do. It is up to you to take a closer look at the situation and determine if this request represents an unhealthy relationship that could hurt your personal or academic goals.



## PRACTICING

20 MINUTES

ACTIVITY 2

Explain to students that they are going to have the opportunity to practice analyzing situations using what they know about healthy and unhealthy relationships and the 3Cs technique.

Distribute the **Student Handout Practicing**. Assign each student a scenario. Tell students they will take 5 minutes to review the scenario on their own using the 3Cs technique to clarify what is being asked of them, consider one or two possible outcomes and consequences, and choose if they think this situation represents a healthy or an unhealthy relationship. After the five minutes are up, lead a group discussion for the first scenario using the following prompts. Repeat until all scenarios have been discussed.

- What did you clarify about the situation?
- What outcomes and consequences did you consider? Besides yourself, who did you consider in these outcomes and consequences?
- Describe the healthy or unhealthy relationship qualities the best friend is demonstrating?
- Would this situation make you question the relationship you had with your best friend?
- Based on this situation, what advice would you expect from a responsible adult?

**ASK:** *Can a relationship shift from being healthy to unhealthy or vice versa?*

Summarize by telling students that there will be times when they have to say no to their friends, and understanding how to analyze a situation may also help them discourage their friends from getting into risky situations.

## Reflecting

Display **Reflecting Projectable 3.3.3**. Students use their class notebooks to reflect individually and as a class on what they learned in this lesson.

<b>What?</b>	What are three healthy qualities that you value in a relationship?
<b>So What?</b>	What is a benefit of analyzing a situation before you decide to get involved?
<b>Now What?</b>	How can you apply the 3Cs to be a better friend?

## A APPLYING 5 MINUTES

Have students analyze a time when they had to suffer consequences because a friend led them into a bad situation. Have students use the 3Cs to describe the scenario and offer their reflections about how their behavior might be different after this lesson.

## ASSESSING

**PRACTICING (INFORMAL FORMATIVE ASSESSMENT)** Review the Reflecting Activity to assess how well students understand the 3Cs techniques and if they are able to identify qualities of healthy and unhealthy relationships.

**APPLYING (FORMAL FORMATIVE ASSESSMENT)** Have students use their own words to describe the 3Cs technique and how it helps them determine if a relationship is healthy or unhealthy. Invite students to reflect on a past situation that would have turned out differently if they had applied the 3Cs technique.



## Practicing Resource: Student Handout

**3.3**  
**PRACTICING**

Name: \_\_\_\_\_

Use the 3Cs to analyze the following scenarios.

**1**

Your best friend calls you upset saying that he just got into a fight with some kids from a rival school. He wants you to go with him to the skating rink next week to retaliate.

**2**

One of the kids at your school is having a party while their parents are out of town. The last time they had a party, several students were arrested for underage drinking. Your parents were disgusted by their behavior. Your best friend wants the two of you to be about going to the movies and go to the party instead.

**3**

You pick up your best friend to go to the mall. She gets into the car and announces she invited Kim to ride along. You and Kim don't have any personal issues, but you really don't like that she is a bully and is always involved in school drama. Kim hops in the car and your best friend asks her "Did you hear about Brandy and Jay breaking up after the game last week?"

**4**

You broke your leg during gym class last week. The doctor prescribed the same pain medication that your dad had after his back surgery. You took a few pills to make it through the first days following the injury, and now the bottle is just sitting in the medicine cabinet next to your dad's old prescription. Your best friend asks to introduce you to someone that would be interested in paying a good price for the rest of your pills.

## BUILDING SKILLS BEYOND THE LESSON

### Note It!

#### REINFORCEMENT

**APPLYING** Write a note of advice to a student that may be feeling pressure from a friend to get involved in a situation that could have negative consequences. Remind students to use complete sentences and reference the 3Cs technique, and qualities of a healthy relationship in their letter.

### Picture It!

**PRACTICING** Take photos of all your friends. Make a grouping or collage of the photos and find a word or phrase to place under each picture describing how you demonstrate the qualities of a healthy relationship.

### Write it!

#### ENRICHMENT

**APPLYING** Have students write a short story with two different endings about two friends contemplating getting involved in a risky situation. In one ending, the friends decide to go ahead with their risky plans. In the alternate ending, one friend uses the 3Cs technique to convince the friend that the plan is too risky.

### Be Encouraged!

**PRACTICING** Work with several students to come up with morning announcements that encourage students and staff to demonstrate the qualities of a good relationship. Ask the principal if the announcements can be made once a day for a month.