

Managing Healthy FRIENDSHIPS

Examine healthy relationships via vocabulary exploration, problem-solving, and creative writing.

Objective

Students will demonstrate their understanding of managing emotions and healthy relationships through a creative display.

Standards

CASEL Grs. 4–5

- Relationship skills
- Social awareness

CCSS ELA Grs. 4–5

- L.4.6 and L.5.6: vocabulary acquisition and use
- RI.4.1 and RI.5.1: making inferences using textual details
- W.4.3 and W.5.3: writing a narrative for an audience
- SL.4.4 and SL.5.4: presenting knowledge and ideas

Time

45 minutes

Materials

- Spread the Word About Healthy Relationships activity sheet
- Art supplies (paper, markers, colored pencils)
- Post-quiz printable or digital quiz at bit.ly/2Bhu9UD

1 Ask: *How do you act and speak with a close friend?* Ask for volunteers to offer examples (e.g., listen to what they have to say, laugh together, do nice things for each other, etc.).

2 Explain that students will explore four words that describe parts of a healthy relationship (*independence, communication, respect, and equity*). Then use the following steps:

- » Write *independence* on the board.
- » Have students brainstorm what they know about it (e.g., songs about independence, Independence Day).
- » Define it in the context of a healthy friendship (e.g., both people have time to themselves).
- » Create a sketch or symbol to represent the word (e.g., two people each surrounded by a dotted line).

3 Repeat this routine with *communication* (both people share feelings and listen to each other), *respect* (both people treat each other the way they would want to be treated), and *equity* (no one person controls the relationship).

4 Describe a scenario in which a character must navigate a situation with a friend. Ask students to predict the outcome of different actions.



Example: Raymond is feeling left out. His best friend Anthony is going on a trip with a classmate, and Raymond wasn't invited.

- » What would happen if Raymond:
 - a. stopped talking to Anthony?
 - b. told his friend Cynthia about how mean Anthony is?
 - c. told Anthony how he felt and asked to spend time together next weekend?

5 Explain that students will have a chance to share what they have learned about managing emotions, boundaries, or relationships. Hand out the Spread the Word About Healthy Relationships activity sheet and have students choose to create: a script for a skit (performance optional), a comic strip, or an illustration and caption.

6 When your class finishes their projects, host an Emotions Festival in your classroom during which students perform or display their work.

AFTER THE UNIT Have your class complete the post-quiz in hard copy or at bit.ly/2Bhu9UD to see how their knowledge of healthy relationships has changed. We'll send a \$100 gift card to six participating teachers as a thank-you!

Official Rules: bit.ly/33FqRa2

Name _____

Spread the Word About Healthy **RELATIONSHIPS**

★ **Congratulations!** You've learned great strategies for managing emotions, respecting boundaries, and having healthy friendships. Now it's time to help other people learn these skills too! **Answer the prompts to plan a scene for a skit, comic strip, or illustration.**

1. Brainstorm at least **three possible topics** for your project. Circle your favorite idea.

2. Describe **when and where** your scene will happen.

3. Describe the **characters** in your scene. What does each character want?

4. Describe the **conflict** or issue that the characters will face in your scene.

5. Brainstorm at least **three strategies** the characters can use to help manage the conflict. Then circle the strategies you will include in your scene.

6. On a separate sheet of paper, write the **dialogue or description for your scene**. Make sure your text demonstrates the characters' feelings and how they manage the situation.

