

# Lesson 5

## Building Healthy Friendships/Relationships

### Specific Expectations:

By the end of the course, students will:

- demonstrate an understanding of personal values that can lead to conflict
- describe solutions and strategies to address violence in the lives of young people
- demonstrate an understanding of the triggers of conflict

**NOTE:** Janna's Story , Chapter 2 can be studied in conjunction with this lesson

### Materials:

- Overhead Projector and Overhead Markers
- Blackboard and Chalk
- Choosing Healthy Friendships/Relationships (5.1 OH/H)
- Intercultural Relationships Questionnaire (5.2 OH/H)
- Rights and Responsibilities in Friendships/Relationships (5.3 OH/H)
- Rights and Responsibilities in Friendships/Relationships (5.3 REF)

# Teaching/Learning Strategies:

## Activity #1 (30-45 min)

- Hand out a copy of “Choosing Healthy Friendships/Relationships” (5.1OH/H) to each student.
- Read through the questions with the class. Using overhead “Choosing Healthy Friendships/Relationships” record student responses for questions #1-10. Students should also record collective responses on their handout.
- Students should complete Questions 9 and 10 individually. You may need to provide students with some examples or refer to yesterday’s role play and hand out on the roles people play in potentially violent situations. Select several students to read their examples to the class. You will be able to see if students are able to connect the roles people play in potentially violent situations to their experience.

## COMPARISON OF FRIENDSHIPS TO DATING RELATIONSHIPS

### Activity #2 (10-15 min)

- Lead a group discussion using the following questions. Read the questions aloud and/or write the questions on the board.

#### QUESTIONS:

1. Make a list of the qualities you look for in a girlfriend/boyfriend. (5 qualities)
2. Compare your list of qualities you look for in a friend (5.1 H) to the qualities you look for in a girlfriend/boyfriend?
  - a) What is the same?
  - b) What is different?

3. What and/or who influences your ideas/expectations of an ideal girlfriend/boyfriend?

It may be useful to ask the class to think about the role the media plays in helping people decide what the “ideal” qualities are for a girlfriend or boyfriend.

4. Do you think the lists of qualities in an ideal mate are different when males generate the list vs. when females generate the list? In what ways might they be different?

### ***NOTES TO TEACHER/YOUTH WORKER***

Point out to students that although they may think the opposite gender is only concerned with physical attributes, this is not the case. Most often, the lists completed by males and females are quite similar.

5. Optional question depending on comfort level of class:  
Would the lists be similar for individuals in a gay/lesbian relationship? Why/why not?

### **Activity #3:** (30 minutes)

- Distribute the questionnaire to students entitled “Intercultural Relationships” (5.2 OH/H). Have them work through the five questions on their own. Once all students have had a chance to fill in the blanks, create a sharing circle in the classroom. Alternatively, the Think, Pair, Share strategy can be used.
- Remind students of the skills of active listening and importance of turn-taking in the circle. The teacher may wish to use a talking feather, talking stick or talking stone to denote who has the right to speak at any given time. Although all students should be encouraged to participate orally, the ground rules of a sharing circle allow individuals the right to pass. If a student chooses to pass, they are still required to be attentive listeners and be respectful of all participants in the circle.
- It is suggested that, given the sensitivity of this topic, the teacher may wish to invite an Elder or traditional person in to participate in the circle. Opening the circle with a smudge can remind participants to be respectful of others as the issues are discussed. One may wish to make reference to the Medicine wheel in that all people on Mother Earth, regardless of culture, are welcome and will be respected in the circle.

**Activity #3**  
(10-15 min)

- Complete “Rights and Responsibilities in Friendships/Relationships Worksheet” (5.3 OH/H). Use (5.3 REF) when discussing with the class.
- Assign students a partner to complete the chart OR complete the chart using the overhead as a large group discussion.  
(Instructions are provided at the top of the worksheet.)

# Choosing Healthy Friendships/Relationships

1. Where did you meet your current friends?

- |  |  |
|--|--|
| <input type="checkbox"/> in your neighborhood      | <input type="checkbox"/> high school       |
| <input type="checkbox"/> outside school            | <input type="checkbox"/> at a party        |
| <input type="checkbox"/> through a family relative | <input type="checkbox"/> elementary school |
| <input type="checkbox"/> work                      | <input type="checkbox"/> other: _____      |

2. What qualities do you want in a friend?

3. What qualities do you possess that make you a good friend?

4. How do you evaluate a friendship?

a) What does a bad friend look like?

b) How does a good friend behave?

c) How do you know if you are being used in a friendship?

5. What's the difference between a friendship and an acquaintance?

6. From your experience, identify one friend or acquaintance your parent(s)/caregiver(s) think is a

a) "good influence" in your life

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

b) "bad influence" in your life

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

Parent(s)/caregiver(s)' reason why:

Parent(s)/caregiver(s)' reason why:

c) What parts of their reasons are accurate?

7. How does your friend/acquaintance ("good influence") affect relationships with

a) your parents/caregivers?

b) other friends?



# Intercultural Relationships

Examine the relationships you have or may not have with those within and outside of the Aboriginal community. Your teacher will give you some time to answer the following questions individually. After all students are done you will engage in small group discussion on the topic of intercultural relationships using the “Think Pair Share” strategy.

**1. THINK**

“Let me think about this on my own first...”

**2. PAIR**

“I wonder if my partner feels the same way I do. Let’s talk about it...”

**3. SHARE**

“Wow, what an interesting topic! Let’s have a small group discussion to see what others have to say...”

Check the column which best describes your feelings about each “I” statement.

“I” statement	Agree	It depends	Disagree
I think there is still a lot of racism against Native people in today’s society.			
In school I think that non-Native teens look down upon Native teens, like they are better than us.			
I prefer to have Native friends over non-Native friends because they “get” me.			
I think if Native people end up marrying non-Native people, eventually there will be no Native culture left in Canada.			

# Rights and Responsibilities in Friendships or Relationships

\* It is important to remember that in a friendship/relationship, you have certain rights but you also have responsibilities for your actions. Complete the following chart by outlining some of the rights and responsibilities involved in being in a friendship/relationship. Complete the chart by filling in at least four rights and responsibilities.

An example:

I have the right to state my opinion.

I have the responsibility to respect the opinions of others.

In a friendship/ relationship, I have the RIGHT to:	In a friendship/relationship, I have the RESPONSIBILITY to:

# Rights and Responsibilities in Friendships or Relationships

In a friendship/ relationship, I have the RIGHT to:	In a friendship/relationship, I have the RESPONSIBILITY to:
state my opinion	accept the opinions of others
set my boundaries	respect the boundaries of others
be heard	listen
say no	respect other people's limits
have other friends	encourage my partner/friend to have other friends
spend time with people I care about	give my partner/friend space to spend time with people who are important to him/her
have friends of the opposite sex	accept that my partner has friends of the opposite sex