

LESSON 4: Fishing for Healthy Relationships

Purpose

In addition to learning about the skills, students need to acquire information about characteristics of healthy relationships and ways to support healthy relationships. This lesson focuses on characteristics of potential partners in dating relationships. This information will then be discussed as it relates to other types of relationships in the next lessons.

NHES Performance Indicators

- Discuss the importance of healthy relationships on their social, emotional, intellectual, and physical health (indicators 1.8.1 and 1.8.2 or 1.12.1 and 1.12.2).
- Describe characteristics and benefits of healthy relationships, including healthy behaviors in a relationship (indicator 1.8.7 or indicators 1.12.1 and 1.12.7).
- Discuss the possible implications of unhealthy relationships on personal health and wellness (indicators 1.12.5, 1.12.7, and 1.12.8).
- For grades 6 through 8, apply effective verbal and nonverbal communication skills in small groups to enhance relationship health (indicator 4.8.1).
- For grades 9 through 12, use skills for communicating effectively with peers within small groups to prioritize characteristics of healthy relationships (indicator 4.12.1).

Objectives

See the NHES performance indicators in the previous list. There are no additional lesson objectives.

Skill Development Step

Step 4: skill practice (but note that the focus is on practicing communication during group work rather than a structured practice activity)

Materials

Materials needed for the Fishing for Healthy Relationships activity

Instant Activity

Interpersonal communication quiz (page \bb\). This is used as a review technique, not a graded quiz.

Introduction

After reviewing the quiz and the skill cues, introduce the lesson objectives. Tell students that today you will be focusing on characteristics of potential partners in romantic relationships.

Main Activities

1. Fishing for Healthy Relationships activity (page \bb\). (Be sure to collect each group's list as you will be using their ideas in the next lesson.)
2. Large-group discussion about how healthy relationships affect health and how communication is an essential component to healthy relationships

Closure

Preview the next lesson by telling students to think about how some of these characteristics might be important in other types of relationships in our lives (e.g., family or peers). Let students know that you will be discussing these other types of relationships in the next lesson.

Differentiation

- Include visuals for the relationship words.
- Include definitions for terms students may be unfamiliar with.
- Include words in students' native languages.

Resources

Search for a *great catch* at <http://flippedhealth.blogspot.com/>

Interpersonal Communication Quiz

LESSON 4

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- Describe characteristics and benefits of healthy relationships, including healthy behaviors in a relationship (indicator 1.8.7 *or* indicators 1.12.1 and 1.12.7).
- Discuss the possible implications of unhealthy relationships on personal health and wellness (indicators 1.12.5, 1.12.7, and 1.12.8).

Objective

Students will be able to apply information learned in a formative assessment.

Skill Development Step

Not applicable; this activity focuses on the functional information.

Duration

10 minutes

Materials

Copies of the quiz

Description

Students should take the quiz individually at the start of class. Review the answers as a class and review the skill cues for effective communication, refusal, and conflict resolution. An answer key for the quiz is provided in the web resource.

Modifications

Have students act out the statements in different communication styles and have students identify the style they used.

Submitted by Terri Bowman, middle school health teacher in Massachusetts.

Interpersonal Communication Quiz

Name: _____ Class: _____

Part 1

In the statements provided, determine if each statement is assertive, passive, or aggressive.

1. _____ "No, I don't feel like going out tonight. Maybe we can go out next week."
2. _____ "Why bother asking? My Dad never lets me do anything anyway."
3. _____ "What is wrong with you? You are such an idiot sometimes."
4. _____ "You better get my name out of your mouth or I'll slap you!"
5. _____ "I don't really want to, but I will if that is what you want."
6. _____ "I feel loved when you say that I look nice."
7. _____ "You are so fake! Get out of my face!"
8. _____ "Thank you for asking, but no, I don't want any McDonald's food."

Part 2

Read the situation, and then write how you would tell your friend "no."

Your friend wants you to steal \$20 from your father's wallet. Your friend says that your parents will never know, but you know that it's wrong to steal—and if your parents ever found out you would lose your phone and be grounded for at least a month. You don't want to lose their trust.

Write no in a passive way:

Write no in an aggressive way:

Write no in an assertive way:

Fishing for Healthy Relationships

LESSON 4

NHES Performance Indicators

- Discuss the importance of healthy relationships on students' social, emotional, intellectual, and physical health (indicators 1.8.1 and 1.8.2 or 1.12.1 and 1.12.2).
- Describe characteristics and benefits of healthy relationships, including healthy behaviors in a relationship (indicator 1.8.7 or indicators 1.12.1 and 1.12.7).
- Discuss the possible implications of unhealthy relationships on personal health and wellness (indicators 1.12.5, 1.12.7, and 1.12.8).
- For those in grades 6 through 8, apply effective verbal and nonverbal communication skills in small groups to enhance relationship health (indicator 4.8.1).
- For those in grades 9 through 12, use skills for communicating effectively with peers within small groups to prioritize characteristics of healthy relationships (indicator 4.12.1).

Objectives

See the NHES performance indicators in the previous list. There are no additional lesson objectives.

Duration

30 minutes

Materials

- Fishing rods or dowels with strings attached to resemble fishing poles
- Cards (You can find the cards in the web resource or make your own based on the characteristics in the Characteristics for Cards list.)
- Healthy Relationships Characteristics worksheet (see page \bb\)

Description

1. Working in small groups, students "fish" by using a fishing pole (dowel rod with a magnet that can pick up the cards that also have magnets on them) to pick up various cards with a relationship quality or personal characteristic on it.
2. The students then have to fill in a Healthy Relationship Characteristics worksheet by writing each quality in one of three columns (must have, significant, or not necessary for a healthy relationship). Students need to work together to decide as a group where the characteristics belong. This is an added challenge for students to have to collaborate with others to come to group decisions about what really matters in relationships. Their experience with this will also serve as a good discussion point after the activity.
3. Once the groups have a list of various qualities, stop the activity and ask questions such as:
 - How does this activity resemble real-life relationships?
 - What do you think are the two most important qualities to having a successful healthy relationship? Why do you think this?
 - What are two qualities you are missing from your current list?
 - Was it easy or challenging to decide where to place the characteristics? Did you often agree in your group? Disagree?

Tips and Extensions

- Assign roles in the groups or suggest taking turns in fishing and recording.
- Remind students to practice their effective communication skills as they decide where the characteristics should go.

Modifications

- This doesn't need to involve fishing. Students could just pick a card from a pile.
- Students could brainstorm the characteristics ahead of time (without knowing why). Their ideas could then be used in this activity.

Adapted from a submission by Andy Horne, high school health teacher in Illinois.

Characteristics for Cards

Same religion

Enjoys the outdoors

Shy and quiet

Handles stress

Smart

Committed to relationship

Happy most of the time

Short

Slim

Good provider

Values a beautiful home

Sense of humor

Likes your family

Independent

Wants to live in the suburbs

Nice body

Virgin (no other sexual partners)

Cigarette smoker

Life of the party

About the same age

Cooks

Wants to live in the country

Faithful

Respectful

Very health conscious

Money saver

Money spender

Hard worker

Tall

Loves to talk

Humble

Confident

Good with kids

Has a lot of education

Risk taker

Spontaneous

Pet lover

Has a lot of friends; is sociable

Easy going

Passionate

Ambitious

Unselfish

Good listener

Committed to relationship

Likes sports

Musical

Sexually experienced

Considerate

Likes to gamble with money

Rude

Jealous

Trustworthy

Opinionated

Into politics

Independent

Loves to travel

Same interests

Good hygiene

Wealthy

Athletic and fit

Punctual

Has a good job

Committed

Healthy Relationship Characteristics

As your group “catches fish” or picks up cards, discuss which category they belong in. You must come to an agreement as a group. Record the characteristic in the appropriate column.

Crucial (a must-have)	Important (a big deal but not a must-have)	Not necessary