
LESSON A

Types of Relationships

FOCUS: A relationship refers to the way we “connect” with different people--parents, relatives, friends, co-workers, neighbors, and others. There are many different kinds of relationships. Teens relate to parents one way and to best friends differently. It is healthy to develop and maintain many kinds of relationships.

ACTIVITIES:

1. So students can recognize how many different kinds of relationships they maintain, ask them to draw a “relationship network.” Discuss. Use Student Handout, “Types of Relationships.”
2. Examine relationships in the network to see how relationships will change when a teen begins to live independently. Possible discussion questions are listed in Teacher Information, “Changing Relationships.”
3. How closely do you connect with others? Have students evaluate the personal space they maintain. Use Teacher Information, “Personal Space.”

[This is a good exercise that shows how although we are related to other people, each relationship differs. Understanding “personal space” is one way of showing how relationships differ.]

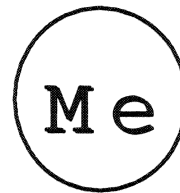
CORE ISSUE 2

What do I need to know about relationships with others as I prepare to live on my own?

Types of Relationships

Fundamentally we are "connected" to other people. A relationship refers to the way we "connect" with different people—parents, relatives, friends, co-workers, neighbors, and others. Parents are a different kind of relationship than best friends, for instance. Although our responsibilities vary in our different relationships still we are connected to other people, and what we do affects them. In the space below draw a relationship network. The circle in the center represents you.

1. Draw other circles for each type of relationship you have in your life. Draw the circle near to the ME circle if it is a close relationship and farther away from the ME circle if it is a more distant relationship.
2. Connect the relationship circles with the ME circle.
3. Identify the types of relationships and write it inside each circle. Write the names of people in each relationship beside the circles.



Participate in a discussion about your relationships using the following questions:

1. Contrast two types of relationships that are different. How do they differ?
2. "People who have people are the luckiest people in the world." Why is this so?
3. How do you think responsibilities in relationships change when you move away from home?
4. How does living up to my responsibility, or neglecting it, affect those I am in relationship with?
5. How do you think relationships change when you move away from home?

“Changing Relationships”

Have teens imagine that they have moved out and are now living on their own. Ask them to examine relationships they have identified in their network. Discuss the following issues:

1. Contrast two types of relationships that are different now that you are on your own. How are they different since you moved out? the same?

[For example, look at your relationship with your **mother**...your **best friend**]

2. Contrast how your responsibilities in your relationships have changed now that you are on your own.
3. How do you think relationships change when you move away from home?
4. Why do you think relationships change when you move away from home?

PERSONAL SPACE

Personal space has 4 "zones".

- a. Intimate - direct contact to 18 inches
- b. Personal - 1 1/2 to 4 feet
- c. Social - 4 to 12 feet
- d. Public Distance - 12 to 25 feet and beyond

Student Assignment:

1. Keep a "space diary" for one day.
 - a. Describe one of each of the four personal space zones you experienced.
 - b. What percentage of your time is spent at each one of those zones?
 - c. What is the ideal "personal bubble" as it applies to you?
2. Library/cafeteria observation: Move in on someone else's "space" by sitting next to someone you don't know in the cafeteria or library. Report your findings. Look for the following:
 - a. Movement of materials
 - b. Shifts in posture
 - c. Crossing of arms or legs
 - d. Verbal behavior
 - e. Nonverbal signs of nervousness -
glance at clock
turn away from you
lack of concentration

REPORT ON THESE IN CLASS....Reports will be oral.

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