
UNIT: INTERPERSONAL RELATIONSHIPS**TOPIC: Relationships****TIMELINE: 3-5 days**

OBJECTIVES:

After completing this unit the student will:

1. Identify the importance of first impressions.
2. Explain and discuss stereotypes.
3. Practice overcoming a bad habit.
4. Review and practice correct manners for basic social situations.
5. Identify the value of friendship.
6. Practice skills that create and strengthen friendships.
7. Discuss the effects of positive and negative peer pressure.
8. Explain the importance of maintaining individuality.

MOTIVATOR/INTRODUCTION:

The teacher should ask five students the day before class to bring unusual clothing items to change into before class. As the students enter the classroom, there will be some strange reactions. Have the students come to the front of the class and have the class discuss their impressions of these people as it relates to their appearance. Lead into a discussion on any of the following information topics and how relationships are based on more than appearances.

INFORMATION:

1. **IMPRESSIONS:** Explain to the class that an impression is an opinion you have about people and that other people have about you. It is not trying to impress other people. When a person tries to impress other people he/she generally fails to leave a good impression because he/she is insincere and pretend to be something he/she is not. Divide the class in half and instruct one half of the class to freeze (hold their facial expressions and body still). Have the other half of the class analyze what impression a newcomer would have when looking at the half of the class that is frozen. Reverse the instructions and allow the other half of the class to freeze. Discuss the feelings they have had while watching someone trying to impress another person and acting insincere.
2. **FIRST IMPRESSIONS:** Discuss:
 - A. What is a first impression?
 - B. What are the disadvantages of relying on first impressions?
 - C. Why is it important to learn how to make a good first impression?
 - D. What is meant by the saying, "Don't judge a book by its cover"?
 - E. Explain to the class that the impressions we make are a compilation of five factors:
 1. Behavior
 2. Maturity
 3. Appearance
 4. Attitude
 5. Interaction with others

INTERPERSONAL RELATIONSHIPS OVERVIEW CONTINUED

3. **STEREOTYPES:** Define stereotype (an opinion usually made from a first impression before getting to know the person). As a class, list examples of stereotypes (girls like to dance, boys like sports, an overweight person is jolly, someone wearing glasses is studious, etc.). Sometimes, when we get to know a person, we find that the stereotype we had is wrong. Ask for examples of stereotyping another person and then finding that they were wrong. You may wish to give examples of your own. Discuss ways we can avoid stereotyping other people.
4. **MANNERS:** Break the class into small groups and assign each group to present proper manners and/or behavior in assigned areas:
 - A. Proper telephone manners
 - B. Proper table manners
 - C. Proper manners when introducing people
 - D. Proper manners when answering the door
 - E. Proper manners while in group activities.
 - F. Proper manners while visiting friendsThese presentations should include both good and bad examples and could be videotaped to be viewed by the class.
5. **GETTING ALONG WITH OTHERS:** Interaction with others involves many important characteristics. Consideration of other peoples' feelings, being friendly, cooperating with others (doing your fair share of the work), being reliable, and being understanding of others (empathy). Developing maturity is an important part of lasting relationships. Maturity means acting responsibly and accepting responsibility for your own actions and their outcomes. Attitude is another important part of developing meaningful relationships. It is believed that 85% of a person's success depends upon his/her attitude. You cannot control what happens to you; however, you can control how you react to what happens to you. A positive attitude means looking on the good side of each event in your life, and not focusing on the bad.
6. **THAT'S WHAT FRIENDS ARE FOR:** As the students enter the classroom, play the song, "That's What Friends Are For". Place a copy of the words on an overhead projector and discuss the meaning as a class. Discuss why and/or if we need friends.
7. **KEYS OF FRIENDSHIP:** Prepare large keys out of colored paper. As a class, discuss the keys to making and keeping friends. Have students write the name of each key to developing friendships on a paper key and post it on a bulletin board entitled, The Keys of Friendship.
8. **ROLE PLAY:** Role play positive and negative ways to deal with a friend's request to borrow something personal, to disobey parents, and to cheat on a homework assignment.

INTERPERSONAL RELATIONSHIPS OVERVIEW CONTINUED

9. **BREAKING FRIENDSHIPS:** Discuss the advantages and disadvantages of breaking friendships. As a class, analyze how to know when it is best to terminate a friendship.
10. **PEERS:** Peers are people who belong to the same age group. Your peers include your friends and classmates. Peers are important. You can have good times together and feel a sense of belonging with them. Having a sense of belonging and feeling worthwhile is especially important at your age. You feel secure knowing that you have friends with which to go places and do fun activities. You may want to look and act like your peers. This makes you feel that you fit into a group if you look and act similarly. There isn't anything wrong with looking or acting like your peers, as long as these actions and appearances are not contrary to your standards and values. However, sometimes peers try to influence you to make unwise decisions or to do things that may not be good for you or may not reflect your beliefs (values). This is referred to as peer pressure. At times it seems exceptionally important for you to fit into a group or feel a sense of belonging. During these times it becomes even more difficult to go against the pressure of the groups and defend what you believe is right. Sometimes teens find themselves doing what they do not want to do because of peer pressure. This is referred to as negative peer pressure. Have you ever felt peer pressure? Are there times when peer pressure is positive?
11. **POSITIVE/NEGATIVE PEER PRESSURE:** Make two columns on the board. Label one positive and the other negative. As a class, list examples of each type of peer pressure under the proper heading.
12. **PRESSURE LINES:** Divide the class into two teams and have them sit on opposite sides of the room. Each team should identify 10 typical pressure lines they have heard from friends, TV, etc. Select a student to be a reader and two students to be judges. The reader will read a pressure line and give the teams two minutes to come up **with the appropriate responses**. The two judges will decide if the responses should receive a point. Some possible pressure lines are:
 - A. Come on, have a drink, everyone else is.
 - B. How do you know that you don't like smoking if you have never tried it?
 - C. Don't be a mommy's baby. Prove you are an adult and take a drink.
 - D. All you have to do is just stick that CD in your pocket and we will leave. No one will ever know.
 - E. You look like you are sixteen. No one will know if you drive to the movie.
13. **INDIVIDUALITY:** Look up the definition for individuality in the dictionary. No matter who your friends are or what group you belong to, it is important to be yourself and retain your own individuality. Most likely your friends will accept and appreciate you for your good qualities and characteristics more than for what you do or for what you wear to impress other people. Have students share ways to express their individuality.

INTERPERSONAL RELATIONSHIPS OVERVIEW CONTINUED

GUEST SPEAKERS:

1. **EMPLOYER:** Have an employer speak to the class about the importance of impressions in a job interview and in retaining a job.
2. **POLICE:** Police will discuss the laws governing illegal substances and problems in your particular location.
3. **DRUG-FREE SCHOOLS COORDINATOR:** Your school district drug-free schools coordinator has many ideas on how to combat peer pressure and say no.

INDIVIDUALIZED ACTIVITIES:

1. **BREAKING BAD HABITS:** Have students complete a worksheet entitled, **BREAKING BAD HABITS**. The sheet should list the steps to breaking bad habits, then a space to respond to each step along with a calendar to chart their progress each day for two weeks. (see page 7)
2. **CASE STUDIES:** Give students case studies and have them contrast the actions that could be taken in each circumstance that would display both a positive and negative attitude. (see page 8)
3. **IMPRESSIONS AND EMPLOYERS:** Have students individually analyze the effect that their first impression would make on a future employer. (see page 9)
4. **SENTENCE COMPLETION:** Have students complete the sentences on the worksheet and complete the questions. (see page 10)
5. **CLOSE FRIENDSHIPS:** Students should analyze one close friendship that they now have. How did the friendship begin? What has kept the friendship strong? Contrast that friendship with another friendship which was broken off. What are the differences? (see page 11)
6. **PERSONAL CASE STUDIES:** Have students develop their own case studies of a friendship that is experiencing problems. Have students exchange case studies and give advice for resolving the problem. Should the friendship be broken off or should the friends make changes to save the friendship? (see page 12)
7. **FUN:** Describe the most fun time with a friend that they can remember. Evaluate why it was so fun. Could they have had as much fun with someone else? (see page 13)
8. **PEER INFLUENCE:** Write a paper analyzing how peers influence the way people dress, their attitudes, hairstyles, and selection of friends and music. (see page 14)

INTERPERSONAL RELATIONSHIPS OVERVIEW CONTINUED

9. **POSTERS:** Design a poster illustrating how to say no or expressing the importance of individuality. (see page 15)

GROUP ACTIVITIES:

1. **IMPRESSING OTHERS:** Divide the class into small groups. Each person in the group should think of a time when he/she wanted to impress someone. Each person should share the experience and answer the questions: Were you sincere? Were you successful in impressing that person? Why or why not?
2. **GOOD IMPRESSIONS:** Have photos of various people mounted and numbered. Some should give a good impression, others should give a bad impression. Have students view each picture and analyze the impression given by each person in the photos.
3. **COMBATING PEER PRESSURE:** Divide the class into small groups. Give each group a poster and a marker. Have each group list advice for combating peer pressure. Share the ideas with the class.
4. **MAKING NEW FRIENDS:** Have each student write a case study involving friendships. He/she should then exchange his/her case study with someone else and discuss how the friendship could be improved. (see page 16)

CHALLENGE PROJECTS:

1. **MEDIA ASSIGNMENT:** Assign students to develop posters or articles for the school newspaper on first impressions, attitudes, stereotyping, or bad habits. (see page 17)
2. **MATURITY:** Have students design their own definitions for maturity and list ways that a teen can show increased maturity. (see page 18)
3. **BOOK OF MANNERS:** Assign students to prepare their own books of manners, recording both good and bad behaviors. They should also include the reactions of other people to those behaviors. (see page 19)
4. **FRIENDSHIP QUALITIES:** Have students list the desired qualities they look for in a friend. They should narrow the list to the ten most important qualities. They should be prepared to discuss how utilizing this list can help them to reduce the number of broken friendships they have in the future. (see page 20)
5. **SHY PAMPHLET:** Prepare a pamphlet for a shy person who has never had many friends. The pamphlet should advise this person how to develop and keep true lasting friendships. (see page 21)
6. **POEM/STORY:** Write a poem or story about friends. (see page 22)

INTERPERSONAL RELATIONSHIPS OVERVIEW CONTINUED

7. MEETING PEOPLE: Students should meet three new people and describe the experience. (see page 23)
8. PEER PRESSURE--MEDIA: Create a song, poem, or rap about peer pressure or individuality. (see page 24)
9. PEER PRESSURE EXPERIENCE: Describe a situation where you felt peer pressure to do something you did not want to do. What did you do? What was the effect of your actions? If you had it to do over, what would you do differently? (see page 25)

SUMMARY:

Relationships are very important in having a happy life. It takes a lot of work to create meaningful relationships. Each person must do his/her part.

RESOURCES:
