

Responsible Relationships

Summary

This lesson contains activities that help build responsible relationships.

Main Core Tie

FCS Exploration

[Strand 5 Standard 1](#)

Time Frame

1 class periods of 45 minutes each

Life Skills

Thinking & Reasoning, Communication

Materials

Supplies needed according to the activities selected.

Background for Teachers

These are supplementary activities to be used in developing responsible relationships.

Student Prior Knowledge

Basic knowledge of relationships.

Intended Learning Outcomes

Students will learn how to have responsible relationships.

Instructional Procedures

Friend poem

Write the word friend vertically on the chalkboard. To the right of each letter have students volunteer to write words describing friends such as fun, remarkable, interesting, essential, nice, dependable, and sincere. Ask, "Do your friends have these qualities? Which of these qualities do you have? What does it take to be a friend and to keep a friend?" (Dictionaries should be available for student use).

POTATO FRIENDS

Bring one potato (or another vegetable or fruit) for each student. Place the potatoes in a box. Ask each students to select one and treat it carefully. Instruct the students to look closely at their potatoes, noting coloration, blemishes, etc. Next, ask one student to introduce his/her potato to two other students by discussing the potato's unique characteristics. After all potatoes have been introduced this way, return them all to the box. Then, remove the potatoes from the box and place them on a large surface such as a table or floor. Scatter them out so they are visible. Ask students to retrieve the exact potatoes they previously had. If they have difficulty locating their potatoes, they may ask for help from the two students to whom they introduced their potatoes. When all potatoes are returned to the original owners, discuss the experience with comments such as: We have learned that every potato is different, even though they all looked alike before we got to know them. Your potato has some special qualities that the other potatoes don't have. The same can be said of friends. Each of us is special. That's one of the reasons why it is so nice to have a number of different friends.

UNFINISHED SENTENCES

Have the students complete some or all of the following unfinished sentences without identifying themselves. Later, collect them and discuss them in class. Some questions may be answered by tossing a bean bag to students.

- My best friend can be counted on to . . .
- I'd like to tell my best friend . . .
- I feel comfortable around my friends because . . .
- My strongest point as a friend is . . .
- I could be a better friend if . . .
- I could have more friends if . . .
- Adult friends are . . .
- When I need to talk to someone, I . . .

ACCEPTING YOUR FAMILY As a class, discuss why it is important to accept family members the way they are and ways you can let your parents and family members know you like them. See service coupons

Authors

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