



Name: _____

Date: _____

Vocabulary

Values (n.) the beliefs and ideals that matter most to you

Warm-Up

Instructions

1. Read each behavior and rate how important it is to you by putting a check mark on the rating scale.
2. Leave the “Values” column blank.
3. Put a check mark next to the 5 behaviors that are the most important to you

Behaviors	Rating Scale				Values
	Not Important	Somewhat Important	Very Important	Extremely Important	
<input type="checkbox"/> Telling the truth					
<input type="checkbox"/> Creating art, dance, or music					
<input type="checkbox"/> Standing up for people I care about					
<input type="checkbox"/> Spending time with my family					
<input type="checkbox"/> Speaking up when I see something wrong					
<input type="checkbox"/> Not giving up on what I want even when it’s hard					
<input type="checkbox"/> Following through on my word					
<input type="checkbox"/> Being genuine and not fake					
<input type="checkbox"/> Making my family proud					
<input type="checkbox"/> Learning new and difficult things					
<input type="checkbox"/> Treating others with respect					
<input type="checkbox"/> Wearing clothes that reflect my personality					
<input type="checkbox"/> Standing up for my beliefs					
<input type="checkbox"/> Hanging out with friends					

Warm-Up (cont.)

Behaviors	Rating Scale				Values
	Not Important	Somewhat Important	Very Important	Extremely Important	
<input type="checkbox"/> Getting good grades					
<input type="checkbox"/> Helping or being useful to others					
<input type="checkbox"/> Treating others with kindness					
<input type="checkbox"/> Being a good friend					
<input type="checkbox"/> Being generous and sharing with others					

Activity: My Values

Instructions: With your partner:

1. Share your top five behaviors.
2. Help each other name the values guiding your behaviors.
3. Write your value(s) in the “Values” column in the table above.

Wrap-Up

Think of a time when you made a decision based on one of your values.

1. What was the situation?

2. What value helped you make your decision?

3. What decision did you make?



Name: _____

Date: _____

Warm-Up

Think about someone in your life that you have a positive relationship with.

Describe at least two ways you each behave that make the relationship positive.

Activity

Instructions: Choose the three values that are most important to you in healthy relationships. Write them in the table below.

1. Explain why each value is important to you.
2. Describe some ways each value guides your behavior in your relationships.

Value	Why is it important?	How does this value guide your behavior in your relationships?
1.		
2.		
3.		



Wrap-Up

Think of someone you have a healthy relationship with and complete these sentences.

1. I have a healthy relationship with _____.
2. An important value we share is _____.
3. One thing I do in our relationship because of this value is _____
_____.
4. One thing they do in our relationship because of this value is _____
_____.



Name: _____

Date: _____

Vocabulary

Perspective-taking (n.) the process of being able to identify and understand another person's feelings, thoughts, needs, and wants

Warm-Up

Riley was 45 minutes late to a study session with Simone. When Riley tried to apologize, Simone walked away. They haven't talked since.

1. How would you feel if you were Simone?

2. How would you feel if you were Riley?

Activity

Instructions: Discuss the following scenario with your partner. Answer the questions below to guide you in taking the perspectives of Willa and her dad.

Willa ignores texts from her dad while she's at a friend's house. When she gets home, her dad is upset. He didn't know where she was. Willa thinks her dad should trust her more. She storms off to her room.

Willa's Perspective

1. What might Willa be feeling?

2. What might she be thinking?

3. What might she need or want?



Activity (cont.)

4. How could understanding her dad's perspective help her?

Her Dad's Perspective

1. What might her dad be feeling?

2. What might he be thinking?

3. What might he need or want?

4. How could understanding Willa's perspective help him?

Wrap-Up

Think of a time when you were in a conflict and you didn't think about the other person's perspective.

1. What was the situation?

2. What happened?

3. What might have happened differently if you had taken their perspective?

Name: _____

Date: _____

Vocabulary

Compromise (n.) an agreement where both people give up some of what they want or need

Warm-Up

What are some steps you've taken to resolve challenging conflicts in the past?

Activity

Instructions: With your partner:

1. Decide who will represent Sam and who will represent Archie.
2. Resolve the conflict by discussing and writing your responses to each step in the conflict resolution process outlined in the chart below.

The conflict situation and perspectives of both brothers are included below.

Sam used to play videogames with his little brother, Archie, every week. But ever since Sam started eighth grade, he doesn't want to play anymore. When Archie asks to play, Sam yells at him. Archie is upset.

Sam's perspective: Sam is stressed about his homework. He doesn't have much free time anymore. But if he gets any free time, he wants to spend it with his friends.

Archie's perspective: Archie really misses his brother. He's been bugging Sam in lots of different ways, like messing with his stuff and interrupting his homework, but it's just to get Sam's attention.

Step 1: Identify the conflict	
Understand each person's perspective <i>What is each person feeling and thinking? What might they need or want?</i>	
Sam's Perspective	Archie's Perspective
Sam <u>feels</u> stressed about his schoolwork. He's impatient with Archie. He <u>wants</u> to spend his free time playing with his friends.	Archie <u>feels</u> sad and upset with his brother. He <u>wants</u> to play games with Sam again.



Activity (cont.)

Step 2: List possible solutions <i>Are they safe and respectful? Do they take all perspectives into account?</i>	Step 3: Consider the consequences for each solution <i>How will everyone feel? Will it meet their needs or wants? Will it work? Will it uphold personal or family values?</i>
A.	
B.	
C.	
Step 4: What's the best solution? Why do you think so?	

Wrap-Up

What's one core value you wouldn't compromise on to resolve a conflict? Why?



Name: _____

Date: _____

Vocabulary

Making amends (v.) making up for doing something wrong; doing something to repair the harm

Warm-Up

Think about a time when someone close to you apologized. How did it feel to hear the apology? Did the person do anything else besides say, “I’m sorry”?

Activity

Instructions: With a partner:

1. Read the following scenario.
2. Write your ideas for each step.
3. Determine the best way that Tanika could make amends and restore her relationship with Chase.

Tanika keeps teasing Chase when he makes a mistake in class, even though he asked her to stop. Now Chase doesn’t sit with her anymore.

Step 1: What’s Tanika’s responsibility in this conflict?

Step 2: Identify how Tanika could apologize. How could she show Chase that she takes responsibility for her actions in the conflict and recognizes how much it hurt him? What could she say?



Activity (cont.)

Step 3: Brainstorm different ways Tanika could make amends and restore her relationship with Chase.

Determine the best way Tanika could make amends and restore her relationship with Chase.

Wrap-Up

Think back to the conflict you described in the Warm-Up.

If the person made amends, what did they do? What was your relationship like afterward?

OR

If they did not make amends, what could they have done to make amends?



Name: _____

Date: _____

Activity

Instructions: With a partner, complete the table on the back of this handout.

- Decide if you think each relationship is healthy or unhealthy. Put a check mark next to your decision.
- Write the warning signs that led to your decision.

Use the Signs of a Healthy or Unhealthy Relationship chart below to help you decide.

Signs of a Healthy or Unhealthy Relationship

You're in a healthy relationship if your friend. . .	You're in an unhealthy relationship if your friend. . .
<ul style="list-style-type: none"> • Supports your interests • Encourages you when you're doing something challenging • Respects your boundaries • Values your opinion, even when you disagree • Apologizes when they're wrong • Gives you space when needed • Isn't controlling • Doesn't put you down • Is someone you enjoy being with • Is honest with you • Is someone you can depend on • Doesn't try to hurt your feelings 	<ul style="list-style-type: none"> • Isn't reliable • Is clingy • Doesn't listen to your opinion • Isn't someone you can trust • Makes you feel bad after hanging out with them • Makes fun of you in ways that hurt your feelings • Doesn't like you hanging out with other people • Disrespects you • Puts you down • Bullies you or other people • Makes you do things you don't feel good about • Always tells you what to do • Never apologizes • Threatens, intimidates, or hurts you

Activity (cont.)

Student	How do they describe their relationship with their friend?	Healthy or Unhealthy Relationship?
Caleb	<i>“My girlfriend gets jealous and reads my texts.”</i>	<input type="checkbox"/> Healthy <input type="checkbox"/> Unhealthy Warning Signs:
Eli	<i>“My friend keeps acting like he wants to pick a fight. It’s like he enjoys hurting me.”</i>	<input type="checkbox"/> Healthy <input type="checkbox"/> Unhealthy Warning Signs:
Melody	<i>“My friend is mean to other people, and if I don’t join in, she’s mean to me.”</i>	<input type="checkbox"/> Healthy <input type="checkbox"/> Unhealthy Warning Signs:

Wrap-Up

Name three people you can go to for help if you think you’re in an unhealthy relationship.

What to do if a relationship is turning unhealthy:

- Tell the person in a clear, firm way what you need or want
- Talk to someone you trust about what’s happening
- Spend more time with other people
- Consider ending the relationship



Performance Task: Guide to Healthy Relationships

Name: _____

Date: _____

Activity

Instructions: Create a social media post that's a guide to healthy relationships. Answer the following questions in your post.

Use your handouts from previous lessons in this unit to help you create your post.

1. Why is it important to identify your values in your relationships?	
2. How can you manage conflicts in ways that respect others despite differing values and opinions?	
3. How can you tell if a relationship is healthy?	
4. What are some common warning signs of an unhealthy relationship?	
5. What can you do if you're in an unhealthy relationship?	
Optional: <ul style="list-style-type: none">• Include some hashtag ideas for your post• Include ideas for images to go with your post	



Performance Task: Guide to Healthy Relationships

Activity (cont.)

Self-Evaluation Checklist

Did you inform other students about . . .

- Why identifying your values helps you in your relationships
- How to manage conflicts in ways that respect others
- How to tell if a relationship is healthy
- Common warning signs of an unhealthy relationship
- Suggestions for what to do if you're in an unhealthy relationship



Name: _____

Date: _____

Vocabulary

- **Nervous** (adj.) alarmed or anxious
- **Overcome** (v.) to deal with, gain control of, or get past something

Warm-Up

1. What's one thing that excites you about starting high school?

2. What's one thing that makes you nervous about starting high school?

Video 1

What could the students in the video do to overcome the things they're nervous about?

Video 2

What are some ways things got better for the students in the video?

Discuss

Who could you go to at your high school if you're feeling nervous or having trouble?

Activity

Instructions: Imagine you're finishing your first year of high school. Write a letter to yourself describing:

- Three things that made you nervous about starting high school
- At least three ways to get help
- Why and how things got better for you over time

Dear _____,

Sincerely,
