

**Lesson Topic: Friendships****Standards Alignment:****National Sex Education Standards**

**CHR.5.CC.1** – Describe the characteristics of healthy versus unhealthy relationships among friends and with family.

**CHR.5.AI.1** - Identify trusted adults, including parents and caregivers that students can talk to about relationships.

**Nevada Academic Content Standards**

**1.PS.4.1** – Describe ways personal space of self and others can be violated.

**1.PS.4.6** – Categorize the advantages and disadvantages of communicating using technology and social media.

**2.AF.4.1** – Compare how various sources of family, peers, culture, media technology and any other factors influence health behaviors.

**Objectives:**

- Describe at least 3 healthy and 3 unhealthy characteristics of relationships.
- Compare at least 2 positive and 2 negative ways friends and peers can influence relationships.
- Identify at least two trusted adults they would talk to about a relationship.
- Define consent.

**Activities:**

Healthy and Unhealthy Friendship Quiz

Positive and Negative Influences on Relationships

What Makes a Good Friend (2:00) <https://youtu.be/iPb0Ww7gDlo>

Consent for Kids (2:30) <https://youtu.be/h3nhM9UIJjc>

**Lesson Prep:**

Make copies of Healthy and Unhealthy Friendship Quiz- located at end of this lesson.

**Lesson Intro:**

- SHARE is important for everyone in the class.
- The goal is for every one of you to feel that these classes relate to you and your life.
- This curriculum and resulting class discussions are intended to be respectful and inclusive of many perspectives and allow all students to see themselves and understand their own health and sexuality.

- The purpose of SHARE is to assist you in making informed choices and avoid behaviors that put you at risk.
- All questions are welcome. If you don't feel comfortable asking in class, I've provided paper for anonymous questions, or you may talk with me later.
- We will be talking about this as if we are scientists/doctors because we will be using the correct anatomical terms for our body parts.
  - It's important that we know the correct terms for all of our body parts.

**Use of Slang Words:** *If students use slang words, keep in mind that may be the only language they have heard before this class. They also may just be trying to get a rise out of you. Since you won't know their motivation, should they use a slang term, gently correct them (remind them that we are using the correct anatomical terms-like scientists) and ask them to continue. For example, if they were to say, "balls" for "testicles," there is likely to be some laughter. Simply say, "And what is the word we learned for 'balls?'" and restate using the term testicles.*

**Lesson:**

**Slide 1:**

# FRIENDSHIPS

4<sup>th</sup> Grade S.H.A.R.E.



- The focus of the lesson will be on friendships- healthy and unhealthy relationships and consent, but first we need to talk about being friends with ourselves.

**Slide2:**

**“FRIENDSHIP WITH ONESELF IS ALL IMPORTANT, BECAUSE WITHOUT IT ONE CANNOT BE FRIENDS WITH ANYONE ELSE IN THE WORLD.”**

**ELEANOR ROOSEVELT**

- What does this quote mean?
  - Provide time for a brief discussion on what students think about the quote.
  - How come we wouldn't be a good friend to someone when we aren't a good friend to ourselves?
  - Before we can be a good friend to others, we need to be a good friend to ourselves.
    - What does that look like?
    - Probe for anything along these lines - talking positively to ourselves, taking care of our bodies, being proud of who we are, etc.
- Now let's talk about our relationships with others and the healthy and unhealthy aspect of those relationships.
  - First off, what do you think the term "relationship" means?

## Slide3:

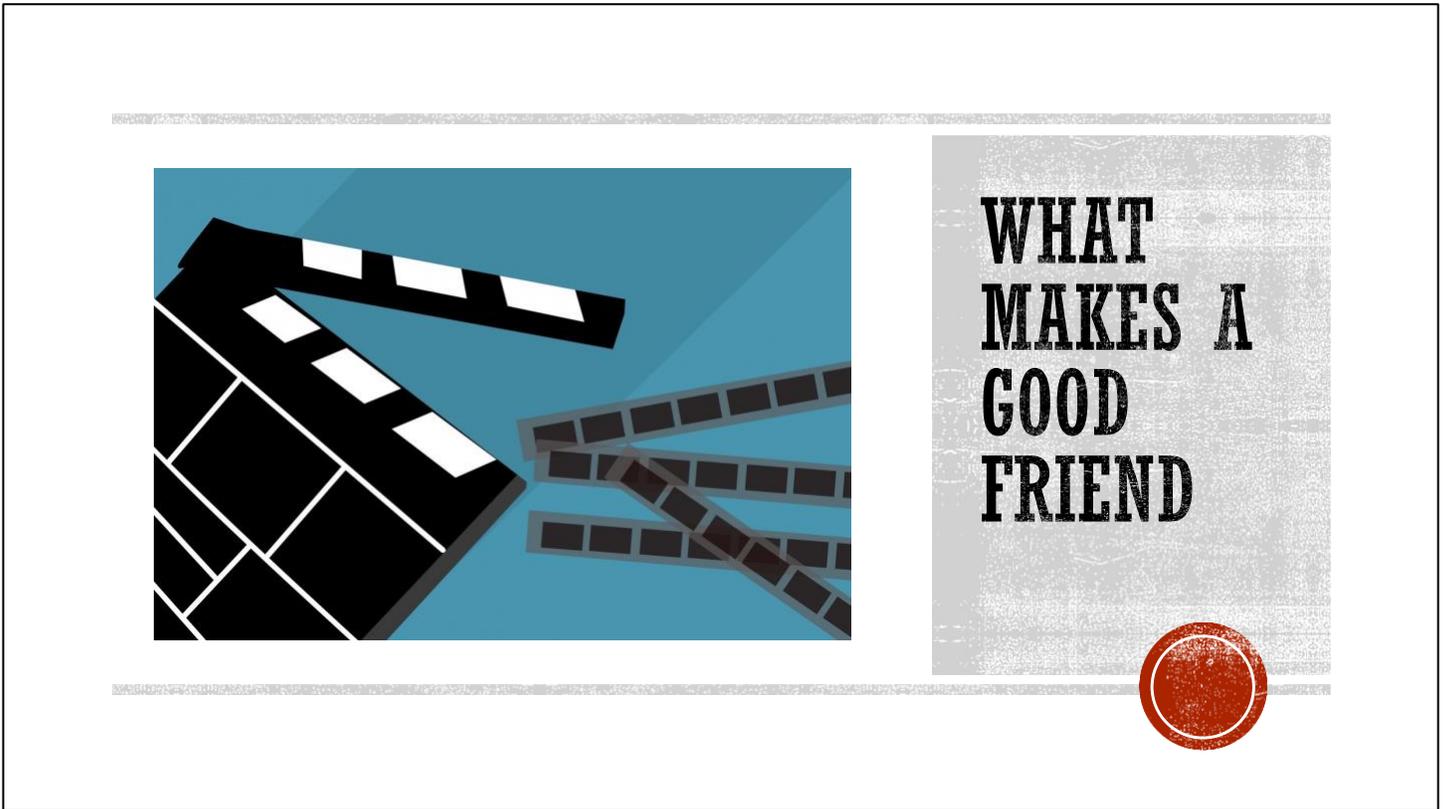
 **RELATIONSHIP**

What does it mean?

- If students respond with dating or romance
  - Follow up with, does a relationship always have to mean two people dating?
- What are some different kinds of relationships that people can have?
  - Probe for- friendship, romantic, relationships between family members, or between a child and an adult-teacher, coach, doctor, religious leader, etc.
- We are going to focus on relationships that children or teens might have with each other, whether friendships or dating relationships.

**Slide 4:** What Makes a Good Friend? Video-

(The video content ends at 2 minutes and remainder is to talk about what makes a good friend)



Briefly discuss what makes a good friend

**Activity:** Healthy/Unhealthy Quiz

- Pass out quiz
- Provide enough time to finish (5 min)
- Once completed, have students work with a partner and compare responses.
  - Have them discuss responses they may not agree on.
- Bring back to the whole group
  - Go over each question and ask for volunteers to share their responses and reasons for their responses.
  - If disagreements or misunderstandings, provide explanation for correct answers (refer to answer key)
- Say something like, “Now that we know some traits of healthy and unhealthy relationships, let’s think about ways that friends and peers can influence a relationship in positive and negative ways.”
  - What does it mean to “influence” someone?
    - Probe for anything like- get you to do something.
    - May also discuss social media influencers and what they do.

**Slide 5:****Activity:** Positive and Negative Influence on Relationships

- This can be completed as a whole class discussion or individually.
  - If completed individually, have students respond on the back of their T/F quiz.

## POSITIVE AND NEGATIVE INFLUENCES ON RELATIONSHIPS

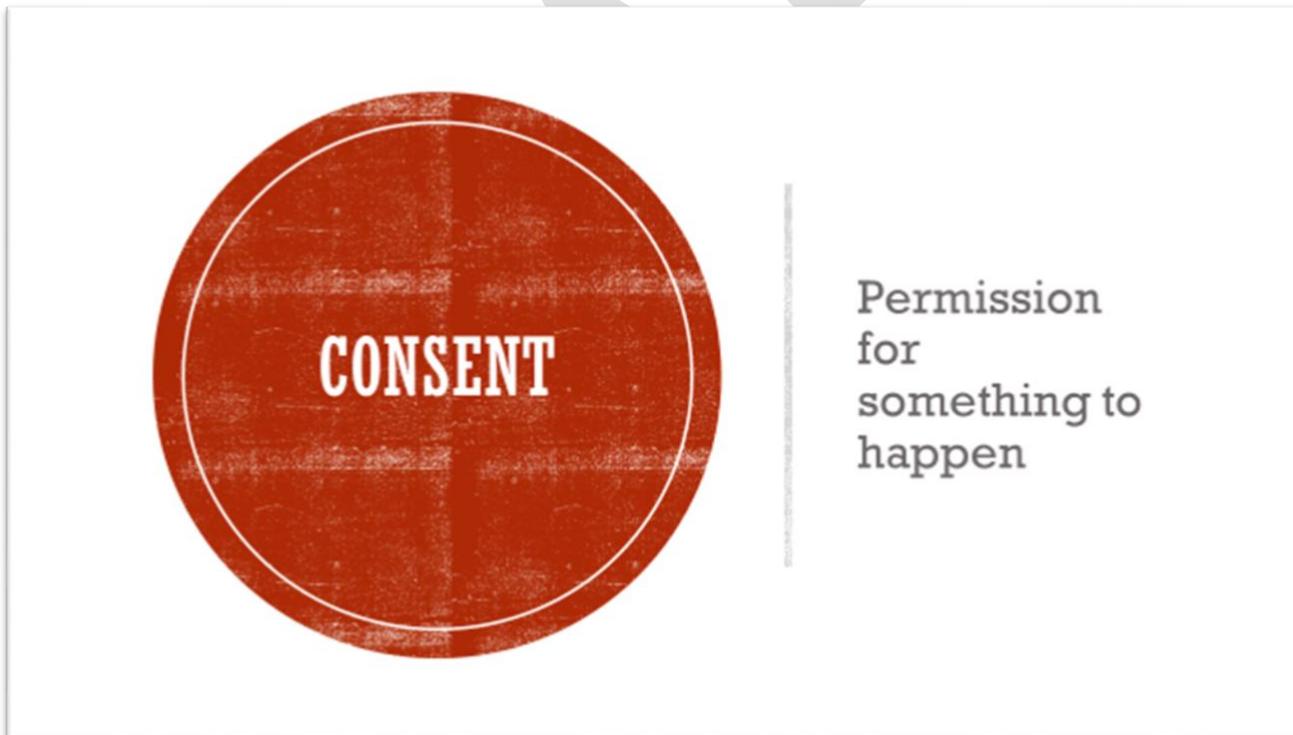
- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>▪ Things that friends and peers might do or say that can influence a relationship in a <b>positive</b> or healthy way</li> </ul> | <ul style="list-style-type: none"> <li>▪ Things that friends and peers might do or say that can influence a relationship in a <b>negative</b> or unhealthy way</li> </ul> |
|---|---|



- What are some examples of things that friends might do or say that can help a friendship in a positive way? That keep it healthy?
  - Probe for anything along the following:
    - They keep your secrets
    - They help you learn a new game
    - They don't get upset with you if you cannot do things that they can do
    - They include you in game and other activities
    - They stay with you when you are sad
    - They listen to your ideas even if they are different from their own
    - They take turns in games or deciding what to do
    - They are honest with you
    - They care about your feelings
    - Etc.

- What are some examples of things that friends might do or say that can help a friendship in a negative way? That make it unhealthy?
  - Probe for anything along the following:
    - They ignore your feelings if you are sad or upset
    - They jump in front of you in line
    - They take things from you without asking
    - They don't invite you to play when a group is together
    - They hurt your feelings and do not apologize
    - They tease you even though you ask them not to
    - They stand by while you are being bullied and do not do anything or tell anyone
    - They talk about you behind your back
    - They lie to you
    - They pressure you to do things you do not want to do
    - Etc.

#### Slide 6: Consent



- Say something like: “We’ve been talking about friendships and what can make them good and not so good. We can’t talk about healthy relationships without talking about the topic of *consent*.”
  - Consent is permission for something to happen
    - Consent is asking and respecting the response to the question.

- Ask for volunteers to explain/give examples of what consent is. If no volunteers, some examples might be:
  - Can I have a hug?
  - Can I sit next to you while we read this book?
  - Can I use your phone to call home?
  - Can I use one of your pencils?
- Consent is an ongoing process-and can be taken back at any time.
  - Is it ok if I still sit next to you while we read another book together?
    - Just because someone said yes earlier does not mean they will agree to the activity later.
    - A person can always change their mind any time before or during an activity.
    - Can you think of other examples?

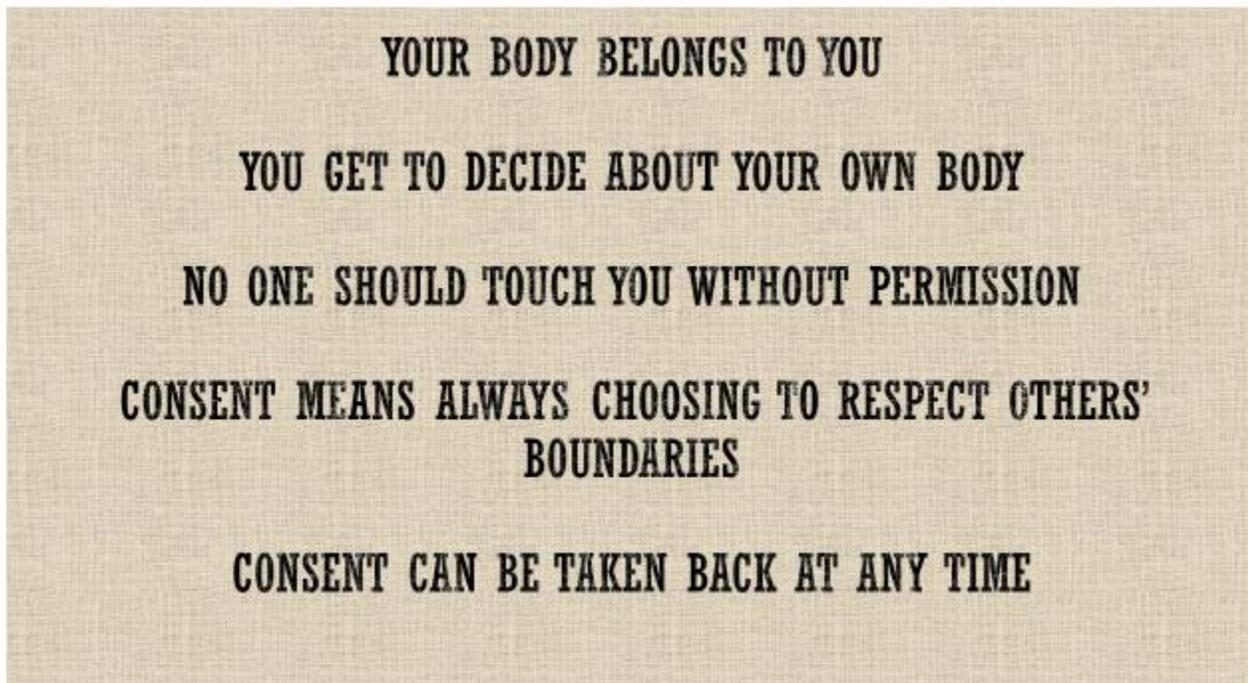
**Slide 7:**

Video: Consent for Kids

# CONSENT FOR KIDS



**Slide 8:** Remember...



- Your body belongs to you
- You get to decide about your own body
- No one should touch you without permission
- Consent means always choosing to respect others' boundaries

**Slide 9:** If you have more questions, who can you talk to?

## WHO CAN YOU TALK TO?

Parent or  
Guardian

Trusted  
adult

School  
Counselor

School  
Nurse

Teacher

Faith based  
leader

Health  
Clinic

Health care  
provider



DRAFT

## HEALTHY AND UNHEALTHY FRIENDSHIP QUIZ

**True or False:** In a healthy relationship friends and or romantic partners...

1. \_\_\_\_\_ Do not put pressure on each other to do something they may not want to do.
2. \_\_\_\_\_ Interested in how the other person is feeling, share personal information and trust each other.
3. \_\_\_\_\_ Do what the other person wants so they won't get mad at them.
4. \_\_\_\_\_ Don't get insulted or take it seriously when the other person teases them (like calling them names like stupid or lazy or swearing at them).
5. \_\_\_\_\_ Always think the same way and never argue.
6. \_\_\_\_\_ Do what the other person wants to do even if they don't want to or don't think it's a good idea.
7. \_\_\_\_\_ Support and encourage one another, and stand up for each other when they are being teased or bullied.

## ANSWER KEY

1. **TRUE.** People in healthy relationships don't insist that the other person do what they want to do. Putting pressure on someone to do something is not a sign of respect or friendship.
2. **TRUE.** People in healthy relationships often share personal concerns, stories, and experiences with each other that they wouldn't share with other people who may not be close friends or who they just don't know very well. They should be able to have the expectation that the other person will keep that personal information private and not tell anyone, unless they feel that keeping the secret can be harmful or dangerous to their friend, in which case they may tell a responsible adult.
3. **FALSE.** Healthy relationships are equal relationships, meaning both people get to have a say in what they do together. If one person gets angry because the other won't do what they want, that is not respectful and is not an equal relationship. It's okay to be annoyed with someone who doesn't want to do what you want to do, but that doesn't mean the other person has to give in if they feel strongly about it.
4. **FALSE.** People in healthy relationships should never call other people names, or tease one another with words that can be hurtful. Healthy joking around doesn't include insults, put downs or threats.
5. **FALSE.** Disagreements are fine and perfectly healthy. It would be more unhealthy if there were never any disagreements because that might suggest that one person is getting their way all the time and the other person is giving in all the time. People in healthy relationships discuss their viewpoints and feelings together to reach a solution.
6. **FALSE.** Just like it is not okay to pressure someone into doing something they don't want to do, it is not healthy to do what another person wants if you don't want to. It is okay to compromise sometimes but if something just sounds like a really bad (or dangerous, or wrong, or just not at all interesting) idea, you shouldn't do it.
7. **TRUE.** It can be really difficult for someone, even a good friend, to stick up for someone who is being teased or bullied because they are afraid that they may then be bullied, too. When friends stick up for each other, however, they are less likely to be bullied. If it is impossible to stick up for them because it doesn't feel safe, it is important to find an adult to tell who can intervene. Helping a friend when they are in trouble is very important to a healthy relationship.