



Middle School

National FFA Organization

Lesson MS.31

TYPES OF RELATIONSHIPS

Unit.

Stage Two of Development-WE

Problem Area.

How Do I Initiate Relationships with Others?

Precepts.

H3: Develop and maintain relationships.

National Standards.

NL-ENG.K12.4 - Communication Skills - Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Define the term relationship.
- 2 List and describe four types of relationships.
- 3 Analyze a role play of relationships to determine type of relationship presented.



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Time. Instruction for this lesson: 50 minutes.



Resources

None provided.



Tools, Equipment, and Supplies

- ✓ Overhead projector
- ✓ MS.31.Assess—one per student
- ✓ MS.31.TM.A
- ✓ MS.31.AS.A
- ✓ Role-play cards to hand out



Key Term. The following term is presented in this lesson and appears in bold italics:

► Relationship



Interest Approach

Share the opening story to generate interest. Discuss the story to introduce the central idea that relationship building is an important trait to have. Complete the interest approach by providing context for the lesson.



Listen closely to the following story. Pay special attention to the relationship between the characters.

"Mark was walking home from school one day when he noticed that the boy ahead of him had tripped and dropped all the books he was carrying, along with two sweaters, a baseball bat, a glove, and a small tape recorder. He knelt down to help the boy pick up the scattered articles, and since they were going the same way, he helped carry part of the burden.

As they walked, Mark discovered the boy's name was Bill, that he loved video games, baseball, and history, that he was having lots of trouble with his other subjects, and that he had just broken up with his girlfriend. They arrived at Bill's home first, and Mark was invited in for a Coke and to watch some television. The afternoon passed pleasantly—a few laughs and some shared small talk—until Mark went home.

They continued to see each other around school, had lunch together once or twice, then both graduated from junior high school. They ended up in the same high school, where they had brief contact over the years. Finally, the long-awaited senior year came, and three weeks before graduation, Bill asked Mark if they could talk. Bill reminded him of the day when they first met. "Did you ever wonder why I was carrying so many things home that day?" asked Bill. "You see, I had cleaned out my locker because I didn't want to leave a mess for anyone else. I had stored away some of my mother's sleeping pills, and I was going home to commit suicide. But after we spent some time together talking and laughing, I realized that if I had killed myself, I would have missed that time and so many others that might follow. So you see, Mark, when you picked up those books that day, you did more than you knew."

-Taken from an e-mail, source unknown

Use discussion questions like the following to generate conversation for a few minutes about relationships.





What did Mark do in the story?

Why did his actions turn out to be important?

What can we learn from the story?

How do we learn to make friends as easily as Mark, especially if we aren't naturally outgoing?

Humans are social creatures. We live with families, we form communities, and we have an inborn desire to be connected to others. In a world where it seems like everyone is different, though, it can be hard to make new friends, to form new relationships and connections. Today, we're going to dig in to this idea so that we can all become a little bit more like Mark.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define the term relationship.

Start with the definition and use journaling activities to get students to make distinctions between positive and negative relationships.



Let's start at the very beginning. Let's define the word relationship.

I. Relationship: a connection or bond to another person



The word relationships is like the mouth of an enormous cave...you know there's a lot more in there yet to explore. So, let's put on our spelunking hat and dig deeper into our understanding of relationships.

Use a Me-You-Us Moment to process student answers for each of the three questions.



What is the difference between a positive relationship and a negative relationship?

What are the benefits of having positive relationships with other people?

How do we build strong relationships with others?

Transition into the next point.



See how much you already know about relationships! That's great. Remember, though, we all have a lot more to learn. Why? Because every relationship is different; each has its own circumstances and situations. To help us think more about this, let's start by exploring the different types of relationships we have.

Objective 2. List and describe types of relationships.

Use the brainstorming activity to start students to think about relationships they have. Present information about the different types of relationships there are. Use the engaging activity to review the information. Organize the class into groups of two.

groups of two.



For a few moments, work with your partner to brainstorm together and develop a list of all the kinds of people you have relationships with. An example to help you get started may be a relationship with a coach or a parent.

After one minute is up, solicit responses from each group and write them on a writing surface. Notice those that are repeated often.

Provide the following on a writing surface, or use MS.31.TM.A, and have the students capture in their notes. The words and phrases under each relationship are characteristics that would most likely be found in this relationship. Supplement stories and examples you find appropriate.

I. Types of Relationships

A. Relationships with parents

1. Show respect.
2. Ask questions.
3. Seek their guidance.
4. Be open and honest.

B. Relationships with peers

1. Be open-minded.
2. Be supportive.
3. Have fun together.



C. Relationships with teachers

1. Listen.
2. Show respect.
3. Ask questions.
4. Don't talk back; do ask politely for explanation

D. Relationships with community members

1. Be aware of your presence on all around you; the way you conduct yourself reflects on you, your parents, and your school.
2. Be courteous.
3. Be trustworthy.

Use the Mother Goose Moment by having students come up with a rhyme or rap that incorporates the four types of relationships and at least one characteristic of each. Use five to ten minutes for creation. Have students share a sample of their work. Celebrate their work. Share transition to Objective Three

 Why is it important to consider the differences in the types of relationships with others?

Elicit responses.

 Those are great responses. Another reason to add to your list is that it becomes easier to approach starting a new relationship when we already kind of know what that relationship will look like. To help us all see what relationships look like in action, let's see some in action.

Objective 3. Analyze a role-play of relationships to determine type of relationship presented.

II. Role-plays demonstrating different relationships.

Use this activity to help students watch for the differences in the four types of relationships. Recognize that some middle school students will not feel confident to perform in front of their peers; try to honor the principle of challenge by choice.

Activity-Set-up. Announce that it is time to demonstrate the proper way to act in relationships. Divide into groups and give the following instructions:





In a moment, you are going to receive a card with a scenario on it. When you receive it, read it carefully, using the ideas we have discussed in class today. Think about how you would act out this scenario to others. Develop a 60-second skit around those ideas, complete with actions, dialogue, and props. Everyone must participate either as an actor or in a support role. What questions can I answer?

You'll have about ten minutes after you receive the card to complete your skit and be prepared to present it to the class.

Hand out one scenario card from MS.31.AS.A to each group. Work with each group to make sure it is on task to be successful. At the end of the time, have groups present their skits.

Praise each group after it completes its skit. Have the students in the audience guess which of the four types of relationships was demonstrated



Review/Summary

Use the Newtown Moment to have students think about what they learned about relationships and to think about what they don't know. Collect their answers and use in subsequent lessons about relationships. Share a closing context for the lesson.



There are a lot of "why" questions when it comes to relationships. Like I mentioned earlier, it can be like a cave that goes deep into the ground with many twists and turns. Unlike a cave with bats and unknown dangers, relationships need not be scary. The more we learn and understand about how we interact with each other, the easier it is for us to see not only how to be like Mark, from the opening story, but also why we need to be like that, as well.



Application

►Extended Classroom Activity:

Have students teach three other people what one type of relationship is. Have them use a book of quotations or the computer to find one quotation that speaks to them about positive relationships and good attitudes. Then post the quotation in the classroom to benefit all students.

►FFA Activity:

Encourage students to meet new people, develop relationships, and build on relationships that already exist.

►SAE Activity:

Have students identify one relationship related to their SAE and create a plan to further develop that relationship.



Evaluation

A written test is provided to measure Objectives 1 and 2.



Answers to Assessment:

Part 1: Fill in the Blank

1. peer
2. teacher
3. community members
4. parent

Part 2: Short Answer

5. a connection or bond to another person
6. answers will vary



TYPES OF RELATIONSHIPS

►Part 1: Fill in the Blank

Complete the following statements to correctly describe whom the relationship involves and what some characteristics of that relationship are.

1. _____ relationships involve people of your own age.
2. In a relationship with a _____, you should be respectful, ask questions for an explanation, and listen attentively.
3. You should be aware that your relationship with _____ reflects on not only you, but also on your parents and school.
4. _____ relationships are very important, and both parties should be open and honest at all times, as this relationship is most definitely lifelong.

►Part 2: Short Answer

Answer the questions below.

5. Define the term “relationship.”
6. In detail, describe one relationship in your life. Be sure to include with whom it is, its effect on your life, and at least three or four characteristics of that relationship.



RELATIONSHIPS

◆ Relationships with Parents

- ➔ respect
- ➔ ask questions
- ➔ seek their guidance
- ➔ be open and honest

◆ Relationships with Peers

- ➔ be open-minded
- ➔ be supportive
- ➔ have fun together

◆ Relationships with Teachers

- ➔ listen
- ➔ respect
- ➔ ask questions
- ➔ don't talk back, do ask politely for explanation

◆ Relationships with Community Members

- ➔ be aware of your presence on all around you; the way you conduct yourself reflects on you, your parents, and your school
- ➔ be courteous
- ➔ be trustworthy



ROLE-PLAY SCENARIOS

The growling school principal, Mr. Smith, always seems to come after you pointing his finger. You have seen him smile two times in your six months at Sunrise Middle School. One day you are in the cafeteria talking with some friends; he is shuffling toward your group when suddenly he does what you hoped he wouldn't. He points at your group and asks to visit with all of you. What do you do.

It is 8:00 p.m. on a Tuesday night. You are finishing watching your favorite TV show when your mom sits down next to you and asks to see your homework. What do you do.

The first basketball game of the season is tomorrow night. Your best friend of three years is doing really well and has even made the first team. You, however, aren't having the same luck. You are third team and can't seem to make a free throw to save your life. What do you do.

In history class, you are giving speeches on key events in American history. You all have worked very hard on your speeches. Your friend is very nervous; he thinks he might even lose his lunch because the butterflies are flying so fast. What do you do.

Math is rather difficult for you to grasp. You sometimes get frustrated, but you really do want to do your best. Your teacher has said she would help you before or after school if you wish to come in. The test is next week. What do you do.

