

## Grade 3 Lesson Plan 4

### Program outcomes

- Students develop criteria to evaluate the health of their relationships. (4.1)
- Students identify skills to maintain healthy relationships. (4.2, 6.3)
- Students identify situations that cause physical or emotional harm. (6.2)
- Students verbalize the importance of self-esteem in a relationship. (6.1)

### Objectives:

- Students identify qualities of a healthy friendship.
- Students identify and practice behaviors that demonstrate the qualities of a healthy friendship including speaking up, respecting the other's wishes, compromise, support, and respecting the other's privacy.
- Students describe experiences that have caused physical or emotional harm to themselves or others.
- Students describe the meaning of self-worth and self-esteem and its importance in making healthy decisions.

### Standards addressed:

*ISBE Social Emotional Learning Standards:* 1A.2b, 2C.2a, 2D.2a, 2D.2b, 3A.2a, 3A.2b, 3B.2b,

*ISBE Health Standards:* 22.B.2, 23.C.2a, 24.A.2a, 24.A.2b, 24.C.2

*National Sexuality Education Standards:* HR.2.CC.2, HR.2.IC.2, PS.2.CC.2, PS.2.CC.3, PS.2.AI.2, PS.2.IC.2

Time: 75-80 minutes

### Materials needed

- PowerPoint presentation
- Scenario skit cards

### Setup:

Before beginning lessons, administer pretest using ARS system. Divide students into groups of three or four, then explain their task. Make sure to let them know you will be calling upon each group to report back their ideas.

### Attention-getter

In groups of three or four, students spend 1-2 minutes discussing the question, "What makes the perfect friendship?" Students are instructed to agree on a list of the top three characteristics they would like in a friend. When finished, a representative from the group writes their answers on a board in the front of the room. (25-30 minutes)

### Activity outline

1. Teacher facilitates discussion based on the question, "What is important to you in a friendship? Why?" (Students will give different answers based on their personal experiences...make sure to point out that different people value different things in a friendship, but there are some basic qualities that all will agree on) (5-7 minutes)

2. Teacher identifies five keys to a healthy relationship as speaking up, respecting your partner/friend, compromise, being supportive, and respecting the other's privacy (source: loveisrespect.org) Teacher identifies connections to student responses. (3 minutes)
3. Student volunteers act out short skits demonstrating each of the five identified healthy relationship keys. Teacher recruits volunteers to act out all five skits. Each volunteer gets a card with their role and dialogue on it. Teacher plays the role of narrator and sets each scene. After students act out the scene, the class votes on which healthy relationship quality was displayed. (15 minutes)
4. Teacher asks students, "So these are five things you need in your friendships, but do other people in your life deserve this?" (yes, you should show the same respect to all people, even people you don't know or don't like deserve respect) (1-2 minutes)
5. Teacher asks students the following series of questions. Students vote "yes" by raising their hands or "no" by keeping them down. (3-5 minutes)
  - a. Have you ever said something mean to a friend?
  - b. Has a friend ever said something mean to you?
  - c. Have you ever left someone out of a group?
  - d. Have you ever had a friend tell other people a secret you told them?
6. Teacher facilitates discussion based on the following questions: (10-12 minutes)
  - a. If your friend was mean to you, what could you do? (talk to them, leave the situation, tell an adult, stay in the relationship and put up with it, tell the person how their behavior makes you feel...at this age many students don't realize the power of their words...encourage the kids to put themselves in the other's shoes)
  - b. Self-worth is a measure of what you think about yourself. Someone with high self-worth feels they are a valuable person, or feels good about themselves. How do you think someone who feels good about themselves would react if their friend was mean? Why do you think that? (they would probably stand up for themselves, tell the person to stop, or leave the friendship if the person didn't stop)
  - c. How do you think someone with low self-worth, or who feels bad about themselves would react if their friend was mean? Why do you think that? (might stay and put up with it if they don't think they are valuable, might stay in unhealthy relationship because they don't think they can find any other friends)
  - d. How does having high self-worth help a person make healthy decisions? (they will stand up for themselves and not let someone treat them badly)
7. Wrap-up and closure (5 minutes)

### Assessment questions

#### Pretest/post-test

1. Which of the following is not part of a healthy friendship?
  - a. Compromising
  - b. Respecting privacy
  - c. Telling the other person everything about yourself**
  - d. Speaking up
2. What is self-esteem?
  - a. How you feel about yourself**
  - b. How you feel about others
  - c. How others feel about you
3. Personality traits like kindness and respecting privacy are important parts of relationships for most people.

- a. **True**
  - b. **False**
4. My friends' words can affect my self-esteem.
- a. **True**
  - b. **False**

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