

About Relationships - Level 1

Staff Activity Guide



What's Included:

The purpose of this guide is to support teachers in empowering students to make positive choices even when faced with high-risk situations. In this guide you will find a Student Video Viewing Guide, Student Activity options, and a Brain Quiz with an answer guide. Each of these resources can be used independently or in conjunction with one another as time allows. For your planning purposes, please find the estimated time needed for each activity below.

- **Viewing the Video**

Without Student Video Viewing Guide - 5 minutes

With Student Video Viewing Guide - 10-15 minutes

- **Student Activities -**

Write About It Prompt - 5-10 minutes

Group Activity - 15-20 minutes

Independent Practice - 10-15 minutes

Extended Learning - 20-30 minutes

- **Brain Quiz - 5-10 minutes**

Student Video Viewing Guide Strategies:

- **Before the video (3-5 min) -**

Have students complete the **Do Now** question box to get the wheels turning

Ask students to "**pair and share**" with a classmate, and/or have a brief class discussion

Remind students to "**preview**" the Video Viewing Guide so that they know what they are listening for

- **During the video (2-3 min) -** Pause the video to talk about Check for Understanding (CFU). You can call out a few students to answer, and/or have them pair and share.

Pause the video to talk about for CFU Question 1 - Why do you think having a positive view of yourself is so important to having healthy relationships?

Pause the video to talk about for CFU Question 2 - Which of the relationship skills shared do you think is the most important? Why?

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Student Activity Options:

- **Write About It Prompt (5-10 minutes) -**

- a. The first step to building healthy relationships is having a positive view of yourself. With that in mind, write a love note from you, to YOU!

- **Independent Practice Activity (10-15 minutes) -**

- a. **Materials needed:** Student guide, or just paper and pen
- b. **Directions for Students:** Complete the chart below with characteristics of a relationship with healthy boundaries on the left, and unhealthy boundaries on the right
- c. **Criteria for Success:** Students demonstrate knowledge of healthy and unhealthy boundaries in relationships

- **Group Lesson Activity (15-30 minutes) -**

- a. **Materials needed:** Student guide, or none
- b. **Directions for Students:** In your group, come up with a short play demonstrating one behavior of an unhealthy relationship, and then "rewind" and re-play the situation demonstrating how things would have looked in a healthy relationship.
 - Put students in pairs or groups of 3-5, have all groups or just a few present to the class.
- c. **Criteria for Success:** Students demonstrate knowledge of what boundaries in relationships look like and how to use healthy relationship skills

- **Extended Learning Activity (20-30 minutes) -**

- a. **Materials needed:** Paper and pencil/pen
- b. **Student Directions:** Create a Poster - Create a large poster or mini poster (sheet of paper) with "Red Flags" (signs of an unhealthy relationship) and "Green Flags" (signs of a healthy relationship). Include at least 3 of each flag.
- c. **Criteria for Success:** Students demonstrate knowledge of healthy relationship skills and unhealthy boundaries in relationships

- **Brain Quiz Answer Key (5-10 minutes)**

1. False
2. D
3. A
4. C
5. None of the above