SESSION 2

Relationships
In this session, students will explore the meaning of relationships and the many and varied relationships that exist in their lives. It is important to emphasise that everyone has their own unique set of relationships and that these extend beyond just their family and peer networks to include neighbours, teachers, the local bus driver and many others. The students will discuss how they play different roles in the lives of others, just as others play different roles in their lives. They will also discuss the different types of support their relationships provide to them.

Students will examine what characteristics are needed to be a good friend. There may be different responses between individuals in what they want in friendships and this is well worth discussing.

The material in this session will not be totally unfamiliar to the students; they may have covered some of this in health or personal development areas but this is more complex. It is looking at how they conduct themselves in relationships and how they can get the best out of them – how they think and behave in different relationships (e.g., they behave differently with parents, sports coach, or friends). Students may change their speech, attitudes, and behaviours to suit their different relationships. Students will also be encouraged to reflect on how the way they interact with people in their lives can impact on those relationships.

The use of concept maps to represent the breadth and strength of relationships is a format that is probably familiar to many students and may already be used across other learning areas. It provides a good framework for allowing students to investigate the wide range of relationships in which they are involved.

In this session students:

- Explore the different types of relationships in their lives.
- Reflect on the different roles they play in different relationships and how these might change over time.
- Identify and evaluate the characteristics of a good friend.
REVIEW PREVIOUS SESSION
Use the Session 1 in review sheet (Resource 2.1 and page 13 of student book) to revise the last session.

ACTIVITY 1 – Mapping my world

1. Introduction - When we talk about relationships in a general sense it does not just mean wives and husbands, partners, and boyfriends and girlfriends, although that is the way the term is popularly used. Rather, it defines anybody we know and relate to in a significant way or those we interact with on a regular basis.

2. Brainstorm as a class a list of people with whom the students have relationships. Try to generate as many relationships as possible, not just family and friends, but anyone they have relationships with during their day. Responses may include:

   friend, neighbour, family, minister, pet, bus driver, shopkeeper, music teacher, canteen/tuck shop worker.

3. Refer to Mapping My World on page 15 in the student workbook. Ask students to write their name in the centre of the page. Surrounding their name they should map as many relationships as they can think of. Students should describe the role, eg. mother, drama teacher, rather than the person's actual name. A line should be drawn connecting them to each person. Closer relationships should be drawn closer to the centre and more distant relationships further out. Symbols or colours can also be used to differentiate the various types of relationships. Refer to the example provided on page 14 of their book. Allow students about 10 minutes to map their worlds.

4. Discuss as a whole class:

   - How the different people shown in their maps meet different needs in their lives, since no one person can meet all our needs.
   - How different people have different capacities and qualities to offer us, and different interests to share with us.
   - How some relationships have a stronger influence and are of greater value to us
   - Consider the differences between those relationships you choose to be involved with versus those you don’t have a say in (eg. you can’t choose who drives your bus).
   - How different relationships have different levels of importance and meaningfulness.
   - How different relationships have different frequency of contact.
5. **Suggest** that if different people play different roles in our lives, then we may also play different roles in the lives of others.

Note: You may wish to offer some examples of the different roles that you play in your life apart from teaching.

6. **Ask** students to consider their map again and to think about the different roles they play.

7. **Discuss** with students:
   - whether they think people’s roles change over time
   - whether their relationships with each of the people in their map will stay the same over the years
   - how their own roles might change over time

**EXTENSION ACTIVITY**

8. **Discuss** with students:
   - whether there are different social skills that are used in different relationships (e.g., do you talk differently to your friends than with your grandmother or the local shopkeeper?)
   - what are the names of some of these skills?
   - whether we need a different set of skills again if we are seeking help from others

**ACTIVITY 2 – Close encounters**

1. **Introduction** – Relationships amongst peers or friends are very important, not only while at school, but throughout life.

2. **Ask** groups to brainstorm what features or characteristics we need to be a good friend. Ask students to think about what they expect from their friends. Have students record these on page 16 of the student book.

Possible answers:

<table>
<thead>
<tr>
<th>trust</th>
<th>respect</th>
<th>honesty</th>
<th>shared experiences</th>
<th>openness</th>
</tr>
</thead>
<tbody>
<tr>
<td>generosity</td>
<td>forgiveness</td>
<td>acceptance</td>
<td>being there</td>
<td>non-judgmental</td>
</tr>
<tr>
<td>thoughtfulness</td>
<td>shared interests</td>
<td>shared values</td>
<td>patience</td>
<td>have fun together</td>
</tr>
<tr>
<td>get along</td>
<td>empathy</td>
<td>humour</td>
<td>show you care</td>
<td>good listener</td>
</tr>
<tr>
<td>helping</td>
<td>spending time together</td>
<td>understanding</td>
<td>loyalty</td>
<td>availability</td>
</tr>
</tbody>
</table>
3. **Ask** groups to feed back to the whole class.

4. **Discuss** with students:
   - Whether there were differences among group members on what characteristics were important.
   - Whether they think boys and girls have different ideas on the characteristics of friendships that are important.
   - Whether different cultural groups or social groups (eg. skaters, sports teams, spiritual groups) have different perceptions and expectations of friendships.

**SUMMARY**

Main points:

- The concept of relationships is broad – it refers to anybody we know and relate to in a significant way.
- Different people play different roles in our lives as we play different roles in others’ lives.
- Friendships are very important not only at school but throughout life.
- We all expect certain things from our friendships. However, friendship can mean quite different things to different people as well.

**INTRODUCTION OF GROUP PROJECT**

1. **Explain** to the students that the group project is an opportunity for them to use all the skills and knowledge that they will be learning throughout the program.

2. **Briefly discuss** that being able to manage relationships effectively, to be a good friend, and help ourselves and others when necessary, are all important life tools. It is also very useful to know about the other sources of support that exist at school, at home and in the community.

3. **Explain** that later on in the program students will be asked to design a space for their school aimed at providing support for young people (refer to the project outline on page 72 in the student book). Over the next few weeks, students should start to identify people at home, at school, in the community, who may provide support (these might be professionals or they might not). Students should also look in magazines, at television shows, movies, and on the web to find people or organisations that can help. As students come across these people, they need to keep a note of them.
HOME ACTIVITY – Loose connections

1. **Refer** students to page 17 of the student book or hand out home activity sheet.

2. **Instructions:**

Choose a program you watch on television, or a book that you have recently read. Identify a situation where a relationship, preferably a friendship, is in some way damaged, threatened or significantly changed.

Briefly describe the situation and analyse what happened in the relationship by answering the following questions:

- What happened that changed the relationship?
- How did the event impact on each person? How did they feel? What might they have been thinking?
- What did each person do, if anything, to (1) make the situation worse, or (2) make the situation better?
- What was the result of that action?
- Did things go back to the way they were? If not, how were they changed?
- Was there an alternative action that may have had a better outcome?

GOT MORE TIME ?!

EXTRA ACTIVITY – Friendship is…..

1. **Introduction** – Explain that having shared ideas about the range of positive features of friendships, students will now explore some of the more tricky aspects of friendship.

2. **Ask** students to move into small groups.

3. **Hand out** a set of Friendship is…. slips (Resource 2.2) to each group and instruct students to consider each statement and decide together whether it is true or not true of friendships. They should organise the slips into two columns: Friendship is...?; and Friendship isn’t...? Allow about 10 minutes.

4. **Discuss** as a whole class:

   - The points around which there was discussion or difference of opinion.
   - The dilemmas raised, noting that sometimes we cannot be absolute about these matters.
5. **Discuss** these additional points with students:

- How both boys and girls see their own and the opposite sex’s friendships and how are they different (the way they talk, what they talk about, the level of intimacy, expectations).
- How girls’ and boys’ perceptions affects boy-girl friendships and if they are different to same-sex friendships.
- The implications of these differences when friendship becomes more than just a friendship, i.e. a sexual relationship.

### EXTRA ACTIVITY – Give and take

1. **Introduction** – Ask students to reflect on the reciprocity (the give and take) of relationships and pose the following questions (you may wish to write on the board or overhead):

   - Is a relationship all about taking?
   - Are we only in it for what we get out of it?
   - Or do we give as much as we take?
   - Should the “give and take” always be equal? Can it be?

2. **Ask** students to discuss this in their groups and to report back to the whole group after 10 minutes. Stimulate discussion with the following insights:

   - The complementary nature of relationships. Use metaphor here - ask students to think of their own: 2 pieces of jigsaw, yin and yang, magnetic fields.
   - The implications of a power differential and what might be the responsibilities of the person with more power.

3. **Report** back to whole class.
Session one In review

Introduction to the Year 9 program

The major theme for this program is "RELATIONSHIPS". Relationships involve interactions with others.

Why do you need this program?

Because Year Nine is a busy time for young people. There's a lot happening!

This program will cover some skills to use in everyday situations...

Year 8 Resilience Strategies

This program will revise and keep using the strategies taught last year.

Self-talk - listening to what we say to ourselves and making it more realistic and more positive
Building up our self-esteem - feeling better about ourselves
Coping strategies - identifying things that make us feel better and help us to cope with difficulties and stress
Recognising emotions in ourselves and others, and managing our emotions a bit better
Changing unhelpful thoughts to more helpful ones
Friendship is ...

- sharing all your secrets
- doing that little bit extra
- taking their side in a dispute, argument or fight
- always telling the truth
- forever
- knowing everything about each other
- never saying that you disagree
- having the same opinions
- sharing the same values
- coming from the same background
- never dobbing
- keeping their secrets