

School:

Teacher:

January's Healthy Habits Campaign Message is:
Healthy relationships are honest relationships.

Honesty is one important characteristic of healthy relationships. Learning about healthy relationships at a young age can help kids learn to be better friends and to have positive and healthy relationships throughout their lives. To help promote January's healthy habit message, this packet contains:

Healthy Relationships Activities and Resources	Time needed:	Page Number:
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Educational Art: What Makes a Good Friend?	15-20 Min.	2
Curricular Connections: Tally the Traits	15-20 Min.	3

If you are interested in having a Public Health Educator from the Chatham County Public Health Department complement your instruction by presenting to your class about healthy relationships, please contact Ellie Morris, the School Health Liaison for the Chatham County Public Health Department at elizabeth.morris@chathamnc.org or 919-545-8443. Family Violence and Rape Crisis Services also offers information and education that could help to illuminate this month's topic, <http://www.fvrc.org/>.

The key points to focus on this month are:

Healthy relationships are full of honesty and other good qualities.

A "healthy relationship" makes you feel safe and respected. It also makes you feel good about yourself. Honesty is one characteristic of a healthy relationship.

Honesty is an important part of being a good friend.

Learning to be a good friend is an important part of learning about healthy relationships. Friendships are one kind of relationship. Honesty helps both friends feel that they can trust each other and rely on each other.

Healthy relationships help us feel great! Having good friends makes us happy and can actually keep us healthy!

Thank you for your help in promoting the health of Chatham County's students!

Healthy Relationship Basics

What is a healthy relationship?

The term “healthy relationship” refers to both the physical and emotional health of a relationship. Relationships with physical and emotional abuse and disrespect are physically and emotionally unhealthy. Relationships that make both people feel good, respected and safe are healthy relationships. Some of the main traits of a healthy relationship are respect, trust, honesty, fairness, equality, and good communication.

Some characteristics and skills found in healthy relationships include:

- **Respect** for each other, which means showing consideration for the feelings and well being of the other person.
- **Effective anger management** in order to deal with anger in positive, productive and non-violent ways.
- **Problem solving**, or knowing how to break problems down and find potential solutions.
- **Negotiation and compromise**, which can turn problems into "win-win" situations so that each person gets what they want and need.
- **Being assertive, not aggressive**, so that requests are made clearly and respectfully, without threats, intimidation, or physical force.

Some characteristics of unhealthy relationships:

- Physical abuse or physical aggression
- A lack of respect
- Dishonesty
- Anger
- Low self-esteem

Honesty is important in healthy relationships and in most everything we do.

Honesty is a good character trait to strive for in everything we do. Being honest with friends, family, boyfriends, and girlfriends is one way that others come to trust us; by being honest, we show that we are reliable, respectful, and trustworthy.

Learning how to be a good friend has life-long benefits.

Learning how to be a good friend at an early age – including the ability to problem solve, resolve conflicts, communicate well, and be honest – sets a person up for having many healthy relationships, both romantic relationships and non-romantic friendships. What students learn now about respectful and appropriate ways to treat others will affect relationships throughout their lives. Research indicates that the earlier adults have conversations with kids about healthy relationships, the better off kids will be.

Sources:

<http://www.plannedparenthood.org/info-for-teens/relationships/all-about-relationships-33823.htm>

<http://www.cdc.gov/features/chooserespect/>

National Center on Domestic and Sexual Violence- Links: http://www.ncdsv.org/ncd_links.html

<i>Educational Art</i>	What Makes a Good Friend?
<i>Standard Course of Study Objectives and Health Education Essential Standards</i>	Kindergarten: <ul style="list-style-type: none"> • 3.01, 3.02, 3.03 • K.ICR.1.2 1 st grade: <ul style="list-style-type: none"> • 1.01, 3.05 • 1. ICR.1.2 2 nd grade: <ul style="list-style-type: none"> • 1.01, 1.03 • 2.ICR.1.1
<i>Time Needed</i>	15-20 minutes
<i>Organization/Equipment</i>	<i>Organization:</i> <ul style="list-style-type: none"> • This activity starts as a large group brainstorm then moves to an individual drawing activity. <i>Equipment:</i> <ul style="list-style-type: none"> • White board or flip chart • One piece of paper per student • Markers/colored pencils/crayons
<i>Teacher Introduction</i>	In this activity, students will have an opportunity to reflect on qualities that make a good friend while getting practice with Language Arts.
<i>Rules and Directions</i>	<ul style="list-style-type: none"> • Tell the students that today they are going to get a chance to think about what makes a good friend. • First, do a group brainstorm with the whole class about things they like about their friends. Record the ideas on the board or on flip chart. Clarify that the students should be thinking about character traits, things you can't necessarily see, but characteristics that friends demonstrate in their actions and how they treat other people. Explain that honesty, which is a theme for the month, is an important trait in a friend. • Once the list is compiled, have students take a moment to think about what characteristics they personally most value in friends. From there, students will individually draw what a good friend looks like to them. Point out that since everyone likes different kinds of people and values different character traits, it will be cool to see all the friends that get drawn, because they will all be different. • Students can also write on the picture at least three words (adjectives) that describe the friend they have drawn. For example, this good friend is kind, generous, and fun. <p>Wrap-Up: Have each student share with the group one of the qualities that is most important to them in their good friends.</p>
<i>Variations</i>	<ul style="list-style-type: none"> • Make a large poster-size drawing of a good friend cooperatively as a group. One person can lie down on a big piece of paper and another can trace their body. Then, each student can draw or write the traits of a good friend on this figure. • Have the drawing part focus more on actions and verbs - students draw a picture of a friend enacting the qualities that make him/her a good friend and then write these verbs around the picture.

Curricular Connections	Tally the Traits
<i>Standard Course of Study Objectives and Health Education Essential Standards</i>	Kindergarten: <ul style="list-style-type: none"> • 3.02 1 st grade: <ul style="list-style-type: none"> • 1.01, 3.05 2 nd grade: <ul style="list-style-type: none"> • 1.01, 1.03 • 2.ICR.1.1
<i>Time Needed</i>	15-20 minutes
<i>Organization/ Equipment</i>	<i>Organization:</i> <ul style="list-style-type: none"> • This activity is a large-group activity. • Make three posters. One, you will leave blank. On one, you will write positive traits and actions that a good friend would exhibit (or use the list from the brainstorm in the last lesson). Leave space on this poster to add more traits in case students have additions during the lesson. On the third poster, draw the basis for a bar graph. Set it up so that the traits from the other poster are on the x-axis and the number count is on the y-axis. The range of numbers should reflect the number of students you have in your class. Leave space on the x-axis for students' additions. • Hang the posters where the students can see them. <i>Equipment:</i> <ul style="list-style-type: none"> • Three stickers per student • Markers
<i>Teacher Introduction</i>	This activity provides an opportunity for students to revisit character traits that they value in their friends, and practice Mathematics skills by tallying and graphing those traits they think are most important.
<i>Rules and Directions</i>	<ul style="list-style-type: none"> • Let the students know that in this activity they will revisit the character traits/qualities they value in a good friend. • Read through the positive traits poster. Feel free to add short descriptors of each trait as you go. Then, ask if you missed any traits that are important and add them to the poster. • Once you've collected all of the students' suggestions, pass out three stickers per student, and have them use the stickers to "vote" on the three traits that are most important to them. They "vote" by placing the stickers next to the traits on the poster. They should not vote more than once for any trait. For younger students, you can simplify this process by starting with a small number of traits and having students raise their hands to vote. While/after students vote, add any student-generated traits to the x- axis of the graph poster. • Once the students have voted with their stickers, have the students help you count the votes. A student volunteer can help you record the number of votes for each trait. • Using your prepared graph poster, chart the results with the help of students. Explain that the graph will show you which traits are most important to the students in the classroom. • Once your graph is complete, let the students know that you are going to make a list of the traits they voted as most important to keep in the classroom as a reminder of how to be a good friend and classmate. Ask students to help you list the traits in rank order by telling you which 5 traits got the highest votes. <p>Wrap-up: Post the list on the wall and ask students why it's important to demonstrate these positive traits and what kind of community would exist if everyone always showed these traits.</p>
<i>Variations</i>	<ul style="list-style-type: none"> • Older students can make their own bar graphs individually or in small groups. • Similar activity can be done around traits that do not demonstrate caring/friendship.
<i>Sources</i>	http://www.nchealthyschools.org/lessonplans/2/