

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 Game: Okay or No Way	10-15 Min.	4
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"Okay" and "No Way" signs for activity		

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 and Resources:

<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

Community Building	Put-downs and Put-ups
Standard Course of Study Objectives and Health Education Essential Standards	3 rd grade: <ul style="list-style-type: none"> • 3.01, 3.02, 3.03 • 3.ICR.1.2 4th grade: <ul style="list-style-type: none"> • 1.05, 3.01 • 4.ICR.1.1, 4.ICR.1.6 5 th grade: <ul style="list-style-type: none"> • 10.02 • 5.ICR.1.3
Time Needed	10-15 minutes
Organization/ Equipment	Organization: <ul style="list-style-type: none"> • Large group discussion, then small group discussion and brainstorming. Equipment: <ul style="list-style-type: none"> • Flip chart or access to a whiteboard/chalk board • Markers • <i>If introducing the “Put-Up Box” – a box and index cards (see below for details).</i>
Teacher Introduction	This activity provides students an opportunity to think about the effects of their words. This exercise focuses on learning positive, honest communication, which is one part of developing healthy relationships.
Rules and Directions	<ul style="list-style-type: none"> • Ask, "What is a put-down?" Reiterate, that sometimes people say hurtful things to one another. Such remarks tell a person that he or she is no good, not important, and "less than" other people, which is why they are called "put-downs." • Ask for two or three examples of put-downs. (In order to avoid reinforcing these words, do not list these on the board – the focus in this lesson should be on the concept of “put-ups.”) • Divide the students into small groups for a short discussion on the questions below. Write these prompts on the board or ask them out-loud one by one. While students discuss, circulate around the room to make sure everyone is on task. <ul style="list-style-type: none"> • Where do people learn put-downs? • How do put-downs make people feel? How do put-downs affect the rest of the group? • Why do we say put-downs? • As students turn their attention back to the large group, debrief the small group discussion. • Then, ask the class if anyone knows what a “put-up” is. If yes, have that person share. If not, tell the students that a put-up is a kind and friendly thing to say to somebody. Unlike a put-down, a put-up makes a person feel good. • Ask the class to think of different “put-ups” in their small groups. Then, let the small groups share out and make a list of list the students’ ideas on chart paper or on the board. (The benefit to chart paper is that you can post this list as a reminder in the classroom.) • Have students turn to their neighbor and share a high five and put-up with that person. You can also do this with students circulating around the room. <p>Follow-Up: Create a Put-Up Box</p> <ul style="list-style-type: none"> • Create a box for put-ups. Ask students to write new put-ups on cards whenever they hear or use one and deposit the cards in the box. Ask them to include their names on the cards so that they can be recognized and to ensure that a variety of students participate. • You may want to provide a certain time of day for students to contribute to the put-up box so that it doesn't become a distraction. • Every day during your morning routine you can pull an idea from the box and share it with the class. • Continuously add the new ideas of “put-ups” to the poster created during the lesson.
Sources	http://www.teachablemoment.org/elementary/communitybuilders.html

Educational Game	Okay or No Way
<i>Standard Course of Study Objectives and Health Education Essential Standards</i>	3 rd grade: <ul style="list-style-type: none"> • 3.01, 3.02, 3.03 • 3.ICR.1.1, 3.ICR.1.5 4th grade: <ul style="list-style-type: none"> • 1.05, 3.01 • 4.ICR.1.1, 4.ICR.1.6 5 th grade: <ul style="list-style-type: none"> • 10.02 • 5.ICR.1.3
<i>Time Needed</i>	15-20 minutes
<i>Organization/ Equipment</i>	<i>Organization:</i> <ul style="list-style-type: none"> • Divide the students into 2-4, even, mixed-gender groups. <i>Equipment:</i> <ul style="list-style-type: none"> • The list of scenarios on page 4. • Enough copies of the “Okay” and “No Way” signs (found at the end of the packet) for each team to have one of each.
<i>Teacher Introduction</i>	This activity gives students a chance to reflect on different scenarios that are okay and not okay in the context of healthy friendships and relationships. The activity is a game, but the scenarios presented help to make it more real for the students.
<i>Rules and Directions</i>	<ul style="list-style-type: none"> • You may want to preface this game with a brief brainstorm of the characteristics of healthy and unhealthy relationships, reinforcing the importance of honesty and this month’s healthy habit message. • Tell the students that they are going to play a game about honest and kind ways to interact with their friends, classmates, and others. • Divide your class into 2-4 teams and give each team both an “okay” and a “no way” sign. Have the groups choose a “holder” for each sign and a couple of “speakers”. • Explain that you are going to read a scenario. Each team will get 10-15 seconds to talk about the scenario and decide whether it is “okay” (shows traits of a healthy relationship) or whether it’s a “no way” (shows a lack of honesty and/or kindness in the relationship). At the end of the 10-15 seconds, the “holders” will hold up either the “okay” or “no way” sign to demonstrate what the teams think about the scenario. Then, the “speakers” from each team will be asked to briefly explain why their teams held up the signs they did. • Go through 10-15 scenarios as described above, depending on how much time you have. • During the game, reinforce the characteristics and skills demonstrated in healthy relationships. Wrap-Up: <ul style="list-style-type: none"> • How did you decide during the game whether a behavior was OK or NOT? • How can this apply to our daily lives with friends? • How can this apply to our classroom? School?
<i>Sources</i>	Find the original “Okay or No Way” activity, along with several other activities, here: http://www.cdc.gov/chooserespect/at_school/activities_school.html .

Possible Scenarios for “Okay or No Way” Game

Before beginning, decide which of these scenarios will be most relevant to your students and whether including scenarios about boyfriends/girlfriends is appropriate for them.

- You helped a younger student pick up her lunch when it fell on the floor in the cafeteria.
- Your friend says you will only be cool if you dress like he does.
- Your boyfriend/girlfriend goes silent when you talk to other girls/boys.
- You told your best friend a secret and even though he said he wouldn't tell anyone else about it, he did.
- In front of your entire class, your best friend teases you about a crush you have.
- You noticed one student complement another student on the project she did for the science fair.
- Your good friend lies to you about his plans for the weekend.
- Your friend gives you “the silent treatment” when you don't agree to do the same things she wants to do when you hang out after school.
- Your friend told a bully to stop picking on another student in the hall.
- In the lunchroom, you see one student making fun of another student for bringing “weird” food for lunch.
- Out of nowhere, your friend told you that you were “the meanest person in the world” and now refuses to talk to you.
- You told you friend that he hurt your feelings when he said that you had ugly clothes.

Add your own scenarios:

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-
-
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OKAY!



NO WAY!



2011-2012 Healthy Habits Campaign

Chatham County Schools and Chatham County Public Health Department

www.chathamnc.org/healthyhabits