Day 1

**Objective:** By the end of this lesson, the students will be able to define relationship, explain the importance of a relationships, list at least four types of relationships we have and give two statistics on relationships in the US as evidence by a class notes and an exit worksheet.

**Outline:**
- I. Relationships
  - A. Definition
  - B. Types of relationships
  - C. Importance
  - D. Statistics

**Activity:** Survey and Statistics Worksheet

Day 2

**Objective:** By the end of this lesson, the students will be able to define family, explain 2 ways they are formed, list 4 types of families and explain their importance and describe in detail the responsibilities for the children, parents/guardians and extended family in a healthy relationship as evidence an in class exam.

**Outline:**
- I. Family Relationships
  - A. How families are made?
  - B. What kind of families is there?
  - C. Why families are important?
- II. Healthy family relationship
  - A. Characteristics of a healthy family relationship
    - 1. Shared responsibility
      - a. Child
      - b. Parent/Guardian
      - c. Extended Family

**Activity:** Family 101

Day 3

**Objective:** By the end of this lesson, the students will be able to list and explain 6 examples of problems within a family list and explain 5 examples of codependency and explain who can be codependent, list all steps to conflict resolution describe 3 ways to cope and 3 resources for help as evidence of a in class quiz.

**Outline:**
- I. Problems within Family Relationships
  - A. Examples
  - B. Codependency: Definition
    - 1. Characteristics
    - 2. Who can be codependent?
  - C. Can Family Health be improved?
    - 1. Practice conflict resolution
    - 2. How to cope?
    - 3. Learn to compromise
    - 4. Seek Professional help

**Activity:** What not to do

Day 4

**Objective:** By the end of this lesson, the students will be able to define friendship and explain 4 types of friendships and why they are important to themselves, explain 3 ways to find good friends and strengthen those relationships and list and explain 5 ways to recognize unhealthy relationship as evidence by a journaling activity.

**Outline:**
- I. Peer Relationships
  - A. Definition
    - 1. Types of friendships
  - B. Why so important?
  - C. How can we find good friends?
  - D. Keys to strengthening relationships
  - E. How can we recognize unhealthy friendships?

**Activity:** Journal Activity
### Day 5

**Objective:** By the end of this lesson, the students will be able to define peer pressure and list and explain 3 positives and 3 negatives of peer pressure, describe 4 reasons people give into peer, list 4 people who can help with pressure, all 5 steps of the decision making model and and list and explain 4 resistance skills as evidence by completing a decision making model worksheet.

**Outline:**
1. **Peer Pressure**
   - A. Definition
   - B. Positives
   - C. Negatives
   - D. Why do people give in to “peer pressure”?
   - E. Coping with peer pressure
     1. Who can help with peer pressure?
     2. Decision making Model
     3. Resistance Skills

**Activity:** Decision making model activity

### Day 6

**Objective:** By the end of this lesson, the students will be able to define communication and give 2 examples of verbal and 2 examples of nonverbal communication skills, describe the 6 levels of the communication process and list the 5 levels of communication as evidence by an open note worksheet.

**Outline:**
1. Communication Skills
   - A. Definition
2. Types of Communication
   - 1. Verbal
   - 2. Non-Verbal
3. The Communication Process
4. Different Levels of Communication

**Activity:** Role Play different levels of communication

### Day 7

**Objective:** By the end of this lesson, the students will be able to list and explain 3 barriers to effective communication, define assertiveness and list 2 skills, describe the full assert model and define active listening and list and explain 5 steps for active listening as evidence by group posters.

**Outline:**
   - A. Barriers to effective communication
2. Components of Communication skills
   - A. Assertiveness Skills
   - B. Asset Model
   - C. Refusal Skills
   - D. Active Listening

**Activity:** Role Play all the skills with different scenarios

### Day 8

**Objective:** By the end of this lesson, the students will be able to list and describe how to use refusal skills towards sexual pressure, list their own limits for sexual activity, list 3 dating skills they can establish and list 4 benefits of practicing abstinence as evidence by a exit journal.

**Outline:**
1. Using Refusal Skills towards negative peer pressure towards sexual activity.
2. Set limits for sexual activity
3. Establish dating skills
4. Practice abstinence

**Activity:** Decision making model activity