Course Name: Health  
Lesson Topic: Peer Relationships  
Grade Level: 10th

Lesson Objectives: By the end of this lesson the students will be able to discuss as a group four things that they look for in a “good” friend, explain three reasons why peer relationships are important to them and list the four types of friendships as evidence by a follow up class discussion. They will be able to list 5 of the 10 characteristics of unhealthy peer relationships as evidence by an in class worksheet.

Link to Standard: A student shall demonstrate an understanding of decision-making processes and community health practices that promote healthful nutrition and dietary practices, and physical fitness, and that reduce and prevent tobacco use, drug and alcohol use, intentional and unintentional injuries, HIV, sexuality transmitted diseases, and unintentional injuries.

Prior Knowledge: Be able to handle group work and use proper communication skills while in a group. Be able to use negotiation and compromise skills so that the group work runs smoothly.

Review-Anticipatory Set: Not all children grow from infancy through their adolescent years without experiencing some bumps along the way. Acceptance is one of the most notable characteristics associated with peer pressure, which is one of the bumps adolescents have to face. So, because having friends is so important, students will find out what they actually are looking for in a friendship through this activity.

Chronology of Lesson

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>2 Min.</td>
<td>1. Role Call</td>
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<td>3 Min.</td>
<td>2. Review-Anticipatory Set</td>
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<td>30 Min.</td>
<td>3. Contact Covered</td>
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<td></td>
<td>I. Friendships</td>
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<td></td>
<td>A. Finding good friends (Notes)</td>
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<td></td>
<td>B. A Good Buy (Activity Plan Attached)</td>
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<td>C. Discuss Activity (Discussion questions attached to plan)</td>
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<td>10 Min.</td>
<td>II. Unhealthy friendships</td>
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<td></td>
<td>A. Types of Unhealthy Peer Relationships Worksheet</td>
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<td>B. Discussion of Worksheet</td>
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<tr>
<td>5 Min.</td>
<td>4. Closure</td>
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<td></td>
<td>A. Review key points of lecture and discussion</td>
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Closure: Very nice job today class, all of your advertisements were great. You all had a lot of the same ideas about how to find good friends and why they are so important. I like that you think that values, attitudes and beliefs are an important role when becoming a good friend with someone. We learned that there are many types of peer relationships, such as cliques, plutonic, close and casual. What I really want you all to walk away from class today with is the knowledge that you have the choice of who you are friends with or
If you have completely opposite attitudes on situations that could potentially turn into peer pressure, maybe that relationship is not good for you. After the unhealthy peer relationship worksheet I believe all of you can look into your group of friends and yourself and see some of those qualities. It is your responsibility to try to change those behaviors or get out of that relationship.

**Assessment of Objectives:** Students will be assessed by a participation scale of 1-5 for the advertisement they perform and will be give 5 points for the participation of the Unhealthy Peer Relationship Work sheet

**List of Materials:**
- Activity plan: optional posters and markers
- Worksheets: Unhealthy peer relationships

**NOTES**

V. Peer Relationships

A. “A friendship is a significant relationship between two people that is based on caring, trust & consideration” (Merki, & Merki, 2004, 249).

1. **Casual**- Peers with whom you feel socially connected
2. **Close**- More likely to share real feeling with you and makes you feel more comfortable doing the same
3. **Plutonic**- A relationship with a member of the opposite gender in which there is affection, but no sexual activity
4. **Cliques**- A small narrow circle of friends, usually with similar backgrounds or tastes, that excludes people they view as outsiders.

B. **Why are peer relationships important?**

1. They strengthen self-esteem (Post, 1996, xvii).
2. They improve social skills.
3. Help understand personal needs.
4. Help develop skills in intimacy.
5. Learn (Merki, & Merki, 2003, 261):
   a. Cooperation- Working together for the good of all.
   b. Compromise- Giving up in order to reach a solution that satisfies everyone.
   c. Empathy- Ability to share another person’s feelings.

C. **How can we find good friends?**

1. Find people with similar (Merki & Merki, 2004, 300):
   a. **Values**- Foundations for peoples beliefs, attitudes and knowledge.
   b. **Interests**
   c. **Beliefs**- What one person believes to be true
   d. **Attitudes**- Clusters of beliefs
2. Find people that share (Merki & Merki, 2004, 300):
   a. Joys
   b. Disappointments
   c. Dreams
   d. Concerns

D. Keys to building and strengthening peer relationships.
1. Be loyal
2. Encourage each other
3. Respect each other
4. Avoid peer pressure

**ACTIVITY PLAN**

<table>
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<tr>
<th>Content Area</th>
<th>Health Literacy</th>
<th>Critical Thinking</th>
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<tr>
<td>Peer Relationships</td>
<td>Effective Communication</td>
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<tr>
<td>Life Skills</td>
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**Grade Level**: 10th grade

**Activity Title**: A Good Buy

**Inclusion**: Yes

**Objective for Activity**: At the end of this activity, the students will be able to discuss as a group four things that they look for in a “good” friend and explain three reasons why peer relationships are important to them to be discussed with the class.

**Materials Needed**: Optional: markers and posters  
**Time Allowed**: Around 30 Min.

**Description and Directions for Activity**:

**Directions**:
- Divide class into groups of 3-4 people depending on the size of the class.
- Explain that they are to write a newspaper, radio, or TV advertisement to that you would use to sell a friend.
- Explain that the advertisement can be a short skit, a rap, a song, a jingle or even a poem.
- It must be advertising the characteristics of a friend that they are planning to sell.
- The students cannot tell about the looks or body features of the friend.
- The students may use props that you can find in the room.
- The students will get about 15 minutes to prepare their advertisement.
- Once finished they will share their adds with the entire class.

**Variation**:
- You can have some groups have the option of looking for a friend not selling a friend.
- The students will still advertise for the characteristics they want in a friend rather than the physical attributes.

**Concept**: Friendship is a highly sought after relationship. Having friends can help avoid some of the problems associated with the teen years. Acceptance is one of the most notable characteristics associated with peer pressure. So, because having friends is so important, students will find out what they actually are looking for in a friendship through this activity.

**Discussion Questions**:
- What are some things that you look for in a “good” relationship?
- Why do you think that peer relationships are so important?
- What qualities did more than one group express?
- Did everyone in your group agree about the qualities they were looking for in a friend?
Evaluation:
Students will be graded upon the participation in their group assignment and upon the participation in the group discussion after the activity.


Unhealthy Peer Relationships Worksheet

The abuser____ A. Continuously seeks approval of others.
The distancer____ B. Supports others harmful behaviors.
The controller____ C. Needy and dependent.
The enabler____ D. Tries to fix other peoples problem.
The people pleaser____ E. Emotionally unavailable to others.
The fixer____ F. Possessive, jealous, and domineering.
The promise breaker____ G. Is self-centered.
The liar____ H. A person who is abusive.
The center____ I. Does not tell the truth.
The clinger____ J. Is not reliable.

NOTES
How can we recognize unhealthy friendships (Meeks, Heit, & Page, 2005, 223-225)?
1. The people pleaser- Continuously seeks approval of others.
2. The enabler- Supports others harmful behaviors.
3. The clinger- Needy and dependent.
4. The fixer- Tries to fix other peoples problem.
5. The distancer- Emotionally unavailable to others.
6. The controller- Possessive, jealous, and domineering.
7. The center- Is self-centered.
8. The abuser- A person who is abusive.
9. The liar- Does not tell the truth.
10. The promise breaker- Is not reliable.

Discussion Questions:
Do you think that you know some people in your group of friends that could be categorized with any of those characteristics?
What can you do to cope with a friend who acts like that?
What can you do if you know that you act like that?
Do you think that you can be friends with a person like that?