

5

Examine Yourself in Three Types of Relationships

TRANSITION OBJECTIVE

Students will experience their feelings about working alone, with another person and in a small group.

RELEVANCE TO SUCCESSFUL TRANSITION

Life as an adult is composed of a series of tasks and activities that require us to work alone, with another person or in groups. Recognizing our strengths and preferences among the three situations is an important prerequisite for a successful relationship at home and at work.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

Being in a group . . .

❑ STEP 2: Convene Roundtable

"One important relationship in my life is ____."

❑ STEP 3: Advance Organizer

"Today you will learn about three relationships and how you can grow from each relationship."

❑ STEP 4: Activity - 30 Minutes

Have students participate in a three-part activity to discover how they handle completing activities with themselves with one person and in a group. To take students through the process of looking at how they handle their relationships, have them solve the problem **Survival Voyage** in three different ways, alone, with a partner and with a group of four. Using the activity sheet **Survival Voyage** have students work alone to read the paragraphs, then number the items in the first column from 1-12 in order of importance.

After four minutes, call time and have students answer the first three questions from the handout **Focus Questions**. Have students write or share their answers with a partner. Assist those with low reading skills.

Next, have students work in pairs to solve the problem, **Survival Voyage** using the second

column. After four minutes, have pairs answer the second set of **Focus Questions**. Repeat the sequence, having students work in groups of four to go over the **Survival Voyage** handout then answer the third set of **Focus Questions**.



LESSON 5

Survival Voyage

Your airplane crashed on a deserted island. You are 200 miles from the nearest inhabited island. Your airplane is ruined. All of your equipment is damaged. You only have the 12 items below.

Your only chance of survival is to reach the inhabited island. You and your crew must voyage 200 miles. You must choose only the most critical items for the 200 mile survival voyage. Your task is to rank the 12 items, starting with the most important items, number them in order from 1 to 12.

Your survival depends on the items you take. Good luck.

self	pairs	group
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> box of matches
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> food concentrate
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> fifty feet of nylon rope
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> two .45 caliber pistols
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> two 100-pound tanks of oxygen
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> chart of the ocean
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> self-inflating life raft
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> magnetic compass
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> five gallons of water
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> signal flares
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> first-aid kit containing injection needles
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> solar-powered FM receiver-transmitter

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143

144



LIFE MANAGEMENT: Unit 4 LESSON 5

Focus Questions

Answer these questions after working alone:

1. How did you feel working alone?
2. How comfortable were you working alone?
3. What were your strengths when working alone?

Answer these questions after working with a partner:

1. How did you feel working with a partner?
2. How comfortable were you working with a partner?
3. What were your strengths when working with a partner?

Answer these questions after working with a group:

1. How did you feel working with a group?
2. How comfortable were you working with a group?
3. What were your strengths when working with a group?

Answer these questions after all three parts of the activity have been completed:

1. What did you learn about yourself in each situation?
2. What role did you play in each situation?
3. Were you more comfortable working alone, with a partner or with a group?

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144

□ STEP 5: Activity - 15 Minutes

After completing all three activities, ask the last set of **Focus Questions** from the handout. Have students discuss these in pairs and then as a class. Finally, have students go over the handout **Learn from Your Interactions**. Stop to discuss the main idea of each paragraph with the class. Give your own examples and ask students to share theirs.

□ STEP 6: Evaluate Outcomes

When working with others it is important to have positive relationships because “_____.”

□ STEP 7: Connecting Activity

Write the words “alone,” “one-on-one,” and “in groups,” on a paper and then beside each write a short description or explanation of what you learned about yourself today.

145



LIFE MANAGEMENT: Unit 4 LESSON 5

Learn from Your Interactions

First, we interact with ourselves. We have an ongoing interaction and relationship with ourselves. It is important that we like ourselves. We understand and depend upon ourselves more than anyone in our lives. We need to see ourselves as a good friend. We need to feel comfortable when we are alone. Take one minute to think about what you learned about yourself during the first part of the activity.

Second, we interact with others, one person at a time. There are many times each day when we are with one other person. In these situations, we learn something about ourselves as we talk with the one person. It gives us a chance to learn how to act with others. We learn and grow from these interactions. With a partner, share one thing you learned about yourself while solving the Survival Voyage with one other person.

Third, we interact with groups of people. How do we act in a group? We are often in groups. Our family, school, classroom, church and friends are all groups. When we are in groups, we act differently than when we are alone or one to one. In groups, we can watch ourselves. We can look at how we act. We can think about how we feel. In groups, we can think about what makes us comfortable or uncomfortable. It is one more way to see new things about ourselves and grow. With a partner, share one thing you learned about yourself while solving the Survival Voyage with a small group.

Whether we are working alone, with one other person or in groups, we can learn about ourselves. When we work with others, it is like having a mirror to see ourselves through their eyes. These experiences give us a chance to learn about ourselves.

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145

KEY WORDS

relationships

reflect

mirror

lonely

mature

MATERIALS AND PREPARATION

- Student Handouts: **Survival Voyage**, page 143; **Focus Questions**, page 144; **Learn from Your Interactions**, page 145.
- Make screen images and become familiar with the handouts, **Survival Voyage** and **Focus Questions**.
- Prepare to discuss the handout **Three Interactions**.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Listening, Speaking
- Thinking Skills: Creative Thinking, Problem Solving, Knowing How to Learn
- Personal Qualities: Responsibility, Sociability