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Understand Your Role in Developing Healthy Relationships

TRANSITION OBJECTIVE

Students will understand the role they play in developing healthy adult relationships.

RELEVANCE TO SUCCESSFUL TRANSITION

Maintaining quality adult relationships is a lifetime task and can affect every aspect of adult life. Employers report that getting along with co-workers is a necessary prerequisite for successful employment. Students need to begin now to practice effective relationship skills.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

In relationships with others, I . . .

❑ STEP 2: Convene Roundtable

"In getting along with others, my greatest strength is ____."

❑ STEP 3: Advance Organizer

"This lesson will help you understand more about the many things that make you the person you are, so you can choose to develop relationships that will work."

❑ STEP 4: Activity - 20 Minutes

Review the handout **Student Letter**. Explain that this unit is about adult relationships, including those with parents, siblings, co-workers, friends, roommates, children, neighbors and spouses. In order to develop and maintain healthy relationships in adult life, we need to be healthy ourselves. Each unit of *The Transitions Curriculum* has provided information and activities to help students become healthy adults. Being healthy includes many of the things we have worked on in other lessons, such as having high self-esteem, being able to communicate effectively, being a self-advocate, having a healthy mind and body and managing a career. Being healthy yourself is the foundation for good relationships with others. Tell students they will look back at the work they have done in this class so far to develop a picture of who they are. Have students complete the checksheet **Putting Myself**

Together. Discuss the definition of positive and negative and give examples. Offer assistance with reading and vocabulary. If needed, group weak readers with strong readers.

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LIFE MANAGEMENT: Unit 4 LESSON 1

Unit 4
Planning for a Happy Family Life

Dear Student,

You are going through some of the biggest changes of your life. You are now ready to finish high school and take the next steps toward adulthood.

Now it is time to decide on the career you want. Soon you may be looking for a place to live on your own. In the next few years you may consider having a family.

In this unit, you will take a look at what you want your life to be like as an adult. This includes:

- what you are looking for in a relationship
- what it takes to have healthy relationships
- how to take care of a home
- how to be a good parent
- how to make good choices for you and your family

Moving from high school into adulthood is an exciting time in your life. We wish you much future success and happiness.

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LIFE MANAGEMENT: Unit 4 LESSON 1

Putting Myself Together

Focus Sheet

Mark how you feel about each statement, positive or negative. Be honest, there is no right answer.

Building Personal Power		
The way I feel about myself is usually:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
The way I feel about my appearance is:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
My personality is:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
Most of my decisions are:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
Communicating Effectively		
When I talk to myself, I usually say things that are:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
When I talk to my family I am usually:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
When I talk to my friends I am usually:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
When I talk to adults at school or work I am usually:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
Setting a Career Goal		
The way I feel about my career goal is:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
The way I feel about reaching my career goal is:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
The way I feel about preparing for my career is:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
The effect my career goal will have on my life is:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
Life-Long Learning		
The way I feel about what I have learned in school is:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
The way I feel about continuing my education is:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
When I need to learn something new, I feel:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
The way I feel about learning new job skills is:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
Advocating for Myself		
My beliefs about myself and my goals are:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
The way I feel about how I stand up for my beliefs is:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
The decisions I make about my life are usually:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
The way I handle myself in my meetings is usually:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
Getting a Job		
My chances of getting the job I want are:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
My skills for filling out a job application are:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
My job interview skills are:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
The way I feel about being prepared to find a job is:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
Succeeding on the job		
The way I feel about being able to keep a job is:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
The way I feel about my skills as a good employee are:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
The way I feel about working for someone is:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
The way I work with others in a group is:	<input type="checkbox"/> positive	<input type="checkbox"/> negative

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□ STEP 5: Activity - 25 Minutes

When they have completed the handout have students total their points and then look at the recommendations. Next, students discuss their recommendation with a partner and explain what they will do as a next step.

□ STEP 6: Evaluate Outcomes

I am healthy because I “_____.”

□ STEP 7: Connecting Activity

Have students develop a graph of their scores on the board or with graphing software. Analyze the results on the graph and discuss trends i.e. Where do the greatest percentage of scores fall – high or low? Take advantage of the opportunity to apply math skills.

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LIFE MANAGEMENT: Unit 4 LESSON 1

Putting Myself Together

Focus Sheet, page 2

Participating in the Community		
My participation in my community is:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
The way I feel about contributing to my community is:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
The way I feel about volunteering in my community is:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
The way I feel about the resources in my community is:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
Staying Healthy		
My overall physical health is:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
My overall mental health is:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
The way my current behavior affects my health is:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
The control I have over my health is:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
Enjoying Leisure Time		
My leisure time activities are usually:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
The things I choose to do for fun are:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
The things I choose to do for myself are:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
The effect my free time activities have on my health is:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
Living Independently		
The way I feel about living on my own is:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
The skills I have for living on my own are:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
The way I feel about family life is:	<input type="checkbox"/> positive	<input type="checkbox"/> negative
The way I feel about my skills for being a good parent is:	<input type="checkbox"/> positive	<input type="checkbox"/> negative

SCORING
After you have marked each statement, start at the beginning and count one point for each positive that is checked. Look at the scoring information below to find the recommendation for your score. **YOUR SCORE:** _____

RECOMMENDATIONS:
If your score is: 40-49, you are already on your way to having successful adult relationships. Go back and look at any of the statements marked “negative.” Choose two of these statements and tell a partner what you will do to make these positive in your life.
If your score is: 30-39, you already have strong potential for successful adult relationships. Choose four areas that are marked negative and tell a partner what you will do to make these positive in your life.
If your score is below 29 you will need to begin working on the skills needed for successful relationships. Look over the items marked “negative” and choose four to work on now and four to work on later. Tell a partner what you will do to change these from “negative” to “positive.”

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KEY WORDS

siblings

healthy

adult relationships

foundations

maintain

MATERIALS AND PREPARATION

- Student Handouts: **Student Letter**, page 137; **Putting Myself Together**, pages 138-139.
- Be prepared to discuss health as it relates to the whole person.
- Prepare to review and complete the handout to use as a sample.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing, Math
- Thinking Skills: Knowing How to Learn, Reasoning
- Personal Qualities: Self Esteem, Sociability, Integrity/Honesty