

**Unit # 1 Title:** Relationships: What Do Skills Have to Do with It?

**Lesson Title:** Relationships...Going Up While Growing Up      **Lesson #** 5 of 5

**Grade Level:** 8

**Length of Lesson:** 45 minutes

**Missouri Comprehensive Guidance Standard:**  
 PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

**Grade Level Expectation (GLE):**  
 PS.2.A.08.a.i: Self-assess interpersonal skills that will help maintain quality relationships.

**American School Counselor Association National Standard (ASCA):**  
 Personal/Social Development  
 A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.

**Materials (include activity sheets and/ or supporting resources)**

Activity Sheet – Going Up While Growing Up  
 Balloons  
 Permanent markers

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies 7. Identify and apply practices that preserve and enhance the safety and health of self and others

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
X	Mathematics
X	Social Studies
	1. Speaking and writing standard English
	6. Relationships of the individual and groups

		to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

	Perseverance		Integrity		Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

The lesson assessment will be the checklist and the discussion about interpersonal skills.

**Lesson Preparation**

**Essential Questions:** What does a quality relationship look like and how is it maintained?

**Engagement (Hook):** As the students enter the classroom, hand them a balloon. Tell them to blow up their balloon and tie it off. Pass around permanent markers and ask the students to write their best friend-making skill or trait on the balloon in the form of I, \_\_\_\_\_, am good at making friends because \_\_\_\_\_.

**Procedures**

<p><b>Instructor Procedures:</b></p> <ol style="list-style-type: none"> <li>1. Ask the students to pass the balloons around and read the comments on each balloon.</li> <li>2. Have students return balloons to the original owner.</li> <li>3. Pass out worksheet and read aloud with students. Ask students to complete balloon bouquet graphic listing traits they feel are important in relationships. Walk around and monitor appropriateness of traits.</li> <li>4. Then ask them to think about three specific friends and identify qualities that those friends have that make them good friends to have.</li> </ol>	<p><b>Student Involvement:</b></p> <ol style="list-style-type: none"> <li>1. Students will pass the balloons around and read what others think about themselves.</li> <li>2. Students will return balloons.</li> <li>3. Students will individually complete the balloon graphic with skills they feel are valuable in a relationship.</li> <li>4. Students will identify three friends and those qualities that make each person important to them and valuable as a friend.</li> </ol>
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<p>5. Complete the same information for three family members.</p> <p>6. Ask the students to self-reflect on 8 skills that they have that they think are important for others to have also. Many of these skills should be repeating from the other lists.</p> <p>7. Ask students to identify which skills they feel are important for others to have but that they do not have on the list for themselves (skills they may be weak in) and then identify what plans or actions they can take to improve the weak skills.</p> <p>8. Initiate discussion about finding differences in the lists. Sample questions/comments: How can we expect things from others in a relationship and not from ourselves? Why would someone want to be your friend if you did not have traits that were important to them? Is it easier to change yourself or to try and change someone else? It is important to note that when you change yourself for the better, you are “growing”, but when you try to change someone else, you are “controlling”. You benefit yourself by focusing on yourself, because you are the one that you will always have to live with.</p>	<p>5. Students will identify three family members and those qualities that make each person important to them and valuable as a family member.</p> <p>6. Students will complete self-reflection area.</p> <p>7. Students will compare lists and identify skills / traits that they find that they may be weak in. They will identify how they can strengthen those skills / traits.</p> <p>8. Participate in discussion.</p>
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### **Teacher Follow-Up Activities**

Teacher may wish to display the balloons on a bulletin board for a visual reminder of the traits that the students found to be important in being a good friend.

### **Counselor reflection notes (completed after the lesson)**

## Going Up While Growing Up

These are interpersonal skills and qualities that I like to see in my friends and family. These help us to get along and work together. They make our relationship fun.

1. Place one skill or quality that you find important in each balloon.

After you have completed the balloon worksheet, continue with #2

2. List 3 friends and identify which "balloon" qualities they have.

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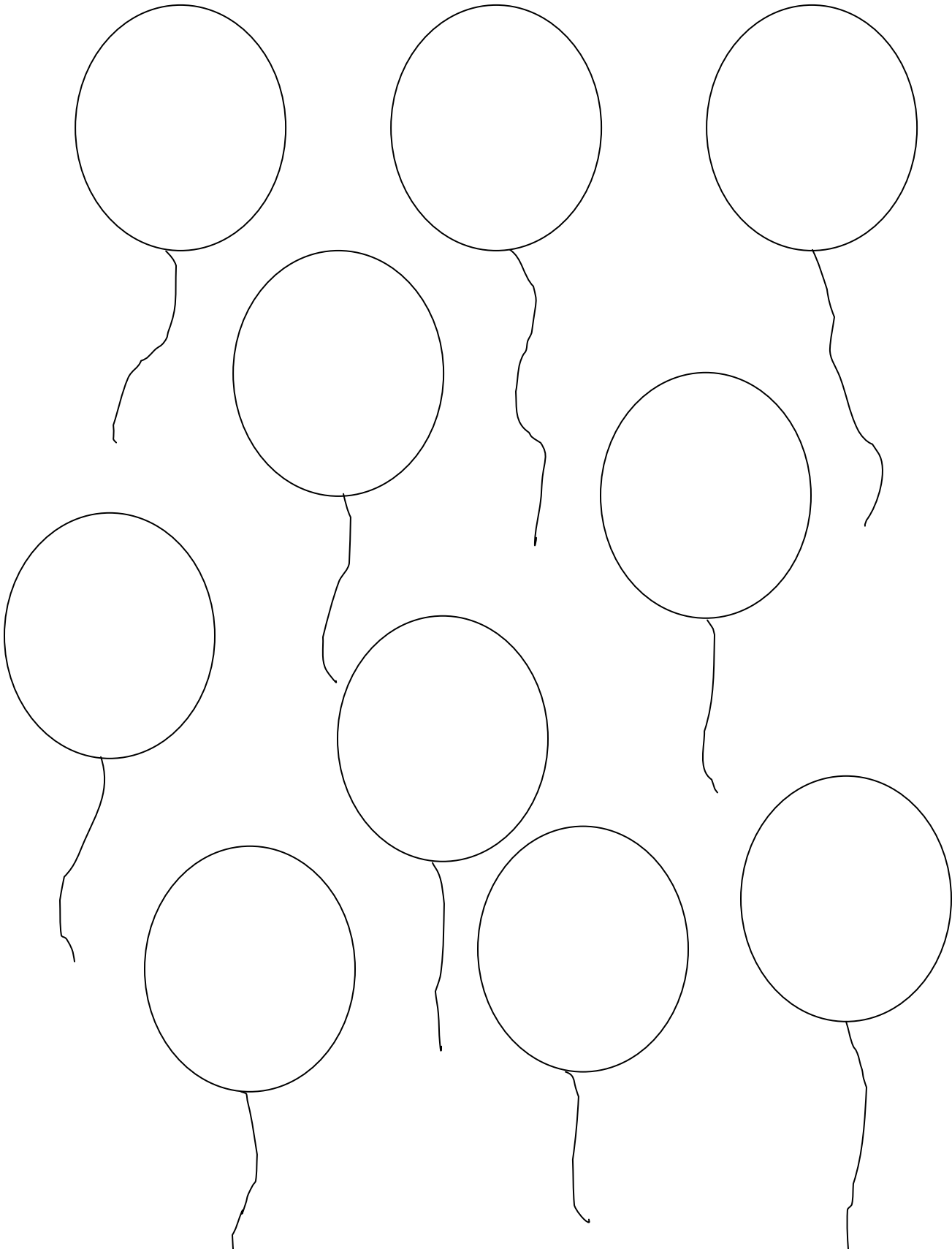
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List 3 family members and identify which "balloon" qualities they have.

1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.

Which "balloon" skills do I have that I think are important for my family and friends to also have?

1.	5.
2.	6.
3.	7.
4.	8.

Which ones am I weak in?

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How can I improve my skills?

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Which skills do I think I should focus on first?

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