

# RELATIONSHIPS

## Lesson 4

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### Workbook Assignment

*Things Change*  
*Positive Relationships*

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### Overview

The concept of change is expanded as it relates to relationships. In this lesson different kinds of relationships will be discussed. Students will explore the difference between connections and key relationships, and the role each plays in shaping an individual's life.

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### Objectives

- ◆ Students will understand the dynamics of different types of relationships.
  - ◆ Students will be able to identify changes over time that occur in relationships.
  - ◆ Students will observe and document components of successful relationships.
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### Vocabulary

interrelationship  
adaptation

maturity  
intentions

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### Key Concepts

- As we mature, our relationships undergo change.
  - The dynamics of a family's relationships change over time.
  - Adolescents change faster than their parents.
  - Siblings are changing in their family relationships as well.
  - Temporary or casual relationships (connections) lack the depth of more significant relationships (key relationships) such as those between parent/child, siblings, or husband/wife.
  - Each person continuously adapts to changes in relationships with others.
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### Preparation for Lesson

Teacher will need:

- Chalkboard or butcher paper

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- Colored marking pens
  - Worksheets *Things Change* and *Positive Relationships*
  - Overhead transparency **Change Over Time**
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## Teaching the Lesson

Begin the lesson by dividing the students into groups of three or four. Write the word *Change* in the center of your recording surface. The class will be making a cluster around the word.

- Request that each group have a piece of paper and that one person in each group act as recorder, listing the group's responses. Give the group approximately 10-12 minutes to write at least ten ideas associated with the word *Change* as it specifically relates to relationships. Ask each group to select three responses they consider to be the best examples of change.
- Have each group present and write their choices on the recording surface. When all groups have finished, allow a few more minutes for discussion and additions.
- Through brainstorming, ask the students to suggest different kinds of relationships which occur during one's life. Write down the student responses on a clean recording surface. Have the students turn to the *Things Change* page in the workbook and read the definitions for **Connections** and **Key Relationships**. Based on the definitions and using their cluster sheets, ask the students to categorize the relationships written on the recording surface into two lists. Students should be able to support their reasons for categorization.
- Suggest to the students that even though we experience different kinds of relationships throughout a lifetime, some relationships will have a greater influence over us than others.

Questions for discussion:

1. How are connections and key relationships different based on the emotional involvement of the individual in each of these?
2. What is the difference in the depth/bond of these relationships for the individual?
3. Why is the family considered to be a key relationship?

4. How does this relationship change as the children mature?

- Show the students the transparency **Change Over Time** on the overhead projector and briefly discuss the information presented. Assign the completion of the workbook page *Things Change* in class.
- Tell the students that in preparation for the lesson on the following day, they must read the directions on the workbook page entitled *Positive Relationships*. As a homework assignment, they are to answer the questions and return with the completed observation.

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## LECTURE NOTES:

Students will further examine how change due to maturation affects their interpersonal relationships. Often we may be aware of experiencing changes in how we think, feel or act, but we are not always aware of how these changes impact the people closest to us. Relationships do not stay the same over time. They will either deepen and become an integral part of our daily interactions or they will fade away because they have lost their significance.

As the young person matures mentally and physically, dramatic changes occur that shape the cognitive functioning and self awareness of the individual. With increased social activity through school, athletics, church, clubs, or employment, there is more flexibility in choosing relationships. Friendships and acquaintances are selected based on mutual values, interests, needs or goals. Temporary or casual relationships have an importance of their own and fulfill the need within each of us to be connected with other human beings.

Relationship is an interactive process, with the members of the relationship being interdependent on each other. Patterns of behavior can become comfortable and predictable. If one member of the relationship experiences a change, it will affect the other members as well. For some personality types, change is uncomfortable and avoided. Students should be encouraged to view change as a natural and necessary outcome of growing up.

Unlike casual relationships that tend to come and go, key relationships play a more significant role in our lives. These are the connections that hold us either by love or by blood relationship and are not so easily broken. Key relationships have a powerful influence over the developing individual and require a deeper emotional investment on the part of the members. Individuals are less likely to leave or end a key relationship so there is a greater need to *adjust* to the changes. This often means that members of the relationship must cultivate new ways of interacting with one another.



# THINGS CHANGE

The following exercise is designed to focus attention on different kinds of relationships that exist in our lives and how these relationships change over time. As with all living things, growth and development are expected and natural. The same is true of relationships. Over time they must experience growth and development to remain healthy and vital. After reading the definitions and discussing the differences between **Connections** and **Key Relationships**, use this page to look carefully at the relationships that exist in your life and place them in the appropriate category.

**Connections:** temporary or casual relationships which have an importance of their own

**Key Relationships:** deep, significant relationships that greatly influence us throughout life

## CONNECTIONS

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## KEY RELATIONSHIPS

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Discussion Questions:

1. How has your relationship with your parents changed as you have matured? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. With your siblings? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. With friends? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. If older brothers or sisters have moved out of the house, has that changed any home relationships for you? How? \_\_\_\_\_  
\_\_\_\_\_

## POSITIVE RELATIONSHIPS

Choose and observe a positive relationship that is not one of your own. This may be a boyfriend/girlfriend, parent/child, siblings, husband/wife or close friendship relationship. Write down the following information as you observe the interaction between the people in the relationship you have chosen.

1. List some characteristics of behavior or attitude that indicate why this relationship is working (minimum of 5 areas of consideration).

a) \_\_\_\_\_

d) \_\_\_\_\_

b) \_\_\_\_\_

e) \_\_\_\_\_

c) \_\_\_\_\_

2. How long has this relationship been going on? \_\_\_\_\_

3. Is it a short term or long term relationship? \_\_\_\_\_

4. What is your prediction for the future of this relationship? \_\_\_\_\_

5. What situation/event, if you know, brought these individuals together? \_\_\_\_\_

6. Are there areas of weakness within this relationship? Be specific about the problem(s). \_\_\_\_\_

7. Describe the maturity level of the partners in this relationship. How does this influence the relationship? \_\_\_\_\_