Phase 1.5 Healthy Relationships:

PHASE OVERVIEW

In this phase, pairs will launch their relationships and begin getting to know one another. Pairs will explore similarities and differences, make connections, and share experiences that will deepen their relationship. Pairs will reach a basic understanding of each other's interests, backgrounds, motivation, and lives.

LESSON OBJECTIVE

Students will be able to understand the components of a healthy relationship and think about how they can build one with their mentor.

PURPOSE

This lesson will explicitly teach mentees about what a healthy relationship looks like and what goes into maintaining one. Students will be given scenarios to categorize as healthy or unhealthy. This will help them build their relationship with their mentor and be able to identify healthy relationships in their personal lives.

AGENDA

5 min	*Do Now: Mentor Response*
23 min	*Learn and Engage: Relationship Scenarios*
12 min	*Mentor Connection*

KEY TAKEAWAY

A healthy relationship takes effort from all people involved and requires honesty and open communication. In order to have a healthy relationship with my mentor, I need to be open and honest about my goals, interests, and needs.

FACILITATOR NOTES

Keep in mind that the Do-Now message simply serves as a class “start-up.” It is OK if students are not able to fully respond. Please move on after the 5 minutes allotted for the Do-Now so you have enough time to run the class lesson. Students will have the opportunity to write at the end of class as well.

MATERIALS: 1.5 Presentation, 1.5 Handout

Do Now: Mentor Response Students will read their mentor's message and respond. They will share one high and one low of their week. This routine will help mentees understand that they must be consistent in their responses.		**Notes:**
Slide 2: 5 min	**TALKING POINTS** Log into your Platform account. Read your mentor's message and respond by sharing one high and one low of this week.	

Learn and Engage: Relationship Scenarios In this activity, students will work in pairs to identify relationship scenarios as being either "healthy" or "unhealthy." Students must work together to agree on each scenario.		**Notes:**
Slide 3: 1 min	*Have a student read the key takeaway.*	
Slide 4: 3 min	**TALKING POINTS** All relationships exist on a spectrum of health. This means that relationships have the potential to be healthy or unhealthy based on the behaviors that you and the other person display. Let's start by identifying the characteristics of a healthy relationship. *Have a student read the characteristics of a healthy relationship.* Let's now read through the characteristics of an unhealthy relationship. *Have a student read the characteristics of an unhealthy relationship.* We must make a conscious effort to maintain healthy relationships. It can be easy to fall into unhealthy patterns of behavior.	
Slide 5: 15 min total (10 min activity) (5 min share out)	**TALKING POINTS** Today, we are going to be completing an activity to see how well we can identify healthy and unhealthy relationships. This will help you identify how to maintain a healthy relationship with, not only your peers, but your mentor as well. In pairs, you will be given relationship scenarios. You will have to check-mark if each relationship is "healthy" or "unhealthy." You must both come to an agreement for each statement. Be ready to share your choices and reasoning. *Bring the class back together after 10 minutes and do a whole class share out.*	
Slide 6: 4 min	**STUDENT DISCUSSION**	

	As we previously discussed, you must make the conscious effort to maintain healthy relationships. Let's think about the steps we can take to create and maintain a healthy relationship with our mentors.	
Slide 7: Mentor Connection	Have students write to their mentors.	
Slide 8: Extend	*If you have additional time remaining, consider asking students what new information they have learned from their mentor's message.*	

Mentor Connection

MENTEE PROMPT

1. **What is one thing that you can do to build a healthy relationship with your mentor?**
   To build a healthy relationship with you, I will…

2. **What is one thing that your mentor can do to build a healthy relationship with you?**
   To build a healthy relationship with me, you can…

Mentee Connection

OVERVIEW

This week, students discussed the components of a healthy relationship vs. a toxic relationship. They brainstormed steps that they can take to help foster a healthy mentoring relationship.

YOUR RESPONSE

1. **Share a high point and a low point from your week.**

2. **Share one action you will take to build a healthy relationship with your mentee.**
   (ex: communicate consistently, offer support, engage with honesty, etc.).