|  |  |  |  |
| --- | --- | --- | --- |
| **Before beginning,** teachers should offer accommodations specifically mentioned in a student’s IEP to support their ability to participate in the lesson. A sample list of common accommodations and modifications to aid you in selecting appropriate supports for students can be found under “Additional Resources” [here](https://www.shapeamerica.org/events/healthmovesminds/edu-resources.aspx#addres). | | | |
| **Mini-Lesson Name:**  7 Types of Toxic Friendships | **Unit Topic:**  Relationships | **Grade Level:**  6-8 | **Lesson Length:** 45 minutes |
| **National Health Education Standards & Performance Indicators:**  **Standard 2 -** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.   * **2.8.3**Describe how peers influence healthy and unhealthy behaviors**.** * **2.8.7** Explain how the perceptions of norms influence healthy and unhealthy behaviors. | | | **Materials Needed:**   * [7 Types of Toxic Friendships article](https://choices.scholastic.com/issues/2019-20/110119/the-7-types-of-toxic-friendships.html)   + [Google doc version of article](https://docs.google.com/document/d/14sbZehSTSqO7zJbuIQk6j3NZ3WB3MTROD0UOQUYiXd4/edit#heading=h.mzy2y0v59568) * [Toxic Friendships Note Catcher](https://docs.google.com/document/d/1VhoUOK8awvarUx_HLoFh3T1XZb5zvsivzIHrNGNDJCI/edit?usp=sharing) |
| **Lesson Objective(s):**  Students will be able to understand and recognize signs of unhealthy behaviors in relationships. | | |
| **Activity Progression** | | | |
| Tell students they will be learning a bit about toxic relationships and how toxic relationships can affect their social and emotional well-being.  Have students define what they think a toxic relationship is.  *Example script:*  *"How many of you have heard of toxic relationship? [Look for a show of hands.] Before we go further, I am interested to know what you think is meant by toxic relationship. In your notes, finish the question stem -  A toxic friendship is...?*  After a minute or two, allow students to share their responses. Explain to students you are going to read a short excerpt about toxic friendships, and that they should be listening for what a toxic friendship is.  Read the introductory material only.  Found [here](https://choices.scholastic.com/issues/2019-20/110119/the-7-types-of-toxic-friendships.html),  *“Your best friend is the first person you look for at school in the morning and the last person you text at night. You wear each other’s socks and finish each other’s sentences. But lately, after a day of hanging out, you feel drained, not sustained. Maybe your friend won’t let you make a single decision for yourself. Maybe their favorite activity is running other people down. Or maybe you just don’t like who you are around them.*  *Sound familiar? Then you might be in a toxic friendship. ‘Toxic friendships happen when one person is being emotionally harmed or used by another, making the relationship more of a burden than support’ says Suzanne Degges-White, author of Toxic Friendships. A bad friendship can increase your blood pressure, lower your immunity, and affect your mental health.*  *But despite wreaking havoc on your mind, body, and spirit, toxic friendships can be tough to spot. That’s because most start out strong—why else would you become friends in the first place? The good news is, we can help you diagnose an unhealthy bond before it becomes a full-blown sickness. Read on to understand the seven most common kinds of toxic friendships and how to fix them.”*  After reading, have the students pair and discuss the meaning of toxic friendships. Have a few pairs share out what they talked about.  Ask students to compare what the article said to their original definition and make revisions in their definition based on the expert definition.    Next, explain to students they will be placed into a group to learn about one specific type of toxic relationship and will report out to the class about that toxic relationship.  Break the class into 7 groups. Assign group 1 toxic relationship #1, group 2 toxic relationship #2, and so on. (Provide each group with a copy of their number example.)  Each group is to:   1. Silently read the entire toxic relationship first. 2. Read through each section of the relationship and underline important words or phrases about the relationship. 3. Write a summary about what was learned using the underlined words and phrases. 4. Write a new title for the toxic relationship.   Each group presents to the class what words they underlined, their summary, the new title and why they chose this title. As students listen about the other relationships they write the key words they hear and finish the sentence starter in the [Toxic Friendships](https://docs.google.com/document/d/1VhoUOK8awvarUx_HLoFh3T1XZb5zvsivzIHrNGNDJCI/edit) note taking doc.    Have students choose one of the seven toxic friendships and answer the following questions on their own:   * What might you say and do to help that friend change his or her behaviors? * What are some strategies you can take if you are in a toxic friendship? * How can a toxic friendship influence your behavior?   Ask for volunteers to read their thinking aloud to the class.  Collect their responses and scan what students have written. Look for patterns in misunderstanding.  ***Lesson submitted by Maria Schneider, 2021 Midwest District Health Teacher of the Year.*** | | | |
| **Modifications/Differentiations** | | | |
| * Provide an alternate way for a student to share their responses | | | |
| **Checks for Understanding** | | | |
| * What advice would you give a friend who is in a toxic friendship? * What makes toxic friendships difficult? * How can a toxic friendship influence your behavior? | | | |