



**RESILIENCE
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Unit 2: Relationships

Objectives:

To help students build the resilient characteristic of maintaining healthy relationships, including:

- Understanding the importance of the investment that needs to be made to maintain the various relationships in their lives
- Identifying red flags when something might be wrong in a relationship

Supplies:

- Large piece of paper or whiteboard/SMART Board
- *Managing My Emotional Bank Account* activity sheet
- *My Relationship Expectations* activity sheet

Instructions:

This unit is comprised of two lessons each designed to be delivered in a 20 minute advisory period. However, it can be delivered in one 40 minute lesson if required.



Lesson 1: Emotional Bank Accounts (20 minutes)

Lesson 2: Relationship Expectations (20 minutes)

Social, Emotional, and Intellectual Habits Competencies

SEL Competencies	Relationships Lesson 1	Relationships Lesson 2
Develop a positive self-concept	✓	✓
Develop a positive attitude toward learning	✓	✓
Identify and understand emotions of self and others	✓	✓
Develop positive interpersonal skills	✓	✓
Develop executive functioning skills	✓	✓
Develop logic and reasoning	✓	✓
Develop modes of symbolic representation	✓	✓

Lesson 1: Emotional Bank Accounts

Overview

Lesson 1 looks at the importance of identifying the important relationships we have in our lives and that each of these relationships are unique and require different investments to flourish. Learning to manage the “emotional bank accounts” of multiple relationships is important to maintaining healthy, resilient relationships.

Takeaway

Relationships are all about balance. Resilient people know that balancing the investments and withdrawals in their relationships is vital for healthy lives.



Video - 2 Minutes

Watch: *Unit 2, Lesson 1 - Emotional Bank Accounts*
<https://tinyurl.com/RGHu2l1>



Brainstorm - 2 Minutes

On a large piece of paper or on the whiteboard/SMART board, pose the following questions to students:

- What is a bank account?
- How do you manage a bank account?

You are looking for students to be able to identify some of the following:

- *Requires deposits into it to have money*
- *Gathers interest if you have enough money in it*
- *You need to monitor the account to make sure it has enough money in it*
- *You can make withdrawals only if there is money in it*



Brainstorm - 5 Minutes

On a large piece of paper or on the whiteboard/SMART board, pose the following questions to students:

- What might an emotional bank account be?
- What types of things might be a deposit or a withdrawal in an emotional bank account?

You are looking for students to be able to identify some of the following:

- *Deposits: being kind, honest, supportive, patient, trustworthy; doing something for a person without being asked; sharing; accepting and giving feedback; keeping promises*
- *Withdrawals: being late, rude, demanding, lazy, insensitive; lying; not helping*



Activity - 10 Minutes

Give each student one *Managing My Emotional Bank Account* activity sheet. Each student will complete their own worksheet that looks at the types of relationships they have, what they invest in each, and what withdrawals they make in each.

Lesson 2: Relationship Expectations

Overview

Lesson 2 focuses on learning to identify the warning signs of an unhealthy relationship and where students can turn for help if they are in an unhealthy or abusive relationship.



Video - 2 Minutes

Watch: *Unit 2, Lesson 2 - Red Flags*

<https://tinyurl.com/RGHu2l2>



Brainstorm - 3 Minutes

On a large piece of paper or on the whiteboard/SMART board, pose the following questions to students:

- What might a red flag be in a relationship?

You are looking for students to be able to identify some of the following:

- *Controlling behaviors*
- *Lying*
- *Making you feel bad about yourself*
- *Threatening*
- *Yelling*
- *Abuse - physical, mental, or sexual*



Activity - 10 Minutes

Give each student one *My Relationship Expectations* activity sheet. Each student will complete their own worksheet to identify their personal expectations for a healthy relationship and their red flags in an unhealthy relationship. In addition, they will identify three people or supports that they can count on if faced with an unhealthy or abusive relationship.

Takeaway

Resilient people know their expectations for a healthy relationship and know where to go for support if faced with an unhealthy or abusive relationship.

Ways Teachers Can Reinforce This Unit

Oftentimes, it is easy to find ourselves in a constant disciplinary role as a teacher in a classroom filled with multiple behavior issues. In order to maximize engagement from our students, we also need to be aware of how we are maintaining our emotional bank accounts with our students. We can model to them what a good relationship looks like while also improving their engagement in the classroom. There are many ways we can do this.

By filling up the emotional bank account with students, they will be more receptive to listening and correcting behaviors when necessary. Here are some ideas:

- Start the day with "Good Morning! It is really great to see you here!"
- Ask about their weekend.
- Get to know their interests and ask about them.
- Offer encouragement: "I know this is hard, but I know you can do it! And I will be here if you need me."
- Leave a special note on their work to let them know you see their effort.
- Eat lunch with students once in awhile, especially when you know they are struggling.



Book Recommendations:

- Restart by Gordon Korman
- Because of Mr. Terupt (Mr. Terupt Series #1) by Rob Buyea
- Smile by Raina Telgemeier
- Schooled by Gordon Korman
- House Arrest by K.A. Holt
- Walking with Miss. Millie by Tamara Bundy
- Blended by Sharon Drapper
- Forget Me Not by Ellie Terry
- Relationship Skills 101 for Teens by Sheri Van Dijk, MSW



For additional mental health support, visit [fvhd.crediblemind.com](https://www.fvhd.crediblemind.com). CredibleMind is a free, confidential, anonymous online platform available 24/7 to help you understand and care for your mental health.



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Unit 2: Relationships

How Parents Can Reinforce This Unit

Your child and their class just completed the Relationships unit of RGH. The two main takeaways from this unit are:

1. Resilient people know that balancing the investments and withdrawals in their relationships is vital for healthy lives.
2. Resilient people know their expectations for a healthy relationship and know where to go for support if faced with an unhealthy or abusive relationship.

When we actively seek to make deposits into our child's emotional bank account, we are building trust. When we start to make too many withdrawals, we erode the relationship and trust that has been built, depleting lines of communication. Parents are in a position to model how to build those deposits in the emotional bank accounts of those we love.

Ways you can make deposits in the emotional bank accounts of your child:

- Apologize when you make a mistake
- Really listen - no interrupting or looking at your phone
- Spend time with them - play a game or cook together
- Greet them as they come home
- Attend their activities
- Be kind and patient
- When they make a mistake, be compassionate and help them address their problem
- Laugh with them
- Spend one-on-one time with them



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Managing My Emotional Bank Account

Directions: For each of the following relationships in your life, write the deposits you make in each and the withdrawals you make in each. Relationships are all about balance. Be mindful not to run out of "money" in any relationship.



Deposits

Withdrawals

Parents

Siblings

Friends

Partner

Teachers

Coaches

Other:

Takeaway:

Resilient people know that balancing the investments and withdrawals in their relationships is vital for healthy lives.



My Relationship Expectations

Directions: In each circle below, identify your personal expectations for a healthy relationship and your red flags that would indicate an unhealthy relationship. In addition, identify three people or supports that you could count on if faced with an unhealthy or abusive relationship.

Expectations for a Healthy Relationship



Red Flags in an Unhealthy Relationship



If faced with an unhealthy or abusive relationship that I need to leave, people or supports that I can count on are:

1.

2.

3.

Takeaway:

Resilient people know their expectations for a healthy relationship and know where to go for support if faced with an unhealthy or abusive relationship.

