

Module 2: Relationships



Subject: Psychological Well-being

Duration of Module: 2 classes (45 min each)

Central Message: Active listening and successive disclosure deepen our relationships, which are essential to our happiness



LEARNING GOALS

Enduring Understandings:

- The quality of friendships is more important than quantity of friendships.
- Through “active listening” we can encourage self-disclosure and show that we care, which both deepen relationships. Love is about listening.
- Cooperation in activities and sharing of personal feelings (“successive disclosure”) are a key to deeper relationships.

Essential Questions:

- How do close relationships contribute to happiness?
- What are some ways to foster closer relationships?

Learning Outcomes:

Students will be able to:

- Describe Aristotle’s three kinds of friendship and give examples of each
- Describe the 4 kinds of listening behavior based on the “active/passive and constructive/destructive polarities, including their impact on relationships
- Practice active-constructive listening
- Provide examples of active listening and self-disclosure, and why they deepen relationships

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- Suggest strategies about how to engage friends and family in constructive exchanges (interview relatives to build a family tree or oral history, shared activities such as gardening / home improvement / games that may suit different personalities etc.)

LESSON PLAN OUTLINE

Day 1 Main Topic – Different Kinds of Friendship

- **Watch the video on Close Relationships** (11 mins)
- **Video Debrief:** Facilitate a discussion about the video using the following prompt: “What was the most memorable clip, and why?” (5 mins)
- **Presentation/Q&A:** Use slide deck to underline main points of the video (10 mins)
- **In-Class Reading:** Read the following blog:
<https://bigthink.com/personal-growth/do-you-have-true-friendships-why-aristotle-thinks-you-dont/> (10 mins)
- **Group Activity:** Can you think of at least one example of each of Aristotle’s three kinds of friendship from movies or books? For example, what kind of friendship do you think Dory and Marlyn have in the movie, “Finding Nemo?” Or Huck and Tom in Huckleberry Finn? Do those friendships change? (10 mins)
- **Assignment:** Have students read the introduction to the science of happiness on relationships.
<http://www.pursuit-of-happiness.org/science-of-happiness/communicating/>
- Reading reflection questions:
 - Describe three ways that we can deepen our relationships.
 - Do you think social media can contribute to our happiness, and if so, how? (Note: some studies indicate that social media can play a constructive role if they are used to facilitate communication within real world social networks, as opposed to social networks that are only virtual).
 - Do you think social media can contribute to depression, and if so, how? (Note: “Facebook envy” is widely regarded as contributing to low self-esteem and depression. I.e., “why are the rest of my Facebook friends so much more handsome, pretty, and happy than me?”)

Day 2 Main Topic – The Science of Close Relationships

- **Assignment Debrief:** Have students break into pair-shares or small groups and share their Assignment reflections. (10 mins)
- **In-class writing assignment:** Write a brief script (humor is welcome) of a skit illustrating the 4 kinds of listening. Use the active listening video in module 1 as a model but change the topic of conversation. (15 mins)
- **Group Activity:** Pick the funniest skit in your group and present it. (20 mins)
- **Assignment (Module 1 Challenge):** Ask someone close to you about his/her greatest challenge and greatest joy (if they show some hesitation ask about any challenge that they are presently facing). Share yours. How did you feel during the exchange? How did you feel after? How did this experience change your relationship?

ASSESSMENT

Summative Assessment:

- Teachers may consider verbally quizzing students in the next class about the terms “active listening” and “successive disclosure.”
- Ask students to keep a **Weekly Happiness Habits Journal**. They should write down a reflection on at least one habit that they practiced each week, including what they concretely did, and how they felt about it. Let them know you will be collecting their reflection occasionally to review their progress.