

Healthy Relationships Project 25

[Social-Emotional Skills Projects Module](#)

Grade Level Range: Middle School - Adult

To the Teacher:

The purpose of this learning experience is for students to make changes in their lives to improve their relationships. This project is best used after students have completed the Healthy Relationships LE ([Relationship Skills & Healthy Relationships](#)), the Trusting & Trustworthiness LE ([Relationship Skills & Healthy Relationships](#)), and/or the My Levels of Trust & Trustworthiness LE ([Relationship Skills & Healthy Relationships](#)). In those learning experiences, students identified the qualities, characteristics, and behaviors of healthy and unhealthy relationships and those that promote and hinder/destroy trust and the willingness to self-disclose and be one true self with others. They also identified specific healthy behaviors they wanted to start doing or do more often or unhealthy behaviors they wanted to eliminate. These learning experiences are located in the **Relationship Skills & Healthy Relationships** section. If you want to focus on the essential relationship skill of self-disclosure, it is recommended that you use the Self-Disclosure Project ([Relationship Skills & Healthy Relationships](#))

Social and emotional skills, like most skills (e.g., playing a musical instrument, shooting a basketball, etc.), are complex and not easily learned and mastered. To develop proficiency, students need to be given multiple opportunities to practice the skills in class and in real life. The purpose of this project is to facilitate the development of competency in the ability of students to set and reach goals that will improve their lives. The more opportunities students have to use skills in real life, the better their chances of becoming proficient.

Procedure/Directions:

1. Review the Developing & Meeting Goals Skill Cards ([Decision Making & Personal Problem Solving Module](#)) to ensure students develop healthy, effective goals.
2. After completing the Healthy Relationships LE, the Trusting & Trustworthiness LE, and/or the My Levels of Trust & Trustworthiness LE, have students develop a goal to increase a healthy relationship behavior, and or eliminate an unhealthy relationship behavior. The goal can be with one person or in general. It may be possible for them to develop a goal for an unhealthy relationship behavior they want to avoid. However, it is more difficult for them to monitor and track their progress for a behavior they are avoiding.
3. Determine how many opportunities to change (and thus entries on their self-monitoring chart) you want them to have before the end of the project. It is recommended that they have a minimum of 7 opportunities and preferably more. Since they may not have the opportunity to change every day, it will take some students longer than others to complete the project.
4. Have students complete the “Beginning of the Project Questions below.”
5. Explain how to keep the “My Self-Monitoring Log below.”

6. If you are having them keep track of their goals throughout the year (highly recommended), have them complete the information on the [My Goals Log](#) ([SES Projects Module](#)). The [My Goals Log](#) allows them to look back and see what they have accomplished throughout the year and what they need to do to be more successful.
7. Remind them that they are not expected to be proficient at the beginning or even at the end of this project. The ability to increase healthy relationship behaviors or stop unhealthy ones and make changes may be difficult to master and must be done repeatedly and in multiple situations to feel comfortable and to become proficient. The key is making progress and understanding why they were successful and what they need to do to become more successful/proficient.
8. Explain the grading procedures. Outlined below are different ways to assess and grade this project.
9. Review the *Stages in Learning a New Skill* outlined below.
10. Before they begin their project, have a class discussion using the “Beginning of the Project Questions.”
11. Every 1-2 weeks, use the “Processing Questions” below to ask for volunteers to share how effective they have been at making changes.
12. At the end of the project, have students bring all required work to class. Have them complete all of the assessments, place the documents in an identified order, and turn them in. See the “Possible Assessment & Grading Procedures” outlined below.

At the end of the project and before they turn in their work, have a class discussion using the questions on the “End of the Project Questions” below. For their answers on the Likert scale, you may want to use the “Are You Someone Who” or the “Thumb O Meter” techniques. See “Processing Nonverbally” in *How To Teach SES Skills* in the [How To Teach Social-Emotional Skills Module](#).

For additional information on the process and steps in teaching social-emotional skills, see [How To Teach SES Skills](#) in the [How To Teach Social-Emotional Skills Module](#).

Stages in Learning a New Skill

It is helpful if students understand that learning social-emotional skills is not easy and that they will go through different stages when learning these skills. The stages in learning a new skill include:

1. Feeling self-conscious and awkward when using the skill.
2. Feeling phony while engaging in the skill. When teaching these skills, my students would constantly say: “No one talks like this,” or “No one does these things.” My response was that, unfortunately, not enough people talk like this, and that is a major reason why so many people are unable to successfully work through misunderstandings, impasses, and conflicts in relationships or maybe the reason so many people are unsuccessful at reaching their goals is because they don’t.
3. Their use becomes more skilled but it is still mechanical.
4. They master the skill, and its use becomes natural, automatic, and fully integrated into their behavioral repertoire. They are able to use the skill without thinking about it.

Assessment & Grading of the Healthy Relationships Project

Possible Grading Procedures For This Project May Include:

1. Teacher grade (and/or student self-evaluation) of the completeness and depth of student answers on the Beginning and End of the Project Questions below, using the Generic Rubric For Assessing Self-Awareness, Self-Insight, & Self-Knowledge below.
2. Student self-evaluation of their progress at the end of the project. See the “Progress Evaluation” below.
3. Student self-evaluation of their effort. See the “Effort Evaluation” below.
4. Student self-evaluation of their success in changing every day they had the opportunity to change. See the “Healthy Relationships Grade Summary Chart” below.
5. Student self-evaluation of the extent to which they charted every day they had the opportunity to change. See the “Healthy Relationships Grade Summary” below.
6. At the end of the project, have students bring all required work to class. It may be easier to take them through each of the assessments one at a time in class to avoid confusion.
7. Using the assessments and rubrics, have students evaluate their work and place the grade in the appropriate space on the “Healthy Relationships Grade Summary” below.
8. Collect all the documents in an order that will make it most manageable for you to review and grade.

For additional information on evaluation and grading, see the Evaluation & Grading of SES Skills in the Assessment & Grading Module.

Collecting All the Work at the End of the Project

As you are aware, collecting multiple papers for projects can be daunting and an organizational nightmare if you cannot review, assess, and grade student documents online. At the end of the project, have students bring all required work to class. It is easier to take them through each of the assessments one at a time in class to avoid confusion. Have students transfer their grades from the documents you will collect to the Assessment Grade Summary below. If you cannot review, assess, and grade student documents online, have them place all hard copies in the same order as listed on the Assessment Grade Summary with the Assessment Grade Summary on top. If you are collecting hard copies, providing them with a manila file folder may be helpful. See below for an example of a generic assessment grade summary.

Reporting Grades

Decide whether you want to give a single grade for the entire project, including all criteria, or report each separately. Reporting each criterion separately (e.g., a grade for their effort, a grade for their progress, and a grade for a self-assessment of their written work, a grade of your assessment of their written work) provides more specific, detailed feedback for students and parents. If you are giving separate grades, you must obviously determine the weight each one will have and let them know at the beginning of the project.

Directions For Developing & Keeping My Self-Monitoring Log

Keep These Directions With Your Log

1. Complete the information on your My Self-Monitoring Log.
2. If you are keeping track of your goals throughout the year, complete the information on the My Goals Log.
3. Put the date on your chart for each day you have the opportunity to use the healthy relationship behavior or avoid the unhealthy relationship behavior. Do not record the date if you didn't have the chance to use the healthy relationship behavior or avoid the unhealthy relationship behavior. During some 7-day periods, you may have more or less opportunities to change. If you do not have the opportunity to change, do not record anything for that day.
4. If you had the opportunity to use the healthy relationship behavior or avoid the unhealthy relationship behavior, place a check () in the appropriate space.
5. If you had the opportunity to use the healthy relationship behavior or avoid the unhealthy relationship behavior, and you didn't change, write (**0**) in the appropriate space.
6. If you didn't have the opportunity to use the healthy relationship behavior or avoid the unhealthy relationship behavior, don't chart.
7. If you forget to chart on a day when you had the opportunity to use the healthy relationship behavior or avoid the unhealthy relationship behavior, place a **Z** in the space. Do not chart the next day other than put a (**Z**). Part of your grade may be based on charting every day you had the opportunity to change.
8. After every 7 days that you had the opportunity to use the healthy relationship behavior or avoid the unhealthy relationship behavior, what, if anything, do you need to do to be more successful?
9. Keep the chart in a convenient location where you will see it, and remember to complete it every day before bedtime, if not sooner. If you had the opportunity to use the healthy relationship behavior or avoid the unhealthy relationship behavior during the day, chart immediately when you get home. You can develop the habit of charting if you do it every day at the same time (e.g., when you get home, before brushing your teeth after dinner, or immediately before going to bed).
10. Make sure you complete the chart every day you have the opportunity to change.

Charting Codes:

() = I had the opportunity to use the healthy relationship behavior or avoid the unhealthy relationship behavior.

(0) = I had the opportunity to use the healthy relationship behavior or avoid the unhealthy relationship behavior, and I didn't change.

(Z) = I had the opportunity to use the healthy relationship behavior or avoid the unhealthy relationship behavior, but I forgot to chart that day. It doesn't matter whether I changed or didn't change. I forgot to chart on that day.

Self-Monitoring Chart for Healthy Relationship Behaviors

What is my goal? What healthy relationship behavior do I want to start doing or do more often? If your goal is to stop an unhealthy relationship behavior, what is it? If you are going to engage in this behavior with people in general or with specific individuals, who are they?

Charting Codes:

() = I had the opportunity to use the healthy relationship behavior or avoid the unhealthy relationship behavior.

(0) = I had the opportunity to use the healthy relationship behavior or avoid the unhealthy relationship behavior, and I didn't change.

(Z) = I had the opportunity to use the healthy relationship behavior or avoid the unhealthy relationship behavior, but I forgot to chart that day. It doesn't matter whether I changed or didn't change. I forgot to chart on that day.

Week # 1

Date							
Day #	1	2	3	4	5	6	7
<u>What is my goal and with whom?</u>							

How successful was I at meeting my goal(s) during this period? What contributed to my success or lack of success? What, if anything, do I need to do to be more successful next week?

Using the criteria on the Generic Rubric for Assessing Self-Awareness, Self-Insight, and Self-Knowledge below, grade yourself on your answers to all the questions.

Charting Codes:

() = I had the opportunity to use the healthy relationship behavior or avoid the unhealthy relationship behavior.

(0) = I had the opportunity to use the healthy relationship behavior or avoid the unhealthy relationship behavior, and I didn't change.

(Z) = I had the opportunity to use the healthy relationship behavior or avoid the unhealthy relationship behavior, but I forgot to chart that day. It doesn't matter whether I changed or didn't change. I forgot to chart on that day.

Week # 2

Date							
Day #	1	2	3	4	5	6	7
<u>What is my goal and with whom?</u>							

How successful was I at meeting my goal(s) during this period? What contributed to my success or lack of success? What, if anything, do I need to do to be more successful next week?

Using the criteria on the Generic Rubric for Assessing Self-Awareness, Self-Insight, and Self-Knowledge below, grade yourself on your answers to all the questions.

Charting Codes:

() = I had the opportunity to use the healthy relationship behavior or avoid the unhealthy relationship behavior.

(0) = I had the opportunity to use the healthy relationship behavior or avoid the unhealthy relationship behavior, and I didn't change.

(Z) = I had the opportunity to use the healthy relationship behavior or avoid the unhealthy relationship behavior, but I forgot to chart that day. It doesn't matter whether I changed or didn't change. I forgot to chart on that day.

Week # 3

Date							
Day #	1	2	3	4	5	6	7
<u>What is my goal and with whom?</u>							

How successful was I at meeting my goal(s) during this period? What contributed to my success or lack of success? What, if anything, do I need to do to be more successful next week?

Using the criteria on the Generic Rubric for Assessing Self-Awareness, Self-Insight, and Self-Knowledge below, grade yourself on your answers to all the questions.

Healthy Relationships: Beginning of the Project Questions

A Healthy Relationship Skill I Will Focus On

1. What healthy relationship behavior do I want to start doing or do more often? What is my goal for this project?
2. Will I do this behavior with people in general or with specific individuals? If I do it with a particular individual, who are they?

3. How often do I currently do this behavior?

1-----2-----3-----4-----5
Never Sometimes A Lot

4. What barriers do I need to overcome to make these changes, and what will I do to overcome these barriers?

Using the criteria on the Generic Rubric for Assessing Self-Awareness, Self-Insight, and Self-Knowledge below, grade yourself on your answers to all the questions.

Healthy Relationships: Beginning of the Project Questions

An Unhealthy Relationship Skill I Will Stop

1. What unhealthy relationship behavior do I want to stop? What is my goal for this project?

2. Will I avoid this behavior with people in general or with specific individuals? If I stop it with a specific individual, who are they?

3. How often do I currently do this behavior?

1-----2-----3-----4-----5
Never Sometimes A Lot

4. What barriers do I need to overcome to make these changes and what will I do to overcome these barriers?

Using the criteria on the Generic Rubric for Assessing Self-Awareness, Self-Insight, and Self-Knowledge below, grade yourself on your answers to all the questions.

Processing Questions For The Healthy Relationships Project

Processing Questions Before They Start Their Project:

Ask for volunteers to share the goals. Questions include:

1. What is your goal? What healthy relationship behavior do you want to start doing or do more often? If your goal is to stop an unhealthy relationship behavior, what is it?
2. Are you engaging in this behavior with people in general or with specific individuals? If you are engaging in it with specific individuals, who are they?
3. What barriers do you need to overcome to make these changes, and what will you do to overcome these barriers?
4. Summarize, or have students summarize, the similarities in their answers.

Processing Questions As The Project is Going On:

Ask for volunteers to share. Questions include:

1. What is your goal, and with whom are you doing it?
2. How are you doing about meeting your goal?
3. What contributed to your success if you were successful or somewhat successful?
4. If you were not successful, what contributed to your lack of success?
5. What, if anything, do you need to be more successful going forward?
6. Summarize, or have students summarize, the similarities in their answers.

Healthy Relationships End of the Project Questions

1. What was your goal? What healthy relationship behavior did you want to start doing or do more often? If your goal was to stop an unhealthy relationship behavior, what was it?
2. Did you engage in this behavior with people in general or with specific individuals? If you engaged in it with specific individuals, who were they?
3. What barriers did you need to overcome to make these changes and what did you do to overcome these barriers?
4. How effective was I at identifying and overcoming my barriers to change?

1-----2-----3-----4-----5
Not Effective Somewhat Effective Very Effective

5. How effective was I at meeting my goal?

1-----2-----3-----4-----5
Not Effective Somewhat Effective Very Effective

5. What contributed to my success or lack of success?

6. What impact did my level of success (or lack of success) have on me? How do I feel about myself and my success or lack of success?

7. What, if anything, do I need to do in the future to be more successful at engaging in this healthy relationship behavior or stopping an unhealthy relationship behavior?

Using the criteria on the Generic Rubric for Assessing Self-Awareness, Self-Insight, and Self-Knowledge below, grade yourself on your answers to all the questions.

Progress Evaluation For The Healthy Relationships Project

Compare how effective you were at the beginning of the project and at the end. Based on your progress, give yourself a grade using the criteria below. Remember, you were not expected to be proficient at the beginning or end of this project. Using skills may be challenging to master and must be done repeatedly and in multiple situations to feel comfortable and become proficient. The key is making progress and understanding why you were successful and what you need to do to become more successful/proficient.

Using the criteria below, grade yourself on your progress in your ability to increase healthy relationship behaviors or stop unhealthy ones

90 – 100 = Advanced: Above and Beyond. Since the beginning of the project, I have made significant progress in increasing healthy relationship behaviors and or stopping unhealthy ones. I made significant progress at identifying and overcoming barriers to successfully meet my goal.

80 – 89 = Proficient: At Standard. Since the beginning of the project, I have made good progress in increasing healthy relationship behaviors and or stopping unhealthy ones. I also made good progress in identifying and overcoming barriers to successfully meeting my goal.

70 – 79 = Needs Improvement. I made some progress in increasing healthy relationship behaviors and or stopping unhealthy ones. I also made some progress in identifying and overcoming barriers to successfully meeting my goal.

60-69 = Needs Significant Improvement. I made little progress in increasing healthy relationship behaviors and or stopping unhealthy ones. I also made little progress in identifying and overcoming barriers to meeting my goal.

50 = Not Acceptable. I made no progress in healthy relationship behaviors and or stopping unhealthy ones. I also made no progress in identifying and overcoming barriers to meeting my goal.

40 = I never completed the assignments or didn't turn the project in.

Based on the progress I made to become more proficient using these skills, I believe I deserve the following grade:

Effort Evaluation For The Healthy Relationships Project

Using the criteria below give yourself a grade for the effort throughout this project.

90 – 100 = Advanced: Above and Beyond. Throughout this project, I put my **best effort** into increasing healthy relationship behaviors or stopping unhealthy ones and identifying and overcoming barriers to meet my goal.

80 – 89 = Proficient: At Standard. My effort **was good** but **not my best**. I made a significant effort to increase healthy relationship behaviors or stop unhealthy ones and identify and overcome barriers to meet my goal.

70 – 79 = Needs Improvement. This was **not a good** effort for me. There were more than a few opportunities when I didn't use healthy relationship behaviors or stop unhealthy ones and identify and overcome barriers to meet my goal.

60-69 = Needs Significant Improvement. This was **a poor effort** for me. There were multiple opportunities when I didn't use healthy relationship behaviors or stop unhealthy ones and identify and overcome barriers to meet my goal.

50 = Not Acceptable. I **didn't try to** increase healthy relationship behaviors or stop unhealthy ones, as well as identify and overcome barriers, in order to meet my goal.

40 = I never used the healthy relationship behaviors, stopped unhealthy ones, didn't complete the assignments, or didn't turn the project in.

Based on my effort to become more proficient using these skills, I believe I deserve the following grade:

Generic Rubric For Assessing Self-Awareness, Self-Insight, & Self-Knowledge

To earn a grade of 90 or higher, you must meet **all** of the criteria in the 90-100 range listed below. To earn a grade of 100, your work must be perfect. To earn a grade of 80-89, you must meet **all** of the criteria in the 80-89 range listed below. Even if one question was not answered, if the answers are incomplete, or if you hurried through parts of the assignment to get it done, the highest grade **you** can give yourself is a 79. Based on the quality of your work, I may give you a higher grade, but do not give yourself a grade higher than a 79 if it is incomplete.

90 – 100 = Advanced: Above and Beyond. My answers demonstrate deep and complex self-awareness, self-insight, and self-knowledge.

- Best Effort, Best Work
- All the Questions Have Been Answered
- The Answers are Complete and Fully Supported in Great Detail
- Answers Show Deep & Complex Insight: I Thought Very Deeply About The Answers to Each Question.

80 – 89 = Proficient: At Standard. My answers demonstrate significant self-awareness, self-insight, and self-knowledge.

- Good Effort, Good Work, but Not My Best
- All the Questions Have Been Answered
- The Answers are Complete and Supported
- Answers Show Significant Insight: I Thought Deeply About The Answers to Most of the Questions.

70 – 79 = Needs Improvement. My answers demonstrate some but incomplete self-awareness, self-insight, and self-knowledge.

- This is Not Good Work or Good Effort for Me
- Some of the Questions Are Incomplete or Have Not Been Answered
- Some Answers are Not Well Developed: I Didn't Think Deeply About the Answer to Some of the Questions
- I Hurried Through Parts of the Assignment to Get It Done
- Answers show Incomplete Self-Awareness, Self-Insight, & Self-Knowledge

60-69 = Needs Significant Improvement. My answers demonstrate a lack of self-awareness, self-insight, and self-knowledge.

- Poor Effort and Poor Quality of Work for Me
- Many of the Questions Are Incomplete or Have Not Been Answered
- Many Answers are Not Well Developed: I Didn't Think Deeply About the Answers to Most of the Questions, and My Answers Lack the Necessary Details and Support.
- I Hurried Through Large Parts of the Assignment to Get it Done
- Answers show a Lack of Self-Awareness, Self-Insight, & Self-Knowledge

50 = Not Acceptable. The Task Needs to be Completed or Done Over.

40 = The Assignment Wasn't Turned In

Healthy Relationships Project Grade Summary

Student Self-Evaluation of the Completeness & Depth of Their Answers

Students grade themselves using the criteria on the Generic Rubric for Assessing Self-Awareness, Self-Insight, and Self-Knowledge.

_____ My Self-Evaluation Grade For The Completeness & Depth of My For the Beginning of the Project Questions

_____ My Self-Evaluation Grade of the Completeness & Depth of My Answers On the Weekly Self-Monitoring Charts

_____ My Self-Evaluation Grade For The Completeness & Depth of My For the End of the Project Questions

My Self-Evaluation of My Progress

_____ My Self-Evaluation Grade For My Progress

My Self-Evaluation of My Effort

_____ My Self-Evaluation Grade For My Effort

My Self-Evaluation of The Extent To Which I Charted

_____ My Self-Evaluation Grade For Charting:

Teacher Evaluation of the Completeness & Depth of Their Answers.

Teachers grade students using the criteria on the Generic Rubric for Assessing Self-Awareness, Self-Insight, and Self-Knowledge.

_____ Teachers Grade For The Completeness & Depth of Students Answers on the Beginning of the Project Questions

_____ Teachers Grade For The Completeness & Depth of Students Answers on the Weekly Self-Monitoring Charts

_____ Teachers Grade For The Completeness & Depth of Students Answers on the the End of the Project Questions

(My signature indicates that all the self-evaluation information is
a complete, accurate, and honest assessment!)