

Introduction to Teaching Relationship Skills & Healthy Relationships

[Relationship Skills & Healthy Relationships](#)

The Importance of Human Relationships

The importance of interpersonal relationships was best said by the social psychologist David Johnson in his book Reaching Out: Interpersonal Effectiveness and Self-Actualization: *“The human species seems to have a relationship imperative: We desire and seek out relationships with others, and we have personal needs that can be satisfied only through interacting with other humans. Career success, family success, friendships, and companionships all depend on building and maintaining relationships with other people. In fact, the most distinctive aspects of being alive is the potential for joy, fun, excitement, caring, warmth, and personal fulfillment in our relationships with other people. Making new friends, deepening existing relationships, falling in love, and negotiating alliances with other people to achieve mutual goals—all these give life meaning and richness. How fulfilling, productive, meaningful, and satisfying our lives turn out to be depends on the quality of the relationships we form with other people. There is no way to overstate the importance of interpersonal relationships in our lives”*. In addition, building and maintaining healthy relationships with others is often cited as an essential part of our emotional health. Having healthy relationships with others is largely dependent upon our emotional health, and our emotional health is mainly dependent on our social health, or the ability to have meaningful, satisfying, and healthy relationships with others. If the Covid pandemic has taught us anything, it’s that social isolation has had a tragic effect on the emotional and social health of the nation, especially among our youth.

The Importance of Interpersonal Relationship Skills

For most of us, our relationships are one of the things we value most. We spend a lot of time in relationships. Misunderstandings, impasses, and conflicts are inevitable. Learning to successfully work through interpersonal conflict may be the most critical skill for personal, family, and career success. It may also be the most challenging skill to learn and do well. As David W. Johnson stated: *“Humans are not born instinctively knowing how to interact effectively with others. Interpersonal and group skills do not magically appear when they are needed. Many children and adolescents lack basic interpersonal skills such as correctly identifying the emotions of others and appropriately resolving a conflict, and often their social ineptitude seems to persist into adulthood”*. Fortunately, the skills of self-awareness, self-disclosure, being trusting and trustworthy, and the ability to effectively listen, send clear messages, communicate effectively, and successfully resolve interpersonal conflicts are all skills that can be systematically taught and learned. This module focuses on those skills and the qualities, characteristics, and behaviors of healthy relationships. If you have not already done so, see the Healthy Relationships Reading ([Relationship Skills & Healthy Relationships](#)) for additional background information on relationship skills and healthy relationships.

Self-Awareness, Self-Management, Decision Making/Problem Solving & Healthy Relationships

As stated earlier, all the emotional and social health skills are interrelated. To have healthy, growth-enhancing relationships, it is essential to be self-aware. We must be aware of our values, strengths, needs, weaknesses, personal and relationship problems, what gives us a sense of purpose and meaning, and the environments, activities, and relationships that generate pleasant feelings and those that create unpleasant feelings. If we are unaware or do not accept our feelings or who we are, we will not communicate them to others and will try to hide them from ourselves and others. We also need to manage our feelings in healthy ways, especially our disappointment, frustration, and anger toward others, so as not to take them out on others. Sharing our feelings with others and why we feel this way, being assertive, and working through misunderstandings and conflicts in relationships are acts of self-management that require us to make decisions, set goals, and strive to resolve relationship problems.

Trust & Self-Disclosure in Healthy Relationships

Healthy relationships require the willingness to trust and be trustworthy. We must trust others before we are willing to reveal ourselves (to self-disclose) and act in trustworthy ways before others reveal themselves to us. Getting to know others and for others to know us (who we really are) requires that we self-disclose. The willingness and ability to self-disclose are essential to developing and maintaining trust, and failing to reciprocate another's self-disclosure hinders its development. To be liked, accepted, respected, and loved for who we are, we must let our true selves be known to others. The ability and willingness to self-disclose are also essential to knowing who we are and how we are, and to our ability to work through misunderstandings, conflicts, and impasses in relationships.

Essential Interpersonal Communication Skills

Learning to successfully work through misunderstandings and interpersonal conflict may be the most essential skill for personal, family, and career success. It may also be the most challenging skill to learn and do well. These are complex skills that need to be practiced repeatedly until mastered. Outlined below are the essential interpersonal communication skills addressed in this module. To communicate effectively and to successfully work through misunderstandings, impasses, and conflicts in relationships, we need to:

1. Be aware of what we feel and think and why we feel and think this way. We need to understand our needs and values (**self-awareness**).
2. Be an effective listener and communicate that we are listening to know and understand others (**passive & active listening**).
3. Be skillful in asking **clarifying & inquiry questions** when we don't fully understand.
4. Speak in ways that will make others want to listen to us, understand us, consider what we have to say, and possibly change their behavior to help meet our needs (**I Statements**).
5. Be **assertive** when being pressured to do something we don't want to do.
6. Be skilled at having difficult conversations with people to resolve misunderstandings, impasses, and conflicts in relationships (**interpersonal conflict resolution skills**).

The first 5 skills outlined above (self-awareness, listening for understanding and asking genuine inquiry questions, I Statements, and assertively saying no) may be taught as stand-alone learning experiences and taught over multiple grade levels. Students must first be proficient in these skills to teach interpersonal conflict resolution skills successfully. To successfully work through misunderstandings, impasses, and conflicts in relationships, we must be self-aware, listen to understand, ask genuine inquiry questions when we don't understand, use I-statements, and be assertive.

Teaching Relationship Skills

Social-emotional skills can be learned if they are modeled and systematically taught by teachers. If the skills are taught, and if students are given multiple opportunities to practice the skills in the classroom, process their use of the skill, receive feedback, and use them in their lives outside the classroom, they will be able to master them, and these skills can become an integral part of their lives. Outlined below are the steps in teaching a skill. For a full explanation of teaching SES skills, see the [How To Teach SES in the How To Teach Social-Emotional Skills Module](#)

Helping Students See the Need for the Skill

Providing students with a rationale for learning a new skill and relating it to their past, present, or future experiences can help them see a need to learn it.

Ensuring Students Understand What the Skill Is

Skills need to be specific, observable, and describable.

Setting Up Repetitive Practice Sessions

Students need a chance to 'try on' the new skill and see how it fits. We can't just ask our students to talk about a new skill. Like a coach and music teacher, we need to give them a chance to practice it. This means having students practice the skill repeatedly. Most skill-development learning experiences provide students with the opportunity to role-play those skills in class.

Ensuring That Students Process Their Use of the Skills and Receive Feedback Whenever Possible

Practicing is not enough. Students must be given time to reflect on and process their use of the skills to determine what they did well and what they need to do better the next time they use it. Whenever possible, students should be given feedback on the quality of their use of the skill. Many skill development learning experiences utilize self-evaluation and student observers/coaches.

See the [Role-Playing, Coaching, Observing, & Giving Feedback Reading \(Relationship Skills & Healthy Relationships\)](#) for detailed information on setting up and teaching role-playing that uses students as coaches and observers (who provide feedback). In addition, see the [Observing Giving Feedback Skill Card \(Relationship Skills & Healthy Relationships\)](#).

Apply the Skills in Real-Life Situations

It is not enough to have students role-play the skills only in class. At some point, students need to start using the skills in real-life situations. They must be given opportunities to apply their skills in real-life situations outside of class. Using skills in real-life situations, processing the results, and modifying their responses are necessary and must be continuous.

After completing many learning experiences, students can set a goal to apply a skill and change their behavior outside of school. Behavior change projects and assessments can be very simple or very complex. The simplest behavior change project involves using the My Goals Log, in which students set a goal and evaluate their progress at the midpoint and again at the end of the project. More complex projects involve students developing and implementing a plan to change their behavior, monitoring their progress over time using self-monitoring charts, and self-assessing their effort, progress, and/or the extent to which they completed the project.

For a full explanation of teaching skills, see the How To Teach SES in the [How To Teach Social-Emotional Skills Module](#).

Assessment, Evaluation, & Grading:

See How To Assess & Grade SES Skills in the [Assessment & Grading Module](#) for different ways for students to self-assess and for you to evaluate the completeness and quality of their work, their understanding of concepts and skills, and their level of self-awareness and self-insight. Additional methods for students to self-assess the extent to which they met their goals, the effort they put into meeting them, and the progress they made are included.

Healthy Relationships and Relationship Skills Learning Experiences,

Readings & Projects

[Relationship Skills & Healthy Relationships](#)

Relationship skills are complex and cannot be mastered in a few classes. Outlined below are the learning experiences, readings, skill cards, and projects that facilitate the development of healthy relationships and relationship skills. The more time given to teaching these skills, the greater the chance students will master them. Most of you will not have the time to use all of these learning experiences, nor is that necessary. You will need to choose those that best meet the needs of your students and modify them accordingly.

If you are teaching a unit on healthy relationships and relationship skills, students must be self-aware of what they are feeling and thinking and why. If students are not proficient in these skills, it is suggested that you first facilitate their development ([Self-Awareness Module](#)). Students also need to understand the importance of self-disclosure and trust in relationships. See the readings and learning experiences below that address these skills.

Healthy Relationships Learning Experiences & Readings

[Relationship Skills & Healthy Relationships](#)

Healthy Relationships Reading ([Relationship Skills & Healthy Relationships](#))

This reading provides background information for teachers and students on the importance of relationships and of relationship skills in building and maintaining them, and in communicating and working through misunderstandings, impasses, and conflicts.

Self-Disclosure & Healthy Relationships Reading ([Relationship Skills & Healthy Relationships](#))

This reading provides background information for teachers and students on the importance of self-disclosure in building and maintaining relationships, and in working through misunderstandings, impasses, and conflicts.

Self-Disclosure Circle LE ([Relationship Skills & Healthy Relationships](#))

This powerful multi-purpose learning experience develops the essential skills of self-awareness and self-disclosure. It also helps students become aware that they share the same or similar feelings and experiences with their peers around the same issues, and that they may express and manage their emotions in similar ways. Students also explore healthier ways to manage their feelings and to self-disclose with others. Students may also be introduced to personal problem-solving and goal-setting using the My Goals Log as a follow-up activity. This learning experience may also be used early in the year to build trust and help students become comfortable sharing their feelings ([Self-Awareness Module](#)).

Self-Disclosure Project ([Relationship Skills & Healthy Relationships](#))

This project gives students multiple opportunities to self-disclose in real-life situations. It is best used as a follow-up learning experience after students have completed the Self-Disclosure Circles Learning Experience ([Self-Awareness Module](#)) and [Relationship Skills & Healthy Relationships](#).

Healthy Relationships LE ([Relationship Skills & Healthy Relationships](#))

This learning experience aims to help students understand the qualities, characteristics, and behaviors of healthy and unhealthy relationships.

Trusting & Being Trustworthy LE ([Relationship Skills & Healthy Relationships](#))

This learning experience aims to help students understand the importance of being able to trust and be trustworthy, and the qualities, characteristics, and behaviors that lead to the development, maintenance, and destruction of trust. Since this learning experience is part of the Healthy Relationships LE, it is suggested that you use it only if you have not recently completed the Healthy Relationships LE, or if you want to go into greater depth on the issue of trust or focus specifically on trust in a specific class or group.

My Levels of Trust & Trustworthiness LE ([Relationship Skills & Healthy Relationships](#))

The purpose of this learning experience is to help students determine their levels of trust and trustworthiness. If students have recently completed the Assessing My Relationships LE ([Relationship Skills & Healthy Relationships](#)), it may not be necessary to do this learning experience since students have already evaluated the extent to which they demonstrate all of the qualities, characteristics, and behaviors of healthy and unhealthy relationships, including being trusting and trustworthy. This learning experience may only be used if you want to focus on their levels of trust and trustworthiness and/or the levels of trust within the class or group as a separate issue.

Assessing My Relationships LE ([Relationship Skills & Healthy Relationships](#))

This learning experience is a follow-up to the Healthy Relationships, Self-Disclosure Circles, and Trusting and Being Trustworthy learning experiences ([Relationship Skills & Healthy Relationships](#)). The purpose of this learning experience is to help students understand the extent to which they demonstrate the qualities, characteristics, and behaviors of healthy and unhealthy relationships. In addition, they will understand the extent to which significant others demonstrate these qualities, characteristics, and behaviors and what, if anything, they want to do about these relationships. Students who are dating may use the same process to evaluate the extent to which their dating interest demonstrates these qualities and characteristics and what, if anything, they want to do about that relationship.

Communication Skills Learning Experiences,

Readings, Skill Cards & Projects

([Relationship Skills & Healthy Relationships](#))

Listening

Essential to healthy relationships with family members, friends, and peers at school and work is the skill of listening. We cannot develop deep, meaningful relationships without listening, nor can we successfully complete tasks at school and work without understanding what is expected of us. Working through misunderstandings and conflicts in relationships is impossible without both individuals understanding the other's concerns and needs. In addition, no one will listen to us, try to understand us, consider what we are saying, and possibly change their behavior to help meet our needs if we don't listen to them, try to understand them, consider what they are saying, and consider changing our behavior to help them meet their needs. When we are listening and don't fully understand, it is also important to ask genuine inquiry questions until we do. Part of effective listening is also communicating that we are listening, trying to understand, and considering what they are saying. This type of listening also helps develop empathy: the ability to see another's world as if we are standing in their shoes. The following learning experiences are designed to help students understand the importance of listening, what happens when we don't listen, how to be an effective passive and active listener, and how to ask genuine inquiry questions.

Non-Listening Learning Experiences

([Relationship Skills & Healthy Relationships](#))

The following 3 learning experiences demonstrate how not listening affects a relationship. If you are only going to use one of these, it is recommended that you use Non-Listening #1, since the personal statements students develop will be used in future learning experiences.

Non-Listening Learning Experiences.

The purpose of these 3 learning experiences is to demonstrate how the communication process is hindered when people don't listen, the feelings people experience when they are not listened to, and the impact of not listening on relationships. It is meant to be an introduction to the concept of listening and how to be an effective listener.

- **Non-Listening # 1** ([Relationship Skills & Healthy Relationships](#))

The purpose of this learning experience is to demonstrate how the communication process is hindered when people don't listen, the feelings people experience when they are not listened to, and the impact non-listening has on the relationship.

- **Non-Listening # 2: Two Ships Passing in the Night** ([Relationship Skills & Healthy Relationships](#))

The purpose of this learning experience is to demonstrate that when two individuals are debating an issue, instead of listening to one another, they plan what they will say and show no interest in trying to understand the other's position.

- **Non-Listening # 3: Happening Hooking** ([Relationship Skills & Healthy Relationships](#))

The purpose of this learning experience is to demonstrate how individuals interrupt a conversation by hooking into a word or phrase, bringing the conversation back to them before the speaker can finish speaking.

- **Listening Skills Observation Form** ([Relationship Skills & Healthy Relationships](#))

This observation form is used when students role-play listening and when observers are used (see the [Listening & Inquiry Learning Experiences](#) ([Relationship Skills & Healthy Relationships](#)) or other listening role-playing situations you develop. The purpose is to use student observers during roleplaying, who then provide feedback.

Listening & Asking Genuine Inquiry Questions Learning Experiences, **Readings, Skill Card, & Projects** [Relationship Skills & Healthy Relationships](#)

Listening For Understanding & Asking Genuine Inquiry Questions Reading ([Relationship Skills & Healthy Relationships](#))

This reading provides background information for teachers and students on the importance of listening, why we don't listen, and the skills of passive and active listening, as well as asking genuine inquiry questions.

Listening & Inquiry Skill Card ([Relationship Skills & Healthy Relationships](#))

This skill card provides students with a one-page summary of how to passively and actively listen and ask genuine inquiry questions. It can be used when students develop and role-play effective listening and inquiry responses.

Listening & Inquiry Learning Experiences ([Relationship Skills & Healthy Relationships](#))

The purpose of these learning experiences is to provide multiple opportunities for students to identify what others are feeling and to become skillful passive and active listeners, and skillful at asking genuine inquiry questions when they do not fully understand.

Listening Skills Observation Form ([Relationship Skills & Healthy Relationships](#))

This observation form is used when students role-play listening, and when observers are used. See the [Role Playing, Coaching, Observing, & Giving Feedback Reading & Process](#) ([Relationship Skills & Healthy Relationships](#)) for directions on how to teach the skills of role-playing, observing, and giving feedback.

Listening & Inquiry Project ([SES Projects Module](#)).

The purpose of this project is to facilitate the development of competency in passive and active listening and asking genuine inquiry questions in real-life situations. This project is best used as a follow-up learning experience after students have completed the [Listening & Inquiry Learning Experience](#) ([Relationship Skills & Healthy Relationships](#))

- **Listening & Asking Genuine Inquiry Questions Log.** This log is required for the [Listening & Inquiry Project](#) ([SES Projects Module](#)).

“I Statements” Learning Experiences, Readings, Skill Cards & Projects [Relationship Skills & Healthy Relationships](#)

I Statements Reading ([Relationship Skills & Healthy Relationships](#))

This reading provides background information for teachers and students regarding the problems with avoiding conflict in relationships, the components of an effective “I Statement,” why using “I Statements” can be difficult, and the problem with using “You Statements.”

I Statements Skill Card ([Relationship Skills & Healthy Relationships](#))

This skill card provides students with a one-page summary of how to effectively use “I Statements.” It can be used when students are developing and role-playing effective “I Statement” responses.

I Statements Learning Experiences ([Relationship Skills & Healthy Relationships](#))

The purpose of these learning experiences is to provide multiple opportunities for students to become skillful in the use of “I Statements.

Listening, Genuine Inquiry, & I Statements Skill Card ([Relationship Skills & Healthy Relationships](#))

This skill card provides a summary of how to effectively listen, ask genuine inquiry questions, and use I statements.

I Statements Observation Form ([Relationship Skills & Healthy Relationships](#))

This observation form is used when students role-play I Statements and when observers are used. See the [Role Playing, Coaching, Observing, & Giving Feedback Reading & Process](#) ([Relationship Skills & Healthy Relationships](#)) for directions on how to teach the skills of role-playing, observing, and giving feedback.

I Statements Project ([SES Projects Module](#)).

The purpose of this project is to facilitate the development of competence in using “I Statements” in real-life situations. This project is best used as a follow-up learning experience after students have completed the “[I Statements](#)” [Learning Experiences](#) ([Relationship Skills & Healthy Relationships](#)).

How to Apologize Learning Experience,
Reading, Skill Cards & Projects
[Relationship Skills & Healthy Relationships](#)

How to Apologize Reading ([Relationship Skills & Healthy Relationships](#))

This reading provides background information for teachers and students on what to avoid when apologizing, the essential skills needed when apologizing, and specific examples of what to say.

How To Apologize Skill Card ([Relationship Skills & Healthy Relationships](#))

This skill card provides students with a summary of how to apologize. It can be used for role-playing how to apologize or as a review when they are apologizing in real life.

How To Apologize LE ([Relationship Skills & Healthy Relationships](#))

The purpose of this learning experience is to explore the reasons why people don't apologize, to brainstorm how to counteract negative perceptions about apologizing, and to facilitate the development of the skills needed to successfully apologize. It also provides them the opportunity to practice and role-play apologizing.

How To Apologize Observation Form ([Relationship Skills & Healthy Relationships](#))

This observation form is used when students role-play how to apologize, and when observers are used. See the [Role Playing, Coaching, Observing, & Giving Feedback Reading & Process](#) ([Relationship Skills & Healthy Relationships](#)) for directions on how to teach the skills of role-playing, observing, and giving feedback.

How To Apologize Project ([SES Projects Module](#)).

The purpose of this project is to facilitate the development of competency in the ability to effectively apologize in real-life situations. This project is best used as a follow-up learning experience after students have completed the "[How To Apologize Learning Experiences](#) ([Relationship Skills & Healthy Relationships](#)).

How to Be Assertive Learning Experience **Reading, Skill Cards & Projects** [Relationship Skills & Healthy Relationships](#)

Assertively Saying No Reading ([Relationship Skills & Healthy Relationships](#))

This reading provides important background information for teachers and students on the importance of being assertive, what to avoid when being assertive, how to say no when being pressured, and how to stop rumors, gossip, and ostracism.

Assertively Saying No Skill Card ([Relationship Skills & Healthy Relationships](#))

This skill card provides students with a summary of how to say no assertively. It can be used when students are role-playing how to say no or as a review when they need to say no in real life.

Assertively Saying No Learning Experiences ([Relationship Skills & Healthy Relationships](#))

The purpose of this learning experience is to provide opportunities for students to become skillful in assertively saying “no”.

Assertively Saying No Observation Form ([Relationship Skills & Healthy Relationships](#))

This observation form is used when students role-play being assertive and when observers are used. See the Role Playing, Coaching, Observing, & Giving Feedback Reading & Process ([Relationship Skills & Healthy Relationships](#)) for directions on how to teach the skills of role-playing, observing, and giving feedback.

Saying No To Sex Skill Card ([Relationship Skills & Healthy Relationships](#))

This skill card outlines multiple ways to assertively say no when being pressured to have sex.

Assertively Saying No To Sex Learning Experience ([Relationship Skills & Healthy Relationships](#))

The purpose of these learning experiences is to provide opportunities for students to become skillful in assertively saying “no” when being pressured to have sex.

Assertively Saying No Project ([SES Projects Module](#)).

The purpose of this project is to facilitate the development of competency in Assertively Saying “No” in real-life situations. This project is best used as a follow-up learning experience after students have completed the Assertively Saying “No” Learning Experience ([Relationship Skills & Healthy Relationships](#)).

Initiating, Maintaining, & Ending Conversations

[Relationship Skills & Healthy Relationships](#)

Initiating, Maintaining, and Ending Conversations LE ([Relationship Skills & Healthy Relationships](#))

It may be very easy for some people to initiate, maintain, and end conversations, but it may be more difficult for others who are introverted and/or shy. The purpose of this learning experience is to increase students' competency in initiating, maintaining, and ending conversations.

Initiating, Maintaining, and Ending Conversations Skill Card. ([Relationship Skills & Healthy Relationships](#))

This skill card provides students with a two-page summary of how to greet someone, initiate a conversation with people they know and don't know, how to keep a conversation going, how to end a conversation comfortably, and tips for communicating that they are listening and interested in the other person and what they are saying.

Initiating, Maintaining, & Ending Conversations Project ([SES Projects Module](#)).

The purpose of this project is to facilitate the development of competency in the ability to initiate, maintain, and end conversations. This project is best used as a follow-up learning experience after students have completed the Initiating, Maintaining, and Ending Conversations Learning Experience ([Relationship Skills & Healthy Relationships](#)).

Apply Skills In Real Life Situations: Using My Goals Log [Social-Emotional Skills Projects Module](#)

My Goals Learning Experience ([SES Projects Module](#))

Keeping a My Goals Log can help students develop and track goals after most learning experiences. It does not require as much time or as many assessments as the major projects found in the [Social-Emotional Skills Projects Module](#)

My Goals Log ([SES Projects Module](#))

- Students use this log to write their goals, to assess how they are doing at a midpoint and what, if anything, they need to do to be more successful, and then to evaluate their success at the end of the project. The log is used to keep track of all goals they develop throughout the year.

Parent Communication Project [Parent Communication Project Module](#)

Parent Communication Project ([Parent Conflict Resolution Project Module](#))

This project aims to provide students the opportunity to use communication skills (passive & active listening, genuine inquiry questions, and I Statements) in real-life situations (with a parent or guardian).

Conflict Resolution Skills, Learning Experiences **Readings & Projects** [Conflict Resolution Skills Module](#)

Once students are skillful listeners, can ask genuine inquiry questions, use I-statements, and be assertive, they are ready to learn interpersonal conflict-resolution skills. Listening, genuine inquiry questions, and I-statements are essential skills for effectively resolving misunderstandings and conflicts in relationships. See the [Conflict Resolution Skills Module](#) for the readings, skill cards, and learning experience on effectively resolving misunderstandings and conflicts in relationships. See the [Parent Conflict Resolution Project Module](#) for a major project requiring students to practice conflict-resolution skills with a parent.

How To Role-Play, Observe, & Give Feedback

[Relationship Skills & Healthy Relationships](#)

Role-Playing, Coaching, Observing, and Giving Feedback

Role-playing provides students with the opportunity to practice a skill in class. Like a coach, we need to demonstrate the skill, provide multiple opportunities for them to practice or role-play it, give them feedback on their use of the skill, and provide a process for them to reflect on and analyze their use of the skill until they become proficient. The process of having students role-play, receive feedback, and reflect on and analyze their use of the skill will help them become proficient and internalize the skill. Coaching, observing, and giving feedback are skills that need to be taught like the other social-emotional skills. Below is a reading that explains a process for role-playing, coaching, observing, and giving feedback, along with observation forms and a skill card. See [How To Teach SES](#) [How To Teach Social-Emotional Skills Module](#) for a thorough explanation of these steps and the benefits of role-playing, observing, and receiving feedback in mastering skills.

Role Playing, Coaching, Observing, & Giving Feedback Reading & Process ([Relationship Skills & Healthy Relationships](#))

This reading discusses the benefits of role-playing, coaching, observing, and giving feedback, how to teach these skills, and the procedures for setting up classroom situations. It also provides an example of an observation form for listening and asking genuine inquiry questions.

Observing & Giving Feedback Skill Card ([Relationship Skills & Healthy Relationships](#))

This skill card outlines the process for completing observation forms and providing specific, detailed feedback. It also provides specific examples.

Listening Skills Observation Form ([Relationship Skills & Healthy Relationships](#))

This observation form is used when students role-play listening and when observers are used (see the [Listening & Inquiry Learning Experiences](#)) or other listening role-playing situations you develop. The purpose is to use student observers during roleplaying, who then provide feedback.

I Statements Observation Form ([Relationship Skills & Healthy Relationships](#))

This observation form is used when students role-play listening and when observers are used (see the [I Statements Learning Experiences](#)) or other I Statements role-playing situations you develop. The purpose is to use student observers during roleplaying, who then provide feedback.

Assertively Saying No Observation Form ([Relationship Skills & Healthy Relationships](#))

This observation form is used when students role-play being assertive and when observers are used (see the [Assertively Saying No Learning Experiences](#)) or other assertively saying no role-playing situations you develop. The purpose is to use student observers during roleplaying, who then provide feedback.

How To Apologize Observation Form ([Relationship Skills & Healthy Relationships](#))

This observation form is used when students role-play how to apologize and when observers are used (see the How To Apologize Learning Experiences ([Relationship Skills & Healthy Relationships](#)) or role-playing situations you develop. The purpose is to use student observers during roleplaying, who then provide feedback.