

Healthy Relationships: Setting Boundaries

1. Question & Research Task

Have you ever had a friend that keeps texting you so much that it annoys you? Or stops you from getting your work done? Or maybe you've been that friend who texts too much? We've all had problems with boundaries using texting or social media.

Technology can be a great tool for helping us form and keep healthy relationships. But, if used improperly, it can also injure or destroy relationships. Too much texting can even be a sign of an [abusive relationship](#). It's important to set [healthy boundaries](#) and look out for **red flag behaviors**.

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How can I make sure my relationships remain positive and healthy online and offline?



Source #1: Watch the video Teen Voices: Friendships and Boundaries, from Common Sense Education. As you watch, think about the positive and negative effects that texting and social media use can have on your relationships.

2. Information Sources

Before you can set boundaries, it's important to understand the positive and negative effects of texting and social media on your relationships. Use this [graphic organizer](#) or a note-taking method provided by your teacher to record your thoughts.

You should include at least four sources in your notes: the [video](#) from Slide 1 (Source #1), the [information](#) on **red flag feelings** (Source #2), and at least two sources of your choice from the list below. Pay attention to what each source says about quality relationships. Do you agree or disagree?

[3- Texting Do's and Don'ts in Relationships](#)

[4- How the Internet Is Changing Friendship](#)

[5- Teen Voices: Friendships and Social Media](#)

[6- Spotting Digital Dating Abuse](#)

[7- Frientimacy: the three requirements of all healthy friendships](#)

[8- Healthy vs Unhealthy Relationships](#)

[9- Snapchat Streaks Are Not Friendships](#)

[10- Signs Social Media is Ruining Teen Friendships](#)

SLIDE NAVIGATION

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ANALYZE: RED FLAG FEELINGS



Slow Down, Pause, and Remember FIRA

Feel: Take stock of your emotions. Are you feeling sad, anxious, jealous, excluded, or uncomfortable? If not, what emotion captures how you feel?

Identify: Think about what caused you to have this feeling. What happened? Was it something you—or someone else—said or did?

Reflect: Consider possible responses. What choices of action are available to you? What are the benefits or drawbacks—for you and for others—of each step you might take?

Act: Take steps to act. How can you move forward to address the situation in a way that feels positive and productive, for you and for others?



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Source #2: A **red flag feeling** is when something happens that makes you feel uncomfortable, worried, sad, or anxious. Be aware of red flag feelings with friends and strangers when texting or using social media. Examine the [presentation](#) on chatting and red flags to learn more.

Source: Common Sense Education

3. Student Activity

Review the scenario below. Is this a quality relationship? Do boundaries need to be set? Consider your research on healthy relationships as you formulate your response. Use the “Identify, Feel, Imagine, Suggest” strategies [worksheet](#) to brainstorm possible solutions and how to set appropriate boundaries.

Jason and Tim are both 10th-graders at the same high school. They sit next to each other in math class and find out they have a lot of common interests. They become close friends and talk just about every day.

After a few months, Jason joins the basketball team and becomes much busier. He also starts hanging out more with his teammates outside of school. Tim, on the other hand, is going through a hard time at home and reaches out to Jason via text more often for advice and support. Jason doesn't mind at first, but after a while, it feels like Tim is texting all the time. He gets upset when Jason doesn't answer, even when Jason has class or basketball practice. The texts become overwhelming and annoying for Jason.

Jason still considers Tim a friend and doesn't want to make his situation worse by not responding. He's also worried about Tim's mental health. But all the texting feels like a burden, and Jason isn't sure what to do.



Image Source: Pixabay.com

4. Assessment Activity

How can I make sure my relationships remain positive and healthy online and offline?

Now that we have explored healthy and unhealthy relationships, let's think about how you can set digital boundaries—[boundaries](#) with your texting and social media—to keep your relationships positive and healthy.

Create an illustrated “top ten list” of digital boundaries you can set in your life to promote positive and healthy relationships. Your list should include digital boundaries for both texting and social media and may focus on digital boundaries for friendships, romantic relationships, or both. Be sure to incorporate what you learned from your research about healthy relationships.

Examples

1. I will not answer text messages in class and will ask friends and family not to text me during this time.
2. No texting or social media after 10pm on week-nights.
3. My friends and I will all put our phones away for the first ten minutes of lunch and talk to each other.

Don't forget to take the **Healthy Relationships Schoology Quiz** as directed by your teacher or librarian to show what you've learned about healthy relationships.



Image Source: [Common Sense Education](#)

5. Enrichment Activities

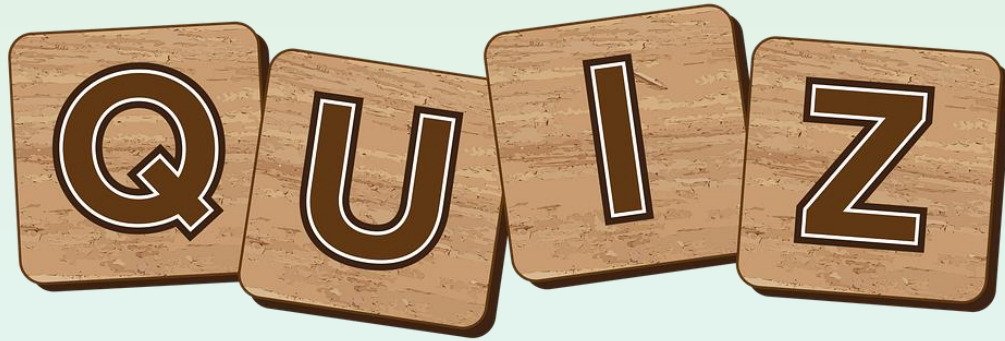


Image Source: Pixabay.com

How can you tell if your relationship is healthy?

Create a multiple-choice [quiz](#), like one you might find online or in a magazine, to help other teenagers determine if a relationship is healthy. Your quiz should be multiple choice and include information at the end that helps the quiz-taker interpret his or her results.

Be sure to include information you have learned today about healthy relationships. You should have at least ten questions on your quiz, with at least two questions about texting and two about social media. You may decide if your quiz is about friendships, romantic relationships, or both.

Criteria for Success:

- Quiz is at least ten questions long and multiple choice
- At least two questions are about texting and two about social media
- Questions are interesting and realistic
- Quiz results help the test taker determine if his/her relationship is healthy

6. Teacher Resources

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
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Learning Standards Alignment

[Common Core State Standards for English Language Arts & Literacy](#)

CCSS.ELA-Literacy.CCRA.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.CCRA.W.9: Draw evidence from literary or informational text to support analysis, reflection, and research.

[AASL Standards Framework for Learners](#)

I. INQUIRE: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

[ISTE Standards for Students](#)

2. Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

High School Digital Citizenship: Grade 10

Content integration suggestions: ELA, Health, Advisory

Objective: Students will analyze information from multiple sources in order to determine how to set digital boundaries to maintain positive, healthy relationships.

Time Frame: One 90-minute class period

Differentiation strategies for this lesson:

- Have students use learning supports provided in BCPS Digital Content found in the [Apps Portal](#). Refer to [Digital Content Snapshot/Support pages](#) as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is available on the **BCPS Digital Content** page found via the [Apps Portal](#)
- ALL STUDENTS MUST COMPLETE THE DIGITAL CITIZENSHIP QUIZ for this lesson on Schoology.
- Consider [using the Schoology Assignment Apps feature](#) to assign Microsoft and Google documents and files for students to access, edit, and submit through Schoology.
- Consider sharing these Common Sense Education family resources relevant to this topic: [Family Activity](#) | [Family Tips](#) | [Family Engagement Resources](#)
- Materials have been adapted from the Common Sense Education [Relationships and Communication lessons for Grades 9 and 10](#).