

YEAR 11 (AGE 15-16): REWARDING RELATIONSHIPS

# Friendships and Boundaries

---

NAME

## Part 1 Directions

In your pairs, choose **one** of the resources below to review. As you review it, track what the resource says about quality relationships and whether you agree. Capture your thoughts in the notes section. Share a summary of your resource and your answer to the guiding questions with your partner.

### Resource 1



Read: **Snapchat Streaks: Fostering Friendships or Forcing Communication?**

ASHLEY DELARM, THE TIMES-DELPHIC,  
11/11/2018 (3 MINS.)

### Resource Notes

- First-person account of benefits and drawbacks of Snapchat and the overvaluing of streaks.

### Resource 2



Watch: **Healthy Vs. Unhealthy Relationships**

AMAZE.ORG, YOUTUBE.COM, 13/04/2017 (2 MINS.)

- Short, animated video on the ways friendships change during teenage years.
- This video is on YouTube, which some school or local authority filters may block.



RELATIONSHIPS & COMMUNICATION

We know the power  
of words & actions.

# Friendships and Boundaries

NAME \_\_\_\_\_

## Notes Tracker:

Resource #	What does the source say about quality relationships?	Do you agree with the key points in this resource? Why, or why not?
1	<ul style="list-style-type: none"> <li>• They should include talking to one another.</li> <li>• They should include people being genuine with each other.</li> <li>• Sending pictures back and forth does not, by itself, make a strong friendship.</li> <li>• Obsessing over streaks can get in the way of enjoying the moment.</li> </ul>	<ul style="list-style-type: none"> <li>• Answers will vary.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Each person supports and encourages the other.</li> <li>• Each person is interested in what the other person has to say.</li> <li>• Disagreements are respectful.</li> <li>• Both people give and take in the relationship.</li> <li>• There is no verbal or physical abuse.</li> <li>• There is no pressuring to do things that someone doesn't want to do.</li> <li>• The relationship makes both people feel good about themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Answers will vary.</li> </ul>



# Friendships and Boundaries

NAME \_\_\_\_\_

## Part 2 Directions

Review the scenario below and use the "Feelings & Options" steps to brainstorm possible strategies for navigating a potentially unhealthy relationship.

### Finding Boundaries

Ethan's classmate Dylan had started texting Ethan a lot, every day. Ethan and Dylan were friendly, and Ethan had always liked Dylan. At first Ethan was happy to be talking to Dylan out of school. But Dylan was having a hard time: Dylan's parents were fighting a lot, and Dylan's life at home had gotten really stressful. Ethan wanted to be kind and supportive, and always tried to be when Dylan texted. Recently, the texting had become overwhelming for Ethan. Ethan cared about Dylan and didn't want to make his situation any worse by not being a good friend. Ethan was also worried about Dylan's mental health. At the same time, the texting felt burdensome and was starting to take a toll. Ethan thought he needed to set some boundaries, but he wasn't sure how and didn't want to make things harder for Dylan.

**Identify:** Who are the different people involved in the scenario? What dilemma or challenge are they facing?

- Ethan and Dylan are the main characters in the scenario.
- Learners might also identify the parents.
- **Dilemma:** Ethan may have a "red flag feeling" because he is in a challenging situation with Dylan. Dylan wants more attention and communication than Ethan feels comfortable with. But Ethan may be hesitant to say so because he is worried about how Dylan will react.

**Feel:** What do you think each person in the dilemma is *feeling*? Why might the situation be hard or challenging for each of them?

Answers will vary.

How do you think Ethan is feeling?

- Ethan may be feeling overwhelmed by everything he has going on.
- Ethan may feel worried about Dylan and even guilty about wanting to change how close their friendship is and not being there for Dylan during a difficult time.

How do you think Dylan is feeling?

- Dylan might be feeling lonely and in need of support.



YEAR 11 (AGE 15-16): REWARDING RELATIONSHIPS

# Friendships and Boundaries

NAME \_\_\_\_\_

**Imagine:** *Imagine options for how the situation could be handled. Come up with as many ideas as possible: There's no one "right" answer! Then choose: Which option might lead to the most positive outcome, where most people feel good or taken care of?*

**First:** List your options.

Answers will vary. Some examples include:

- Ethan could text Dylan back and explain that he empathises with his situation and wants to help, but that he also has a lot of stuff going on and can't be there as much as Dylan needs him to be.
- Ethan or Dylan could talk to an adult or family member about the situation and ask for advice on the best way to handle it.
- Ethan could tell Dylan that he's worried about him and encourage him to reach out to a trusted adult (teacher, counsellor, adult family member, etc.) to talk about the challenges he's facing at home.

**Second:** Circle or underline the option that you think is best.

- Answers will vary.

**Say:** Thinking more about the idea you chose for handling the situation, what could the people involved say?

**First:** How would they say it?

- |   |   |                                       |
|---|---|---------------------------------------|
| <input type="checkbox"/> In person              | <input type="checkbox"/> Call or FaceTime | <input type="checkbox"/> Text         |
| <input type="checkbox"/> Direct/private message | <input type="checkbox"/> Email            | <input type="checkbox"/> Other: _____ |

**Second:** What would they say? Who would they say it to? Write out the conversation.

- Answers will vary. Encourage learners to consider what they could say to a trusted adult who could help them.
- Encourage learners to consider whether they would really say the dialogue they came up with. Ask: "Do you think Ethan or Dylan would really say that?" or "Could you see yourself actually saying/sending a message like this, if you were the person in the scenario? why, or why not?"
- Help develop learners' thinking and planning with questions that play out the scenario, such as, "what if Dylan told Ethan he didn't have anyone else to turn to?"



RELATIONSHIPS &amp; COMMUNICATION

We know the power  
of words & actions.

commonsense.org/education/uk/digital-citizenship  
Shareable with attribution for noncommercial use. Remixing is permitted.



YEAR 11 (AGE 15-16): REWARDING RELATIONSHIPS

# Friendships and Boundaries

NAME \_\_\_\_\_

## Part 3: Complicate (Optional)

Discuss two or three of the following questions in your group, and share responses. Be sure to hear all perspectives -- the more perspectives, the better!

- What if Dylan and Ethan were best friends?
- What if Dylan shared that the fighting was escalating to violence?
- What if Ethan's parents and Dylan's parents were good friends?
- What if Ethan became worried that Dylan might harm himself?
- What if Dylan started texting in the middle of every night, when Ethan needed to sleep?

