Career and Life Management

Part B
Relationships
All images in this courseware were created by or for Alberta Education unless noted below or in subsequent lesson Image Credits.

Cover: background Don Farrall/Photodisc/Getty Images, centre Ryan McVay/Photodisc/Getty Images; Page 28: SW Productions/Photodisc/Getty Images

All other image credits in this resource constitute a continuation of this copyright page.

Career and Life Management
Part B: Relationships
Student Module Booklet

Alberta Education acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Student Module Booklet.

This document is intended for

- Students
- Teachers
- Administrators
- Home Instructors
- General Public
- Other

You may find the following Internet sites useful:

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

Copyright © 200X, Alberta Education. This resource is owned by the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, 10155 – 102 Street, Edmonton, Alberta, Canada T5J 4L5. All rights reserved.

This courseware was developed by or for Alberta Education. Third-party content has been identified by a symbol and/or a credit to the source and must be used as is. This courseware may be reproduced in any form, including photocopying, without the written permission of Alberta Education. Changes can be made only to content owned by Alberta Education. For more detailed information, refer to the Terms of Use Agreement. Every effort has been made to acknowledge the original source and to comply with Canadian copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Education so corrective action can be taken.

THIS COURSEWARE IS NOT SUBJECT TO THE TERMS OF A LICENCE FROM A COLLECTIVE OR LICENSING BODY, SUCH AS ACCESS COPYRIGHT.
<table>
<thead>
<tr>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part B Overview</strong> ........................................... 4</td>
</tr>
</tbody>
</table>
| **Part B**  
  **Relationships** |
| **Healthy Relationships** ........................................... 5 |
| Choosing Relationships  
  Love Versus Infatuation |
| **Healthy Lifestyle Choices** ..................................... 17 |
| Journals  
  A Journal-Writing Activity |
| **Glossary** .................................................. 24 |
| **Suggested Responses** ........................................... 25 |
| **Image Credits** ................................................ 27 |
| **Part B Conclusion** ............................................. 28 |
Tamar and Andrea have been close friends since childhood, but their friendship is changing—and it's no one's fault. They still ride the same school bus, but since they started high school, other circumstances have shifted. They are no longer in the same groups and activities; their class schedules are different; they find it difficult to spend any time together. In fact, they seem unable to maintain their friendship at all, and they don't know what to do about that.

Friendships are based on common interests, but when interests change, friendships might also change. Since interests change often while teenagers explore various activities, it is easy to see why friendships sometimes grow apart or dissolve. Most young people think about assuming adult roles as they move toward adulthood. Part of that thinking may involve finding a life partner, which means first finding and maintaining healthy friendships that can develop into lifetime partnerships.

In Part B: Relationships you will explore decision making in various relationships. You will identify relationship expectations and commitment; examine behaviours and skills that maintain and enhance healthy relationships; describe how personal values influence relationship choices; explain the role of trust in a relationship; and develop strategies to deal with jealousy. You will also consider your ongoing responsibility for positive life choices, and you will determine the importance of personal reflection to develop and maintain healthy relationships.
Healthy Relationships

Developing healthy relationships and making decisions that maintain your well-being have been a focus of your investigations in Career and Life Management. What about the pressures and decisions you face as you move into adulthood? This unit will give you further information about relationships, especially factors that affect healthy relationships. It will help you develop skills to make decisions about relationships.

Relationships are part of your life as a member of a family and society. As you mature, you may find your family relationships changing. When teenagers enter puberty, family relationships often change in either one of two ways:

- Strain occurs as teens express their desire for independence.
- Relationships deepen with parental support of teens' growth and change.

Relationships with friends might also change. Sometimes interests and goals change so much that friends who were close in the past play a smaller role in your life as time goes on. You may even have to end a relationship that is not working—and this ending can cause confusion, pain, and guilt, as in the case of Tamar and Andrea.

Other relationships that might change as teenagers grow up are those with extended family, community, teams or clubs, and religious groups. These changes can happen if teens question values and beliefs those groups provided throughout childhood. Is anything like that happening in your life?
Choosing Relationships

As a teenager, you are learning to take charge of your own life. You have the power to create the person you want to be; you will want to surround yourself with others who are positive and supportive of your goals. Understand that you are the decision-maker in your relationships, and any new relationship you enter is a choice. You may not be able to choose family members, but you can decide how to relate to each one. When you meet new people, you can determine whether each person is someone with whom you could have a healthy, positive friendship.

Good relationships depend on people being trustworthy and reliable. Positive relationships also depend on open and clear communication. Each person in a relationship must choose to see the other as a human being with strengths and weaknesses. Each must be tolerant of the fact that no one is perfect, and each must patiently give the relationship time to develop. These responsibilities apply to people in all relationships—immediate and extended families, friends, teams and clubs, work colleagues—but particularly in relationships where people are choosing life partners.

Dating

The desire to find a partner with whom to share life is natural for most people. In much of Canadian culture, this begins with the dating process. What does “dating” mean to you? Does it mean spending time with a group of people? Spending time alone with one person? Have you been dating for a while already? Are you waiting until you are older, or have finished school, or until the “right” person comes along? Or do you expect never to date, because dating is not a part of your culture?
Dating means different things to different families and cultures. Some families and cultures allow teens to socialize only in groups. Others think it is fine for even young teens to go out on dates alone. Some do not allow a girl and boy to be alone together before marriage. In other cases, parents arrange marriages, and dating involves getting to know a future marriage partner in a chaperoned situation. Many parents want their teenagers to reach at least a certain age—perhaps 14 or 16—before dating.

Some religious, cultural, and community organizations arrange social activities in safe, chaperoned situations so young people can get to know each other without any pressure. What are the purposes of dating or chaperoned social activities? They both prepare young people to handle relationships outside of the family unit. They provide opportunities to get to know others better. They offer a chance to enjoy recreational activities or to learn about potential love interests.

As young people meet and interact with potential partners, they discover what types of personalities appeal to them and they learn skills for getting along with new people. Dating is one way to gather information about future life partners and learn about values, beliefs, and goals of others. You can then determine if these values, beliefs, and goals are desirable in a life partner and decide whether such qualities will let you build a positive, healthy, lifetime relationship with another person.

Dating has changed over time. Years ago, single men and women could never be alone together; there had to be a chaperone present at all times. Later, people of the opposite sex could be alone together, but they were expected to follow certain dating etiquette.

You may have heard people from older generations say that when they were young, the man was the one who suggested the date. It was his responsibility to meet the woman at her home, and he was the one who paid for the date.

This was only one version of dating. Others occurred in different cultures.

Some cultures and religions still expect dates to be chaperoned.
Dating is one way for young people in North America to become acquainted. Different arrangements of dates provide different ways of being with other people:

- **Group dates.** Going out in a group allows for activities such as skating, movies, and sporting events. This is a comfortable way to spend time with members of both sexes, without the pressure of being exclusively with one person. Teens often begin to socialize with group dates, for example, when religious and community groups provide opportunities for young people to get together.

- **Double dates.** Two couples going out together gives each individual a chance to spend time with a small group and not feel like too much time is being spent with one person. Double dates let a person learn about the personality and values of others in a relatively safe situation. They also allow each person to have more personal attention than when dating in a larger group.

- **Single dates.** In this type of dating, the pair goes out as a couple. Each person may choose to date several others in order to get to know a variety of people. These relationships are often casual and not serious. Many times, people do not go on single dates until they are older and more mature. Families often must approve of their teenager going on a single date, and they want to meet and know about the dating partner before giving permission.

Of course, relationships do develop, and in any dating arrangement a person may find someone he or she wishes to date exclusively. Exclusive dating means there is little chance to meet anyone else. The two people become a couple. They may say they are going out or seeing each other or hanging out together. In past years such a couple would have said they were going steady. Since exclusive dating is a more serious relationship, both people must be ready and not feel pressured by the situation. Most people have to allow themselves lots of time before they start dating one person steadily.
Commitment and Expectations

What expectations do you have for a serious relationship? Do you feel ready for a committed relationship? A committed relationship is a decision that you make. Both people in such a relationship should have similar views.

Commitment means choosing to build a connection to another person and to your relationship with that person. It means respecting the person, caring for the person, and adopting behaviours that demonstrate a desire to maintain a healthy relationship. Commitment involves communication, trust, and equality. It requires an investment of time, energy, attention, affection, and other emotions. Commitment means you are willing to do all you can—within reason—to keep a relationship strong.

One benefit of a close relationship is emotional intimacy. Intimacy is the feeling of closeness that you gain by sharing thoughts and experiences with another person. It involves the desire and the choice of two people to form a strong, close relationship that is likely to endure for a long time.

Many people—you and your closest friends, for example—have intimate social relationships in which you share activities, emotions, feelings, hopes, and dreams. To be in an intimate relationship, you have to know the other person very well. Intimacy, like commitment, relies on communication, trust, and equality.
Entering and Maintaining Healthy Relationships

What are some ways you can make friends and get along with others? You cannot simply go out and find a close personal friend. Your personality and values influence the relationships you choose to enter. It is natural that you will relate better to some people and not as well to other people.

Your personality and values also influence the types of relationships you want. Do not be afraid to make the first move to begin a friendship. It's possible that other people are more hesitant than you and will appreciate your initiative.

Once you have made contact, healthy relationships do not just happen. They develop over time. You may have heard that relationships take a lot of work, and sometimes they do, but it does get easier with practice. Unfortunately, some people fear the work will be too difficult and they never try. Certainly you have to make a sincere effort in any relationship, but most people find the results more than worth the effort.

Following are key behaviours to help build and maintain healthy relationships:

- **Communicate well.** Communication involves talking, listening, sharing, and relating to others. You communicate verbally with words and non-verbally through eye contact, facial expression, and gestures. When non-verbal and verbal actions express the same feeling, you communicate clearly. When they conflict, you confuse people. For example, if you say “I’m happy to go to the game with you!” but you immediately turn away, you give a mixed message.

- **Be honest.** Don’t say one thing and mean another but hope the other person understands. State your feelings honestly. Make sure your tone of voice, facial expression, and posture all match your words. Share your thoughts and tell the truth so that you express what you really need and your relationship partner can clearly understand your expectations.

- **Show respect.** Treat other people the way you want to be treated. No one likes to be laughed at or put down. Think carefully so that your body language and words do not communicate disrespect.

- **Be reliable.** A friend should be trustworthy and dependable. Only when potential friends feel they can trust each other will a relationship grow.

- **Be independent.** Partners in a relationship need room to be themselves and to be independent. Partners may feel stifled if they are expected to copy the other partner’s beliefs and values. Problems may occur if one partner is expected to always give up personal wants and needs to support the relationship.
• **Be loyal.** Stand up for the other person when necessary. Do not gossip, make negative comments, or put your friend down in front of others.

• **Be flexible.** Realize that there will be times you need to change your plans for something that is important to the other person. Be willing to negotiate and compromise. Sometimes that means doing what the other person likes, knowing that another time your partner will do what you want.

• **Be tolerant and understanding.** Since no relationship is perfect, it is important to accept and deal with mistakes as they occur. Understand that the other person is human and will make mistakes. Of course, it is not acceptable for that person to maintain a pattern of behaviour that is destructive toward you or goes against your morals and values. If that is the case, your relationship is not healthy and you may need to find the courage to end it.

Your *Relationships* textbook includes a number of *For Better or For Worse* cartoons that take a lighthearted approach to relationships. Read the cartoons on the following pages, and note the serious characteristics to which they refer.

• page 40, which focuses on the value of apology—part of open communication and respect for others

• page 111, which acknowledges that each person in a relationship has imperfections

• page 119, in which John and Elly question being perfect in a relationship
Your Relationships textbook also includes information in a more serious format. Read the following articles, and then answer the questions that come after them.

- "Hoop Dreams, Hard Choices" on pages 21 and 22, which documents a girl’s decision to join a provincial basketball team and the relationships that are affected by her decision.

- "Getting Closer" on pages 39 and 40, which explores intimacy and commitment in a healthy relationship, as well as the meaning of a reciprocal relationship.

1. In your notebook, list some characteristics of a healthy relationship.

2. In the article "Hoop Dreams, Hard Choices," how did Liz balance her commitment to herself as well as her commitments to the relationships in her life?

3. Read the following situations and answer the questions about each.

   a. Nasreen wonders why other people don’t like to talk to her. Each time someone does, she looks around the room, stares at other people, or looks impatient to get away. She also often changes the topic and interrupts others. When asked about this, Nasreen says she is unaware of her behaviour and doesn’t mean any harm.

      What actions could Nasreen take to become more aware of her behaviour and to change it?

   b. Jesse can’t figure out why his team is turning against him. After all, he scores more goals than anyone and he is the reason the team made it into the finals. In a TV interview, he said this about himself: "I nabbed a pass from Shelby, and I ripped the game-winner high into the net before the goalie even saw it!" Shelby and the other players are disgusted by Jesse’s remarks. Shelby received a broken rib from the check he took to dig out the puck for Jesse.

      Give Jesse some advice, and suggest what Shelby and the other players could do as well.
c. Pavel cannot understand how his friend Rania could let him down twice in one week. She was supposed to pick him up for band practice, but on Monday she was late. On Wednesday she forgot and he had to struggle onto the bus with his guitar. Now the other band members are upset at Pavel for always being late. Rania sees herself as trustworthy and reliable. Pavel does not see her that way.

Who decides whether a person is trustworthy or dependable—is it more than one person? Explain your answer using information from this example, and suggest what Pavel can do about his situation with Rania.

Compare your responses with those found at the end of Part B.

Love Versus Infatuation

When people first begin a relationship, they sometimes experience infatuation with the other person. Infatuation can develop quickly and is an intense, obsessive feeling; often it is hard to distinguish from love. Infatuation is not long-lasting.

Mature love evolves from a complex relationship that is steady, respectful, and built on shared values and understanding.
How can you tell whether you are experiencing love or infatuation? Following is a checklist to help you recognize the difference.

<table>
<thead>
<tr>
<th>Love</th>
<th>Infatuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The relationship is short-lived, since jealousy, distrust, and fear</td>
<td>The relationship can last a long time. The partners can withstand</td>
</tr>
<tr>
<td>of losing the partner often cause it to end.</td>
<td>the highs and lows in the relationship.</td>
</tr>
<tr>
<td>The relationship is unbalanced in terms of giving and receiving:</td>
<td>The relationship is balanced; it is built on honesty, caring,</td>
</tr>
<tr>
<td>One person often gives up personal needs and interests.</td>
<td>sharing, and mutual respect, commitment, giving, and receiving.</td>
</tr>
<tr>
<td>One partner clings to the other and is dependent and possessive.</td>
<td>The relationship allows each partner to be a unique individual.</td>
</tr>
<tr>
<td>The partners have unrealistic expectations. They view each other as</td>
<td>Each partner recognizes and accepts the other as a real person</td>
</tr>
<tr>
<td>perfect.</td>
<td>with strengths and weaknesses.</td>
</tr>
<tr>
<td>Infatuation demands that the partners spend almost all their time</td>
<td>The partners share similar views and beliefs, but each has a life</td>
</tr>
<tr>
<td>together and that they give less importance to friends, family, and</td>
<td>outside the relationship with friends, family, and school or work.</td>
</tr>
<tr>
<td>school or work.</td>
<td></td>
</tr>
</tbody>
</table>

Infatuation can be so all-consuming that it becomes obsession. An infatuated person’s thoughts get wrapped up in the emotions of the relationship. Family and friends are temporarily unimportant as all focus goes to the partner. Caring people might counsel a person in the grips of infatuation to take it more slowly and to look rationally at the relationship, but often the person will ignore such advice.

If you have not experienced infatuation, you probably know someone else who has. Difficult as it may be during infatuation, a person should still try to make rational decisions. Regret and hurt may result, for instance, if a person commits too much to a partner and the relationship ends soon after.

It could be possible for a relationship built on infatuation to continue, but most do not. If the two people have interests and values in common, genuinely care for one another, and have no false ideas of the other as “perfect,” the situation might develop into a long-term, loving, and respectful relationship.
Jealousy is fear that a friend or loved one may prefer someone else. It occurs when a person is afraid, suspicious, or resentful if a friend or dating partner interacts with other people. It may appear when a person is obsessed with another or is insecure in a relationship. Have you observed situations in which a person in a relationship could not talk to anyone else without the partner becoming upset? The jealous person fears, often irrationally, that others are trying to gain the affection of the friend or partner. The irony is that the friend or partner may eventually end the relationship because of the jealous behaviour.

A little jealousy might not harm a relationship, but often it indicates a situation that is unhealthy. If one person is forced to give up friends and freedoms, the jealous partner may be controlling and abusive. Relationships in which jealousy plays a role can become dangerous and damaging.

How can you deal with a jealous friend or with your own feelings of jealousy? Try asking for guidance from a parent, school counsellor, or other trusted adult. Read books or articles to learn about jealousy. Recognize that mature, confident people tend to be less jealous because they understand themselves and do not need to possess other people.

Occasionally, feelings of jealousy resolve naturally as a relationship develops and the friends or partners mature and gain self-confidence. Established, healthy relationships are usually free from jealousy.

Read “Skills for Relationships: A Checklist” on page 38 of Relationships to help you answer the following questions. The list in this article reviews the basic social skills needed to develop and maintain positive relationships.

4. Use the checklist in the article you just read to indicate which skills you use in the relationships in your life. What other skills do you use that are not on the list?

5. What actions should a person take to build, maintain, and enhance a healthy relationship? Choose two situations from the following list of 12 ideas. Write a response to each of the two situations as if you are an advice columnist responding to a problem that someone has written to you.

Note that the word friend is used to describe a platonic, non-romantic friendship and the word partner is used to indicate a romantic, dating relationship.
• A friend wants to go out with the person I am interested in.

• A close friend flirts with my partner at every opportunity.

• My friend is jealous of the time I spend with my new partner.

• My partner doesn’t spend any time with me.

• My friend and his partner broke up. Now my friend can’t stop talking about it.

• I cannot tell whether a certain person likes me. Sometimes this person is friendly and warm. Other times this person ignores me.

• My friend wants me to be the go-between for her and her partner because they frequently fight and break up.

• I never get to choose how my friend and I spend time together, because my friend makes all the decisions.

• I really like a particular person who is part of the group I hang out with, but this person does not know I am interested.

• I have no time for myself, because my partner wants to spend every minute with me.

• Some of my friends are gossiping about another person at school; it makes me very uncomfortable.

• My partner and I get along really well, but these days we are so busy that we don’t get much chance to talk.

6. Fernando and Adrienne are both in Grade 12, and they have been going together since the middle of Grade 11. Suggest five questions they may have asked each other during that time to make decisions about their relationship. One example is “Should we see each other exclusively or date other people as well?”

Compare your responses with those found at the end of Part B.

Now open Assignment Booklet Part B: Relationships and respond to question 1.
Healthy lifestyle choices—like healthy relationships—do not just happen. As you mature and take increasing responsibility for your own life, you commit to your own health and well-being. Habits, decisions, and behaviours you adopt now will have a lifelong impact. You will want to make wise lifestyle choices that contribute to your ongoing health and well-being.

Lifestyle choices involve all dimensions of your health—physical, emotional, social, spiritual, and intellectual. Healthy choices include the following:

- making responsible decisions
- reducing health-risking behaviours
- understanding the consequences of your decisions

A critical aspect of your commitment to personal well-being is learning from your own health and lifestyle choices—including your relationship choices.

One effective way to learn is to record your experiences, thoughts, and reactions in a journal and to reflect upon them later. You can learn to understand yourself better by noting the consequences of your decisions and observing patterns in your life.

A journal can encourage you to ask yourself questions about your lifestyle choices.
Journals

Some people call journals savings accounts for collections or receptacles for tomorrow's memories because you can use them to do the following:

- recount and describe events

- recall occasions, people, feelings, or periods of time

- store and reflect on information that is relevant and meaningful
  - life events and experiences
  - personal thoughts and plans
  - health and lifestyle decisions
  - feelings about these life details

Did You Know?

When you create a journal, you are not alone. The history of journal writing is as long as the history of written language. Countless adults and children the world over have found journal writing to be a satisfying and productive activity. Examples include the following well-known people:

- artists, such as Leonardo da Vinci
- explorers, such as John Franklin
- inventors, such as Thomas Edison
- world leaders, such as Queen Victoria
- scientists, such as Madame Curie and Charles Darwin

Dr. Ira Progoff (1921–1998) was a psychologist and journal specialist who often lectured audiences about keeping a journal. He described a journal as “an instrument like a hammer or a scalpel—a tool to help you deal with difficult times in your life, times of change or decision or loss, or great success . . .”

He believed that journaling is “a fulfilling experience . . . an art form . . . something you can do just for the pure pleasure of it. You can play with it.”

Dr. Progoff recommended that people not feel obligated to write in a journal every day, because it is not like a diary. A journal is there if you want it or need it, but it should not be a responsibility to feel guilty about.
Benefits of Keeping a Journal

There may not always be someone around when you want to talk about ideas you have read, seen, or heard. Your journal can be like a “person” with whom you have a conversation. Reactions you might share with friends or family can be tried in your journal—a place to say what is on your mind and sort your thoughts. You can write about immediate feelings and responses and later refine these private thoughts to share with others. Following are other benefits of keeping a journal:

• **Stress relief.** As you write down thoughts and feelings, you gain an outlet for strong emotions, such as joy, sorrow, or anger.

• **Memory aid.** Like a photograph, a journal allows you to recall events, feelings, and details that you may otherwise forget. The journals of many scientists have provided insights and details that helped their work.

• **Self-understanding.** In a journal you can capture life events and feelings as they happen and are fresh in your mind. Reflecting on them later helps you understand your own motives, behaviours, and relationships. You gain wisdom about yourself and human life in general.

• **Life control.** You can be confident that important experiences and thoughts you record will always be available to relive and reflect on. You will not lose them.

• **Friendship.** Your journal can help you be a friend to yourself. When it is not possible to share your thoughts with another person, your journal provides the opportunity to see what you think and perhaps make more sense of your thoughts.
Journal Writing as a Private Experience

When you make a journal entry, write your thoughts as they come to you—without censoring and correcting—as soon as possible after events, thoughts, or feelings occur.

Some people hesitate to write about feelings because they fear other people might read their journals. This is a legitimate concern. It helps if you can be confident that others with whom you live appreciate the personal nature of your journal and would never violate your privacy. It also helps to have a private place to keep your journal. Some people choose to combine journals with daily planners and carry them everywhere. If you are concerned about privacy, consider the security of this method. What if you are away from the backpack, purse, or vehicle holding your journal?

If you cannot ensure the privacy of your journal, you may need to apply this rule of self-disclosure: express feelings only to the degree that feels comfortable. This may reduce the effectiveness of your journaling, but it is important to feel at ease with your writing. People often find that the more they write in their journals, the less concerned they become about the possibility of someone unexpectedly reading their work.

If you are really determined, you can find a way to ensure the privacy of your writing. Some people write their thoughts in a secret code or “shorthand” that they invent and others cannot understand. Other people are able to write in a language other than English. Still others journalize feelings and then destroy those journal entries—which does not allow for later reflection or learning but does allow you to express emotions on paper, release them, and reflect upon them immediately.
Note: Journals are not usually intended for reading by others. Being allowed to read someone else’s journal is a great privilege and responsibility that teachers understand. You may be asked to share a journal-writing project for a class assignment. Knowing someone else will read your thoughts might influence your journal entries to some degree, but you can always choose to share some parts and keep others private.

Mechanics of Journal Writing

There is no right or wrong way to maintain a journal. It can be as simple as writing a date on a piece of paper every once in a while and recording a few sentences about your feelings and experiences. The value of journal writing increases as you develop the habit of consistently making and reviewing your journal entries. Your record of information then becomes more complete and useful for personal self-discovery.

Did You Know?

Stationery and other stores sell journal books in many styles, sizes, and price ranges. You can purchase one of these or choose a less-expensive format, such as a scribbler, notebook, or loose-leaf paper in a binder.

Your choice of journal format and method are personal. Any method is acceptable as long as it allows adequate space for journal entries and later written reflection upon them. For example, rather than descriptive sentences, some people prefer to express feelings and experiences through drawings, paintings, poetry, short stories, or songwriting.
Types of Journal Entries

Ashley and Jamal surveyed their classmates to compile the following list of entries used by students who journal:

- advice you would like to give a friend or family member
- agendas—your school or extra-curricular calendars
- conversations, imaginary or real
- daily comings and goings of yourself, family members, and friends
- descriptions and prices of things you bought or plan to buy
- dreams, daydreams, and your interpretations of them
- experiences with pets, sports, classes, or hobbies
- favourite quotations, poems, song lyrics
- health concerns—your own or other people’s
- highs and lows of your own life and lives of others
- ideas for improving the condition of your family, community, or country
- letters that you really would not send
- lists for errands, assignments, or shopping
- memorable phone calls, text messages, e-mails
- names, phone numbers, and e-mail addresses
- news clippings and cartoons
- notations of money received, saved, and spent
- plans for the future and notes about special days
- pluses and minuses of decisions you must make
- prayers or spiritual affirmations
- reactions to movies, plays, songs, books, articles, or websites
- reminders to yourself
- sensory perceptions, such as colours, sounds, and smells
- sketches or word portraits of people or animals
- things you are happy or upset about
General Characteristics of Journals

Journals often feature certain general characteristics that you may wish to use.

- Date each entry, so you know when you recorded the entry.
- Include sketches, photos, and memorabilia as well as writing.
- Write by hand because this method tends to be less formal than typing or word processing. Handwriting often gives clues to your emotions.
- Use the same language as you would when talking with friends and family. Familiar, everyday words will best express your feelings and experiences.
- Allow space for later written reflection on your original entries. You may want to respond to your entries when you are searching for self-understanding.
- Imagine you are speaking to someone as you write—for example, to yourself, to a person toward whom you feel a strong emotion, or to your journal itself (perhaps even giving it a name).

A Journal-Writing Activity

You are now ready for a journal-writing activity about relationships. If you already keep a journal, write in it. If not, write in your notebook or on a piece of blank paper. Once you have your journal materials and a pen in front of you, answer the question that follows. Note: This writing is for yourself only. You will not need to share it with anyone.
7. a. In your journal, record at least four of your experiences with relationships that have affected you as a person. Some experiences could be positive; others might be negative.

b. Write down your thoughts and feelings about each situation. What was good and what was bad?

c. What role did your values and beliefs play in each experience?

d. What did you learn from each situation?

**Compare your responses with those found at the end of Part B.**

View the following segments on your Student Support CD to review the information you have examined in Part B: Relationships—attitudes, values, and behaviours for developing meaningful interpersonal relationships:

- Module 1, Segment 3: Conflict Resolution
- Module 1, Segment 4: Relationships
- Module 1, Segment 5: Communication Strategies
- Module 2, Segment 15: Moving Out
- Module 3, Segment 17: Personality Traits

Now open Assignment Booklet Part B: Relationships and respond to questions 2 and 3.

---

**Glossary**

- **chaperoned:** accompanied by an adult who supervises unmarried young people to ensure proper behaviour

- **commitment:** a serious intention to work toward a goal or to respect an important value; in a relationship, responsibility for and trust in one another

- **inflimation:** a strong but usually short-lived attraction to another person

- **intimacy:** the choice of two people to form a strong, close relationship

- **journal:** a written account of events, ideas, and reflections kept regularly for personal use

- **mature love:** a relationship that involves responsible and caring love
Suggested Responses

1. Following are some characteristics of a healthy relationship:
   - attention  
   - caring  
   - emotional intimacy  
   - energy  
   - equality  
   - flexibility  
   - honesty  
   - independence  
   - loyalty  
   - open communication  
   - patience  
   - reliability  
   - respect  
   - time  
   - tolerance  
   - trust  
   - understanding

2. In the article “Hoop Dreams, Hard Choices,” Liz uses a decision-making model to balance her commitment to herself (her desire to play on the basketball team) and her commitments to others in her life (her friend Jacques, her mom, and her teacher).

3. As you respond to each situation, consider the points listed below.
   a. To become more aware and to deal with her behaviour, Nasreen could do the following:
      - Ask close friends for honest feedback on her behaviour.
      - Concentrate on what she does while others are speaking.
      - Look at others who are speaking.
      - Listen without interrupting.
      - Introduce new topics at appropriate times in a conversation.
   b. Your advice to Jesse could be to take the following actions:
      - Ask teammates directly why they are reacting to him as they are.
      - Emphasize the importance of teamwork in his play.
      - Show appreciation for his teammates during interviews.
      - Give credit to his teammates for their assistance with his goal scoring.

Shelby and the other players could try the following:

   - Talk honestly to Jesse instead of turning away in anger.
   - Try to understand why Jesse seems to have such a big ego.
   - Emphasize the importance of teamwork in their conversations.
   - Keep a positive attitude for the good of the team.

3. Did you think it takes more than one person to decide whether someone is trustworthy or dependable? The case of Pavel and Rania seems to show this. Rania may think she is trustworthy, but Pavel, as a person whose trust she let down, has a valid reason to disagree. Pavel could check whether some unforeseen incident occurred or whether Rania simply forgot her promise. He could tell Rania that he sees a trustworthy person as someone who lives up to commitments and point out that Rania did not meet his expectations that week. He might also say that he trusts people who show they can live up to commitments and that he will make alternative arrangements in the future unless Rania can convince him she will meet her commitments.
4. You may use some of the following skills in your relationships:

- trying to understand what other people are going through
- listening carefully to what others have to say
- making an effort to put people at ease
- offering sincere help and support
- accepting others as they are
- being natural and truthful

Skills you use that are not on the list may include the following:

- showing genuine interest in others
- stopping gossip or personal put-downs
- respecting people who are seeking help
- practising better verbal communication
- being empathetic toward others’ concerns

5. Answers will vary depending upon the situations you chose and how you think each should be managed. Your responses should show consideration for the feelings of all people involved and should look at reasons why each situation may happen. Compare your replies with the following:

- It is not uncommon for a friend to want to go out with the same person you’re interested in. Remember that dating is not one-sided, and the person in whom you are both interested will decide which person to go out with. If your friend is the lucky person, accept this. Do not take it as a personal affront. If you are the lucky person, do not gloat. On the other hand, friends should not try to take each other’s boyfriend or girlfriend away. If you had been dating someone and broke up, then your friend could go out with that person because you no longer have any personal attachment. Of course, this can be awkward at first, but for the sake of your friendship, you could try to overcome those feelings. To avoid this type of situation, some friends agree to never go out with each others’ former dating partners. This arrangement does not always work, but if you and your friend do not have such an agreement, then wish your friend well and recognize that people often date several others before choosing a life mate.

- Do not take it personally if you cannot tell whether a certain person likes you or not. There may be something bothering the person at some times and not at others. You can still be consistent in your behaviour. Just continue to treat the person as you have always done.

- If you never get to choose how your friend and you spend time together, try to be more assertive about your wishes. You do not have to participate in all the activities your friend chooses. If you want to do something else, voice your opinion. If your friend disagrees, then be prepared to do some activities on your own or with other people.

- If you feel uncomfortable because friends are gossiping, explain that gossiping is damaging to all those involved and you do not wish to be a part of it. Mention that you think it indicates to others that gossipers cannot be trusted. Eventually the gossipers in the group will quit or be left out of activities because no one trusts them.
6. Fernando and Adrienne might have answered questions like the following:

- What interests do we have in common?
- Do we have compatible values and beliefs?
- What kinds of dating activities do we both enjoy?
- How should we share the cost of dating?
- How much time should we spend together?
- How do our families feel about our relationship?
- Will we always date alone or sometimes spend time with other friends?
- Do we have any past dating experiences that we need to work into our relationship?

7. a. and b. Your journal writing will be entirely personal. Every individual has unique relationships with family members, teachers or coaches, friends, and dating partners, among others. Some relationships are positive and uplifting, helping you to feel good and grow as an individual. Other relationships might be painful, but they can also help you learn about yourself—for example, what you do not want in a relationship. When you choose relationships that help you become a better person, you help fulfill the goals you have for yourself. Did you write about more than one experience with the same relationship? Since no one is perfect, most relationships will provide you with some experiences that are positive and others that are negative. What is important is the overall pattern of a relationship and your reaction to each experience.

c. All experiences can reinforce your values and beliefs and help you sort out what matters to you most. Negative experiences can remind you of the worth of your personal support systems—your family and friends. Did you find that your values and beliefs strengthened some relationships and caused others to end?

d. You probably had to think a while before answering this question. What you learn from each experience and each relationship is not always clear until you reflect on it later—and that is the purpose of your journal writing. Once you have allowed time for thought, consideration, and the consequences that often play out from a situation, you can discover what is relevant and meaningful to you and identify what you learned.

Image Credits

All images in this lesson were created by or for Alberta Education with the following noted exceptions:
In Part B: Relationships, you explored decision making in various relationships. You recognized that certain expectations and commitments are associated with relationships; you examined behaviours and skills that maintain and enhance relationships; and you focused on the concept of commitment to yourself in developing quality relationships. You considered the importance of relationships to your well-being, and you reviewed healthy lifestyle choices that influence all dimensions of your health. You then investigated journal writing as a way to reflect on your personal health and well-being, especially in the area of relationships.

Friendships are dynamic and ever changing. Think back to the changing friendship between Tamar and Andrea that you read about on page 4. Adolescence is a time when friendships can change as individuals widen their social circles. Your relationship with your best friend is not exactly the same today as it was two years ago. Two years from now it will again be different.

At this time in your life you may begin talking about dating and finding a life partner. Your personal and family beliefs and values play a large role in determining how that relationship—and all your relationships—will develop.