



The Dibble Institute

Relationship Skills for Teens and Young Adults

Mike's Crush

Understanding high school relationships for youth with autism and learning disabilities.

- **114-page Manual** with detailed teaching instructions
- **2 video stories** plus 5 supplementary video segments on one DVD
- **Variety of teaching tools**, assessments, reproducible handouts, quizzes and more
- **Research-based** teaching strategies recommended for students on the autism spectrum
- **Videos and activities** help students learn and practice new social behaviors in the safe environment of a classroom.
- **Versatile, easy-to-teach lessons** can be taught as written, adapted to meet special circumstances, or use videos alone to problem-solve relationship issues.

BY NANCY NOWELL, MPA, MEd, CSE



This innovative curriculum/video program helps teens with autism and intellectual disabilities learn how to establish healthy and safe friendship and romantic relationships with their peers. The two-part video story demonstrates all the pieces of a social interaction puzzle, including communication, body language, friendship, hygiene, and personal space. Mike's Crush is written for a variety of school personnel as well as professionals and group leaders in the community.

8 lessons for ages 13-24

To order or for more information:
www.DibbleInstitute.org



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Relationship Skills for Teens and Young Adults

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Mike's Crush

**ORDER ONLINE:
DibbleInstitute.org**

SKU	TITLE	RETAIL
MC	Instructor's Manual with DVD	\$159

A curriculum about social relationships for teens with autism or other special needs.

This 8-lesson curriculum/video program teaches teens with autism and special needs how establish healthy and safe relationships with their peers, including friendship and romantic relationships.

Students learn how to identify positive and negative body language, recognize when peers do or don't want to be friends and understand social and legal lines that must not be crossed.

Created by an expert in the field, the program uses proven techniques for teaching special needs youth, including a 2-part video story that models desired behavior. The lessons can be taught by regular school staff and can be easily adapted as needed.

To preview the Mike's Crush video, go to <http://vimeo.com/23433057>

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How to Use this Curriculum

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Lesson 3

Relationships

Being able to identify and understand different types of relationships, including friends, acquaintances, strangers, community helpers, girlfriends, boyfriends, and best friends, is an important part of developing healthy relationships. These concepts are taught to ensure a solid understanding of all types of relationships, before students make new friends or venture into potentially romantic relationships.

Lesson 3 – Relationships

Video: Chapter 2 – Mike’s Crush 6:23 minutes

Major Concepts: To develop friendships and romantic relationship, students must be able to accurately identify the types of relationships in their life. For example, all strangers are not bad, all friends are not good, and some people don’t want to be a friend, girlfriend, or boyfriend.

Demonstrate understanding of specific relationships: family, friend, acquaintance, stranger, community helper, girlfriend, boyfriend, and best friend.

Goal: At the end of this lesson, students will be able to identify the people in their lives and their relationship to them.

Objectives: At the end of this lesson each student will be able to:

1. Define and describe the 8 relationships included in this lesson: family, friend, stranger, acquaintance, community helper, girlfriend, boyfriend, and best friend.
2. Identify people in their lives who are family, friends, strangers, acquaintances, community helpers, girlfriend, boyfriend, and best friend.
3. Describe how you know someone is a friend, girlfriend, boyfriend, and best friend.

Time: Three 30–40 minute classes

Materials Needed:

- Chapter 2, Mike’s Crush
- TV/DVD player/remote
- TV, YouTube, or movie clips
- Student Relationship Worksheet, page 42
- Relationship Quiz, 44
- Relationship Quiz Answers, page 43

Activities:

Ask students to describe or define friend, stranger, and acquaintance to determine if they understand these basic relationships. Some students can easily identify the relationships listed in this lesson and may not need to learn this material.

Many students do not know the difference between a friend and a stranger. They believe that all strangers are bad and will hurt you, and people they know won’t hurt them. They also believe that strangers in a safe place are their friends (i.e., teachers or students they don’t know at

Lesson 3 – Relationships

school are friends, not strangers). This is a concern because people who actually physically or sexually abuse people with disabilities are most often people they know.

1. Vocabulary: 30 Minutes

Teachers should only teach the vocabulary words that are important for their students to learn. Teachers should assess understanding of the vocabulary words listed and select the ones they believe their students need to learn.

Acquaintance	A person you know a little bit
Best Friend	Your very closest friend (only one)
Boyfriend	A boy who is in a romantic relationship
Community Helpers	A person who helps people (and who is often a stranger) and often wears a badge or uniform
Family	People to whom you are related
Friend	A person you know well, who is your age, and whom you've known for a long time
Girlfriend	A girl who is in a romantic relationship
Relationship	Two or more people who are connected
Stranger	A person whom you do not know

2. Show Video: Chapter 2 – Mike's Crush 6:23 minutes

3. Discuss Video: 20 minutes

Use the vocabulary words above while talking about the video as a mechanism to teach the meaning of the words.

When teaching students about healthy relationships, students should be able to define and identify these relationships in different settings, including school, home, and community.

Why is it important to understand different types of relationships?

It is important to understand and identify different types of relationships so that students can determine what healthy and unhealthy relationships look like. All strangers are not bad, and all people who say they are friends are not good.

Are teachers and students friends?

Teachers are never friends; they are community helpers. Teachers should avoid calling themselves a student's friend.

Who are the friends, acquaintances, strangers, boyfriend, and girlfriend in these videos?

Mike, Chris, and Phil are friends, Sasha is an acquaintance, the teacher is a community helper, and the people in the coffee house are strangers. Mike and Sasha are not boyfriend and girlfriend, they are acquaintances.

Lesson 3 – Relationships

What is a stranger? (Students may say, “Don’t get in their car,” or they believe all strangers are bad people.) Are there strangers in your school?

Strangers are people you do not know. Some strangers are good people; other strangers are not good people. Anyone you don’t know in your school is a stranger.

Is a person your friend if they say they are your friend, even if they do mean, hurtful, and abusive things to you?

No, friends can get into arguments, but a friend does not say or do many mean, hurtful, and abusive things.

How do you know that someone is your girlfriend or boyfriend?

Girlfriend and boyfriend relationships are romantic relationships and take time to develop. You are not in a romantic relationship unless both people have romantic feelings toward each other. You are not someone’s girlfriend or boyfriend just because you have a crush on him or her, or want that person to be your girlfriend or boyfriend.

4. Practice Identifying Relationships: 20 minutes for lesson, plus additional review for some students.

It is important that students understand these 8 relationships. Students will practice identifying family, friend, stranger, acquaintance, boyfriend, girlfriend, community helper, and best friend relationships accurately in a number of different environments.

- Identify relationships correctly in the classroom, in the cafeteria, around the high school
- If necessary, practice identifying all 8 relationships in TV shows and video clips. *Glee* and other TV shows that the students watch can also be a basis for discussing different types of high school relationships.
- Identify the romantic relationships of their friends and other students in school. How do they know these are romantic relationships?

5. Student Relationships Worksheet: 15 Minutes

Using the Student Relationship Worksheet, students will identify the 8 types of relationships listed on the worksheet. If a student does not have a best friend, leave that section blank. Students should list people whom they know who are girlfriend and boyfriend.

6. Evaluation QUIZ: 15 minutes

1. **Define** the 8 different types of relationships correctly 80% of the time.
2. **Identify** people the students know in each type of relationship correctly 80% of the time.
3. **Describe** how you can tell if someone is a girlfriend or a boyfriend.

Student Relationship Worksheet

Name _____ Date _____

Identify the type of people and relationships listed below.

1. Name of a family member _____

2. Name of a friend _____

3. Name of an acquaintance _____

4. Where you can find strangers _____

5. Example of a community helper _____

6. Name of your best friend _____

7. Name of someone who is a boyfriend _____

8. Name of someone who is a girlfriend _____

Relationship Quiz Answers

Vocabulary:

Friend	A person you know well
Acquaintance	A person you know a little bit
Stranger	A person whom you do not know
Community Helper	A person who helps you (and who is often a stranger); they often wear a badge or uniform
Family	People to whom you are related
Boyfriend	A boy who is in a romantic relationship
Girlfriend	A girl who is in a romantic relationship
Best Friend	Your very closest friend
Good Friend	One of your closest friends
Relationship	The way two or more people are connected

Identify the different types of relationships in your life.

Name someone in your family. _____

Name one of your friends. _____

Name someone you know who is an acquaintance. _____

Who are some strangers in this school? _____

Describe how you can tell if someone is a girlfriend or a boyfriend.

They spend a lot of time together in school and outside of school.

Sometimes they hold hands, hug, and kiss.

Sometimes they roughhouse with each other.

They sit together at lunch.

They have romantic feelings toward each other.

Relationship Quiz

Name _____ Date _____

Write or describe the definition of the words listed below.

Friend _____

Acquaintance _____

Stranger _____

Community Helper _____

Family _____

Boyfriend _____

Girlfriend _____

Best Friend _____

Good Friend _____

Relationship _____

Identify the different types of relationships in your life.

Name someone in your family. _____

Name one of your friends. _____

Name someone you know who is an acquaintance. _____

Who are some strangers in this school? _____

Describe how you can tell if someone is a girlfriend or a boyfriend.
