

FRIENDSHIPS

Lesson 8

DIFFERING
ABILITIES

LEARNER OUTCOME

Students will identify important qualities in a friend and discuss healthy relationships.



MATERIALS:

1. Handout 1 – Giftedness Bingo
2. Handout 2 – Good Friendship Behaviour



INTRODUCTION:

This lesson encourages students to identify qualities that are important in friendships. Discussing healthy relationships helps students build skills to set personal boundaries and make positive choices about who to share friendship with. Students will discuss and practice skills for making friends including how to safely use social media to connect and build friendships



Some students may not have traditional friendships outside of the school environment. There may be confusion about what constitutes a friend. Generally friends are people who we have something in common with e.g., we are in the same class at school, and usually in the same peer/age group. Make it clear that teachers, carers and even family members do not fall into the friend category. When you are discussing this topic with your students you may need to refer to characters in books, movies or TV shows to demonstrate examples of friendship behaviours.



APPROACHES/STRATEGIES:

A. GROUND RULES

Ensure ground rules are established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can promote a successful lesson.



Sexual health education occurs most effectively in a classroom where there is a mutual feeling of trust, safety and comfort. Having Ground Rules in place can be a very successful way to facilitate a positive classroom environment. Click [here](#) for more information on how to set up ground rules.

B. WHAT MAKES A GOOD FRIEND? – GIFTEDNESS BINGO ACTIVITY

This activity is an interactive way to encourage students to think about what qualities make a good friend. Students are to name one student for each gift/quality given on the card and to name every student at least once.

1. Distribute Handout 1: **Giftedness Bingo** to each student.
2. Have the students interview each other to find out what qualities they have that are included on the **Bingo Card**. They should write the student's initials in the box that describes his / her gifts. The students should not compare their bingo cards.
3. Ask students not to mark the same person's initials in more than 2 boxes (depending on class size).
4. Debrief with the class using the following questions:
 - a. Did you find out anything new about your classmates?
 - b. Did you find out something new about yourself?
 - c. How did it make you feel to be noticed for your gifts?

C. GOOD FRIENDS ARE.....

Many different qualities draw people together to get to know each other. In this activity, individuals identify qualities they feel are important in a good friendship.

1. Introduce this topic by brainstorming with your group, "What do you look for in a good friend?" List these qualities on the board. If the students are unable to come up with a list, then provide a list for them.

Good Friends Are:		
Considerate	Dependable	Generous
Honest	Kind	Loyal
Sincere	Unselfish	Funny
Accepting	Cooperative	Energetic
Genuine	Good Listener	Helpful
Patient	Shares	Reliable
Trustworthy	Understanding	

2. Ask your students to talk about specific times when someone has shown one or more of these qualities to them.
3. Discuss with the group what they feel is the single most important quality.
4. Have the students quietly think to themselves if they have that single most important quality in being a friend to others.

D. CONTACTING A FRIEND – SKILL BUILDING ACTIVITY

1. Brainstorm with your students:
 - a. How do you know when a person wants to be your friend?
 - b. How do you know when a person does not want to be your friend?
 - c. How can you ask a friend for their phone number?
 - d. What would you say to start the phone call or text?
2. Using 2 old phones, role-play with another adult on how you would start a conversation on the telephone. Then invite your students to take part in a role-play as well.
3. Continue with the discussion:
 - a. While on the telephone, how would you ask a friend to join you for an activity?
 - b. If a friend says “yes”, then what?
 - c. If a friend says “no”, what does that mean? How would you answer? Can you still be friends with that person?
 - d. How do you end the phone call?
4. There are unspoken rules about contacting a friend on the phone or through social media. Brainstorm with your students about the social etiquette of calling/texting/messaging someone on Facebook, twitter, etc.
 - a. When calling a friend on the telephone, what should be the limit on the number of phone calls/texts you make in a day?
 - b. When is it too late in the day to call/text a friend?
 - c. When is it too early in the morning to call/text a friend?
 - d. Are there times in the day that are not good to call/text a friend? (for instance, dinner time)
 - e. Does it make a difference what time it is if it is on Tuesday or on Saturday?



To find out more information on how students can safely use social media to connect and build relationships visit: <http://mediasmarts.ca/>.

E. TIPS TO MAKE A FRIEND

1. Have students develop a postcard / poster / podcast that tells new students where they can meet people. They should include activities in their school and community.
2. Before your students develop their flyers, brainstorm with your students to assist them in creating them:
 - a. How does it feel when you are in a new place? For instance if you are new to a class, school or neighborhood, what are your feelings?
 - b. Where would you go to make new friends in our school? Your community?
 - c. In our school, what activities can you do to meet people?
 - d. What is available in our community to help people meet new friends?

F. GOOD FRIENDSHIP BEHAVIOUR - SCENARIOS

Have students participate in a Think-Pair-Share Cooperative Learning Activity to discuss good friendship behaviour. Some may need an adult to work with their pair to problem solve. Stress that good friendship behaviour does not mean accepting a person's behaviour no matter what.

1. Cut up the list of scenarios found on **Handout 2: Good Friendship Behaviour**, and put them in an envelope.
2. Have pairs of students pick a scenario from the envelope and give them time to discuss and write down their thoughts or ideas about the scenario.
3. Then have the pair share their ideas with the whole group. Have the group question one another to ensure complete understanding.
4. If time permits, the group can pick one of the scenarios and act out a role-play with the ideas they have generated.
5. Debrief with the class after each role-play:
 - a. Was this a positive or harmful way to deal with the situation?
 - b. Is it easy or hard to make some of these choices with friends?
 - c. What would you do (or where would you go) if you wanted help on a choice or if you make a bad choice and needed help?

G. EXTENSION ACTIVITY (SCHOOL OR HOME): TELEVISION SHOW FRIENDSHIPS

1. Have students watch a television program with their families.
2. Together, have them write about one of the characters.
3. Is that person a good friend to any of the other characters? Explain.
4. Would you like to have this character for a friend? Why or why not?

H. EXTENSION ACTIVITY: FRIENDSHIP LANTERNS

The Friendship Lantern was inspired by the International Peace Lantern Exchange Project, which encourages children to create, exchange and float lanterns to promote world peace. This version, which is somewhat different, can be made to catch the beauty of light, which can symbolize friendship.

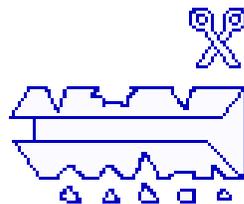
Materials: poster board / paper, art tissue paper, scissors and glue.

Have each student create his / her friendship lantern using the instructions below.

- a. Hold a rectangular piece of paper horizontally.



- b. Fold the 2 long sides over towards the middle.
- c. Cut out shapes along the folded edges, creating openings in the paper.



- d. Open flat. Glue pieces of art tissue paper to cover the openings. Overlapping these will create new colours when the light shines through.
- e. Turn over and decorate the lantern with their images and thoughts of friendship. You might include the statement: HOW TO BE A GOOD FRIEND.
- f. To assemble, just glue short sides together, making a circular shape. For a handle, glue two ends of a strip of paper to the inside, at the top.
- g. Hang in a window or near a light to see the beautiful colours of the Friendship Lanterns.



QUESTION BOX

Have students fill out questions and address them next class.



The process of asking questions is an important learning activity that helps students clarify and validate information being presented. Question Box is a method of individualized instruction which has been proven to enhance learning. Click [here](#) for more information on how to use the question box.

SELF REFLECTION

During the lesson, were:

- Ground rules being followed?
- Good practices established regarding group work and discussion?

What will you change for future classes with this group?
What will you change for future use of this lesson?

STUDENT ASSESSMENT

During the lesson, did students:

Knowledge:

- Identify qualities that are important in a friendship?

Skills:

- Work together to brainstorm examples of good friendship behaviour?
- Practice skills needed to develop and maintain friendships?
- Demonstrate appropriate listening and speaking skills during class discussion?

Attitudes:

- Develop concern for friends' and others' wellbeing?
 - Appreciate the benefits of a healthy relationship?
-

Champagne, M.P. and Walker-Hirsch, L. (1993). *Circles I: Intimacy & Relationships Revised Edition*. James Stanfield Company, Inc.

Peace Pals. *Friendship Lanterns*. Retrieved from <http://www.peacekidz.com/dinopals/project1.htm>
Yukon Government (2001). Choices and Changes.

GIFTEDNESS BINGO

HOW TO PLAY:

1. Talk to each person in your class to find out which gifts each person has.
2. Write the person's initials (or use coloured markers to mark with an X) in the boxes that describes his / her gifts. Try not to mark the same person's initials in more than 2 boxes.
3. When you have initials/Xs in the boxes that form any straight line across, down, or diagonally, yell Bingo!

Has a nice smile	Enjoys music	Is understanding	Has a good imagination	Is friendly
Likes to spend time alone	Cares about how others feel	Enjoys school	Helps others	Likes making crafts
Is kind to others	Works hard	Free Space	Likes to play	Likes phys ed.
Is artistic	Doesn't give up when things are tough	Is a good friend	Is helpful	Likes to dance
Sees the good in everyone	Is a good speaker	Listens well	Always smiling and happy	Finishes all their work

GOOD FRIENDSHIP BEHAVIOUR

You hear some kids talking about your friend behind his back. A friend would ...

Your friend borrows a computer game from you and has not returned it for several weeks. You have asked to have it returned several times. A friend would ...

You are upset that your best friend has been hanging out with another person who you do not get along with. A friend would ...

You notice that your friend has come to school with her shirt on inside out and she has not noticed yet. A friend would ...

Two friends of yours are upset with each other. They demand that you choose between them. You do not want to lose either of them. A friend would ...

Your best friend invites you to go to a movie but you are already going to that movie with another friend. A friend would ...

Your friend wants to spend more time with you than you want to spend with her. You like this person very much but you want more freedom to see other friends. A friend would ...

You go to the store with your friend to buy a snack. You have only \$5.00 with you. When you arrive, your friend notices that he forgot to bring money. A friend would ...

You and your friend find a pack of cigarettes on the kitchen table. Your friend takes them and asks you if you would like to try one. A friend would ...