

Activity

On the board or posted: **friend** defined: “a person bound to another by affection, respect, or high regard. A person who is valued by another.”

- The teacher can point out the definition for friend and read aloud. Begin with a brief discussion of the qualities and attitudes that make for good friends. Have students refer to their own friends, without names. Teacher lists suggested attributes in student view from the brainstorm/discussion.
- Teacher can ask: *Why are friends important?* (Everyone needs someone to care about, and to care for them. Friends care about each other. They are interested in one another’s activities and share their thoughts and feelings. Friends often have many things in common. Friends accept, honor and respect each other. Friends trust and believe in one another. They practice good communication skills with one another; they are good listeners. They ask each other for advice and support, and respect and are always loyal to the secrets they share. They are happy to be around one another.)
- Students can then be asked to choose a phrase and expand upon it by how it plays out specifically in the friendship. Like: “friends are nice to each other” could become (expanded): *say encouraging things like ___; call each other on phone; make plans together; trade ideas for being a good student; help each other with school challenges; study together, etc.*
- The short story or essay selection can then be read aloud and discussed.
- Teacher may now ask: *Why do some friendships last a long time and why do other friendships end? (Growing and changing, and sometimes because they need to end them if they are destructive.) What does destructive mean?*
- Teacher then asks: *What kind of friendship should you end?* (One in which a person tries to get the other to do something that could be harmful to him/her, or to others. It is unhealthy, or destructive. This type of negative friendship can cause you to lose your own self-respect, self-esteem, make poor decisions, become uncaring or keep you from reaching your goals.) Here are some examples:
 - ✓ *A “friend” might say, “My older brother smokes cigarettes, and I think it makes him look cool. I took a couple of his cigarettes just to try smoking. Do you want to try one with me? Come on, try one with me.”*
 - ✓ *You and a friend just finished a school project that required spray paint. Most of the cans are not empty. He/she suggests that you use the leftover paint to “tag” the school with graffiti tonight.*

Objectives

- Explore attributes and attitudes that make for lasting relationships.
- Reflect on what individual students most value as friendship attributes/qualities.
- Identify verbally or in writing which attributes of a lasting friendship are valued by individual students.
- Explain the responsibilities and benefits of friendship.
- Differentiate between healthy and unhealthy relationships.

Materials

Student copies of the Friendship Game card, SW I. One for each individual student to be used as a reference for the small group card, to be completed by small work groups.

Group card may be copied in color on cardstock, if possible

Dictionaries for use in the group by student participants. Ideally, one for each student.

Vocabulary

- Attribute
- Attitude
- Friend
- Friendship
- Mutual

✓ *You just got the newest video game on the market. Someone who doesn't have the game and has never been friendly towards you is suddenly your friend, just so that you will invite them over to play the game. After the game session, he/she no longer pay any attention to you. You feel used.*

- Students can extend this with their own stories/experiences of negative/destructive friendships.
- Next the teacher will describe the friendship game in which they will create statements about friendship as individuals, then small work groups. Each group comes together and is given the group game card and dictionaries.
- When the game begins, each small group will fill in each square, using a phrase or a word that begins with the same letter over that square. The first group which works together successfully and completes all the squares accurately can be the winner.
- Example on card: Using the letter over the designated square “ways that friends are nice to each other” under the letter **F** could be “forgive”.

Summary

Using their grids, have students contribute to a poster board of FRIENDSHIP attributes. Try to avoid word duplication. Dictionaries can continue to be used for this activity. Review from the board: *What are the attributes of friendship that mean the most to you? Why?*

A poster(s) made by student volunteer(s) for the classroom, with artistic or collage trims, or assign one principle to each of five students to complete:

1. Friendships are valuable. Everyone needs someone to care about. Everyone needs someone who cares about them. Mutual caring, respect and trust are important in healthy friendships.
2. Friends care about each other. They are interested in one another's activities, share their thoughts and feelings and offer help when needed. Friends are good listeners.
3. Friends respect and honor each other. Although there may be differences between them, friends give one another opportunities for self-expression and freedom to grow.
4. Friends trust and believe in each other. They depend on one another for advice and support, respect their mutual confidences, and feel secure in each other's company.
5. Friends act responsibly towards one another. They encourage positive behaviors and discourage negative activity, or risk-taking which may lead to serious trouble.

Notes for Teachers

Post the definition of friend.

Select and read in the class period a short story or essay on the theme of friendship, SW 1 – Essay on Friendship.

Check ahead for key vocabulary words that may be reviewed before reading the selection.

Reflection

Through class discussion, or as a personal journal entry:

Think of a time when a friendship didn't go quite right for you. Describe the friendship that didn't work, then reflect and write about how it could have stayed on track. What was missing? What was needed? Was one of you more to blame than the other, or did you share that equally? Why? Think of the ideal friendship and the attributes that you wish for in a friend. Write about it.

If time permits, read a volunteer

Home Connection

Students can ask a parent: Who is their best friend and why? What do they say, do, or what attributes really make the friend special? Have they had some friends that are no longer friends? Why? Take some notes and prepare to share the next day at the opening of class.