

Friendship

getting
Connected

BUILDING RESILIENT YOUTH | GROWING STRONG COMMUNITIES



An Introduction

Welcome to Getting Connected. Within this resource you will find seven topics, each with a number of learning Units.

Each Unit has the following components:

1. Points to Remember

These are the core teaching outcomes for the work unit. They are designed to be simple so that each child will have the opportunity to internalise the content.

2. Summary

An explanation of the core points for teacher information.

3. Activities

Each work unit will have some form of activities divided into the categories (borrowed from multiple intelligences theory) listed below:

Visual/Spatial

These activities will be based on making pictures or artistic images relating to the topic. They may also relate to visual puzzles or problem solving activities.

Dramatic/Interpersonal

These activities will challenge students to explore a topic through roleplay or another form of character identification or interaction. There will usually be a follow-up process of de-briefing in order to process the learning activity.

Kinesthetic

These activities will ask students to physically manipulate or interact with their environment as part of the learning process. They may involve creating or manipulating a substance or object; or they may involve a game or physical challenge.

There will usually be a follow-up process of de-briefing in order to process the learning activity.

Linguistic/Intrapersonal

These activities will usually be completed individually by students. They will be predominantly work-sheet or journal based activities that encourage the student to reflect and learn.

Topic: **Friendship**

Units:

1. Being a Friend
2. Finding a Friend
3. Coping with Friendship Groups

Theory Component

Adolescents have the need to relate with people their own age. Students find themselves spending more time with their peers than with their parents. With peers, adolescents feel they are part of a group, which gives them a sense of support and belonging in the school environment.

Belonging to a group is often associated with youth culture. This sense of belonging plays a significant role in the transition from childhood to adulthood. Belonging to a group is an important vehicle by which an adolescent achieves a sense of identity and independence.

Friendship

Unit 1: Being a Friend

Learning Focus Points

- Friends are one of the strongest influences on adolescent life. Your friends shape who you are
- Having good friends starts with being a good friend
- Friends are loyal
- Friends hold each other accountable
- Friends speak and believe the best about each other

Summary

As we spend less time with family members, friends become one of the strongest influences in our life. Our friends shape who we are because they provide opportunities to explore our identity, as well as helping us to develop a deeper understanding of other people. For example, through open and non-judgemental communication, young people become more sensitive to each other's problems, needs and dreams. This process is crucial in helping us to shape our self-concept, point of views, identity and sense of intimacy beyond our family.

Strong friendships start with being a good friend. Good friends allow for emotional closeness, trust and empathic understanding in times of joy and need. Good friends are loyal—they stick up for others and value their friendship. Good friends can be a good role model to others. They can provide emotional support and feedback in time of crisis, as well as prevent their friends from engaging in at risk behaviours. As friends form closer and more intimate emotional relationships, their ability to know each others' point of view and to acknowledge each other's strengths and weakness plays a major role in encouraging open and honest exchanges of feelings and ideas.

Being a Friend Classroom Activities

Visual/Spatial

Activity - The History of Me and My Friends

Time: Approx 30 – 40 min

Brief: *Make a collage of friendship history on a tin*

Talk about this assignment the period before and ask each student to bring an empty tin with a lid on it to class along with copies of old photos of friends. The task is to create a collage of the history of friendships on the tin (perhaps from oldest friends to newest ones?) and then to put into the tin keepsakes that remind you of those friends.

Debrief:

- *How much value do you put on your friendships?*
- *How much time do you spend cultivating them?*
- *What are the characteristics of a really good friend?*

Activity - What Kind of a Friend Am I?

Time: Approx 15 – 25 min

Brief: *Write characteristics of a friend on hand print*

The purpose of this activity is to reflect on the kind of friend that students are 'being'. You can be creative in allowing students to first make some kind of image of their hand or foot. It can be as simple as tracing an outline on a paper to using paint or some other medium to make a unique print of an individual's hand or foot.

Once the print is made, take time to discuss what the characteristics of a true friend are. Get the students to make a list in class of all the possible traits of the very best friend. Then allow the students time to reflect on those characteristics they exhibit to their friends. Get them to consider their own traits honestly and perhaps to be harsh on themselves. Ask them to also note the few characteristics that they would like to develop in themselves in order to be a better friend.

They can then write in the characteristics that they already possess to the print; and note the ones they would like to develop around the edges.

Visual/Spatial

These activities will be based on making pictures or artistic images relating to the topic. They may also relate to visual puzzles or problem solving activities.

Dramatic / Interpersonal

Dramatic/Interpersonal

These activities will challenge students to explore a topic through role play or another form of character identification or interaction. There will usually be a follow-up process of de-briefing in order to process the learning activity.

Activity - What Does It Take To Be A Friend?

Time: Approx 20 – 30 min

Brief: *Short skits about being a friend*

Divide the class into small groups so that they can make up a series of simple vignettes on what it takes to be a true friend. As in other activities in this unit, take time to discuss what the characteristics of a true friend are. Get the students to make a list (if you haven't already done so) in class of all the possible traits of the very best friend.

Ask the students to prepare a series of short skits to illustrate what they consider the most important of those friendship characteristics. The goal is to portray a wide variety of situations so that students can see positive friendship modelled to themselves.

Debrief:

- *Are the situations we saw in the vignettes realistic? Is that how friendship works out in this school?*
- *Did any of the skits make you think or challenge you about the kind of friend that you are?*
- *What is something that you have learned from this?*

Activity - Ad: Friend Required!

Time: Approx 30 – 50 min

Brief: *Advertising campaign to find a friend*

Loneliness is a big problem in schools and rarely addressed. Students who are lonely don't often speak about it and are sometimes quite ashamed of not having any really close friends they can talk to. This activity is an attempt to help students think through the process of choosing a friend.

Part One

Divide students into very small groups and ask them to pretend they are an advertising agency with the task of creating advertisements for a friend. They will need to decide what kind of friend the client is looking for, how they will word their ad, and where the ad will be posted. Have them present these to the class.

Part Two

In the same groups, ask students to role play a job interview(s) of people who have responded to their ad and come in to apply for the job.

Debrief:

- How easy is it to find a close, true and loyal friend? Is it easier for some than for others?
- Do you think that extraverted people find it easier to have lots of friends? (true)
- Would some of you prefer to have one or two close friends rather than many, more casual friends? (more introverted students)
- What do you think people should do who are having difficulty finding a good friend?
- Should you let down the standards you have set for friendship in order to just have someone who will be a friend?
- Is it ok to have more than one 'best friend'?

Kinaesthetic

Activity - Kaboom!

Time: Approx 30 – 40 min

Brief: Relay game with balloons

Materials: Balloons, Strips of fabric (for ankle ties)

Place enough uninflated balloons for half the numbers in your class up one end of the classroom. Divide your class into pairs and give each pair a strip of fabric. They will use this to tie themselves together at the knees. Have them lock their inside arms together and tell them that for this exercise, they can only use their outside arms.

The task is to run to the other end of the room, pick up a balloon, and work together to blow it up and tie it off. They can then run back to the other end of the room, place the balloon on the floor and sit on it until it pops.

Debrief:

- How would this task have been if you had only one of your hands to complete the task, without the help of your partner?
- How is this game similar to having a friend in real life?
- What are some ways our friends help us?
- In what ways do your friends shape who you are?

Kinaesthetic

These activities will ask students to physically manipulate or interact with their environment as part of the learning process. They may involve creating or manipulating a substance or object; or they may involve a game or physical challenge. There will usually be a follow-up process of de-briefing in order to process the learning activity.

Activity - Wobble Fall

Time: Approx 10 – 20 min

Brief: *Group trust exercise*

Explain to your class that this activity involves some risks, so if participants don't take it seriously, someone could get hurt.

Ask your students to form groups of six to eight. Each group of this size will need a volunteer 'wobbler'. It's important that the groups be no larger than eight. Ask these groups to form tight circles, shoulder to shoulder, facing inwards. Then have the 'Wobbler' stand inside each circle. Ask them to cross their arms over their chest, stand with their feet together and lock their knees straight.

Those in the group then all extend their arms so that there is a circle of arms only centimetres away from the person. The 'wobbler' can then close their eyes, keep their body stiff and start to fall. The hands from the group will hold him/her up. As the group gets the feel of it, allow them to move their hands farther away so that they are gently pushing the wobbler around in small circles.

WARNING: It only takes one person to let their attention wander, or for the circle to go a bit out of round and the 'wobbler' could fall to the floor. Impress upon the students the need for safety, and always start them with very small 'wobbles'!

Debrief:

- *What did it feel like to be the 'wobbler'?*
- *How did it feel to rely on other people to hold you up? Was that difficult for any of you?*
- *How is that activity like your friendship groups?*
- *What would have happened if there were too many people in the circle? Does that same principal apply to friendship groups? How?*
- *It only takes one person in the group to let you fall. How does that apply to friendship groups?*

**Linguistic /
Intrapersonal**

Linguistic/Intrapersonal

These activities may be completed individually or in small groups by students. They will be predominantly worksheet based and will encourage students to reflect and learn.

Activity - Best Friends/Worst Friends

Time: Approx 20 – 30 min

Brief: *List qualities of friends*

Divide students into small groups. Ask each group to make a list of the qualities of the things that make someone a 'best friend'. Make another list of things that make people 'worst' friends. Ask each group to choose the top five best and worst

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qualities and write them up on the board. As a class, combine the lists until you have the 10 best and 10 worst qualities as a combined class list.

Then let students work on their own. Have each person evaluate him/herself on each of the best qualities, giving themselves a score out of 10 for each quality (with 10 as the best). The result will be that each student will have a score out of 100 as a best friend.

Ask them to also evaluate how many of the qualities of a worst friend that they have. This time make a score out of 10, but with 10 as the worst. (ie. . . worst friends are selfish. I'm very selfish, so I would give myself a 7) The end result will be that each student will have another score out of 100, this time the lower score is better.

Debrief:

- *How hard were you each on yourselves? How many of you tried to be honest and realistic?*
- *How many of you were generous to yourselves?*
- *Did anyone get a high score in both measures? What does that mean? Are you both the best and worst kind of friend? How can that be?*
- *What have you learned from this activity?*

Activity - Friends Are...

(Worksheet No. 1. See Appendix)

Time: Approx 15 – 25 min

Brief: *Fill in worksheet on friendship traits*

Students fill in examples after reading a short definition of three traits that help define a good friend:

- Friends are loyal,
- They hold you accountable, and
- They speak well of you.

Friendship

Unit 2: Finding a Friend

Learning Focus Points

- Choose your friends by deciding what kind of people you want to be friends with
- You can build friendships by recognising positive traits in other people
- You can build friendships to know people and making friends outside of your own group
- When you remember a person's name, you show that you respect, value and have an interest in that person

Summary

Finding a good friend is a challenging experience. Sometimes, we move in and out of many friendships because we do not fit in and are afraid of being hurt or ridiculed. However, most of us look for friends who have similar interests and values.

When choosing a friend, we need to decide what kind of people we want to make friends with. There are several important guidelines when picking and developing a relationship with others. These include:

- **Choose those who have similar values** (or who at least respect those things that are important to you). People sometimes decide to mix with the wrong crowd because of peer pressure.
- **Work on developing your friendships.** To make a friend, you need to share some experiences with the person you want to be friends with. If you put effort in getting to know someone else, such as working on a school project together or going to a club, you will find it easier to have things in common that will help you bond with him or her.
- **Get to know people outside of your group.** If you make some good friends, avoid being restricted to your own group. Allow others to be part of your group, especially those who are new to the school. Some people find it hard to open up and invite them in, as they may feel awkward about starting friendships.

It is important to remember that most of the time we do not find people who have the exact same views and values as we do. However, this does not mean the friendship will not work. If your friends have different beliefs to you, you will need to give each other the freedom to express each other's views in an environment of mutual respect.

Finding a Friend Classroom Activities

Visual/Spatial

Visual/Spatial

These activities will be based on making pictures or artistic images relating to the topic. They may also include visual puzzles or problem solving activities.

Activity - Business Cards

Time: Approx 30 – 40 min

Brief: *Friendship qualities on business cards game*

Give each student a business card-sized piece of blank card and ask them to design a business card for their own imaginary company. They should not put their name on the card, but simply create a company name that defines what kinds of friends they are. Eg. A good listener may create a card for a business called 'Listening Ear Café'.

After everyone has created the card, collect them and make a note of who has created each card. Place all the cards in a box.

Play a game with the cards. Give the box of cards to one person and have them distribute them to the person he or she thinks they belong to. Ask the others to not let on if they've been given the correct card. After this has been done, check for the number of correct cards given and award the person a score for the number they got right.

Return all the cards to the box and repeat the process. Play until someone gets all the cards correct or everyone has had a chance to try and match the cards.

Debrief

- Which company names best described what a good friend is? Why?
- What characteristics are important for good friends?
- How can we work at being a better friend?
- If we really 'worked' for pay at being a good friend, what kind of things would get us 'fired' from being a friend?
- How often do we compliment our friends for the positive traits they show us?

Activity - Newspaper Friends

Time: Approx 20 – 40 min

Brief: *Collage of friendship characteristics*

Bring in a stack of newspapers to class and after reviewing what students believe a true friend should be, allow time for students to search the newspapers to find headlines or even single words that represent good friendship to them.

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Once students cut out all the characteristics they would really treasure in a friend, have them create a piece of art with it. Some ideas might be: glue them to a piece of card and put it in a picture frame, or paste them on the outside of a small box and put friendship keepsakes on the inside, or buy a canvass at the craft shop and paste them on to that for display.

Dramatic / Interpersonal

These activities will challenge students to explore a topic through role play or another form of character identification or interaction. There will usually be a follow-up process of de-briefing in order to process the learning activity.

Dramatic/Interpersonal

Activity - Travel Mate Traits

Time: Approx 15 – 25 min

Brief: *Interactive memory game*

Divide your class into two groups and have each group form a circle. Invite one person to start the game by saying, 'I'm going to Freemantle and I need a friend who is...' The person should complete the sentence with a character trait of a good friend, such as 'honest.' The next person will add to the list. ie. 'I'm going to Freemantle and I need a friend who is honest and... creative.' Have all players continue around the circle. Continue until everyone has had a turn.

Debrief:

- Which of the traits that were mentioned are the most important to you? Why?
 - Which of those character traits do you offer as a friend?
- (Try having students take turns thanking the person on their left in the circle in their group for a positive friendship trait they show others?)
- What is one thing you will value from this activity?

Activity - Adjective Game

Time: Approx 15 – 25 min

Brief: *Name game in a circle*

This game is similar to 'Travel Mate Traits'. Form a circle and go around the group having everyone introduce themselves and give an adjective that describes them that begins with the same letter as their name. 'Hi I'm halerious Hepsibarb'. The next person would say, 'She's halerious Hepsibarb, and I'm mad Moretania. The next person: They're halerious Hepsibarbm and mad Moretania, and I'm Hefty Hugo. Continue this way around the circle. See if you can remember the adjectives used to describe each person the next time you meet for class.

How well do you remember details about your friends?

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Activity - Common to Us

Time: Approx 15 – 25 min

Brief: *Get to know your group*

Divide your class into groups of 5 – 6 people. Give your groups 3 minutes to come up with as many things / experiences / facts that are common to everyone in their group. Eg. We've all walked in the rain, we all dislike pumpkin, we all have had a broken bone etc. Count up the number of commonalities and award a small prize to the group with the longest list.

Debrief:

- *What surprising things did you discover about the people in your group?*
 - *Did you think you had that many things in common?*
- (Discuss the benefits of showing interest in other people who we may not know quite so well, thereby broadening our friendship groups.)*

Kinaesthetic

Activity - Two Truths and a Lie

Time: Approx 20 – 30 min

Brief: *Guess the truth about a person*

Ask each student to write on a piece of paper: their name and two things about themselves that are true and one thing that is a lie. (This is not as easy as it sounds, so give them some time to think of a lie that that is not just a minor detail change of a truth.)

Then read out the three statements about each student as if it were a test. Have each student write down their guess for the lie for each of their classmates. When you have finished the test, go back and read them again and have each student tell the correct answer.

Debrief:

- *A real friend is interested in the small details of their friend's life. It makes you feel valued when someone is that interested in you. Who got the most answers correct?*
 - *Would you be able to get all the answers right with your best friend?*
- (To find a friend, the best way is to be interested in others. Challenge students to go out and be interested in someone they wouldn't normally ask questions about.)*

Kinaesthetic

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Activity - Person Trivia

Time: Approx 20 – 30 min

Brief: *Quiz about who students are*

This is an activity with a similar purpose to '2 Truths' above. Ask each student to make up five quiz questions about themselves that only a friend would know. Details like middle name, pet's name, parent's names, address, shoe size, favourite tv show, etc... (make sure they include the answers!)

Give a test to the class, asking some questions about each student. Read out the answers afterwards to allow students to score their test.

Debrief:

- *What does it take to get to know a person?*
- *Who got the most correct? Why? Did you know everyone that well? Did you know them longer, or were you just the most interested in them?*
- *How important is it to people that you are interested enough to know something about them? How important is it to even remember someone's name?*

Linguistic / Intrapersonal

These activities may be completed individually or in small groups by students. They will be predominantly worksheet based and will encourage students to reflect and learn.

Linguistic/Intrapersonal

Activity - What's in a Name?

(Worksheet No. 2. See Appendix)

Time: Approx 30 – 40 min

Brief: *Work through worksheet*

Students will read some information about the importance of remembering and calling people by their names. Let them work on the sheets as individuals.

Debrief:

- *Who would like to read their acrostic for the word 'names'?*
- *Did anyone try to remember everyone's name in the class? Who remembered them all? (quiz them!)*
- *Was anyone challenged by this worksheet? How?*

Activity - Get Outside Your Circle

Worksheet No. 3. See Appendix

Time: Approx 15 – 30 min

Brief: *Review friendship groups*

This is an exercise in helping students to realise how important it is to have a variety of friends, including those outside of their own group. The key to this exercise is the debrief.

Debrief:

- *Was this an easy worksheet to do?*
- *How many of you had lines going from your circle to at least one other? Two? Three? Four?*
- *How important is it to have friends outside of your own group?*
- *Do you label people by the groups they belong to? Do others label you by your group? Is that a good or a bad thing?*
- *What would your class be like if everyone could draw lines outside of their own circle?*
- *Are there any groups on your sheet that might have not very many lines going out? How much do you think they feel that they 'belong' in this school?*
- *Is there a 'popular' group on your page? Are they really the popular students?*
- *Do you think that you have a responsibility to be able to get outside your own circle?*
- *What is the value of this activity?*
- *Is anybody here challenged to get outside your own circle? Are you brave enough to tell us what you are going to do about it?*

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Unit 3 : Coping with Friendship Groups

Learning Focus Points

- Friendship groups are a natural part of life. They give us a sense of security and belonging
- Ask yourself whether your friendship group reflects the kind of person you are, or who you want to be
- Gossip, or speaking negatively about someone else when they are not present, is a dangerous group activity
- Being part of a group brings responsibility to care about the members of the group
- It is often difficult to distance yourself from a group

Summary

Friendship groups become increasingly common during adolescence. Being part of a group is beneficial to our social adjustment as it helps to develop relationship skills, feel close to others, receive and provide support, exchange point of views and have fun.

Although some friendship groups are flexible and welcome people to join, others are restricted and membership is gained through stereotype and reputation. This restricted group is called a clique. Cliques sometimes have a strict code of membership. Instead of being formed on values and beliefs, many cliques focus on maintaining status and popularity.

The main problem with a clique is that it does not allow freedom to socialize with others outside the group. When this is the case, one has to ask whether this group reflects the kind of person one is or wants to be.

Being in a friendship group is about taking care of others and respecting their values and interests. True friendship groups will respect your point of views, your rights and your decisions.

Coping with Friendship Groups Classroom Activities

Visual/Spatial

Activity - My Group

Time: Approx 20 – 40 min

Brief: *Create artwork about their group*

Ask students to create a piece of art that depicts their group. They might choose to build the art around something they have in common, such as a sport or hobby – or they might choose to make it based on a tissue box or something similar.

The task is to represent not only the people who belong to the group in the artwork, but also the personality that makes that person unique. This could be a difficult task, especially for some of the boys! Start by thinking of each person in the group and noting something unique about them. If it is difficult, let them start with physical characteristics that are unique, but challenge them to see deeper into who the person is to get a good picture of their friends.

Ideas for portraying an individual in artwork would be to make a collage of images that might interest that person, or words cut out that represent that person – even animals or cars or something else that reminds you of that person.

When they are finished, encourage some students to share their art with the class and proudly speak positive words about the friends they have in their group.

Activity - The Evil Power of Negative Words

Time: Approx 20 – 40 min

Brief: *Discussion and poster*

Start this with a class discussion on ‘sticks and stones may break my bones but words will never hurt me’. Is this true? No. Words can cut deeper than any physical wounds.

Ask students to go to the board and each write down some negative words that have been told to them that have hurt them. NOTE: Be sensitive. This could be an emotional time as students remember these words. Treat them with respect.

Ask students to create a poster or piece of art with this title on it: “Words my child should never hear”. Ask each student to imagine that they are a parent. What words

Visual/Spatial

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would you never ever want your child to hear spoken to them? Put them in this artwork and determine that you will never speak these words to another person.

Debrief:

- *If you were honest in this activity, it would have brought up some emotion. Would anyone like to speak about what this meant to them?*
 - *Would anyone like to tell us about your artwork?*
- (If no one responds to this debrief, that is fine. Allow them to be silent and congratulate those who took it seriously to consider the evil power of negative words.)*

**Dramatic /
Interpersonal**

Dramatic/Interpersonal

These activities will challenge students to explore a topic through role play or another form of character identification or interaction. There will usually be a follow-up process of de-briefing in order to process the learning activity.

Activity - How to Get Rid of Me

Time: Approx 20 – 30 min

Brief: *Role play about group cruelty*

Divide students into small groups and ask them to make up some role plays (skits) about 'cruel ways to get rid of a person from your group'.

The fact is that often students (especially girls) are quite cruel in the way they exclude individuals from 'their group'. This activity is designed to highlight the cruelty and hopefully inspire students to be more inclusive.

After a discussion on what it means to be in or out of a group at your school, ask the small groups to prepare and present a skit on 'cruel ways to get rid of a person from your group'.

Be SURE to spend a significant amount of class time on the debrief of this activity, where you will teach the positive lessons.

Debrief:

- *Do any of these things actually happen here at our school? How often?*
- *How do you think people feel when they get the feeling that they 'don't belong' in a certain group?*
- *Does any group of students at this school have the right to tell someone they can't associate with their group?*
- *If a person is being a problem in a group, what are some other ways to address it rather than trying to get rid of the person out of the group?*
- *How could you say 'no' to your group if they start talking about excluding someone?*

Activity - My Group Rules

Time: Approx 20 – 30 min

Brief: *Parody skit about the rules of groups*

Allow the students to sit in the groups that would normally associate with at lunch. If there are some who don't fit into a group, have them either join another or make up an imaginary group for fun (for the purpose of this activity)

Ask each group to think about the unspoken 'rules' of the group. Discuss what kinds of things 'rules' might involve. (where you sit, who you talk to, what you do at lunch, what you wear, what you do after school or on weekends, etc...) Have them make a list of the unspoken rules of the group, even if they have to make a few up. (try to have some fun!)

Now ask each group to make fun of the rules they have made up for their group by making up a skit. Here is the format for the skit:

The lunchtime group is like a classroom. The 'leader' of the group arrives at lunch and acts like a bossy teacher who enforces the rules of the group. Someone in the group acts like a naughty student who talks back to the teacher and then gets disciplined. Another person acts like the teacher's pet and tries to suck up to the leader all the time. Another person could act bored of the whole thing. Another person could always be dobbing in someone else for breaking the rules. Have fun making fun of group rules.

Debrief:

- *Even though you made fun of these, do any of these rules really exist? Are they serious?*
- *Is it always bad to have group rules? Aren't some of the rules good ones?*
- *How do the rules of the groups help keep the group together?*
- *Did this activity make you look at your group differently? How? In a good way or not?*

Kinaesthetic

Activity - Lap Sit

Time: Approx 10 – 20 min

Brief: *Team challenge activity*

You need groups of at least eight participants for this game. Ask your students to form a circle with their right shoulders facing the centre of the circle. Have them move towards the centre of the circle so they form a tight circle. They should be touching the toes of the person in front of them.

Explain that on the given signal, everyone is to sit on the lap of the person behind them.

Kinaesthetic

These activities will ask students to physically manipulate or interact with their environment as part of the learning process. They may involve creating or manipulating a substance or object; or they may involve a game or physical challenge. There will usually be a follow-up process of de-briefing in order to process the learning activity.

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Ensure your instructions are understood before you give the signal. If a continuous lap-sit doesn't work the first time, the students are invariably not close enough together. If the 'sit down' is done together, they should be able to maintain the position for some time.

Ready for an extra Challenge? - Have the group walk forward while in the lap-sit! (they will need to step with the right or left foot in unison, one step at a time. It is possible!)

Debrief:

- *What's it like to have someone support you as a friend?*
- *How is this circle like how we support each other? How is it different?*
- *How do others support you in your daily life? How do you support others?*
- *What is one thing you can do to support someone else today?*

Activity - Clumps

Time: Approx 10 – 20 min

Brief: *Whole class indoor game*

This is a common musical game. Have the whole class walk in general circle around the room while some music is playing. When the music stops, call out a number. Students need to join together in a group of that number and sit down on the floor. Those who don't get in a group or who are in a group with the wrong number are out. They sit on the side and act as judges until you play again.

Make the game go quick by eliminating groups that don't sit down quick enough for you, are not joined together, or have the wrong numbers. In this one, a quick game is a good game!

Debrief:

- *What does this game have to do with friendship groups?*

Linguistic/ Intrapersonal

These activities may be completed individually or in small groups by students. They will be predominantly worksheet based and will encourage students to reflect and learn.

Linguistic/Intrapersonal

Activity - How to Handle Gossip

(Worksheet No. 4. See Appendix)

Time: Approx 20 – 30 min

Brief: *Worksheet*

Students will read some tips on how to handle gossip and then make up an acrostic of their own. It could be a good exercise to discuss the tips with the class before they do the worksheet. Afterwards, ask students to share the tips they put in their acrostic and explain what they meant.

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Activity - Dear Abby, I Want to Get Out of My Group!

(Worksheet No. 5. See Appendix)

Time: Approx 20 – 30 min

Brief: *Write an answer to a 'Dear Abby' question*

Students answer a letter to 'Dear Abby' about wanting to get out of a girl's gossip group.

Introduce the concept of this activity and encourage the boys in the class to have a go at answering. You may find some very good wisdom in what the boys write.

After they have written their answers, collect them and then read out some of the better answers anonymously. If you like, you can ask students to guess who might have written the answers.

Finish by asking the class which answers had the best wisdom.

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Friends Are...

This worksheet is for you to explore three good traits of a friend. They are listed below with a short explanation of what each is about.

Your task is to write down at least two examples under each of the traits of what your actual friends have done to show you this trait. For example, under the first one you will write down at least two examples in real life of friends who have been loyal to you.

Friends are loyal

Friends stick up for you. They believe in you even when others might not. A friend will stand by you when you're being stupid even if they agree that you're being stupid. A good friend stays as your friend, not deciding one day to not back you up. A friend is always willing to help when you call, and sometimes is there even when you don't call.

Examples: _____

Friends hold you accountable

Friends let you know when there are things we need to fix up in your life. They tell you when we've got something in your teeth, when you're being stubborn or rude, and when you need to apologise to someone. A good friend may not want to confront you about something you've done wrong, but if it has to be done it should be your friend who does it.

Examples: _____

Friends speak well of you

Friends talk about you to their other friends and make you sound good. They don't run you down to others. They don't tell your secrets, even when you're not happy with them. When someone else tells them something bad about you, they choose not to believe it and they DON'T come running to tell you the bad thing someone else says. They just love you for who you are.

Examples: _____

What's in a Name?

Listed below are some reasons why it is important to learn and remember people's names. Read them and then make up an acrostic for the word 'names'. (each letter of the words starts a phrase about the importance of names)

When you call a person by name, you show respect to a person

When you call a person by name, you recognise that person is a unique individual

When you call a person by name, you acknowledge that you notice they are there

When you call a person by name, you are telling someone they are important enough for you to pick them out over the crowd

When you call a person by name, you are telling a person that they 'belong' because they are recognised

When you call a person by name, you are letting a person know that in your limited amount of memory, they have a place

When you call a person by name, you are often showing them a sign of some type of affection

Now work on your acrostic:

N... _____

A... _____

M... _____

E... _____

S... _____

If you have time, try testing yourself. Look around the room and say each person's name to yourself, both first and last name. Can you name them all? If you can't, make it your goal to learn a few more names. If you can, then try naming (in your mind) all the students in your class or grade level. How many can you get? Try challenging your friends to see who can learn the most. In doing so you will make your grade a better place.

Get Outside Your Circle

We each have a circle of close friends. At school most students 'belong' to some kind of a group, even if it is a very small one or if they aren't really your closest friends. The fact is that people identify you with your group.

Take some time to identify the groups in your grade level. Make a circle that represents your group and put in the names (or just initials if you like) of your group in the circle. Then make other circles on the page to represent all the other groups you can think of, and put initials or names in those as well.

Now use a ruler to draw lines from you (in your group) to the people who you are friends with. (That is, people who you could go up to and sit with at lunch or talk and spend time with.)

If you have time (and colours) – colour in the group that you belong to with your favourite colour, and then colour the other groups that you like (or would like to belong to) with your next favourite colour.

How to Handle Gossip

Gossip is a dangerous thing. Once a negative word is said about another person, it is gone and impossible to take back. The worst thing about gossip is that it is rarely completely true. By the time it passes from one person to another, the original message is changed. Even if the message is changed only a little, the original intention and meaning of the message might be totally different. And of course, many times the gossip wasn't even true in the first place.

So how do you handle gossip?

Listed below are a few tips to get you started on coming up with some tips of your own. Try putting them in an acrostic to the word 'gossip' at the bottom of this worksheet.

Some Tips on How to Handle Gossip

- When someone tells you something about someone else, automatically tell yourself that you are hearing second hand information. It is not going to be exactly true.
- Remember there are always two sides to every story... even when two people saw or heard the same thing.
- Make gossip stop with you. Refuse to be part of the chain.
- Think: Would I repeat this to someone if the person involved was standing here listening to me? If not, don't.
- If the message is about you, go straight to the source and ask to get the message cleared up. Don't keep passing it around to your friends.
- Refuse to pass messages for anyone, even if they are good ones ("ask her if she'll go out with me"). Tell them to speak the message themselves.
- If you hear something negative about your friend, DON'T go and repeat it to your friend. No, most of the time they don't 'need' to hear it. Protect your friends from the heartache of gossip.

Can you come up with some more tips to help stop gossip?

Now make up your own gossip acrostic:

G
O
S
S
I
P

Dear Abby, I Want to Get Out of My Group!

“Dear Abby” is a famous column where a person answered questions in a newspaper or magazine. Pretend you are “Abby” and are writing for a teen magazine. How would you answer this question:

Dear Abby,

I'm 13 years old and I want to get out of my group at school. It's not that I hate the people in my group, because I so don't hate them. It's just that they're like, not the way that I want to be. I used to think that they were the popular girls and I really wanted to be popular too so I tried really hard to be friends with them. I tried hard to act like them and even to sort of talk like them, and eventually I got into their group, which was so cool. But now I see the way that they talk about other people who aren't in our group and I realise that I probably used to be one of the people they talked about. And I really don't want to be like that. My problem is that if I leave the group, they will hate me. They would probably make up some story and spread it around about me and then nobody will want to be my friend. Help Abby, what should I do?

Signed,
Stuck

Dear Stuck,

Signed,
Abby

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