



Friendship

This lesson is designed to increase students' understanding of friendships.

Essential Question

How do we work together to create a fair and just classroom community where individual and collective learning is engaging, valued, and liberating for all?

Guiding Question

How can identifying the qualities of friendship help us develop healthy relationships with others?

Objectives

- Students will discuss the essential qualities needed in friendships.
- Students will acknowledge their differing perspectives and preferences regarding friendships.

Advance Preparation

- Review Concentric Circles activity to ensure you can facilitate it smoothly. Choose at least four of the proposed sentence starters.
- Clear space in the classroom for students to stand facing each other in concentric circles (see below).
- Assemble student materials.

Materials/Resources

- PowerPoint slideshow 4.3 (adapt as needed)
- Optional: personal devices (e.g., tablets or phones)
- Chart paper, markers, pencils, pens
- Connection circle talking piece

Student Materials

- Paper for Do Now

Vocabulary

- Friendship

Do Now

3 min.

Slide 1: Students list the top five qualities they would look for in a new friend.

Introduction (Framing/Overview)

10 min.

1. Slide 3: Student Dedication (30-60 seconds)
2. Tell students that the focus of today's lesson is friendship. Briefly review the day's agenda (slide 4).
3. Concentric Circles Exercise Directions (slides 5-7): Students form two circles, one inside facing out and the other outer circle facing in, with each student facing one other student. Give students in the **inner** circle one of the stem starters listed below. Each student quietly responds to the sentence to the person facing. Then, direct the outer circle to move clockwise and students in the inner circle complete the same sentence starter for the next person. Repeat one more time (this makes three times in all).

Then, give students in the **outer** circle a different stem starter. Each student completes the sentence to the student facing, then, as the circle moves clockwise, to the next two people (three times in all).

Repeat with two more stem starters (one for the inner circle to answer and one for the outer circle), so that each student has completed two stem starters, spoken to six classmates, and listened to six classmates. (You may do additional rounds if you have time.)

Choose from among the following stem starters:

- A quality I look for in a friend is...
- Something I like to do with my friends is...
- I would trust a friend who...
- If a friend has deceived me, I...
- The way I show friends I'm angry is...
- I laugh with my friends about...
- The way I expect my friends to behave towards me is...
- I feel let down by friends when...
- Friends have made me happy when they...
- I am the kind of friend who...
- I would be a better friend if I...
- I would not help my friends if...
- The hardest thing about making a new friend is...
- When I disagree with my friends, I...
- I think my friends would say that I...

Objective: This circle exercise allows students who prefer one-on-one interaction to express themselves outside of a full group and still be heard by many others in a different level of sharing. As students respond to different sentence stems or issues, they will be able to repeat themselves and improve the way they articulate their ideas. You may want to ask students to process the exercise in a connection circle afterward. Some students may note that their answers changed a great deal over time, as they voiced their responses. Some may find that they became more or less certain of their viewpoints after repeatedly explaining themselves.

Activity 1: "Wanted: a Friend" Advertisement

30 min.

4. Slide 8: Divide students into teams of three or four. Tell students the goal of the next activity is to work with their teams to develop a creative "advertisement for a friend." (Note: The advertisement can take the form of a poster; Twitter post or Facebook page; skit for a TV commercial, YouTube video, or TikTok; or poem or want ad. As the teacher, you may modify the list of acceptable formats if you wish. You may also allow students to select the format they prefer, or you can assign a format to each team.) **Cooperative Learning**
5. Students share with each other the top five qualities they would look for in a new friend (which they listed in the Do Now). Their first job is to agree on five essential qualities for the advertisement (3 min.). Of course, people have different ideas about qualities they value in a friend, so groups may have very different ideas. Encourage teams to look for overlap to come to an agreement, while noting the qualities where there was disagreement.
6. Teams have about 10 minutes to develop the ad creatively, using the format they have chosen or been assigned. Teams should also make sure they have a spokesperson prepared to explain why the team chose the five qualities they did as the five most important qualities of a friend.
7. Each team has two minutes to present its advertisement to the class. Then ask each team's spokesperson to state the five qualities the team selected and explain why they chose those qualities as the most important ones for friendship. Ask students to explain how those particular qualities contribute to the development of healthy relationships. **Student Presentations**
8. Finally, convene a connection circle where students will provide feedback to each team about the qualities they chose and the way **Whole Class Discussion**

they presented those qualities in their advertisement. Remind students that respect for differences of opinions and ideas is part of healthy relationships and make sure that each team provides positive comments to those who have presented.

Closure

2 min.

9. Exit ticket: Still in the connection circle, students each share one quality of friendship that they consider important—maybe one that they hadn't thought much about before today.

Extensions

If you have extra time in class, invite students to post to the Classroom Wall reminders of the friendship qualities they agreed on in their teams.

If you wish to assign homework, have students write a journal entry identifying and describing someone who has been a true friend to them.

“Advertisement for a Friend” activity adapted from the Healthy Relationships Resource Kit Eastern Health, Health Promotion Division (2010)
<https://westernhealth.nl.ca/uploads/Addictions%20Prevention%20and%20Mental%20Health%20Promotion/Healthy%20Relationships%20Resource%20Kit%20-%20Western.pdf>