

LESSON 3

LET'S BE FRIENDS

GOAL

- To demonstrate knowledge of friendships

OBJECTIVES

- To explore necessary ingredients of friendship
- To understand the importance of being one's own best friend
- To recognize and accept others' individual differences without prejudice

MATERIALS

- Chalkboard or flip pad
- What's Happening in These Pictures? (Figure 17)

INSTRUCTIONAL STEPS

OPENING

Review

In our last lesson, we learned that we have things we are good at doing and things we are not so good at doing. We learned how we can improve ourselves and how we can keep track of our improvement. We can tell ourselves we have done a good job when we improve or get better.

Discuss students' experiences for any generalization and maintenance activities assigned during the last lesson.

Focusing Attention

I had two friends who were very dear to me. One friend had a physical disability. She had polio as a little girl and could not walk very well. My other friend did not like her because of her disability and wanted to leave her out of our activities. I wanted to keep both friendships, but I didn't know what to do.

Stating Lesson Objectives

In this lesson we will learn about friendship and why it is important to be your own best friend. Everyone is an individual—that means we are all different. We will learn that it is a problem when we do not accept people just because they are different in some way.

TEACHING

Everybody needs friends. True friendship requires certain qualities, just like good baking requires certain ingredients. The better the ingredients, the better the cake or pie will taste. To make a good apple pie, I would need flour, shortening, and water for the pie crust. For my filling I would use apples, sugar, cinnamon, and other spices. What about friendship? What ingredients or qualities would make a good friend?

Brainstorm ideas and list on the chalkboard or flip pad. Responses may include loyalty, caring, respect, sharing, thoughtfulness, trust, compromise (give and take), sincerity, sense of humor, and so forth.

Earlier we talked about the qualities that make us special. It is those same special qualities that help us accept and like ourselves. Who is your best friend?

Elicit the idea that you are your own best friend.

Being your own best friend means finding out what is good about yourself and liking yourself as well as understanding and accepting your not-so-good qualities. You can use your Thinking Steps—STOP, THINK, PLAN, and CHECK—to make goals and improve. You can forgive yourself and add sugar and spices to yourself just as I add these ingredients to my apple pie. Feeling sorry about or guilty for your own not-so-good qualities doesn't improve your self-friendship. You wouldn't want anyone to hurt your friend; because you are your own best friend, you have to be good to yourself. What does being good to yourself mean?

Elicit responses and discuss.

Each one of us is an individual, but we are also alike in many ways. In what ways are we alike and different?

Elicit responses and discuss.

We are all human beings. We may look different, but all people have basically the same biological makeup. We have the same organs inside, and we all bleed if we are cut. All people have feelings and a need to have friends. Some people are *prejudiced* against others who look or feel different than they do.

When people are prejudiced they carry a feeling against someone who is different, maybe because the person is a different race, nationality, or religion, or the person may have a disability. When we decide we don't like people before we know them, we may miss out on some wonderful friendships.

Modeling the Thinking Steps

Let's go back to the story with my two friends. I felt torn apart because I loved both of my friends. What could I do? I'm going to think aloud and try to solve my problem.

- **STOP!** "What is the problem?"
- **THINK!** "Friend A has a prejudice against Friend B, who has a disability. Friend B does not like friend A; Friend A does not like Friend B. I like them both, and I accept that they are different."
- **PLAN!** "I know what I will do. I will speak to Friend A and Friend B individually. I will be assertive. I will tell each one that I want to remain friends but that I do not share their prejudice. I can play tennis with Friend A because that is what she likes to do. I can go to the movies with Friend B because that is what she likes to do. If I can get them to accept each other, they can both come to my party."
- **CHECK!** "Good plan."

Monitoring Knowledge and Comprehension

Write the following sentences on the chalkboard or flip pad. Direct students to supply the missing words.

1. My best friend is _____. (*myself*)
2. Three positive qualities of a good friend are _____, _____, and _____. (*any appropriate answer*)
3. All people are the same because they are _____. (*human beings*)
4. Mr. Prudit doesn't like his neighbor because of the color of his skin. Mr. Prudit is _____. (*prejudiced*)

Controlled Practice and Coaching

Distribute Figure 17 (What's Happening in These Pictures?) to each student. Direct students to write solutions to the problems shown. Circulate and give assistance as needed.

Assessing Mastery

Ask students to answer the following questions.

1. In Situation 1, Jane feels _____. (*left out, not so good*)
2. In Situation 2, the boy and the girl are _____ against Johnny because he can't read. (*prejudiced*)
3. In Situation 3, the first boy can not accept the individual _____ of the boy in the wheelchair. (*differences*)

RETEACHING

Independent Practice

Direct students to write an acrostic for friendship like the following example. Allow them to use a dictionary. When students are finished, have them share their efforts with the group.

Fun
Real
Individual
Enthusiastic
Nice
Devoted
Sincere
Happy
Independent
Polite

Evaluation and Feedback

Select students to role-play a brief situation that depicts either true friendship behaviors or a way to resolve a problem of prejudice and intolerance. Consider the following in your evaluation.

1. Did the students demonstrate qualities necessary for friendship (loyalty, caring, sharing)?
2. Did the students show understanding of the concepts of prejudice and intolerance?

CLOSING

Summary

In this lesson, we learned about the ingredients necessary for friendship. We also learned that to have a friend, we must be our own best friend. We also discussed what is different and the same about people and talked about accepting people as individuals without prejudice.

Generalization and Maintenance

Select from the following activities.

1. Have students write a letter to a friend (a school friend, neighborhood friend) or family member and describe which of the person's qualities they value most.
2. Direct students to share a friendly activity with a friend, brother, or sister and discuss how this activity increased the friendship.
3. Instruct students to be kind to and do something special for themselves. At the next meeting, ask, "How did you feel?" and "What did you learn about yourself?"

ENRICHMENT

1. Have students prepare a recipe for a friendship. Include measurements of the various qualities and instructions for preparation.
2. Discuss the following sayings:
 - A friend in need is a friend indeed.
 - You need to be your own best friend.
 - Friendship is giving and taking.
 - Do unto others as you would have others do unto you.
 - No one is an island.
3. Acrostic exercise: Direct students to write their names vertically and to write a positive adjective that begins with each letter in their name. For example:

Terrific
Outstanding
Magnificent

WHAT'S HAPPENING IN THESE PICTURES?

