

# Chat Prompts

Prompts to get you thinking about, understanding, and responding to  
Friendship in...



## Literal

1. What did the 'tiger' change to help fit in?

## Interpret

2. Explain why 'fitting in' with a group of people is important for us.
3. What did the 'friends' in this POP do that showed they weren't being 'true friends'?

## Evaluate

4. Sometimes change can be good. In your own words describe a time when
  - a) changing for your friends could be a good thing
  - b) changing for your friends could be a bad thing

## Apply

5. This POP talks about feeling embarrassed or bad about who you are when around some friends, and that you might feel like you can't be yourself. Come up with some suggestions of what someone could do if they found themselves feeling like this.

# FRIENDSHIP - TRUE FRIENDS

VALUE TOPIC: Friendship - Being able to be comfortable being you around someone else.

CATCH PHRASE: True friends let you be you -  
He taonga ngā hoa pono (true friends are treasures)

## TOPIC SUMMARY

Problem: I have friends that make me feel bad and put me down frequently. When we're not sure who our friends are it helps to remember that true friends encourage us to be ourselves.

## Mashy GFX POP

For a quick introduction to the Value Topic, Mashy GFX is the POP to pick. It begins by presenting situations that students may have found themselves in and offers the Value Topic as the solution. The Value Topic is defined, and the key phrase along with other vocabulary is used to help with understanding the Value Topic. The Mashy GFX POP can easily stand alone, giving a 'to the point' explanation of the Value Topic and the value in using it in our lives.

## Chat Prompts

The prompts are a series of questions grouped in a way that builds comprehension and allows the student to make connections between the content of the POP and their own knowledge and experience of the Value Topic. By taking part in discussion, the student can think about, and build understanding of the Value Topic and what part it could play in their 'world'. Just as a student would, with a written text, "They integrate or synthesise their newly acquired understandings and attitudes with their existing view of the world to make a new and slightly different world picture." ([Literacy Online; Ministry of Education: "Building Comprehension"](#)).

Grouping of prompts:

- *Literal*: With these prompts the student will be recalling specific information from the material in the video.
- *Interpret*: At this stage students will be building on information from the video and considering the underlying implications.
- *Evaluate*: These questions prompt students to respond to the information presented in the video based on personal feelings. They have an opportunity to form an opinion and consider the validity and appropriateness on what they've just seen and heard.
- *Apply*: Finally, students will consider how the information applies to them, with opportunity to translate the Value Topic into their real world.

SPECIFIC LEARNING OUTCOME	RESOURCE	LESSON SUGGESTION
1. We are learning what friendship is and that it's helpful when identifying true friends.	- 'Mashy GFX' POP - 'Chat Prompts'	Ask students to note what they think or know friendship to mean. Watch 'Mashy GFX' POP. Use 'Chat Prompts' to prompt discussion. Select some or all of the prompts as you see appropriate. <i>Answer for Question 1 - <b>the way they spoke-swearing, the way they acted-being mean, the way they dressed-jersey, and they stopped doing their hobby.</b></i>