

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.

KEY WORDS & THEMES

Encourage. Build up. Cheer on. Friend. True friends. Accepted. Authentic. Comfortable. Listen. Constant. Reliable. Put downs. Uncomfortable. Pretending. Being a friend. Recognising true friends.

NZ Curriculum Links

ACHIEVEMENT OBJECTIVES

HEALTH & PE - RELATIONSHIPS WITH OTHERS. *Students will...*

Relationships -

L2 - Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.

L4 - Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses. Interpersonal skills -

L3 - Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these.

VALUES

Excellence. Integrity. Respect.

KEY COMPETENCIES

Participating and Contributing.
Relating to Others. Managing Self.

SPECIFIC LEARNING OUTCOME	RESOURCE	LESSON SUGGESTION
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POPS

This is the recommended order if you're going to watch all of the POPS (videos). Otherwise each can be watched independently of the others.

1. We are learning what true friendship isn't and therefore what it is.	- '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. Answer for Question 1 - the way they spoke-swearing, the way they acted-being mean, the way they dressed-jersey, and they stopped doing their hobby.
2. We are learning that 'true friends let you be you' and they are treasures. We are learning how to identify true friends.	- 'Catch Phrase' POP - 'Chat Prompts'	Ask students to note what having a true friend means to them. Watch 'Catch Phrase' POP. Practise the 'Catch Phrase'. Use the 'Chat Prompts' to prompt discussion. Select some or all of the prompts as you see appropriate.

SPECIFIC LEARNING OUTCOME	RESOURCE	LESSON SUGGESTION
<p>Mahi</p> <p>Resources that give students the opportunity to work and practise the value after watching any or all of the POPS. It's highlighted if a specific POP will help with a specific resource.</p>		
<p>3. We are learning to recognise and evaluate 'true friend' qualities in ourselves.</p>	<p>- 'Friendship Report Card' worksheet</p>	<p>Give each individual the worksheet, 'Friendship Report Card'. Students use the grading criteria to assess themselves in different aspects of being a friend. There are spaces for comments where they could add examples from their friendships. Encourage students to be honest and kind with themselves. On conclusion have students evaluate areas they excel in and areas that they could improve in. In the areas they want improvement have them come up with some practical suggestions for what they could do. As a class you could go through each topic and make suggestions for how improvements could be made - being sure not to single anyone out - but rather providing an opportunity for everyone to learn from each other.</p>
<p>4. We are identifying qualities that make a friend, true.</p>	<p>- 'Recipe for a True Friend' worksheet</p>	<p>Give each individual the worksheet, 'Recipe for a True Friend'. It will help to watch 'Catch Phrase' POP if you haven't already and as a large group do a brainstorm of the qualities/characteristics that make a friend. Students fill in the gaps with what they deem as appropriate quantities/proportions of the 'ingredients', then finish with the directions adding more qualities/characteristics as they see fit.</p>
<p>5. We are learning to identify true friends from non-true friends, and experimenting/ investigating ways to respond effectively and appropriately.</p>	<p>- 'True Friend?' activity</p>	<p>This is a whole class or large group activity. It will help to at least watch 'Catch Phrase' POP, and for more help have completed the worksheets 'Friendship Report Card' and 'Recipe for a True Friend'. Essentially this activity is a vote. Print out the scenarios on page two and cut them out. On a board draw a grid showing space for 'true' and 'not true'. Have students read a scenario out for everyone to vote on. How you conduct the vote is up to you (secret ballot, hands up, standing to one side). The question is; is that something a 'true friend' would do? As each scenario is voted on put it in the appropriate space on the board. Not all of the scenarios are necessarily clear cut, so there could be opportunity for students to put forward their perspective. With each scenario in it's designated category look at the ones that are 'not true', and giving each scenario to a smaller group of students have them brainstorm ways these scenarios could be responded to, encouraging students to be appropriate and respectful.</p>

SPECIFIC LEARNING OUTCOME	RESOURCE	LESSON SUGGESTION
<p>6. We are practising to be true friends by showing the qualities of a true friend and/or responding to a non-true friend effectively and appropriately.</p>	<ul style="list-style-type: none"> - 'Scene It!' A list of possible scenarios where the value could be practised 	<p>It will help if you have watched the 'Catch Phrase' POP - can be done in conjunction with the 'True Friend' activity. (Some of the scenarios are from this activity).</p> <p>The scenarios can be used in a variety of ways, including; writing, role play, comic/illustration, and/or discussion.</p> <p>Whichever medium you choose, remind students to be appropriate and respectful of others.</p> <p>Allow time for sharing and a debrief with the class as a whole.</p>