

## Career Girls: Choosing Friends

### Lesson Topic

Choosing Friends

### Lesson Objective

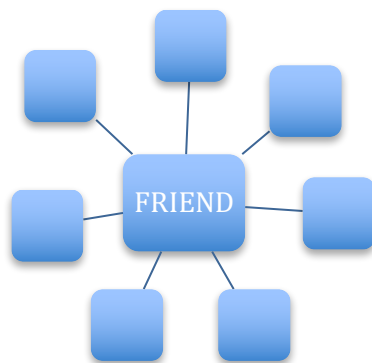
To help students actively engage in thinking about how they choose friends, and what it means to be a friend

### Preparation

Preview the video (1 minute, 19 seconds) in advance of the lesson.

### Warm-up Activity

1. Introduce the video topic (choosing friends).
2. Engage students in thinking about friendship:
  - a. Draw a word web on the board or on chart paper. Write the word Friend at the center.



- b. Invite students to think about what makes a good friend.
  - c. Have students share their ideas (such as kind, loyal, listens to you). Record ideas on the word web.
3. Talk about what it means to choose something—to pick or decide on someone or something from two or more options or possibilities. Let students share their own choices, such as, "I choose to ride my bike to school instead of taking the bus." "I chose to try out for the play instead of the soccer team." Or, "We chose [student] as our group leader for the science project."

### View the Video: Choosing Friends

1. Point out that in the video, six role models discuss things to think about when choosing friends.
2. View the video together. Encourage students to listen for the words friend, friends, and friendship as a way to focus their attention.

3. View the video again, this time guiding students to listen for key ideas and details each time they see a new speaker.

### Video Follow-Up

1. Invite students to share questions and comments about the video. Offer prompts to build connections to students' lives, such as "How do you know [a friend is someone you can trust, etc.]?"
2. Revisit key language used in the video to clarify meaning. This is especially useful for students whose first language is not English. For example, the expression "stand up for you" is used in the video: "Your friends are . . . going to stand up for you."
  - a. Invite a student to demonstrate the literal meaning—to get up or rise to a standing position.
  - b. Then ask, "What does it mean to stand up for someone?" Have students use the expression in context, for example, "If you see people making fun of your friend in the hall, you can stand up for that person by asking an adult to help."
3. Repeat step 2 for other key words/expressions in the video to ensure understanding.
4. Invite students to add new words/phrases to the word web they started in the Warm-up Activity.

### Extension Activity

1. Share a common age-appropriate situation that relates to the video topic of choosing friends. For example:

*You and your friend walk to school together almost everyday. You pass the same group of kids nearly every time. They always bump into your friend on purpose and laugh. Your friend just tries to ignore the other kids.*
2. Then share a possible action. For example:

*One day, you decide you're going to tell those kids to stop, and if they don't, you'll tell the principal.*
3. Write both the situation and the action on chart paper so that students can easily revisit them.
4. Have students form groups of 2–3 to discuss whether they agree or disagree with the action and why.
5. Bring students back together to discuss their ideas, in this case, in the context of standing up for a friend.
6. Repeat with new situations/actions that connect to other messages in the video.