

Choosing the Right Friends: Classroom Lesson Plan

Lesson Topic:

Choosing Friends

Lesson Objective:

Students will be able to identify the qualities of a true friend and reflect on their friend choices.

Materials:

- Chart paper
- Copies of **Vocabulary Word List**
- Writing utensils
- Projector or other method to watch the movie

Advanced Preparation:

- [Preview the video](#) before sharing it with your students [1:50].
- Divide chart paper into three columns.
- Make copies of **Vocabulary Word List**.

Warm-up Activity:

1. Introduce the term friendship. Ask students to discuss with a partner the meaning of friendship. After allowing a minute for discussion, call on students to share their ideas.

2. On a piece of chart paper divided into three columns, list students' ideas about the meaning of friendship in the first column.
3. Introduce the **Vocabulary Word List** from the video. Have students circle the terms they are familiar with and look up the definitions of those they are not familiar with. Direct students to record their own definitions for the words they are familiar with and the dictionary definitions for those they are not.
4. For each term, have students work together to generate sentences or draw pictures that demonstrate their understanding of the vocabulary word in context (e.g., "Trisha *encouraged* me to continue practicing my coding by showing me some of her completed projects," or, "My teacher is always *encouraging* me to apply myself in PE class by reminding me to run more quickly after the ball." For students that choose to draw pictures, the word *encourage* may be represented by many things including smiling faces or a cheerleader.).
5. Use this opportunity to clear up any misconceptions regarding word meanings as they relate to friendship.

View the Video: "Choosing the Right Friends"

1. Tell students they will be watching the video titled, "Choosing the Right Friends".
2. Explain that the video presents role models talking about choosing friends and the role friends play in their lives.
3. Help students understand that it is important to be deliberate when selecting friends. Ensure that students understand the qualities of a good friend and that it is okay to decide not to be friends with someone.
4. View the video together and have students listen for the role models to use the vocabulary words they just reviewed.

5. View the video again; this time, invite students to formulate questions or comments about the ideas discussed in the video and to be prepared to discuss these after viewing the video.

Video Follow-up:

1. Ask students to offer their questions, comments, reactions and responses to the video.
2. Review the students' ideas about the meaning of friendship from the warm-up activity. If new ideas are mentioned, add them to the first column on the chart paper. Teachers can choose to use a different color pen for these new ideas.
3. Label the middle column on the paper "Qualities of a Good Friend". Tell students that the role models discussed many good friend qualities and that they are also familiar with these qualities from their own lives. Give students a few minutes to discuss ideas about good friend qualities in small groups. Then ask students to share their answers with the class. Allow whole class discussion of specific qualities as needed. Write all agreed upon qualities of a good friend in the middle column on the chart paper.
4. Tell students that for each quality of a good friend listed on the chart paper, the class will be brainstorming a real life or fictional example of that quality (e.g., "Honesty is shown by a friend telling you when you're not studying enough for an upcoming test."). Allow students time to discuss examples in small groups. Then write responses on the chart paper's right column.
5. Review the chart paper as a whole by looking at the ideas about friendship, the class's qualities of a good friend, and the examples of each quality. Ask students to independently consider their own friendships and whether their friendships have our agreed upon good friend qualities. This is not something to share but should allow students to begin considering the role friends play in their lives.

Extension Activities:

Use the “Related Questions to Explore” as discussion springboards or writing prompts to help students further explore friendship.

Related Questions to Explore:

- Think of one of your good friends. How do you know they are a good friend? Can you think of any example situations that show they are a good friend?
- What qualities make this person a good friend?
- Give examples from your life of times that you have been a good friend. How did being a good friend make you feel? Is it easy to be a good friend? Why or why not?
- Reflect on your friendships. How did you become friends? Were you intentional in selecting good quality friendships? How can you be more intentional in the future?
- One role model said that good friends let you know if you’re doing the wrong thing. Is it always easy to let your friends know if they’re doing the wrong thing? Why or why not? If you have been in this situation, how did you feel?
- How could being a good friend help you in your future career? What good friendship qualities are also important in the work environment?
- Have you always been a good friend? Are there ways that you could be a better friend? Explain your answer.



Vocabulary Word List From "Choosing the Right Friends" Video:

Encourage

Resonate

Honest

Values

Attitude

Confidence

Support

Characteristics



Ideas for Future Lessons/Activities Related to Friendship:

1. What Do I Need to Do to Be a Good Friend? Exploring and Understanding Friendship Qualities
2. Literature-Based Learning: Famous Friendships and the Roles They Played in the Authors' Lives
3. Conducting and Recording Interviews about Friendship with Real Life Inspiring Women
4. Everyone Has Things in Common: Finding Common Values and Interests with People Outside of My Normal Friend Group
5. Friendship in Cinema: The Role of Friendship in *Harry Potter*
6. Generating Positive Friendships: Practicing the Language and Actions of Good Friends
7. What Would You Do? Challenging Friendship Scenarios for Students to Imagine and Discuss
8. Friendship in Action: Roleplaying Positive and Negative Friendship Interactions