

UNLIKELY FRIENDSHIPS

SELF-AWARENESS



LESSON PLAN



LESSON TOPIC:

Students should discuss and explore the importance of friendship in various contexts. Fulfilling friendships can occur with people who are similar to us as well as those who may be different.

ESSENTIAL QUESTION:

What are the important qualities of lasting and fulfilling friendships?

MATERIALS & FACILITATOR NOTES

Paper and writing utensils
Facilitator should allow for enough space for students to do an "on your feet activity"

Additional
Reflection Questions
for Download

Activity 1

Watch video: *Friendship without Boundaries* [FEATURING CARY] [3 MINUTES]

Activity 2

Facilitator may have students complete Interactive Reflection Questions or continue to activity 3

Activity 3

Facilitator note: students may need to move desks or tables to have space to go to four different corners or areas of the room. Before beginning, it may be necessary to consider how students can navigate movement.

Prepare students to get up and move as part of today's activity. Tell students they are going to play "four corners". Students will be given four choices and will go to the area the facilitator designates for each choice.

In the video, we see that Cary has many different kinds of friends: the animals he cares for at the veterinarian's clinic, the man in his 80's who Cary visits frequently, the people he works with, and some that we do not see, but are mentioned. Cary talks about how he has stood up for others who were being teased by other students and he talks about how his friends care for others. Have students pick one of the following four types of friends, and go to the matching corner of the room as designated by the facilitator.

(choose four of the following five).

- Elderly friend.
- Peer who stands up for others.
- Someone who helps heal others.
- Someone who spends time with others even if they don't have to.
- Domesticated animals (consider using domesticated animals only if facilitator believes students will take this seriously).

Once students have gone to one of the four corners, choose a few students from each group to share one sentence about why the type of friend they chose is special. An additional option the facilitator may use is to allow students to change groups if they desire after hearing others talk about their type of friend (use your knowledge of the group to decide if you want to do this, if unsure or unfamiliar with the group leave this out).

Ask students in each group the following reflection questions:

- How do we see this type of friend depicted in the video?
- What is it that this type of friend brings to a relationship?
- What do you bring to a relationship with this type of friend?

Continue asking students questions. Have members of each group share their thoughts. It may be necessary to limit individual student comments to one sentence to encourage more participation. Another approach to encourage participation is to have students in each corner group line up side by side so the facilitator can keep track of who has made a comment and who has not. The goal is for students to discuss their feelings about the value of friendship.

[10-20 MINUTES]

CONCLUSION

Debriefing questions:

- What do you think Cary would say is the key ingredient for friendship
- Why is it a good idea to have friends who might be different from us?
- How do you sustain a friendship?

[2-3 MINUTES]