

# Choosing Friends: Classroom Lesson Plan

## Lesson Topic:

Choosing Friends

## Lesson Objective:

Students will be able to explain what it means to be a friend and list the characteristics of a good friend.

## Materials:

- Chart paper
- Blank paper
- Writing utensils
- Projector or other method to watch the movie

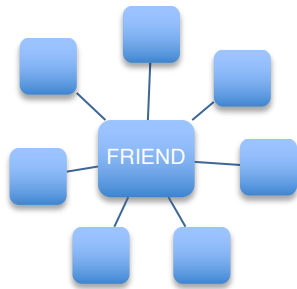
## Advanced Preparation:

- [Preview the video](#) before sharing it with your students [1:19].

## Warm-up Activity:

1. Introduce the topic of 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 the characteristics that make a good friend.
  - c) Have students share their ideas (i.e., kind, loyal, listens to you). Record ideas on the word web.
  - d) Tell students that they will be revisiting this word web again later in the lesson.
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. Tell students they will be watching the video, “Choosing Friends”.
2. Explain that the video presents role models talking about things they think about when choosing friends.
3. View the video together. Encourage students to listen for the words friend, friends, and friendship.
4. 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. Invite students to share questions and comments about the video. Offer prompts to build connections to students' lives based on their word web ideas, such as "How do you know [a friend is someone you can trust, etc.]?"
3. 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."
4. Repeat step 2 for other key words/expressions in the video to ensure understanding.
5. Invite students to add new words/phrases about the characteristics of good friends to the word web they started in the Warm-up Activity.
6. In closing, give each student a sheet of paper and ask them to respond to the following writing prompt: "Based on our lesson today, and what you know from your own life, what does it mean to be a friend? What characteristics do good friends have?"

**Extension Activities:**

1. Use the “Related Questions to Explore” as discussion springboards or writing prompts to help students further explore the importance of choosing friends.
2. Discuss possible friendship scenarios.
  - a) Share a common age-appropriate situation that relates to the video topic of choosing friends. For example:
    - i. *You and your friend walk to school together almost every day. You always pass the same group of kids. They always bump into your friend on purpose and laugh. Your friend just tries to ignore the other kids.*
  - b) Then share a possible action. For example:
    - i. *One day, you decide you’re going to tell those kids to stop, and if they don’t, you’ll tell the principal.*
  - c) Write both the situation and the action on chart paper so that students can easily revisit them.
  - d) Have students form groups of 2–3 to discuss whether they agree or disagree with the action and why.
  - e) Bring students back together to discuss their ideas, in this case, in the context of standing up for a friend.
  - f) Repeat with new situations/actions that connect to other messages in the video.

**Related Questions to Explore:**

- List the qualities of a good friend. Which of these qualities are you good at? Which qualities should you practice more?
- What is one thing that you did today that shows you are a good friend? Is there anything that happened you could have handled differently to be a better friend?
- Think of your friendships. Have you always chosen your friends?



- Think of someone who is a good friend. How do you know they are a good friend? Can you think of any example situations that show this person is a good friend?
- Sometimes, good friends aren't always the people you expect them to be. Do you have any friendships with people that you may not have thought at first glance would be a good friend? When did you know they were a good friend?

Ideas for Future Lessons/Activities Related to Friendship:

1. What Makes a Good Friendship? Understanding the Qualities of a Good Friend and a High-quality Friendship
2. Friendships Over Time: Reflecting on How Friendships Begin, End, and Change
3. Beauty Is in the Eye of the Beholder: Examining Our Friendships Through the Eyes of Our Friends
4. Friendship in Poetry: Reading, Responding to, and Identifying Friendship in Poems
5. Friendship Debate: Ranking and Defending the Most Important Friendship Qualities
6. The Science of Friendship: What Does Science Tell Us About Lasting Friendships?
7. Generating Good Friendships: Practicing Good Friendship Language and Actions