

FACILITATION STRATEGIES

CORE LESSON

1 PREVIEWING ACTIVITY

- Read the poem “Sometimes” to the class. (Appendix I)
- Ask them to identify the activities outlined in the poem.
- Ask if they could identify with any of these statements about friendship.
- Make a list on the board of other activities that come to mind when they think of friendship.

2 LINK TO THE COMMERCIAL

- Ask if friends always make good choices. Discuss.
- Ask what they would do if their friends made a serious mistake that caused them harm. Would they remain friends? How would they handle it? Would they try to help them?

FOCUS FOR VIEWING: REHAB

As you watch the commercial, think of the mistake this young person made. What does his friend do to help him?

RATIONALE

Friendships are very important to young people. It is critical they choose their relationships wisely and understand the true meaning of a friend, in good times and in bad. It is also important they recognize the value of self-worth and being a friend to themselves.

PURPOSE

To examine friendship and the qualities that make a good friend. To provide strategies for young people to help friends make healthy choices and provide support to their friends and themselves when they have faltered.

VIEW THE COMMERCIAL

REHAB

(60 SECONDS)

3 POSTVIEWING ACTIVITY

FRIENDSHIP IS ...

- Discuss the commercial by asking students to tell you what they saw. (A young man in a rehabilitation centre for drug abuse who is visited by his friend.)
- Ask how the commercial made them feel.
- Ask them to recall the clues that showed us these two people were friends. What were the specific activities they remembered? (Replay the commercial if you wish.)
- Explain that today they are going to have an opportunity to write a book about friendship.
- Tell students each person will make one page of the book and then all the pages will be put together to make a book entitled “Friendship is...”
- Explain that they are to think of one activity or memory they have about a very important friendship in their lives. Ask them what is the specific activity that comes to mind when they think of this person.
- Brainstorm some examples of activities: fishing, camping, going to a fair, just ‘hanging out’ together, etc.
- Provide them with paper and ask them to illustrate their friendship activity and to explain below the picture what is happening.
- Share the individual pages, collect and put together to make a book entitled “Friendship is...”

CLOSURE

Why do you think it is important to remember these events?

How does a good friendship make you feel?

How do you feel when your friend has a problem?

What do you do to help them?

How can we ensure that more people see this book? (donate it to the library)

How can you be a good friend to yourself?

APPENDIX I

SOMETIMES

Sometimes we play in my backyard, and sometimes we play on the swings.
Sometimes we run along the riverbank and find all sorts of things.
Sometimes we lie on the grass and dream of what our futures will hold.
Sometimes we promise to stick together, even when we grow old!
Sometimes we keep secrets that nobody else can know.
Sometimes I think my friend might tell – naw, I don't think so.
Sometimes we hide on each other, and pretend that we are gone.
Sometimes we get angry with one another, but never for very long.
Sometimes we just sit and laugh – about nothing important I guess.
Sometimes we build forts in my room and make an awful mess!
Sometimes we talk, and sometimes we're quiet, 'cuz we don't know what to say.
Sometimes we rearrange his room – 'cuz we like it better that way.
Sometimes we're good, and sometimes we're bad, but we're buddies through thick and thin.
'Cuz I need my friend. He's important to me! – And I'm important to him!

By Linda Millar

EXTENSION ACTIVITIES

SKILLS EXTENSION ONE

▣ ACROSTIC FRIENDSHIP POEM

SUBJECT FOCUS: LANGUAGE ARTS

- Explain that they have had an opportunity to hear a poem about friendship, watch a commercial about it, write a book about it and now they are going to have a chance to write their own acrostic poem about it!
- Provide each child with a long strip of paper.
- Ask them to print the letters F-R-I-E-N-D-S-H-I-P down one side.
- Ask them to begin with 'F' and think of something positive that would begin with this letter to describe a friend. (Brainstorm some possibilities: funny, fair, friendly, freckled, etc.)
- They are to continue their poem until each letter has been represented by a statement about friends.
- Ask them to illustrate or decorate their strips of paper. Share and post!

CLOSURE

What is your favourite letter in FRIENDSHIP? Why?

Did this activity remind you of anything important about friendship? Explain.

A Step Further

Consider posting the acrostic poem strips in a visible place in the school or community. Use them as a starting point to encourage other groups of children to do the same thing. Make a 'Wall of Friendship' in your local community centre!

SKILLS EXTENSION TWO

▶ FRIEND IN NEED

SUBJECT FOCUS: PERSONAL AND SOCIAL STUDIES, FINE ARTS (DRAMA)

- Ask the students to put their hand up if they have ever heard the statement “A friend in need is a friend indeed.”
- Ask them to tell you what they think this statement means. Accept several responses.
- Replay the commercial and ask the students to watch for who was the ‘friend in need’ and why.
- Discuss the commercial by asking:
 - How did you know there was a ‘friend in need’ in this commercial?
 - What was the first step his friend took to help him? (Just coming to see him.)
 - What do you think will happen between the two of them now?
- Explain that they are going to work with a partner to come up with situations where a friend might need them.
- Brainstorm some possible suggestions (family problems, poor marks in school, feeling lonely, not making the sports team, etc.).
- Can you be a friend to yourself? What is it called if you believe in yourself? (Self-esteem.) How can self-esteem and being a friend to yourself help you? What are some examples of being a good friend to yourself? (saying no to drugs, eating healthy, etc.)

Educator’s Note: *Although the focus for this unit is on substance abuse, it is important for children to begin by dealing with something they already know. The skills can then be applied to substance abuse situations. Therefore, encourage skits on healthy choices but accept all ‘Friend in Need’ situations.*

- The task is to work together to identify one situation where a friend would need them and then to act it out as a role play for the others, showing what you might do to help.
- Provide them with time to decide on their topic and prepare their skit.
- Share the role plays with the group.

CLOSURE

How was this experience helpful for you?

What would you do if a friend needed help that you could not provide?
(i.e., drug problem)

Who can you go to for help? (Make a list on the board.) Create a list of resource and help agencies in your community, for example Kids Help Phone - 1-800-668-6868.

A Step Further

Once the children feel comfortable role playing situations that they have encountered with friends, consider having a guest speaker come in from the 'Kids Help Phone' to explain what the service is and how it can be utilized.

SKILLS EXTENSION THREE

► FRIENDSHIP MOBILES

SUBJECT FOCUS: FINE ARTS, LANGUAGE ARTS,
PERSONAL AND SOCIAL STUDIES

- Begin the lesson by asking: What are the qualities of a really good friend? (Loyal, honest, sense of humour, understanding, caring, sympathetic, fun, helpful, etc.)
- As they share these, copy them down on the board or on chart paper.
- Divide them into groups and explain that they are going to make mobiles to hang in the classroom as reminders of what good friends are.
- Discuss how to make a mobile using string, coat hangers, construction paper, etc. (The children will have their own ideas. Follow their lead and let them experiment.)
- Explain that the challenge is to make the mobile CLEAR, BRIGHT, BOLD AND BEAUTIFUL!
- It must contain at least six qualities of a good friend.
- Provide them with lots of art supplies including glue, tape, string and scissors. Have fun!
- Hang the mobiles in the classroom and enjoy!

CLOSURE

What do you think is the most important quality in a friend?

Do you think you have the qualities to be a good friend?

Why do you think it is important to remember the qualities of a true friend?

How can you be a friend to yourself?

A Step Further

Consider making a visit to the Seniors' Home in your community. Ask the students to interview some of the elderly people to find out what they believe are the qualities of a good friend that stand the test of time.

SKILLS EXTENSION FOUR

COMIC RELIEF

SUBJECT FOCUS: LANGUAGE ARTS, FINE ARTS
AND SOCIAL STUDIES

- Ask the students how many of them read the comics.
- Ask them what they like about cartoons and comic strips. Discuss the characters, the dialogue, the message, etc.
- Review the message from the commercial (helping out a friend).
- Explain that they are going to have an opportunity to prepare a comic strip that portrays a friend in need, and an attempt to help them.
- Remind them there is very little dialogue in a cartoon strip, so they must make the message clear and concise.
- Suggest that if they are not artistically inclined, they may wish to use make believe characters that are simple in form and easy to draw, as opposed to human forms.
- Draw four frames on the board and complete a sample cartoon strip with the class (see Appendix II).
- Provide them with long strips of paper and ask them to create a comic strip! (They may find this easier to do in pairs.)
- Share the strips with the class and post!

CLOSURE

What did you learn from this exercise about friendship?

Did you find it difficult or simple to help your cartoon character in their time of need? Explain.

Do you think your cartoon strip could really happen? Discuss.

A Step Further

Consider sending the cartoon strips to your local paper for publication in a student's section. Put some of them in your school newsletter. Invite a cartoonist to do a workshop with the students!

SKILLS EXTENSION FIVE

▶ HELP!

SUBJECT FOCUS: PERSONAL AND SOCIAL STUDIES

- Review the commercial by asking the students what the message was.
- Focus on the aspect of trying to help a friend.
- Remind them that just like in the commercial, friends don't always make the right choices.
- Review the poor choice examined in the commercial and the consequences of that choice.
- Discuss other health related poor choices that friends could make (drinking alcohol, smoking cigarettes, taking someone else's medication, etc.).
- Ask them to think of the consequences of these poor choices. Discuss and write the answers on the board (rehab centre, death, illness, loss of friends, crime, failure in school, bad breath, yellow teeth, etc.).
- Explain that as the commercial states, "Sometimes you can't help your friend, but at least you can try."
- As a group, brainstorm how you could help someone who has made a serious poor health choice. (Tell a trusted adult, call the Kids Help Phone, ask your doctor, call your local health department, talk to your school administration or a counselor, talk to your friend, etc.)
- Copy the responses on chart paper. Post. (Refer to the resource list you created.)

CLOSURE

Remind them that in spite of their efforts, there is a chance they will not always be able to help their friend. Tell them the important thing is to try.

What is one new resource you learned today to help a friend?

How many feel more comfortable about helping a friend in need? Discuss.

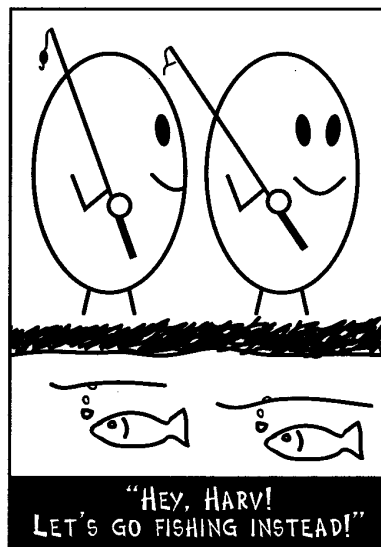
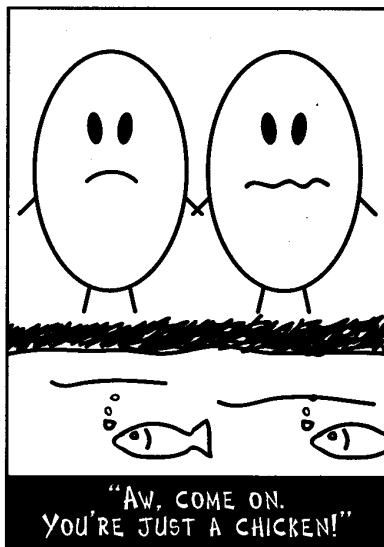
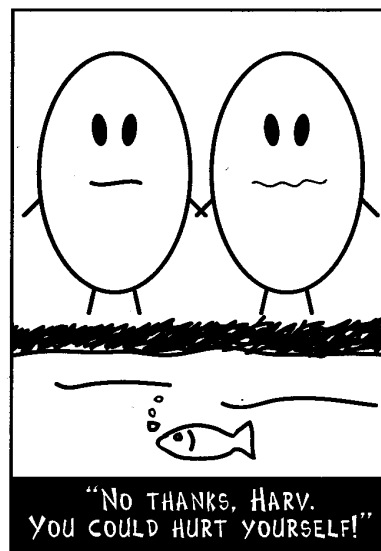
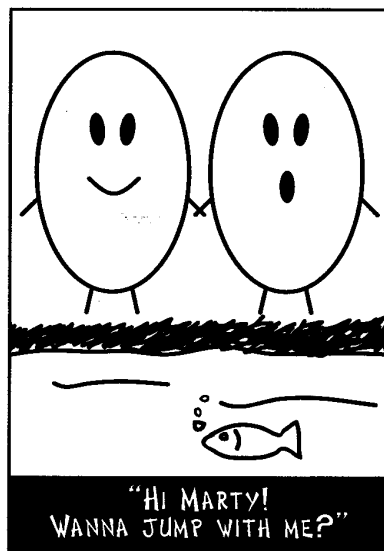
A Step Further

This is a very important topic. Young people need to know where they can go for help and who they can talk to. Invite several help agencies to speak to the children about their role. Provide plenty of pamphlets in prominent places in the community where children can use them as valuable resources.

APPENDIX II

SAMPLE CARTOON STRIP

Please Note: It is preferable to make one long four frame strip to illustrate this example on the board.



MEDIA LITERACY LESSON

FEAR AND THE MEDIA

1 PREVIEWING ACTIVITY

- Ask:
 - How many of you believe what you see on television in a scary scene is real?
 - How many think younger children really believe what they see is real?
 - Why do you think this could be a problem?
- Explain that they are going to watch a commercial entitled “Rehab”. Tell them to think about the different emotions they feel when they see the commercial.

2 LINK TO THE COMMERCIAL

- Explain that it is important for all television watchers to become “critical viewers”. Ask them if they can explain what this means (being able to separate what is real from what is fabricated on the set). People work very hard to create this feeling!

FOCUS FOR VIEWING: REHAB

As you watch this commercial, think about the various emotions you feel.

VIEW THE COMMERCIAL

REHAB

(60 SECONDS)

3 POSTVIEWING ACTIVITY

A FRIGHTENING EXPERIENCE

- Ask the students to give you one word descriptions of the emotions they felt. Copy these words on the board (happy, sad, frightened, nervous, etc.).
- Ask them how they think the producer was able to get them feeling so many emotions in such a short time (music, storyline, words to song, lighting, hospital setting, etc.).
- Tell them they are going to explore the emotion of fear in today's lesson.
 - Ask them how fear entered into the “Rehab” commercial (fear of being alone, of not knowing what would happen next).
 - Ask them to explain what other kind of fear young children often experience while watching television (fear of being hurt, fear of violence, etc.).
 - Ask them if they can think of any programs or television characters that frighten them.
- On the board, list what makes television frightening for them: size and appearance of the characters, voices, loud sounds, scary music, fire, weapons, elements, lighting, etc.
- Ask them if they get frightened when they watch the news? Discuss.
- Ask: Is this kind of fear real or fabricated? Is it a different kind of fear than results from what they see in a scary movie? Discuss.
- Divide the students into small groups and explain that they are going to play the part of a television producer.
- The task is to read the following core sentence and turn it into a really frightening paragraph by:
 - adding scary descriptive words;
 - adding spooky sound effects/music;
 - adding more information to the story line;
 - using props (or describing what they would use);
 - describing the weather and physical setting;
 - anything else that they can add to make the story scary.
- Allow ten minutes to complete the exercise.
- Share with the group and discuss.

Educator's Note: *If the students are having difficulty with this exercise, share the following example with them.*

Storyline

Joe was walking down the street...

Joe was a feeble, mild-mannered boy in grade five. He was going to the store one cool April night to buy his grandmother some cookies. It was dark – so dark that you couldn't even see the moon. All of a sudden, an eerie wind howled behind him. A gust of cold air swished by him as he covered next to a big building. From out of the darkness sprang a cold, bony hand. It grasped Joe by the arm and pulled him around the corner. He was so scared that he could barely utter a whisper. As he gathered his strength, he turned slowly around to face his captor. To his surprise and relief, there stood his grandmother smiling from ear to ear. "April Fools!" she called. "Gotcha!"

CLOSURE

What did you learn about being a "critical viewer" when watching television?

What is the difference between real fear and fabricated fear?

What should you do when you are afraid or scared of what you see on TV?

- Turn it off.
- Discuss it with someone you trust, like your Mom or Dad or teacher.
- Change the channel.
- Leave the room.
- Remind yourself that it may not be real.

A Step Further

How will this lesson change the way you look at television?

How can you share this information with your younger brothers and sisters?