



Healthy Relationships Quality Friendships

Activity Description: Students will analyze qualities they most value in a friend as well as assess those same qualities in themselves.

Group Size: Partners to Individual to Whole Group

Time Frame: 30 Minutes

Objectives: The students will be able to:

- Identify and communicate a personal core value
- Analyze and sort qualities they believe most important in a friend
- Assess the presence of the same friend qualities in themselves
- Analyze and sort friendship qualities based on how they believe their friends currently see them

Multiple Intelligence(s) Addressed:

- Interpersonal
- Intrapersonal
- Verbal-Linguistic
- Logical-Mathematical

Standard(s) Addressed:

- 16.1.8.A** Assess factors that influence emotional self-management and impact relationships at home, school, and community.
- 16.1.8.B** Analyze impact of a variety of personal traits on relationships and achievement throughout life.
- 16.2.8.A** Analyze internal and external factors that influence relationships.

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Materials: 1 Per Student
Qualities of a Friend Worksheet
Scissors

Directions:

- Begin by having students define what a core value is. Invite students to reflect for a moment about one core value they hold dear (Ex. Friends, Family, etc.)
- In partnerships, ask students to share their core value and a brief rationale behind why it is valuable to them.
 - After 2-3 minutes, ask groups to report out the values they discussed.
- Inform students that sometimes our values are threatened. For example, if we value our family, and a family member falls ill, our value is threatened. If we value honesty, and someone lies to us, that value is threatened.
 - Everyone responds to his/her values being challenged in a different way. Some become angry, some become reflective.
- In the same partnership, ask students to discuss what their typical response is when their core values are threatened.
 - After about 2-3 minutes, ask groups to report out content of their conversation.

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- Inform students that, just as we hold certain values dear, we also seek out qualities that we value in others. The difficulty sometimes comes with finding someone with qualities we value while also having those qualities respect our core values.
 - At the same time, it is sometimes difficult to model some of the most valued qualities in friendship, so we must always reflect on how we are living our core values.
- Distribute the Qualities of a Friend worksheet. Instruct students to cut the words listed on the worksheet into slips.
- The words printed on the slips are qualities one might find in a friend. Four slips have been left open in order to allow for additional qualities to be written down that may not be featured.
 - Instruct students to analyze the slips and decide which qualities they believe are most important when they seek a friendship. Ensure that students understand they should personalize it to their experience.
 - Invite students to sort their slips, arranging them from most important to least important. Students are permitted to have more than one slip in the same row as they arrange, but they must be certain they weigh that quality equally as heavy in others when seeking a friendship.
- Take time to tally common responses for “Most Important” and “Least Important” on the board. Also, take time to explicitly post other qualities students placed on the blank slips.
- Next, have students revisit the slips and rearrange them based on how they believe others would rank their qualities as a friend. Encourage students to consciously recognize where changes are being made.

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Processing Questions:

- What quality or qualities did the class identify as most important? Why do you think these qualities ranked so highly?
- What quality or qualities did the class identify as least important? Why do you think these qualities ranked so low?
- What feelings did you experience when sorting the qualities for an ideal friend?
- What feelings did you experience when sorting the qualities for how others may rank you as a friend?
- How do you compare to your ideal friend? Do you see your core values matching what you value in a friend?
- How do you respond when a friend is not displaying the qualities you ranked as most important? Is your response similar to when your core values feel threatened? Why might this be the case?
- Identify one quality for which you would like to improve as a friend. Create a goal that includes something specific you can do today to address this quality. For example, if you feel you could be a better listener, perhaps your goal is to sit with a friend at lunch and ask them to tell you honestly what you can do so they feel heard more often when you are with them.

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Integration Grid:

English Language Arts	<p>Relate qualities of a positive friendship with qualities of a well-written thesis or story.</p> <p>Consider also comparing and contrasting the qualities of different types of writing (i.e. expository, narrative, argumentative, informational).</p>
Mathematics	<p>Ask students to suggest qualities that constitute a good mathematician or a good math student.</p> <p>Have them rate themselves on a likert scale for each of the qualities. Devise math statements using the data they compiled from their self-assessment.</p>
Science	<p>Compare the qualities of a friend to qualities and characteristics of rocks and minerals. Create a scale to showcase characteristics of rocks and minerals from least to highest quality.</p>
Social Studies	<p>Provide a list of qualities of different forms of governments, economies, neighborhoods, countries, etc. Encourage students to identify what they perceive to be the top five positive qualities in each (i.e. if they could create their own government, economy, etc.) Have students compare and contrast their list with peers and then governments, economies, etc. studied in class.</p>
Encore	<p>Music: Relate the qualities of friendship identified in the activity to qualities that determine “good” music. Ask students for their input, acknowledging that different styles of music might have different qualities that make it “good.”</p>

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Quality Friendships

Athletic	Good Listener
Popular	Brave
Good Looking	Trustworthy
Smart	Creative
Wealthy	Sense of Humor
Kind	Life of the Party
Respectful	Truthful
Interacts Comfortably with Adults	Has Exciting Stuff to Do
Religious	Cheerful
Fill in blank : _____	Fill in blank : _____
Fill in blank : _____	Fill in blank : _____