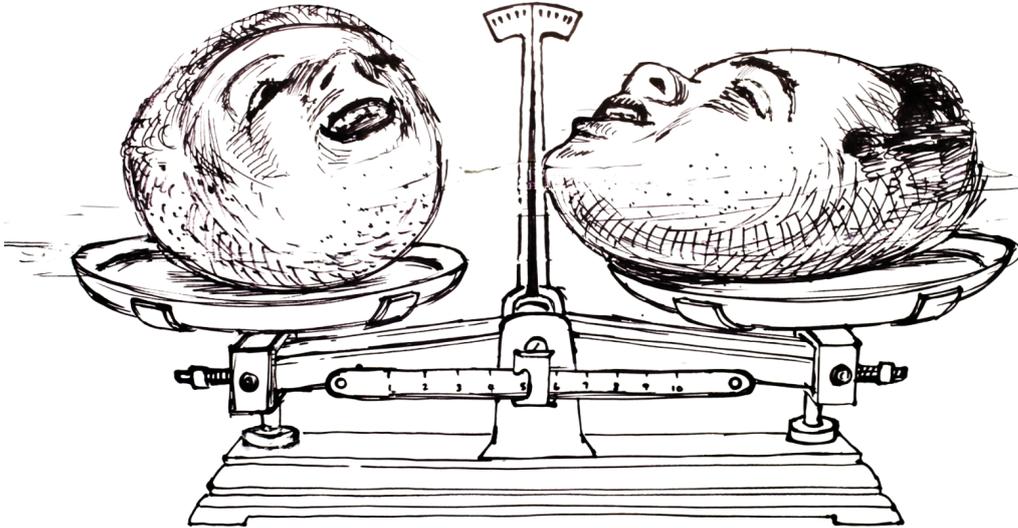


Topic 2 — Friendship



Introduction

Friendships become increasingly important to young people through puberty and adolescence, at their best offering support through the tough times, a sense of belonging, and a feeling of being valued. Knowing what it takes to be a good friend, and to distinguish a good friendship from a negative one, are two important skills for all of us. If you are running this session with Year 7 students it can be particularly significant as they are making new connections and friendships in a new setting.

Some friendships are negative and leave young people feeling badly about themselves. Distinguishing between the two is not as easy as it seems and these activities will highlight the differences.

Activities

1. What makes a good friend?
2. Working it out.

Time

50 minutes

Handouts

H1: Friendship Cards

Video

- *Standing up for yourself*

Background material

- Video transcript B1: *Standing up for yourself*
- For more reading about adolescent friendships you might like to go to: <http://raisingchildren.net.au/articles/frenemies.html>
- For more information about social and emotional changes you might like to go to: http://raisingchildren.net.au/articles/social_and_emotional_development_teenagers.html/context/1153

Two Good Articles For Students:

- Communication styles, <http://ie.reachout.com/help-a-friend/communication/communication-styles/>
- Respectful Relationships, www.kidshelpline.com.au/teens/get-info/hot-topics/respectful-relationships.php

ACTIVITY 1: WHAT MAKES A GOOD FRIEND?

Time: 25 minutes

Overview: Friends can be hard to make but knowing what qualities make a good friend can help you make friends too. This lesson reflects on the qualities, values and skills necessary for a healthy friendship.

Key Messages

Knowing how to be a good friend is the first step in making friends.

- Good friends look out for you, support you when you are going through hard times, help you feel good, care about you, include you in activities and treat you with respect.
- Negative relationships leave you feeling worse about yourself, and can include put-downs, leaving you out of activities and other hurtful behaviours.
- Sometimes your interests change and a friendship starts to die off. This can be painful but it is a natural change too.

Preparation and Materials

- Prepare sets of H1: Friendship cards, enough for one set per small group of 3-4 students. There should be at least six blank cards per group, three marked 'things that help' and three marked 'things that hinder'.

Method

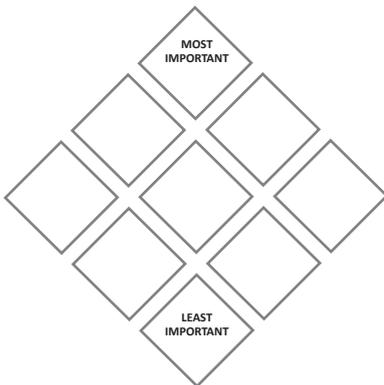
1. Homework check-in: Debrief the previous session's homework activity: 'What I think about myself'.

Ask:

- Is it easy for young people to feel good about themselves? Why or why not?
- What things can make people feel badly about themselves?
- How does self-esteem affect a person's relationships?
- Which strategies did you note in the questionnaire that a person can use

to help? (NB These are personal skills and attitudes that can contribute to a person's capacity to manage 'everyday hardships')

- Acknowledge that some young people's situations are such that it makes it very hard to cope. When it comes to feeling really awful most of the time, or dealing with hard life circumstances, there are times when a person needs friends or a trustworthy adult to help them through.
1. Explain that this session will focus on the important qualities that help a friendship.
 2. Organise the students into clusters of 3 to 4. Distribute one set of H1: Friendship cards per group. They must sort the cards into two categories – those things that help a friendship, and those that hinder. Extra blank cards are provided so they can add extra suggestions.
 3. When a group has completed this activity, they must then rank the 'helpful' cards. Using a ranking strategy such as Diamond 9, students sort the cards from most to least important. Repeat this with the 'things that hinder' cards.



- *Diamond 9 Ranking Strategy* – sort the cards into a diamond shape with the most important one at the top of the diamond, and the least important at the bottom. The second, third and fourth rows consist of the qualities that are ranked with descending priority.

4. Create two headings on the board and record the top 3 'help' cards, and the top 3 'hinder' cards from each group. Note the ones that reoccur with a tick. Observe the qualities considered most and least helpful.
 5. Make a special point of asking how self-esteem can contribute to a relationship (Answers include: Someone with low self-esteem may be less likely to ask for what they want in a friendship or may not believe that they deserve to be treated with kindness or respect; with a healthy self-esteem you can feel free to show your true self and more able to say what you do like and what you don't like, in other words, set limits).
- Invite students to tell their own stories or examples of being a good friend (particularly in response to the qualities listed:).

Good friends look out for you, support you when you are going through hard times, help you feel good, care about you, include you in activities and treat you with respect.

Negative relationships leaving you feeling worse about yourself, and can include put-downs, leaving you out of activities and other hurtful behaviours.

- Sometimes your interests change and a friendship starts to die off. This can be painful but it is a natural change too.

6. EXTENSION: if time allows, and if your students are keen, they may want to consider how the qualities listed on the Friendship cards apply to romantic relationships and which ones they would consider important?

ACTIVITY 2: WORKING THINGS OUT

Time: 25 minutes

Overview: For many of us, speaking up is something we would like to do, but may not know how to do. In order to get what you want, you must be able to tell people in a way that helps them to want to listen. How you say something, or your style of communication, is very important. Establishing boundaries based on personal values is important in any relationship. Mutual respect means not only giving respect to a friend or partner but also showing respect for oneself.

Key Messages

- How you communicate is very important.
- Speaking up in certain situations is worthwhile
- You can learn to ask for what you want and set limits on what you don't want.

Preparation and Materials

- Video *Standing Up for Yourself*
- Create a *Speaking Up Score Card* Poster with the following scores to tally survey results:
 - 0-4 You need to practice.
 - 5 -8 You are doing okay, but could use some practice.
 - 9-12 You are doing very well. Keep it up.
- Make three signs: 'Most of the time', 'Some of the time' and, 'Almost never'.
- A4 paper and pens/pencils
- H2: Standing up for Yourself guide.

Method

1. Explain to the students that asking for what you want can be hard. So can setting limits with your friends about what you are comfortable with. But it's an important skill to practice. Let's test how often you stand up for yourself.
2. Give each participant a sheet of paper and pen/pencil. Explain that:
 - There are 3 signs on the wall: *Most of the time*, *Some of the time* and *Almost never*.
 - I will read 12 statements. As I read each one, think about how often you do what the statement says.
 - Move to the sign that indicates how often that statement is true for you. Take your pen and paper.
 - For each statement, note on your paper where you are standing. Write "M" for most of the time, "S" for some of the time and "N" for almost never.

STATEMENTS

- If I disagree with a friend, I say so, even if it means they might not like me.
- I ask for help from my friends when I am feeling upset.
- I let people know when I feel disappointed by something they do.
- I remind a friend if they are late paying back money they have borrowed from me
- If a friend is making noise in a movie, I ask them to be quiet.
- If I have a friend who is always late, I tell them how I feel about it.
- I ask my friends for a favour when I need one.
- When someone asks me to do something I don't agree with, I refuse.
- I express my views on important things, even if others disagree.

- When I don't understand what someone is telling me, I ask questions.
- When I disagree with someone, I try not to hurt their feelings.
- When people hurt my feelings, I let them know how I feel.

3. Repeat this procedure for all statements, then ask the students to return to their seats. Ask them to count up their total of 'M's'.

- Display the *Speaking Up Score Card* you have made and explain what it means.

Make the following points:

- Many young people and adults score fairly low on this survey.
- People with scores higher than seven or eight should be glad they have learned how to speak up for what they want and to say "no" to things they do not want.
- Participants with scores below six have an excellent opportunity to bring up their scores by practicing assertive behaviors.
- Acknowledge that speaking up for yourself is not always an easy thing to do. Explain that in many families and cultures, children are taught **not** to. In some places and situations girls and women are told not to speak up. Asking for what you want or refusing a request is considered impolite. You do not want to encourage young people to behave in a way that could make them unsafe. It is important, however, that all young people understand there are certain situations in which speaking up is worthwhile.

4. Introduce the video *Standing Up for Yourself* and ask students to look out for different styles of 'speaking up'. The 3 styles are assertive, passive and aggressive. The most effective method is an assertive style. Before the video starts distribute the H2: Standing up for Yourself guide and Ask a volunteer to read through the different styles of communication.

- Read through the instructions and remind student that they are looking out for examples of the 3 styles of communication (assertive, passive and aggressive). Ask them to try and observe when they hear/see the different styles. After the video ask students to share their observations with the class.
- Ask if students can remember the 3 Step Cha Cha and get them to

complete the 3 parts on the back of the handout provided.

First you say, hey listen can we talk about something

And then you say:

1. I feel

2. When you,

3. And next time I would like it if

5. Conclude with the following discussion points:

- What makes it so difficult to be assertive? (eg. when one person has more power than the other; not wanting to look foolish).
- Do you think its possible for two people in a romantic relationship to be honest and clear with each other? What things might get in the way?
- What if one person felt too frightened or embarrassed to say what they wanted, or what they didn't want?
- Can you remember a time when you were assertive? How did it turn out?

H1: FRIENDSHIP CARDS

Cut out the individual cards and divide into two categories - one for things that help a friendship and a second for things that hinder a friendship.

Make sure you're
included

Taking turns

Self esteem

Look out for you

Having fun time
together

Being a good
listener

Standing up for
someone

Funny

Think you are of
equal value

Helping

Not keeping a
promise

Being a
'know it all'

Having other
friends

Dominating
conversation

Complaining



Moving to
another town



Moving to
another class

Trusting

Having similar
interests

Supporting a
different team

Not getting
in touch

Putting the other
person first

Being very
successful

Developing
different
interests

Making time

Not being loyal

Supporting you
through hard
times

Forgetting
important events

Things that
hinder

Things that
help



Things that
hinder



Things that
help

STANDING UP FOR YOURSELF

For many of us, speaking up is something we would like to do, but may not know how to do. In order to get what you want, you must be able to tell people what you want in a way that helps them to want to listen. Good communication skills help you:

- Talk with people
- Make yourself understood
- Solve arguments
- Feel proud that you've stood up for yourself (or someone else)

One way to make communication more effective is to choose the right kind of communication in difficult situations.

Watch this video *Standing Up for Yourself* to look out for 3 examples or styles of standing up for yourself (or not).

Styles of communication	Examples from video
<p>Aggressive Communication is expressed in a forceful and hostile manner, and usually involves alienating messages such as you-statements (blaming the other person and accusing them of being wrong or at fault) and labelling.</p> <p>In addition, the person's tone of voice and facial expressions are unfriendly. The assumption behind aggressive communication is 'Your needs don't matter' (I win/you lose).</p>	

<p>Passive Communication involves putting your needs last. You don't express your thoughts or feelings, or ask for what you want. When you use passive communication it feels like others are walking all over you because you don't assert your own needs. So, you bottle things up and might feel resentful. The assumption behind passive communication is.</p> <p>'My needs don't matter' (You win/I lose).</p>	
<p>Assertive Communication involves clearly expressing what you think, how you feel and what you want, without demanding that you must have things your way. The basic underlying assumption is 'We both matter - lets try to work this out'.</p> <p>Assertive communication increases your likelihood of getting what you want, avoiding conflict and maintaining good relationships (I win/you win). When you are assertive you can:</p> <ul style="list-style-type: none">• Express your own thoughts, feelings and needs.• Make reasonable requests of other people (while accepting their right to say 'no').• Stand up for your own rights.• Say 'no' to requests from others at times, without feeling guilty.	

HAVING DIFFICULT CONVERSATIONS (OR, THE 3 STEP CHA CHA)

Some situations call for the 3 step cha cha. Can you remember the steps?

First you say, hey listen can we talk about something

And then you say:

1. _____

2. _____

3. _____

B1: VIDEO TRANSCRIPT - STANDING UP FOR YOURSELF

So you're sailing
With your best friend
You're in a little boat
Out at sea
After a while the wind picks up
The waves get bigger
And before you know it a massive wave picks the boat up,
Flips it and throws it
With you and your best friend into the water
And you sink
But
The boats upside down
There's some air trapped in there
And you and your best friend can stick your heads up in the upside-down boat
and breathe
Even though you're deep underwater.
And your best friend turns to you and says..
Bob? (because you're names Bob), Bob?
Yeah Jerry?
Could you do something for me Bob?
Yeah Jerry.
Could you just hold your breath please?
What?
Could you just, like, not breathe?
Why?
Well, you know, there's only so much air in this boat, Bob. I'm going to need it.
To breathe, you know...
Oh.....
So if you could just... not.
Breathe the air?....
Yeh, thanks Bob. Please.
Oh...ok...Hang on- you're not more important than me!

Ah, friendship.
One thing there oughta be with friendship:
 You are not more important than me
 You are just as important as me. And what I need is not more important

Or less important than what I need.

Let's make pizza

Pizza! I love pizza!

I put on some tomato

Put on some cheese

Yeah! Love cheese!

I'm gonna put on some olives

Yum

Hey put on some anchovies.

What?

Let's put on some anchovies.

Um, I don't know, I don't really...

Come on, you've got to have anchovies, it's not pizza without anchovies

I kinda don't want anchovies

Look, I'm putting on the anchovies. Lots of anchovies

Uh. There's a space there without anchovies could you leave that

For some more anchovies - dug-dug dug-dug dug-dug dug-dug-

Stop-what do you do when what you need is being made not important?

Here's what you do:

Here's what you do, you stick your fist up and you sing

[sing] I don't wanna be here anymo----re

Um.. No you probably don't. Here's what you do, you say: you disrespecting me? You're a tool! A stupid salty furry fish-hating air-stealing tool.

Oooh...nup. Here's what you could do:

You say, so I been thinking,

We need to talk.

Something like that, to get a bit of discussion going.

And then you use the three-step combination

Now you're talking. Like a cha cha.

Ok sure like a cha cha. But it's cha cha cha. Three steps.

Ok. What's the first cha?

Ok so the first step is you say something like, I feel dah dah dah dah dah

I feel hurt and small, like you don't care about what I want

I feel frustrated and furious

Second cha

You say something like, when you dah dah dah dah dah
When you put anchovies all over the pizza and ignore that I didn't really want
to put anchovies on the pizza
Or, say we're in a capsized boat when you....tell me not to breathe

Uh-huh, then there's the third cha
And then the third cha
Cha cha cha
Third cha you say something like, next time I would like it if dah dah dah dah
dah
Next time I would like it if we split the pizza in half so you could have anchovies
on your half and I could have none
Next time I would like it if, instead of telling me not to breathe, we drowned
together
Ok that's not a good example

To recap;
When what you need is being made not important
First you say, hey listen can we talk about something
And then you say
I feel dah dah dah dah dah
When you dah dah dah dah dah,
And next time I would like it if dah dah dah dah dah

So hey gotta tell you something
Yeh?
I feel like crap when you call me stupid in front of our mates
Ah
And I would like it if you could just call me stupid in private, or preferably, not
at all
Got it. Sorry about that
Thanks

Now we're going to talk a bit about
Romance.
We've all been in and out of friendships for ages
Since we were little kids
But romance
The first flirtings with the idea of some kind of sexual relationship
That's something new

You may already be well and truly there
Or it may be a long long way away on the horizon
But whenever you start to go there
Even start to think about going there
Its new
And it can be like going to a new country

Where you don't know what the rules are
How to behave
How not to make a fool of yourself
Where you don't know the language
But there is a secret to this new country
There's a secret
And that secret is
This country is not really different at all
Even though there are all kinds of new feelings
And new situations
The customs of romance are the same as the customs of friendship.

The idea of the drowning friends in the upside down boat
Your needs are no less or more important than my needs
Yeh, that doesn't change
When the friends are not just friends but two people who have romantic or
sexual feelings for each other
It's the same.
Equal importance.
Say there's someone
You are kind of hanging out with
And they want to send 20 texts a day and talk every night
And you are feeling like
Woah with all the texting and the talking and I'm feeling suffocated it's too
much!
If that's not the kind of relationship you want
Or are ready for
That is perfectly fine
Just like eating anchovies all over your pizza
There's no rule that says you have to do what you aren't comfortable to do
Your needs are no less or more important than their needs.

Say there's someone you really like

And they've said, miracle of miracles, that they really like you too
And you're going to meet them behind the sheds after school
And you think, this is the day, we are so going to kiss today
Then you get there
Behind the sheds
And you reach for them and open your mouth and they
And they step away, they don't wanna do it
This is perfectly fine
Just like expecting someone to give you your air in an upside down boat
Their needs are no less or more important than your needs.

Sure there's uncertainty.

Confusion.

It is a new country.

And we don't know what the hell we're doing

But what we want to tell you is this:

Its good to act on your feelings

It is totally fine to set a limit when you're getting uncomfortable

It is good to try for what you feel you want

And if someone you're with has a different feeling

Wants something else

It is also totally ok

Remember if you don't know what to do

You're getting some kind of pressure and you're not sure what to do

Its always ok to ask for help

To talk to an adult

That's what they're for

Oh that's what they're for?

Yeah

We are all learning how to work this stuff out

The thing to remember

What you need and what I need?

Equal importance.