



Gold Seal Lesson

Author(s): Marsha Kucker			Lesson Title: Making Friends			
Grade Span			ICLE Application Model			
K-4	5-8 XX	9-12	A	B	C XX	D

Instructional Focus:

Listening –

Students listen for a variety of purposes appropriate to the grade level.

Speaking –

Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Language Arts Integration –

Students synthesize individual language arts skills.

Performance Task

1. Begin the session by writing the following quotation on the chalkboard and discussing with the students what the quote means to them.

- "People are lonely because they build walls instead of bridges."

2. Ask the class a few of the following questions:

- When is the last time you made a new friend?
- How did you meet them and who took the first step to get to know each other?
- Why did you become friends?

Spend time talking about what happens when people form a new friendship and ask students to share their experiences in meeting a new friend.

3. Next, discuss the following questions:

- Have you had times when you were afraid to make new friends?
- What do you think stops us from opening up to someone new?
- Is it important to be open to new friendships? Why?

Again spend time talking about why it is exciting or beneficial to meet new people. Also, discuss why it is difficult to meet new people at times. Some examples of the reasons why it's difficult include fear of rejection; fear of the unknown and of others based on prejudice.

4. Discuss what a "clique" is. One definition might be: "A clique is a group of friends that stick together and can sometimes exclude others." Ask students to make a list on the chalkboard or on paper identifying some of the characteristics of a clique and a gang. Some examples of a clique include: a group of people who have certain qualities in common, only certain people can belong to it, you have to be the "right" kind of person to get in. Some examples of a gang include a kind of clique where members may be involved in some form of antisocial or destructive behavior. Discuss the pros and cons of being a member of a clique or a gang.

5. End the discussion with the following question:

- How does a person get into a clique or gang?

Performance Task continued...

6. Choose five student volunteers to role-play a situation about new kids who have moved to town. Three students will be the "old" kids and two students will be the "new" kids. The setting might be the bus stop, school cafeteria, neighborhood park or shopping mall. They meet and size each other up and ask a few questions such as, "Aren't you new around here? I have never seen you before. Where do you come from? What school did you go to?" At this point the role-playing situation may be stopped to discuss in what ways the "old" kids might exclude the "new" kids. Then discuss ways the "old" kids might include the "new" kids. For example, they might ask them to sit with them on the bus, eat lunch, and hang out with them at the mall or just to meet in school.

This activity meets specific competencies and indicators as outlined in the National Career Development Guidelines.

ICLE Essential Skills

Follow oral or written directions. (ela 4)

Express opinions clearly and forcefully without interrupting or insulting others. (ela 16)

Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions. (ela 19)

Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)

Listen, comprehend and summarize essential information from a variety of sources such as speeches, plays, commercials, on radio and television, and political debates. (ela 25)

Make informed judgments about the content, organization, and delivery of spoken communication. (ela 32)

Gather information such as data, facts, ideas, concepts and generalizations from oral sources. (ela 51)

Analyze and evaluate a speaker's persuasive techniques. (ela 95)

Scoring Guide:

See attachment: Making Friends Chart

Keywords

English Language Arts	Mathematics	Science
Reading	Algebra	Earth Science
Writing	Geometry	Life Science
Communications Role play Discussion Listening	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	

Chart

Expectations	Exceeds	Meets	Approaches	Needs More Work
Follows Direction				
Offers Ideas				
Takes Turns				
Listens to Others				
Respects Other Opinions				
Class Participation				
Mastery of Content				