Level I - Lesson 2: Keeping It Real...Among Friends

Synopsis:
Students learn the characteristics of real friendships. This session will provide students an opportunity to define and understand the qualities of a real friend.

Objectives: Students will be able to:
- List the qualities of real friendships
- List the qualities that are personally important in friendships
- Demonstrate the ability to evaluate friendships

Activities:
I. Introduction to the Day (3 min)
II. Movie Acting & Discussion (15 min)
III. Brainstorming (5-10 min)
IV. Journaling (10 min)
V. Parent-Student Homework (5 min)
VI. Wrap-Up (2 min)
Optional Level I – Lesson 2 Quiz

Preparation: Newsprint:
- "Real Friend and Not A Real Friend"
- "A Real Friendship"
Preparation (continued):

Scripts:

Choose one of the following:

- 7 copies of "Jazmine Has a Secret" (female lead role version)
  OR
- 7 copies of "Jackson Has a Secret" (male lead role version, located in the Appendix.)

Handouts:

- Class set of Parent-Student Homework Activity - "Real Friends"

Supplies:

- Journals
- Pencils or Pens
Activity I: Introduction to the Day (3 min)

A. Remind students that in the last lesson they thought about the players, or people, who have an important role in their game.

B. Ask students who some of these important players are. Write responses on the board if available.

   Responses may include: friends, parents, teachers, etc.

C. Explain to students that in any game, it is necessary for players to “keep it real” with one another.

D. Ask students what they think it means for “players to keep it real with each other.” Write responses on the board if available.

   Responses may include: being honest, do the right thing, stay out of trouble, have healthy relationship

E. Explain to students that being real in relationships means being true to yourself and to your friends – treating your friends the way you want them to treat you.

F. Tell students that today we are going to talk about how to keep their friendships real.
Activity II: Movie Acting & Discussion for "Jazmine Has a Secret" (female lead version) (15 min)

[Note: If a version with a male lead is preferred, the class can use "Jackson Has a Secret" instead. It is located in the Appendix.]

A. Explain to students that some lessons will have activities where students will “act out” a movie and then talk about the characters’ situations.

B. Tell students that today you need five students to be actors in the movie called "Jazmine Has a Secret."

C. Ask students to raise their hands if they want to be an actor in this movie.

D. Select three females and assign them to one of the following roles: Alicia, Gaby, Jazmine.

E. Select two males and assign them to one of the following roles: Jose, Narrator.

F. Pull the “actors” aside to prepare them for their roles.

G. Pass out the movie script to each actor.

H. Tell the narrator and actors to read the script and practice acting out their lines.

I. Tell the actors and narrator that after you, the teacher, read “Setting the Stage,” they should go to the front of the room and act out the movie.

J. Explain to the remaining students that while watching the movie they should look at how each person in the movie treats the others.

K. Explain to the students that they will answer some questions about the characters after the movie is over.

L. Read “Setting the Stage” to the students.

M. Have the actors come to the front of the classroom and act out the movie.

N. Thank the students for starring in "Jazmine Has a Secret." Have the class give them a round of applause and let the actors sit down.
O. Ask the students the following questions about the movie.

**Did Jose keep it real with his friends? Why or why not?**

*Some possible answers include:*

Jose wanted to respect Jazmine and Gaby by not asking what the secret was.

Jose did not want the girls to betray their friend by gossiping.

Jose tried to help Gaby out by telling Alicia that Jazmine would tell her the secret if she wanted her to know.

**Did Alicia keep it real with her friends? Why or why not?**

*Some possible answers include:*

Alicia wasn’t very supportive of her friends.

Alicia wanted to find out the secret.

Alicia was yelling and pressuring her friends.

**Did Gaby keep it real with her friends? Why or why not?**

*Some possible answers include:*

Gaby was supportive of Jazmine and her problem.

Gaby did not pressure Jazmine into telling her what was wrong.

Gaby tried to not tell her other friends Jazmine’s secret.

P. Explain to the students that they don’t know if Gaby told Alicia the secret or not.

Q. Ask the class the following questions:

**How do you think Jazmine would feel if she knew Gaby was spreading the secret?**

*Some possible answers include:*

She would feel betrayed.

She would not want to talk to Gaby about her problems again.
She would feel angry that Gaby would want to spread a rumor that might be harmful to Jazmine’s sister.

If Gaby told the secret would she be keeping it real with her friend Jazmine?

Response should be no.

How do you think Jazmine would feel if she knew Gaby kept her secret?

Some possible answers include:
She would feel like Gaby really cared about her.
She would feel safe and know she can depend on Gaby when she has a problem.
Lesson 2

Keeping It Real...Among Friends

Activity III: Characteristics of a Real Friendship (5-10 min)

A. Tell students that the movie they have just watched is an example of different relationships between friends.

B. Ask students which friend in the movie kept it real with their other friends? (Jose) Explain to students that Jose was a real friend.

C. Tell students that now they are going to think about the differences between characteristics of a real friendship and one that is not so real.

D. Put up the Newsprint: "Real Friend/Not a Real Friend."

E. Ask students to brainstorm positive qualities or characteristics of a “real friendship.”

F. Write student responses on the left hand column under “Real Friendships.”

   NOTE: If a student provides a characteristic that is questionable or fits under “Not a Real Friendship,” have the students provide examples. If it is still questionable, ask the class which column they think that the response belongs under. After a brief discussion, write it under the appropriate column or place a question mark by it if it’s difficult to determine where to place it.

G. Ask students to brainstorm negative qualities or characteristics of a “not a real friendship.”

H. Write student responses on the right hand column under “Not a Real Friendship.”

   NOTE: If students do not say them, add opposites of the listed real friend characteristics, so that they can see the contrast, as in the examples on the next page.

I. Show the definition of a real friendship using the Newsprint: "A Real Friendship."

J. Ask the class to read out loud the definition of “A Real Friendship.”

   A Real Friendship: A real friendship is when two people trust, respect, and listen to each other, and both people
support each other’s right to say yes or no at any time for any reason.

K. Ask students if they agree with this definition. Why/why not? What part of this definition is most important?

**NOTE:** Using a few examples, show student how the characteristics they just brainstormed fit into the definition displayed on the poster.

L. Remind students that an important part of keeping their game real is to make sure the friends they have treat them right.
Activity IV: Journal Activity (10 min)

A. Tell students to get out their It’s My Game journals. Tell students to turn to pages 4 and 5.

B. Remind students that in the last journal activity they wrote about the players who are important in their life.

C. Explain to students that today they will think about players who they believe are real friends.

D. Tell students to keep these friends in mind and to answer the following questions in their journal:

   On page 4, answer the question “Why do you consider these people to be real friends?”

   On page 5, answer the question “What are some ways that you are a real friend?”

E. Remind students that when writing in their journals they should not write down any of their friends’ names.

F. Give students six minutes to finish this activity. Tell students that if they finish early they can write or draw in the back of their journals.

G. Ask students if anyone wants to share what they wrote in their journals, stressing that no one has to share.

   NOTE: If students want to share, remind them NOT to say any of their friends’ names. Take only a few responses and thank them for sharing their thoughts and feelings with the group.

H. Compliment and re-enforce the students for thinking and writing about their friendships.

I. Ask students to put their journals away.
Activity V: Parent - Student Homework  
(5 min)

A. Explain to students that throughout the program they will be doing some activities at home.

B. Tell students that these activities will give them the opportunity to talk to their parent(s) or another trusted adult about things they are learning in the program.

C. Explain the take-home activity guidelines. They are:

   The student should do the activity with their parent or caregiver. If this is not possible, they can talk to another adult (aunt, uncle, older sibling, etc.).

   Each activity will take about 10 minutes to do.

   There will be a space where the student and parent can sign to show they have completed the activity. This slip should be returned when the activity is due.

J. Pass out the parent-student activity "Real Friends."

K. Explain to the students today’s take-home activity:

   The student should ask their parent or caregiver about a real friend he or she had at the student’s age (around the age of 11 or 12).

   The student and parent should discuss three reasons why the person was a real friend to his or her parent.

   Remind students to have their parent or caregiver sign the bottom of the activity to show that the activity was completed.

L. Ask students if they have any questions.

M. Remind students that this activity will be due ______ (when Lesson 4 will be taught).
Activity VI: Wrap-Up

A. Ask students what a real friendship is. Take a few responses that reflect the positive qualities of a real friend.

B. Explain to students that you agree with them, these are some important characteristics of a real friendship.

C. Read the definition of a real friendship.

D. Remind students that real friends will help them keep their game real.

E. Tell students that in the next class they will be using computers to learn more about real and not-so-real friendships.

F. Remind students to complete the take-home activity with their parent or caregiver.

G. Thank the students for their participation and let them know you look forward to seeing them next time.

Optional: Administer Level I – Lesson 2 Quiz (located in the Appendix)
### Newsprint: A Real Friend/Not A Real Friend

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Real Friendships

A real friendship is when two people trust, respect, and listen to each other, and both people support each other’s right to say yes or no at any time for any reason.
Script: Jazmine Has A Secret

Jazmine Has A Secret
(female lead role version)

[Note: If a version with a male lead is preferred, the class can use "Jackson Has a Secret" instead. It is located in the Appendix. ]

Setting the Stage:
Two friends, Jazmine and Gaby, are on their way to lunch and are discussing a secret that Jazmine has about her sister. After Jazmine finishes lunch, Gaby hooks up with two other friends of theirs. Watch to find out if Gaby and the others are real friends to Jazmine.

Narrator: Jazmine and Gaby are walking to the lunchroom. Jazmine is walking slowly, head down, and looking a little sad and upset.

Gaby: What’s the matter with you?

Narrator: Jazmine shrugs her shoulders and shakes her head.

Jazmine: Nothing.

Gaby: Come on, I know something’s wrong. Tell me about it.

Narrator: Jazmine looks a bit doubtful.

Jazmine: Well... Can you keep a secret?

Gaby: You know me. I’m not a snitch.
Narrator: Jazmine and Gaby approach a table in the lunchroom. Jazmine throws her bag on the table and slumps down into a chair.

Jazmine: All right, but you gotta promise you won’t tell anybody.

Gaby (rolls her eyes and says firmly): I won’t.

Jazmine: Ok, well last night my sister told me that she thinks she’s pregnant.

Gaby: Really? Isn’t she only 15?

Jazmine: Yeah, and she doesn’t know what to do. Her boyfriend broke up with her, and she can’t tell our mom because she’ll be mad.

Gaby (gives Jazmine a hug): Oh. I’m sorry. That really sucks.

Jazmine: Yeah, I know. She’s really scared and doesn’t know what to do.

Narrator: Jazmine sees their friends Alicia and Jose approaching the table. She waves.

Jazmine: Listen, don’t tell anyone about this. My sister doesn’t want it to get out, and she really doesn’t want her friends to know.

Gaby: Ok, I won’t. I promise.

Jazmine and Gaby: Hey Alicia. Hey Jose.
Narrator: *Jazmine gets up from the table, as Alicia and Jose sit down with their lunch.*

Jazmine: See you all later.

Narrator: *Jazmine half-heartedly waves and walks away. She still looks worried and sad.*

Alicia: What’s up with Jazmine?

Gaby: Nothing, she’s just having a bad day.

Alicia: Yeah, right. I saw the two of you over here talking. Something looked wrong. What is it?

Gaby: Well, something is going on, but I promised Jazmine I wouldn’t talk.

Narrator: *Alicia is becoming really upset and starts to raise her voice. Gaby is getting nervous.*

Alicia (uses a louder voice): Oh, come on, spill it.

Gaby: Well...

Jose: Hey Gaby, if Jazmine told you not to say anything, then maybe you shouldn’t.
Alicia (uses an even louder voice and puts her hand in front of Jose’s face): What? Hold it, Jose. (Puts her hand on her hip) I’m Jazmine’s friend too, and I need to know what’s going on with her.

Jose: Man, you need to chill. Why are you getting into her business? If Jazmine wants you to know, don’t you think she’d tell you?

Alicia: Shut up Jose. (Turns to look at Gaby). I told you, spill it.

Jose: I’m outta here. See ya Gaby.

Narrator: Jose is really mad and leaves. Alicia is still waiting for an answer from Gaby.

Gaby (looks a little scared): Well...