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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Human Services |
| **Course Name** | Interpersonal Studies |
| **Lesson/Unit Title** | Why Can’t We Be Friends? – Developing Relationships |
| **TEKS Student Expectations** | **130.275 (c) Knowledge and Skills**  (6) The student analyzes relationship development outside the family. The student is expected to:  (A) Explore ways to promote positive friendships;  (B) Assess the influence of peers on the individual;  (C) Determine appropriate responses to authority figures; and  (D) Propose ways to promote an appreciation of diversity. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Students will:   * Compare and contrast their unique characteristics with those of their classmates * Reflect on how peers commonly choose friends similar to themselves * Compile the characteristics of an ideal friend that would be a healthy venue for a positive friendship * Create a Friendship Circle to analyze their friendships and how they influence their lives |
| **Rationale** | We can choose to develop positive, supportive friendships or negative, destructive relationships. Learning to distinguish between the two can help shape us into the people we want to become. In this lesson, we will be learning about relationship development. |
| **Duration of Lesson** | Three 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Acquaintance:** Knowledge of a person acquired by a relationship less intimate than friendship  **Autonomy:** Independence or freedom  **Dynamic:** Of or relating to energy or to objects in motion  **Friendship:** The state of being a friend  **Multi-layered:** Having several different viewpoints  **Peer:** A person who is equal to another in abilities, qualifications, age, background, and social status  **Similarities:** An aspect, trait, or feature like or resembling another  **Social norms:** Rules society or groups use for appropriate and inappropriate values, beliefs, attitudes, and behavior  **Socioeconomic status:** The combination of social and economic factors |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for multimedia presentation * Computers with Internet access (be sure to follow district guidelines)   **Materials:**   * Props which symbolize activities/events where students would gather with friends such as:   + Concert ticket stubs   + Empty soft drink cup from the local hang out   + Football   + Movie popcorn container   + Movie ticket stubs   + MP3/IPOD player   + Shopping bags from a local mall   + Small toy car/truck (to symbolize riding around with friends)   + Soccer ball * Copies of handouts   **PowerPoint:**   * Why Can’t We Be Friends?   **Technology:**   * Free iPad App:   + Messenger Social Networking<https://itunes.apple.com/us/app/messenger/id454638411?mt=8> * Infographic:   + Dr. Seuss Infographic 30 Dr. Seuss quotes that can change your life.<http://www.friendship-quotes.info/inspirational-quotes/30-dr-seuss-quotes-that-can-change-your-life-infographic/> * TEDx Talk: * Gabriel Barcia-Colombo: Capturing memories in video art Using video mapping and projection, artist Gabriel Barcia-Colombo captures and shares his memories and friendships. At TED Fellow Talks, he shows his charming, thoughtful work — which appears to preserve the people in his life in jars, suitcases and blenders.<http://www.ted.com/talks/gabriel_barcia_colombo_capturing_memories_in_video_art>   **Graphic Organizers:**   * Facts and Feelings about Friendships * Friendship Circle * Quickwrite   **Handouts:**   * Rubric for Article |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Display props in the center of the classroom so that students may view as they are seated.  Begin discussion with your students by asking five of the following questions:   * Can you relate to these props and how does it influence what you do with your friends? * Where is a good place to be with your friends? Where do you meet and what do you have in common? * What quality do you admire the most about your friends? How does that quality influence your friendship? * What behavior of others hurts you most? When you have upset someone by your actions, what do you try to do? * What do you consider to be your good and bad qualities? * What qualities help you to have good relationships with others? * What was your best friendship? Are you still friends with him or her? What life lessons did you learn from this relationship? * Do you tell your best friend everything? * Do you have a close group of friends? * What do you usually do together? * Is it easy for you to make friends?   Allow time to share their answers. |
| **Direct Instruction \*** | Introduce lesson objectives, terms, and definitions.  Introduce PowerPoint Why Can’t We Be Friends?  Discuss the common Quote/American Proverb “Birds of a feather flock together “and whether or not they agree with this sentiment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing peer tutoring * allow extra time for completion of assignment |
| **Guided Practice \*** | Distribute graphic organizer, Facts, and Feelings about Friendships and have students complete the four facts about friendship. Discuss results.  The class will then discuss and record four feelings in response to these facts.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * students will work with a peer tutor * allow students extra time to complete the assignment. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Students will write a newspaper article about how to build positive friendships. They will present the article during lesson closure and will be assessed by Rubric for Article. Students will use the online Newspaper Clip Generator to publish their article. <http://www.fodey.com/generators/newspaper/snippet.asp>  Distribute the Quickwrite and students will complete it to identify various types of activities they enjoy participating in. They will then identify friends that they have that they enjoy participating in these activities with. Allow students time to fill out the chart.  Distribute the Friendship Circle and students will complete it to appraise their current friendships. They will use the diagram to reflect on how their friendships influence their lives.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * students will work with a peer group, * students will answer the questions verbally, think-pair-share |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Students can volunteer to share their newspaper article.  After they read their articles, ask students their opinions how their friendships been positive and dynamic. |
| **Summative/End of Lesson Assessment \*** | Students will be assessed with the Rubric for Article to grade the newspaper article.  Students will each write a one-page personal reflection on what they learned from this lesson and how they plan to use the information now and in the future.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * grading according to work done * providing praise and encouragement |
| **References/Resources/**  **Teacher Preparation** | **Images:**   * Microsoft Clip Art: Used with permission from Microsoft®.   **Websites:**   * NebGuide- Friendships, Peer Influence, and Peer Pressure During the Teen Years. Friendships are very much an important aspect of the teen years. Understanding the nature of peer influence can help support youth as they enter into this period and follow the path towards close friendships that are hallmarks of adolescence.<http://www.ianrpubs.unl.edu/sendIt/g1751.pdf> * Newspaper Clip Generator  Create a newspaper article by entering information.<http://www.fodey.com/generators/newspaper/snippet.asp> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word Walls and sentence starters * Define words in bold together, post definitions in classroom for reference |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Current Events: Assign student to read about friendships. Information can be found in newspaper articles, magazines, journals, and online print.  Suggestions:   * NebGuide- Friendships, Peer Influence and Peer Pressure During the Teen Years Facts about peer friendships.<http://www.ianrpubs.unl.edu/sendIt/g1751.pdf> * Psychology Today Can boys and girls be friends?<http://www.psychologytoday.com/blog/growing-friendships/201108/can-boys-and-girls-be-friends> * Psychology Today 10 signs a child is in a toxic friendship and how you can help.<http://www.psychologytoday.com/blog/because-im-the-mom/201306/10-signs-child-is-in-toxic-friendship-how-you-can-help>   Encourage students to connect reading to their life experiences or prior knowledge. |
| **Quotes** | Birds of a feather flock together. **-American Proverb**  Without wearing any mask, we are conscious of, we have a special face for each friend. **-Oliver Wendell Holmes, an American Civil War veteran and associate justice of the U.S. Supreme Court**  Don’t walk behind me; I may not lead. Don’t walk in front of me; I may not follow. Just walk beside me and be my friend. **-Albert Camus** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * I am a good friend because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * My ideal friend is someone who is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Friendships are important because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   **Writing Strategy:**   * RAFT (Role/Audience/Format/Topic) writing strategy:   + Role: Friend   + Audience: Acquaintance   + Format: Letter   + Topic: Renewing old friendships |
| **Communication**  **90 Second Speech Topics** | My ideal friend is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I use social media as a friendship network because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Interview family members about their childhood friends. What made their friendship special and meaningful? Are they still friends to this date? Why or why not?  Research songs which have a theme of friends or friendship.  **Human Services – Interpersonal Studies Writing Prompts**  Think about various ways to promote an appreciation of diversity. Write an essay in which you propose a way to promote an appreciation of diversity. (10th and 11th grade persuasive writing)  **TED Talks:**  TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. At a TEDx event, TEDTalks videos and live speakers combine to spark deep discussion and connection in a small group. These local, self-organized events are branded TEDx, where x = independently organized TED event.  The video below is related to this lesson. Allow students to view the video, and lead a discussion concerning the TED Talk.   * Gabriel Barcia-Colombo: Capturing memories in video art Using video mapping and projection, artist Gabriel Barcia-Colombo captures and shares his memories and friendships. At TED Fellow Talks, he shows his charming, thoughtful work — which appears to preserve the people in his life in jars, suitcases and blenders.<http://www.ted.com/talks/gabriel_barcia_colombo_capturing_memories_in_video_art> |
| **Family/Community Connection** | Create a survey and interview family members that had a close friend(s) as a childhood. Include specific activities, social events, and personal influences of the friendship. |
| **CTSO connection(s)** | **Family, Career, Community Leaders of America (FCCLA)**  <http://www.texasfccla.org>  Star Events:   * Hospitality, Tourism, and Recreation is an individual or team event that recognizes participants who demonstrate their knowledge of the hospitality, tourism, and recreation industries and ability to translate their knowledge into a hypothetical or real business. * Lesson is preparation for Hospitality LEO test. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to the lesson. For additional information on service learning see:<http://www.ysa.org>  Possible idea: Students will identify a Big Brother/Big Sisters Organization to help and contact the general manager to discuss the service learning project |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)