

Title: True Friends	Catchphrase: True friends let you be you - He taonga nga hoa pono	Value: Friendship
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Health & PE

RELATIONSHIPS WITH OTHER PEOPLE

Students will;

- L2: *Relationships*: Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.
- L3: *Interpersonal skills*: Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these.
- L4: *Relationships*: Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses.

Values: Students will be encouraged to value... <input checked="" type="checkbox"/> Excellence <input type="checkbox"/> Innovation, inquiry, and curiosity <input type="checkbox"/> Diversity <input type="checkbox"/> Equity <input type="checkbox"/> Community and participation <input type="checkbox"/> Ecological sustainability <input checked="" type="checkbox"/> Integrity <input checked="" type="checkbox"/> Respect	Key Competencies <input type="checkbox"/> Using Language, Symbols and Text <input type="checkbox"/> Thinking <input checked="" type="checkbox"/> Participating and Contributing <input checked="" type="checkbox"/> Relating to Others <input checked="" type="checkbox"/> Managing Self	Other Curriculum Links
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	Mashy GFX	Catchphrase	Brain Thoughts
Activities	<ul style="list-style-type: none"> • Discussion prompts • Friend or Not 	<ul style="list-style-type: none"> • Discussion prompts • Colouring page • What makes a 'True Friend'? 	<ul style="list-style-type: none"> • Discussion prompts • Am I a 'True Friend'?

Activity Breakdown

These activities are grouped with the relevant videos, however they could be used at anytime. The Chat Prompts repeat some general questions with a few questions being specific to the video clip.

Mashy GFX

- Chat Prompts: *We are learning that we all have thoughts and opinions about what we watch, see and hear.*

Either as a large group, several small groups or pairs, allow students to respond to these prompts for discussion.

(See attached sheet - a)

- Give them the boot: *We are learning to identify people who are not a 'true friend' and investigating ways to respond effectively and appropriately.*

Students sort the scenarios into the appropriate category, either Friendly OR Not! After choosing one of the NOT friendly scenarios they write a possible response that would be appropriate. Allow students to share their responses within groups, and to discuss the effectiveness and appropriateness of each others responses.

(See attached worksheet - b)

Catchphrase

- Chat Prompts: *We are learning that we all have thoughts and opinions about what we watch, see and hear.*

Either as a large group, several small groups or pairs, allow students to respond to these prompts for discussion.

(See attached sheet - c)

- Colouring Page: *We are learning to promote the value of true friends.*

Students can use the given colouring page or design and create their own poster to help promote the value of true friends.

(See attached sheet - d)

- Recipe for the True Friend: *We are learning to identify the characteristics of a true friend.*

Students use the template provided to create a recipe for a true friend being sure to add the elements that make a true friend 'true'.

(See attached sheet - e)

Brain Thoughts

- Chat Prompts: *We are learning that we all have thoughts and opinions about what we watch, see and hear.*

Either as a large group, several small groups or pairs, allow students to respond to these prompts for discussion.

(See attached sheet - f)

- Friendship Report Card *We are learning to recognise and evaluate 'true friend' qualities in ourselves.*

Students use the 'report card' to grade their 'true friend' qualities and evaluate what kind of friend they are.

(See attached worksheet - g)