



C2.

HELPING MY FRIENDS STAY ON TRACK

WORD WALL

Advice: A recommendation regarding a decision or a course of action

Pro: An argument or evidence of the positive

Con: An argument or evidence on the negative side

INTRODUCTION

It is important for students to understand that they do not travel alone along the road to their future and that they can rely on their copilots.

PREVIEW ACTIVITY

This activity should be given 1-2 days prior to the in-class lesson. Explain to students that they will start a new lesson that requires them to gather information from their home or community and bring it to the classroom. (See *handout*)

- ➡ Distribute *Getting Advice* and explain instructions to students.



TARGET AUDIENCE

Students grades 4 through 8



45 MINUTES



MATERIALS NEEDED

- Preview Activity Handout: *Getting Advice*
- Lesson Handouts: *Getting Advice from Where?* and *Helping My Friends Stay on Track*
- Reflection Activity Handout: *Learning through Helping Others to Reach My Goals*

LEARNING GOALS

- ➡ Students will explore the pros and cons of getting advice and support from copilots.
- ➡ Students will explore specific ways in which they will help their peers stay on track and on the road to their future.

- ➡ As you begin the in-class lesson, have students share (as individuals or within small groups) what they discussed and learned in their Preview Activity.
- ➡ You may wish to add value by collecting ideas generated and distributing them to students as a resource.

ACTIVITIES

Part 1: Helping My Friends Stay on Track



10 minutes

- ➡ Discuss and review the Preview Activity.

Part 2: Getting Advice from Where?

 15 minutes

- ➔ Share with students that when they face challenges along the road to their future, they may feel lost, confused or frustrated. During these times, they need to ask for support.
- ➔ One decision students will have to make is whether to ask peers or adults for help. Hand out *Getting Advice from Where?* and explain how to fill out the chart — you may wish to put an example on the board.
- ➔ Ask students to give you pros and cons of seeking advice and support from peers or adults. (You may need to define *pro* and *con* for your students.) Summarize answers, provide any additional important reasons not mentioned by students, and explain that along the road to their future they will need to seek support from both their peers and trusted adults

Part 3: Helping My Friends Stay on Track

 20 minutes

- ➔ Ask students to share a challenging situation which they could discuss with friends or create your own

with the help of the samples below. Peer pressure supporting either good or bad choices is a possible focus for these situations. Have students act out these scenarios in front of the class.

- Situation 1: While checking your e-mail at your friend's house, you find a message with inappropriate pictures of a classmate. You are not sure who sent the e-mail, but it asks you to forward to more friends. When you show your friend the pictures, your friend is just as shocked as you are and asks if you should forward the message to others.
- Situation 2: Your final group research paper is due in a few days and your group hasn't started. While looking for books at the library, your research group is approached by another classmate. This classmate shows you several old research papers written by a cousin at another school. Your classmate offers one of the research papers to your group and says, "Don't worry, there is no way our teacher will find out. My group is doing the same thing!"
- Situation 3: About a month ago, you began receiving messages from one of your new online friends asking you inappropriate questions and sending you inappropriate pictures. Although the messages



bothered you, you responded by ignoring them and avoiding this person at school. You have even begun to eat lunch in your teacher's classroom. Over the past week, this same classmate has begun sending you inappropriate text messages. One of the text messages threatened to harm you if you do not respond. Although you now feel unsafe and want the harassment to stop, you are afraid that if you tell your parents they will take away your computer and cell phone.

- ➔ Distribute the *Helping My Friends Stay on Track* handout, review instructions, and allow time for students to complete it.
- ➔ Have students share their responses with the group.

REFLECTION ACTIVITY

- ➔ Thank students for their participation in the lesson and talk about how important it is for them to share their discoveries with significant people in their lives.
- ➔ Explain to students that this activity will allow them to share the information they explored at school with their copilot. In addition, the assignment will allow them to reflect on the topic a bit further.
- ➔ Distribute *Learning through Helping Others* and explain the instructions to students. (See handout)

RESOURCES

- ➔ Teacher Planet
 - <https://www.teacherplanet.com/content/friendship>
- ➔ CK-12
 - <https://www.ck12.org/student>

CURRICULUM AND SKILLS STANDARDS

- ➔ Standards for the English/Language Arts: 3, 4, 5, 6, 7, 9, 11, 12
- ➔ National Standards for Social Studies Teachers:
 - Culture
 - Time, Continuity and Change
 - People, Places and Environments
 - Individual Development and Identity
 - Individuals, Groups and Institutions

See *Appendix A* for complete curriculum standards descriptions.



HANDOUT: GETTING ADVICE



NAME

Take a moment to talk to one of your copilots or someone else you trust about a time they needed advice to make a decision. Whoever you choose will be your copilot for this activity. Be sure to thank your copilot for supporting you.

QUESTIONS FOR YOU TO ASK YOUR COPILOT:

1. Can you remember a time when you needed advice to make a decision?

2. Who did you ask for help? Why did you choose that person?

3. Was the advice helpful to you? Why or why not?

4. Do you think you would have received better advice if you had asked someone of a different age (for example, a friend rather than a parent — or the opposite)?

HANDOUT: GETTING ADVICE FROM WHERE?



NAME

What are the pros and cons of getting advice from adults and peers (or friends) in your life? Please fill out the chart with pros and cons of getting advice from both groups of people.

	PEERS	ADULTS
PROS		
CONS		

HANDOUT: HELPING MY FRIENDS STAY ON TRACK



NAME

As you grow up, you and your friends will go through a lot together. Peer pressure can encourage people to make bad choices. Peer pressure can also help people make good choices.

How do you plan on making sure your friends stay on the road to their future?

1. Things I will do:

2. Things I will not do:

3. Things I will say:

4. Things I will not say:

HANDOUT: LEARNING THROUGH HELPING OTHERS



NAME

Take a moment to talk to one of your copilots or someone else you trust. Discuss a time in which they helped a friend stay on track. Whoever you choose will be your copilot for this activity. Be sure to thank your copilot for supporting you.

QUESTIONS FOR YOU TO ASK YOUR COPILOT:

1. Was there ever a time you helped a friend stay on track?

2. What did you do?

3. What did you learn about the importance of helping friends stay on track?
