

## C2. Helping My Friends Stay On Track



### 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.

### 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.

### 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*

### 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.)

1. Distribute *Getting Advice* and explain the instructions to students.
2. 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.
3. You may wish to add value by collecting ideas generated and distributing them to students as a resource.

### 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

## 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)

1. 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.
2. 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.
3. 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)

1. Ask students to volunteer a situation involving a challenge for students to discuss with their 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 really 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.
2. Distribute the *Helping My Friends Stay On Track* handout, review instructions, and allow time for students to complete it.
  3. Have students share their responses with the group.

## Reflection Activity

1. 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.
2. 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.
3. Distribute *Learning through Helping Others* and explain the instructions to students. (See handout.)

## References and Resources

- <http://www.teacherplanet.com/resource/friendship.php>
- <http://atozteacherstuff.com/Themes/Friendship/>

## Curriculum 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 3 for complete curriculum standards descriptions.