



## Module 2: FRIENDS

### CONTENTS

<b>Page</b>		<b>one to one</b>
1	topic one	to the teacher
4	topic two	to the teacher
5		worksheet 1 – <b>Fragile – handle with care</b>
6		worksheet 2 – <b>Mending situations?</b>
7	topic three	to the teacher
9		worksheet 3 – <b>All I want is love</b>
11		resource sheet 1 - <b>100% pure - no additives</b>

---

		<b>within groups</b>
13	topic four	to the teacher
14	topic five	to the teacher
15		worksheet 4 – <b>Be yourself</b>
17		resource sheet 2 – <b>Facing the truth</b>
19	alternative topic five	to the teacher
20	topic six	to the teacher
21		worksheet 5 – <b>Walk tall</b>
23		resource sheet 3 – <b>You'll never walk alone</b>



## Module 2: FRIENDS

topic one – **one to one**

### to the teacher

This topic examines what we value in our friendships, the qualities which create them and help them to last. Each member of a group of friends has something special to contribute. It is through our relationships with other people that we achieve our full human stature. In this topic the building of friendship is likened to the building of a house.

You will need to give each member of the class an A4 sized sheet of paper for **The House of Friendship** activity as well as a smaller piece for the fun quiz.

---

### topic development

Ask the class:

What do we mean by friendship? Do we need friends?

What happens to people who have no friends? Has anyone had that experience?

Help them through these questions and others, to explore the different kinds of friendships they have experienced or would like to experience.

### Quick fun quiz

Give the pupils the small piece of paper on which to write the numbers 1 - 5. Stress that what you want is their immediate **honest** response and not necessarily the 'right' answer. Read out each statement and the choices. Give them time to write down the letter which most closely represents what they would do in the circumstances described. You may need to read each statement and choice a couple of times. Do not give them time to consider in any depth.

1. **I like people when**
  - a they are fun to be with
  - b they always agree with me
  - c they include me as one of their group
  
- 2 **I choose as friends people**
  - a with whom I can get my own way
  - b with whom I can be myself
  - c whose good opinion I want

- 3 **The best way of keeping a friendship is**  
 a shutting out everyone else  
 b always doing what my friend wants  
 c keeping confidences
- 4 **Being good friends with a person of the opposite sex means**  
 a kissing and cuddling a lot  
 b being honest with each other  
 c always trying to please him/her
- 5 **I am guided by my friends**  
 a always, in what I wear, whether or not I can afford it  
 b sometimes, in what I do, whether or not I think it is right  
 c never when I think what they suggest is wrong

Ask them to tick or cross the following answers and tot up their total.

**1a 2b 3c 4b 5c**

**Assessment of the quiz:**

If you have scored:

- |                |  |
|----------------|--|
| <b>under 2</b> | Your honesty can help you to be a better friend than you are |
| <b>2 - 4</b>   | You are a good friend but there is room for some improvement |
| <b>5</b>       | Amazing! You are either a saint or a hypocrite               |

Give out the blank piece of A4 paper to each person. On the board or flip chart draw a class **House of Friendship** as you take each step of this process with the class.

Make clear that the house should take the whole page with the narrow side at the top and bottom:

**one:** draw a long narrow space at the bottom of the page which is the foundation stone within which each person should write his/her name on their own paper. You can write the name of the class on yours.

**two:** draw two outside walls, divide that space into half horizontally and draw in a couple of windows and a door.

**three:** ask the class to draw bricks and write in them the values or qualities they reckon to bring to their friendships with others. Give them plenty of time to do this on their own. It is important that obvious peer pressure does not come in here.

**four:** elicit from different members of the class words they have written and fill bricks on the house you are drawing on the board. Write every word suggested until your bricks are full. If a member of the class or you feel explanation is called for then discuss it and encourage the class to come to an agreement before adding it. Remember this is the class friendship house not yours.

**five:** ask them now to fill in bricks on the upper floor with values and qualities their friends bring to them.

**six:** again ask for words which you can add to the class house.

**seven:** what holds the bricks together? Cement - what is the cement of a good friendship? It may have several ingredients. What holds these dry ingredients together? Water (communication - interaction if these have not already been mentioned.)

**eight:** draw the roof. A roof is needed on a house to protect it from the damage of rain, snow, storms and even too hot sun can cause. What are some of the things which can cause damage to friendships? Draw arrows like rain coming onto the roof and name each one as the class make their suggestions. Encourage them to write these onto their drawing.

**nine:** What can now be placed into the roof as protection/insulation? Write these in the space between the house floors and the roof.

**ten:** every house has doors and windows. What are they for? Ask each person to consider whether theirs are going to be open or closed? Why? Ask them to write over the page why they want to keep them closed or open or even sometimes one and sometimes the other with an explanation.

They could also write now what they have learnt about friendship from this activity and what they want to change in their own relationships. A small group discussion may be helpful after this so that they can learn from each other's experience and decisions.

**We suggest that the Class House of Friendship is, (if necessary copied and) put up on the classroom wall as a permanent reminder of their agreed values.**



## Module 2: FRIENDS

topic two – **one to one** (continued)

### to the teacher

Sometimes friendships break up. This topic looks into the reasons why this happens and how friendships can be mended. Forgiveness is a very important element in this. However, there is also the need, at times, for friendships to change, as young people discover who they are and what interests them. This change of friendships is healthy, but it is sad if anger and bitterness are caused by it. If you are doing this topic in an R.E. lesson you could talk about drawing on God's wisdom for solutions and scriptural examples of friendships.

Before the lesson, you will need to make enough copies of page 7 for the number of groups into which you will divide the class, as well as **worksheet 1** (page 5) **Fragile - handle with care** for everyone.

---

### topic development

Divide the class into groups of about five people. Ask them to discuss and then answer question 1 on **worksheet 1** (page 5) **Fragile - handle with care** using their own experience.

When the groups have obviously finished this, give each a copy of **worksheet 2** (page 6). Ask them to talk over each suggestion and decide from their own experience whether it would work and why. They can add their own ideas.

They should then answer question 2.

When there has been enough time, bring the class together and let each group read out their lists. See what agreement there is on the way to mend friendships and discuss the importance of forgiveness.

Then discuss as a class whether it is a good idea to change friends and why they do. How can this happen without bad feeling?

Finally, possibly to be done at home, they should consider question 3 on the worksheet.

# FRAGILE – HANDLE WITH CARE

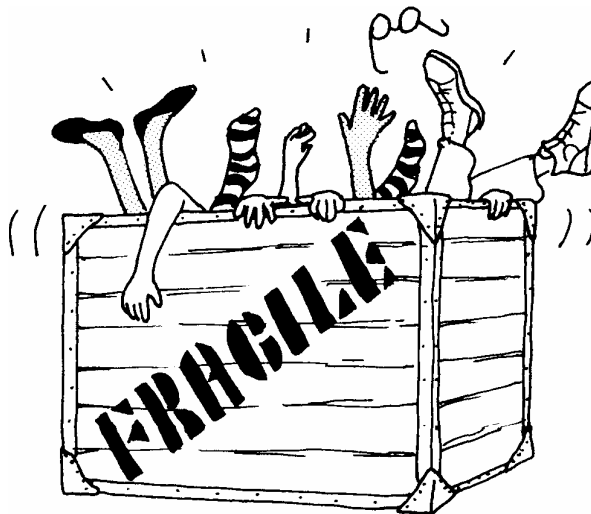
R2-M2-worksheet 1

1) Write a list of the kind of things which break friendships

2) Write down what you think are the best ways of mending a friendship that has broken

3) **To think over and act on.**

Is there bad feeling between you and someone who used to be a good friend? If so, think through what you can do about it and when



## MENDING SITUATIONS?

You decide to listen and try to understand the other person's point-of-view.

You apologise for where you have been wrong.

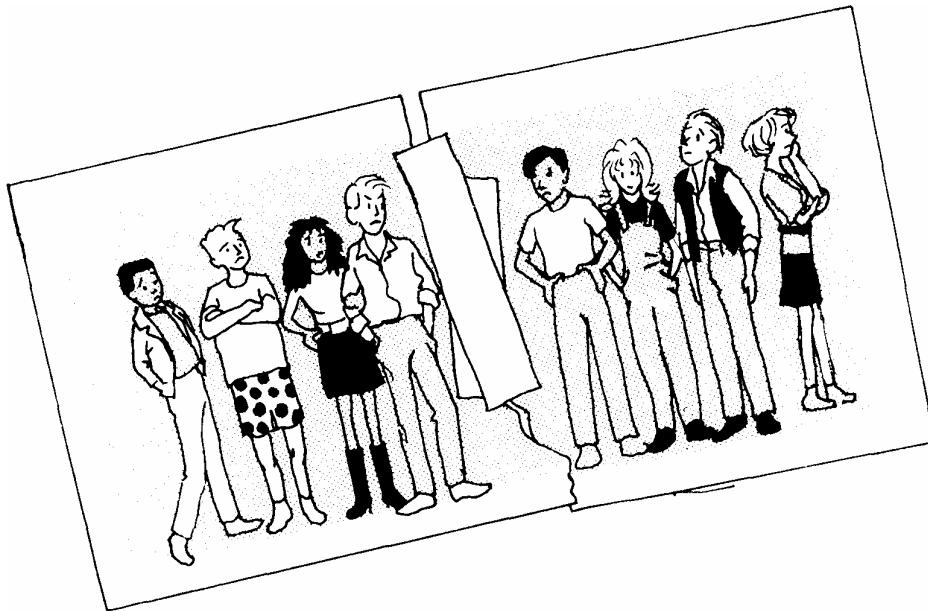
You stop talking to your friend.

You tell everyone else what your friend has done against you.

You decide to go on as if nothing had happened.

You make it clear to your friend that he/she is to blame for what has happened.

You talk the situation over with someone you trust.





## Module 2: FRIENDS

topic three – **one to one** (continued)

### to the teacher

Young people today often have a distorted view of love. For many it is simply equated with sex. There is more take than give, leading to the exploitation of others for their own satisfaction, though they may not recognise it as such.

Frequent concern is expressed about the pollution of our atmosphere and our water. The idea of purity in personal relationships is seldom, if ever, discussed as either a possible or desirable means of reducing the risk of life-endangering disease, mental instability or simply unhappiness.

This topic is therefore putting forward for consideration the proposal that the application of purity in relationships has much in its favour. One dictionary describes purity as 'freedom from physical or moral pollution'. Many people have discovered that it not only prevents harm but also frees from self-absorption and helps in the creation of deeper and more lasting relationships.

Sex in itself is not impure. However, long-term relationships built between people who have not been sexually promiscuous and are faithful to each other have a strength which can hold them together when things get tough.

On **resource sheet 1** (page 11) **100% pure – no additives** are some statements drawn up by a doctor in consultation with people of different professions and faiths who work closely with young people.

---

### topic development

Give the pupils **worksheet 3** (page 9) **All I want is love**.  
Ask them to answer questions 1 -4.

When these are complete hold an open class discussion, starting with their answers on the **worksheet**.



## concept of purity

We often read on products we buy, '100% cotton', 'pure fruit juice', etc. Ask the class what is meant by '100%' and 'pure' in such cases?

What things pollute the air and water so that they are no longer pure?

What is meant by being pure of heart and mind?

The Upanishads (Hindu scriptures) say: 'Let one therefore keep his mind pure, for what a man thinks he becomes.' (women too?)

Do they think this is true? Why?

What are the dangerous and poisonous things which can spoil loving relationships? (Promiscuous sex? Jealousy?)

Give them **resource sheet 1** (page 11) **100% pure – no additives**. Divide them into small groups to discuss each of these statements and to decide what they mean.

After this time of discussion draw the class together to share what they have discovered.

Ask if these discussions have changed their minds in any way and if so how.

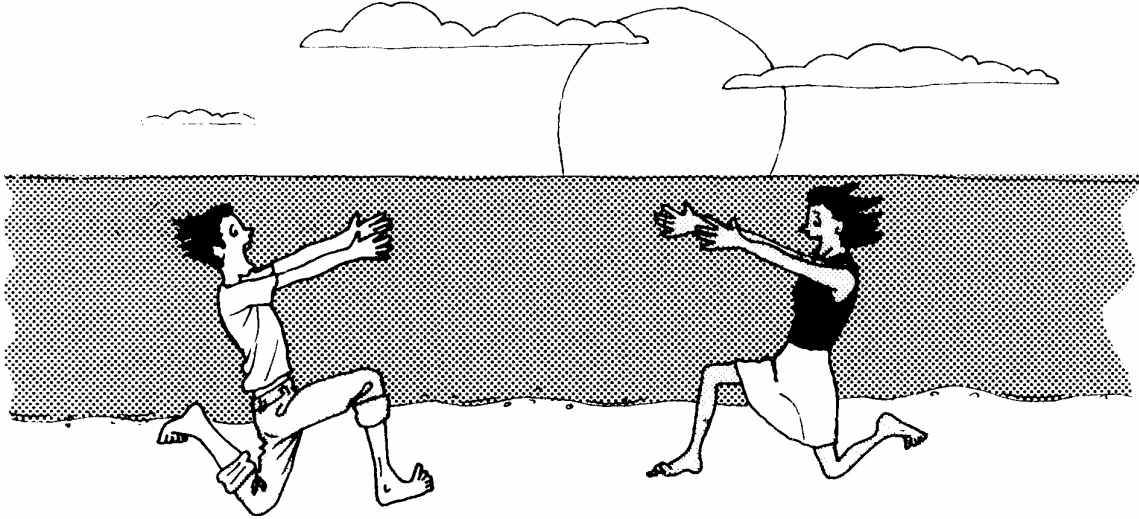
This is not an easy option. Below are a few sources of enabling strength that could be considered during this discussion:

- learning not to give in to all desires
- having like-minded friends
- being honest about mistakes and failures
- being prepared to start again
- keeping minds and hearts open to the experience and belief of many that there is a loving power beyond us whose strength is available to all.

## Home project

Ask them to read the poem on the worksheet and then to answer the questions on it which will lead them to write something of their own on the subject.

# ALL I WANT IS LOVE



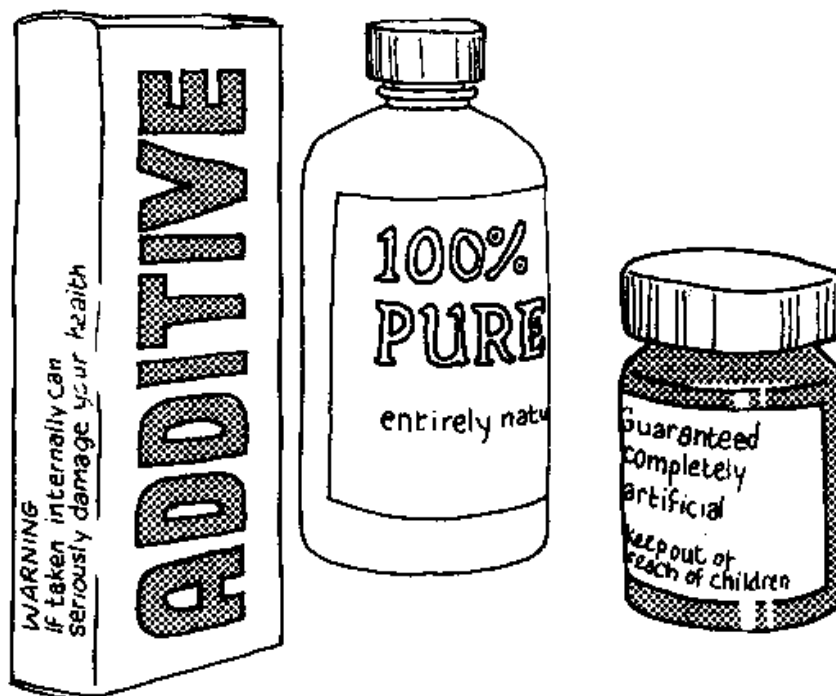
- 1) Write down how some pop songs describe love.
  
  
  
  
  
  
  
  
  
  
- 2) What do **you** think are the best ways of showing you love someone?
  
  
  
  
  
  
  
  
  
  
- 3) Did 'having sex' come in either of the above lists? Yes/No? Why?
  
  
  
  
  
  
  
  
  
  
- 4) Do you think there is a difference between love and sex? If so what is it?

**5) Read the poem on the resource sheet**

- a) What is the writer's 'private cinema'?
  
  
  
  
  
  
  
  
  
  
- b) What happened to the writer when she went into her private cinema?
  
  
  
  
  
  
  
  
  
  
- c) How did these visits affect her relationship with others?
  
  
  
  
  
  
  
  
  
  
- d) What did she do about it?

Write below a poem or some sentences expressing your experience of what pollutes your friendships and the decision which will help to stop the pollution.

# 100% PURE – NO ADDITIVES



**The following are conclusions reached by a doctor in consultation with people of different professions who work closely with young people:**

The freedom of being spontaneous and trusting our reactions is purity.

The quality that enables us to enjoy each other's company without arousing jealousy is purity.

The strength that allows young men and women to mix freely and enjoy relationships, while still maturing and not yet ready to commit themselves to lifelong responsibilities, is purity.

Purity enables us to respect and value ourselves, and so to respect and value others.

Purity makes security and love possible.

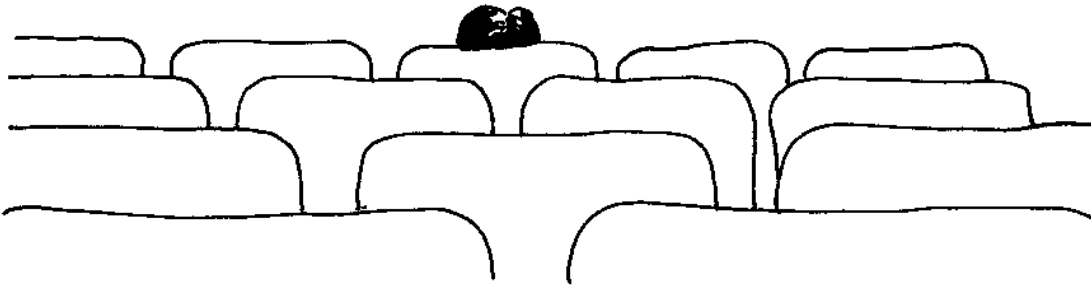
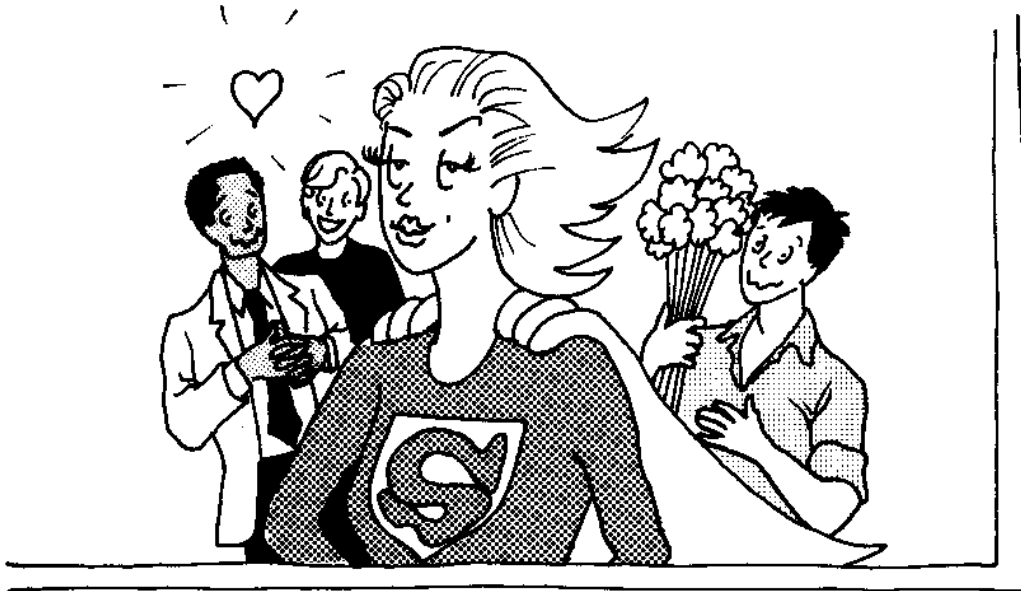
Purity is the privilege beyond measure of having a person choose to spend his or her whole life with you, not sleeping around but having sex only with you.

**For example the following from Focus in The Independent 25th July 1991**

Saadi, a Muslim girl who got married when she was 25 says, "When Asif and I got married, we'd never been with anyone else, full stop. We both started off marriage very inexperienced and we didn't know what was going to happen. We were a blank surface, just one another, and I think that's one of the greatest things about it. There's a lot more charm attached when you know that this is the only man for me and this is the only man I'll ever have."

This kind of purity can:

- prevent shattered and disposable relationships.
- prevent unwanted children, unloved elderly folk, sick and handicapped people being considered an inconvenience.
- prevent sexually transmitted diseases like AIDS



### Day Dreams

I have a private cinema,  
I keep it in my brain,  
There isn't any entrance fee,  
The films are only shown to me,  
Sometimes time and time again.

My private cinema provides  
Adventure and romance,  
No matter what the stories are  
In every one I am the star,  
Full of verve and confidence.

And to this private cinema  
I used to run away,  
Till heart and brain began to shrink,  
Sapping the power to feel and think  
In a most depressing way.

So now I've shut the cinema,  
And heart and brain are free  
To think and feel and give and care  
For all around me, free to dare  
To *live* adventurously.

*by Janet Mace*

## Module 2: FRIENDS

topic four – **within groups**

### to the teacher

Friendships can often be exclusive with some people 'in' and some 'out'. The following class exercise is designed to help pupils to see what happens when some are treated unfairly; how they feel; the problems which arise and how to solve them.

---

### topic development

Have enough wrapped sweets or biscuits for all but four of the class to have one each. (Different issues will arise according to whether you choose sweets which are indivisible or biscuits which could be shared.)

Invite the class to come up and help themselves to one each.

When they have returned to their places ask them

- Who does not have a sweet/biscuit?
- Why were they the ones who went without?
- What do they feel about it?
- Who do they blame for their misfortune? Why?

Ask them to divide into four groups to discuss the situation and what solution can be found. Do not specify the size or make-up of the group.

After a few minutes stop the group discussion and ask for their solutions.

Were the 'four' included in the groups?

Was there any group which did not include one of the 'four'? If so, did they discuss the feelings of being left out or did they think it was someone else's problem? Why?

Change the situation being discussed to a plate of imaginary £5 notes.

What do the 'four' now feel? Why?

Does it make any difference to the others? Why?

If the 'four' seem to be finding the focus on them is too much, shift it to one of the following:

- a) 'pupil X' is left out when team captains are selecting their teams, **or**
- b) one disco party invitation did not arrive until after the event.

After this discussion ask:

- Was there a problem in the first place? If so, for whom?
- What have they learned?
- What will they do differently in the future as a result of this exercise?

## Module 2: FRIENDS

topic five – **within groups** (continued)

### to the teacher

Peer pressure is something everyone faces through life. It is therefore important for young people to discover ways of establishing their own values. This would help them to have the moral courage to stand up for the things they believe are right and to opt out of those things they know will do them harm in the long run.

In addition they could find increased inner strength by learning to give positive leadership, not in the dictatorial sense but in the creation of good communication, teamwork and constructive activities.

One teenager wrote, 'I think the main challenge for young people today has got to be peer pressure, always having to do things because your friends are doing them like smoking and drinking. But I think it's best just to be yourself.' In agreeing with this, others in the group said they felt pressured by their friends to experiment with drugs, alcohol and casual sex, and sometimes to take part in violence. Other challenges mentioned were coping with unemployment, divorce and high expectations from their families.

---

### topic development

To open up the subject of peer pressure, discuss with the class why young people often go around in groups and what causes most peer pressure.

Give them each a sheet of paper and ask them to divide it down the centre and write 'for' at the top of one column and 'against' on the other. Now they should write down four pressures they have experienced, in the appropriate columns, and their reasons for and against giving in to these pressures.

Have a class discussion using what has been written.

Introduce **resource sheet 2** (page 17) **Facing the truth** on which are two examples of peer pressure and **worksheet 4** (page 15) **Be yourself** which gives questions helping them to think through the issues in the examples and how these apply to themselves.

# BE YOURSELF

1) What did the Australian do to make himself more acceptable to a new group?

2) What did he have to do to stop being a sham?

3) Why did Pascall and his friends drink?

4) Why did he have to change his ways before things could get better?

5) Why did he have to choose a new group of friends?

6) What shows that Pascall had leadership qualities all along?

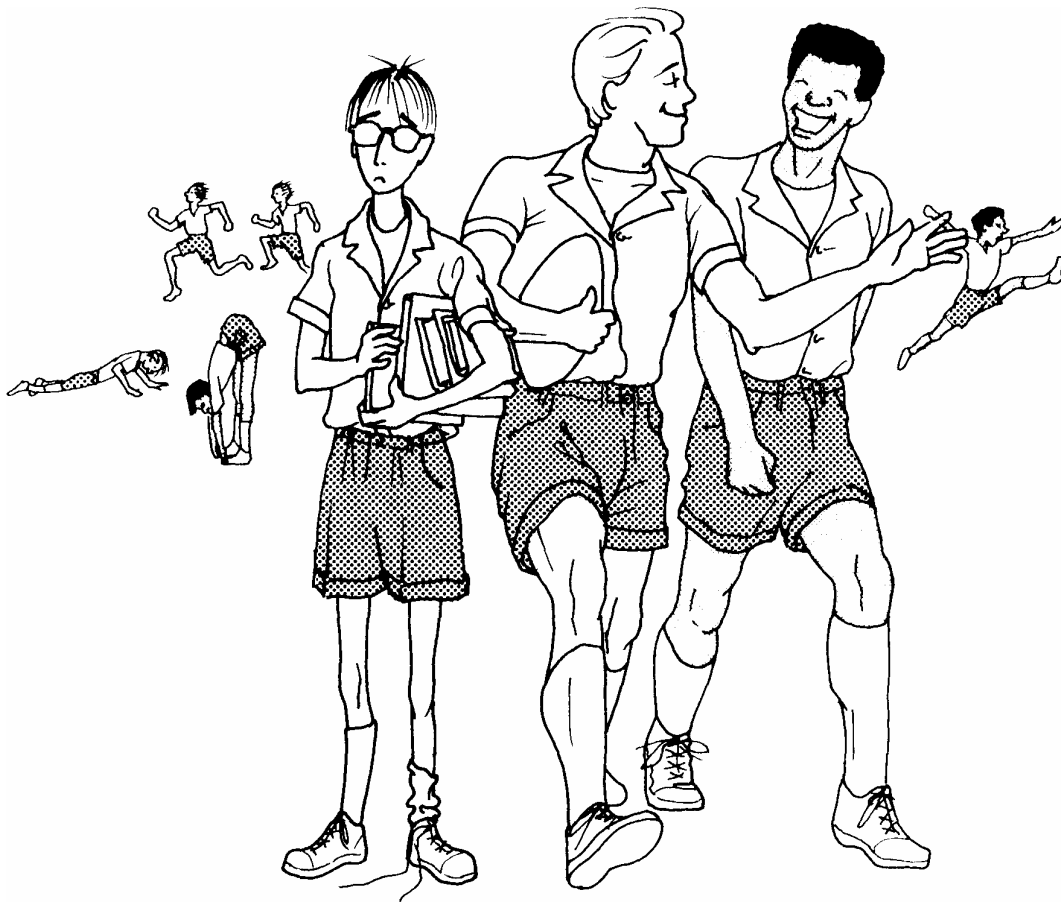


**7)** What do you need inside you to stand up against peer pressures?

**8)** What example can you think of where peer pressure could be used for a good purpose?

**9)** How can you tell which are helpful peer pressures and which are those you should not give in to?

# FACING THE TRUTH



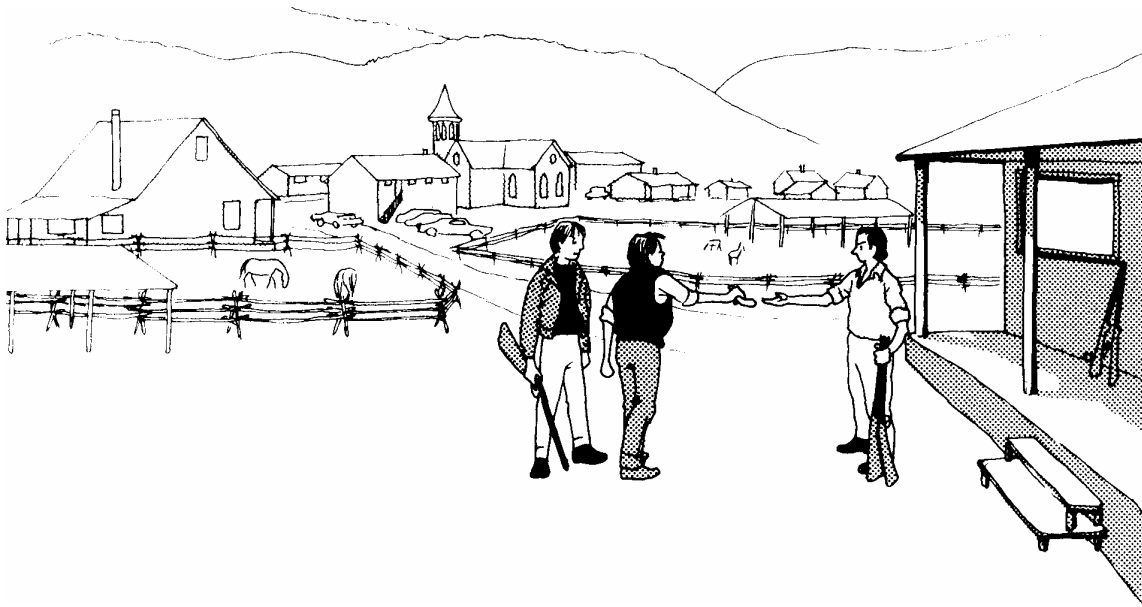
## Australia

As a teenager I liked to spend my time in the school library with half a dozen others, while all the 'real men' were out playing football or cricket. At my school, anyone who preferred books to sports copped a lot of flak. After a couple of years of this I decided I needed a new image.

The first step was leaving that school. The second was putting on a tough biker look. I bought a black T-shirt and Levi jeans, grew long hair and made up a new past, which included various wild, totally untrue adventures.

A few years later many of my fantasies had been realised. I'd gone from the biker image to student radical, to drug-dealer, to alternative life-style commune dweller, but without finding any lasting satisfaction. Each new scene I got into seemed to be equally a sham. I felt as though I was a sham - underneath the mask of coolness, a lonely sham. So I began a new search - for truth.

In facing truth, I had to look at the lies in old relationships. Talking honestly with my parents was the beginning of a new understanding and friendship. Returning stolen property and acknowledging crimes broke through the hatred I had felt towards society. With this honesty came a new freedom and a vision of society built upon honesty and care, rather than ambition and fear.\*



## Canada

Pascall Bighetty was a rebellious high-school student. He lived in Pukatawagon in North-West Manitoba - the home of the Mathias Colomb Band (a Canadian Indian tribe). Their community was loaded down with social problems. Nearly everyone was unemployed, the housing was second-rate and there were practically no recreational facilities.

Young and old - Bighetty included - turned to booze to relieve their boredom. There was widespread child abuse, solvent and glue sniffing, shootings and killings. It was even dangerous to walk down the street because when people were drunk they would fire shots all around the place.

At the age of 25 he was elected Chief - 'probably because I was one of the leading local drinkers,' he says.

An old priest, who had served the community for more than 55 years, kept telling him, "Nothing in this place will change until the Chief changes.'

One morning Bighetty woke up with the uncomfortable thought that this was true.

He decided to stop drinking and start trying to deal with the community's problems.

'It was tough,' he recalls. 'I had to look for a new set of friends. Even my wife, who did not give up drinking until four years later, said "There's nothing worse than having to live with a reformed alcoholic".'

Gradually the Band Council began to follow the Chief's lead. They started their own home-grown style of gun-law, making it compulsory for all guns in the community to be kept under lock and key in the Band office and only picked up when needed for hunting. It worked!

Over the next thirteen years they set to work - a 40-mile power line was constructed; new industries were started; houses, a community centre, and a senior citizen's home were built; and a Child Care service was instituted. The police sergeant says, 'Today most of the time the patrols don't have any police work to do. They spend their time showing films to the kids and making friends with the community.'\*

\* Both these examples are adapted from articles in the magazine *For a Change*.

## Module 2: FRIENDS

alternative topic five: **drama activity – within groups** (continued)

### to the teacher

Peer pressure is something which everyone has to face at some time in their lives. These acting exercises involve situations where one person is having to stand out and be different from his/her group.

---

### topic development

Divide the class into four groups. Give a different scenario (below) to each one. In each case:

- **X** is someone who thinks differently from the crowd and makes his/her views known.
- **Y** is the victim.

#### In a hall

Let each group find a space in which to act out their scene with different people taking turns to be **X** and **Y**. When you think they have had enough time to try it several ways, call them together for a class discussion on the questions overleaf.

#### In a classroom

Having decided who is going to be **X** and **Y**, let the groups have enough time to decide what is going to happen in their scene.

Ask each group in turn to act their scene in front of the class, followed by a general discussion considering:

- What it takes to admit to having different ideas from the group you are in and why.
- The effectiveness of the methods used to persuade the group to take a new course of action with **Y**.
- Why groups often gang up against one other person. Is this a sign of weakness or strength?

At the end of the lesson or in a following lesson it would be worthwhile to have discussions in small groups, relating this work to actual situations in which they are involved and to see if there is any constructive action they should take.

#### Acting scenarios

- **X** is part of a group of friends doing something together. **Y** comes along and asks to join in. They don't like **Y** so show that they do not want her/him. **X** thinks **Y** should be included. What does **X** do?
- A group of friends are together and the focus of the conversation is **Y** who seems to be really popular. **Y** eventually leaves and they immediately start talking behind **Y**'s back. **X** thinks this is two-faced and wrong. What does he/she say or do?
- A group of friends start picking on and bullying **Y**. **X** thinks this is unfair. What does she/he do?
- **Y**'s family are going through very hard times financially. A group of **Y**'s friends are talking about the new things they have bought recently or are planning to buy. **X** realises that **Y** is not joining in and feels bad about it. What does he/she say or do about it?



## Module 2: FRIENDS

topic six – **within groups** (continued)

### to the teacher

This topic is about the need many young people feel to belong to a gang/group and to explore the possibility of this being constructive rather than destructive in their attitudes and activities. They need excitement and to do daring things; to feel they are 'walking tall'; to be proud of who they are and that they belong somewhere.

You will also find **resource sheet 2** (page 23) of R1 Module 2 **Endangered species** helpful towards the end of the lesson.

---

### topic development

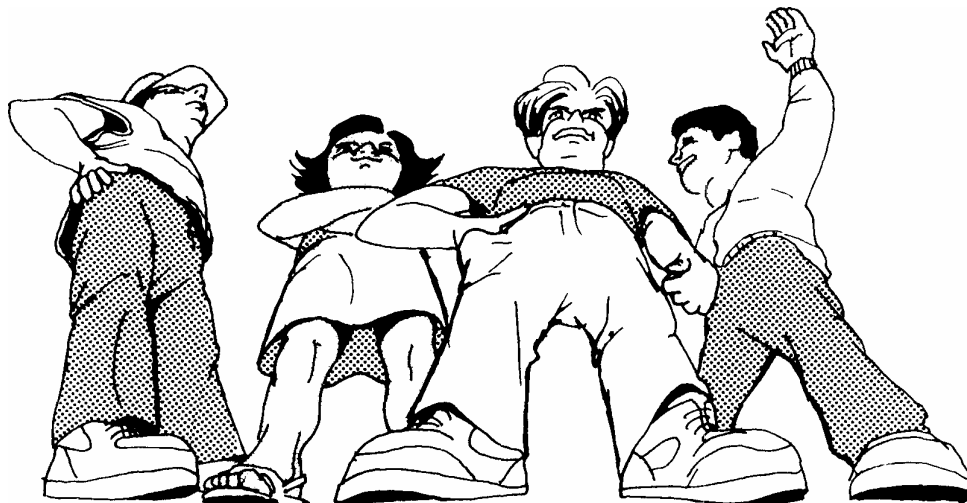
This topic is based on **resource sheet 3** on page 23 **You're never alone**.

Give out **worksheet 5** (page 21) **Walk Tall**. Ask the class to answer questions 1-3b on their own.

Go through the questions finding out what they thought on each question and discussing the different opinions expressed.

Ask the class to get together with their particular friends to discuss the final proposition on the second page of the **worksheet**. This asks how they would set about organising themselves into the kind of gang which stops people from getting hurt or being treated unjustly so that the areas they live in become safer and better for everyone. Encourage them to think what they are **for** rather than **against**? How are they going to win others over to achieve their goal?

On **resource sheet 3** (page 24) are recent quotations from members of the Black Teens for Advancement, whose story is given on **resource sheet 2** (page 23) of R1 Module 2 **Endangered species**.



Read through the statements about why many boys join gangs.

1) Which of these statements apply to girls as well as boys? Write down the numbers and explain why.

2) In the Jets' song from West Side Story they sing:

*Here come the Jets  
Like a bat out of hell,  
Someone gets in our way,  
Someone don't feel so well. \**

Many people expect gangs to use violence and to be trouble-makers. They feel threatened by them even if they do them no harm. Why?

\* "JET SONG" m. Leonard Bernstein w. Stephen Sondheim  
Copyright © 1957 (renewed) Leonard Bernstein, Stephen Sondheim  
Reproduced by permission of Campbell Connelly & Co Ltd  
8/9 Frith Street, London W1V 5TZ. All rights reserved.

**3)** a) In what ways does being part of a group or gang help you to face difficulties?

b) In what ways does being part of a group or gang make it harder to face difficulties?

**4)** There are gangs such as the Guardian Angels who have decided to make it their job to stop people getting hurt and being treated unjustly so that the areas where they live become safer and better for everyone. Are you 'hard' and 'cool' enough to do that?

Discuss this with your friends and write down your ideas of how you can go about it. Describe the kind of leader you will need.

# YOU'RE NEVER ALONE



The following are answers given by teenagers when asked why many boys join gangs.

- To make themselves look hard and cool. Something to do. They might like going out a lot.
- I think it may be because they don't like being picked on and it makes them feel secure.
- We don't like to be by ourselves. We are sociable.
- They like to feel they are somebody. They want to be with the most popular boy. They want to be liked and popular.
- Because it shows who your friends are. If you are in a group with a highly-respected person you'll make more friends and people will probably look up to you.
- Belonging to a group makes you feel wanted.

\* "JET SONG" m. Leonard Bernstein w. Stephen Sondheim  
Copyright © 1957 (renewed) Leonard Bernstein, Stephen Sondheim  
Reproduced by permission of Campbell Connelly & Co Ltd  
8/9 Frith Street, London W1V 5TZ. All rights reserved.



## Hope not dope

*BTA is a 'gang' now numbering 5000 in the U.S.A. It was started by a small group of black teenagers in Atlanta. In their own words they report on one of their recent activities.*

"Recently the Black Teens for Advancement (BTA) travelled to Norfolk, Virginia in an effort to curb the level of violence within that community. They began their battle by journeying into the community to discuss the problems that promote violence and to identify possible solutions. It was personally one of the most emotional experiences of my life."

*Rodney Gray*

"The looks on the kids' faces when I spoke to them reminded me that I was just like them. They wanted me to help them out of the same hell that I had escaped from - the drugs, the shootings, the prostitution.

"We cannot allow the devil to eliminate us with a systematic plan of crack, guns and induced genocide. I found the only thing that could save us from ourselves when I looked into the eyes of a little girl. It was HOPE!!!"

*Dwayne Truitt*

"Since they have the same problems as we have, it was very easy to relate to them and to interact on their level. The problems of drugs and neighbourhood rivalries are not new to BTA. We just sat back and let the teens of Norfolk talk about their own problems. Thus, they could come to their own solutions."

*William Price*

"It felt good to know that you were helping someone who was in serious danger."

*Carlos Wideman*

"I know we made them realize that there is a better way of making money and to help our families out in their time of need than selling drugs, if those brothers put hope in their brains and not dope in their veins."

*Floyd Wood*