

# VIDEO TEACHING GUIDE

for use with  
Program 9

## BEING FRIENDS

In the Youth Guidance Video Series



### EDUCATIONAL GOALS:

- 🍏 Children learn about the value of having good friendships.
- 🍏 Children learn what makes good friendships work.
- 🍏 Children learn that it's good to be open to friendships with people who are different.

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## HOW TO USE THIS VIDEO

*Use in classrooms, libraries, youth service agencies, youth groups, or show it to your kids at home. Ideal for parents, too.*

**YOU CAN CHOOSE!**<sup>®</sup> is an entertaining and thought provoking video series designed to help children develop a range of important life skills and a healthy self-esteem. Each episode presents an imaginative skit in which one character makes a tough choice with the help of a group of real elementary school children. In this program, ***Being Friends***, Rhonda Bird has to choose whether to go to the "in" party or stick by her best friend who has been deliberately excluded.

In addition to exploring some difficult issues about friendship, viewers will see that everything they do involves choices and that they have the power within themselves to make the best choices.

You can greatly enhance the impact and usefulness of this video by following it up with discussions, writing assignments, learning activities, and by enlisting parental support. We have prepared this guide to help you in your efforts.

Before you show the video, we recommend that you ask a few questions to start the kids thinking about the issues treated in the program. You'll find some appropriate questions in the "Discussion Questions" section of this guide.

Since the program is divided into three segments, you have the option of stopping the video after any segment to talk about it. Here is how the program breaks down:

1. **Skit, Act I:** Rhonda Bird falls into a dilemma and faces a difficult decision.
2. **Group Discussion:** School children explore the issues and decide what Rhonda should do.
3. **Skit, Act II:** Rhonda follows the children's advice and discovers the personal rewards that come from making a good choice.

While this discussion guide may appear to be written for classroom teachers, any group leader or parent will find it a useful tool for getting the most out of this ***You Can Choose!*** video program.

## THE STORY

Rhonda and Fiona have been invited to a really great party, but their good friend Missie has been deliberately excluded because people think she's weird. Should Rhonda and Fiona go to the party? What can they do to help Missie feel better? How is Missie supposed to deal with being left out? As the three girls grapple with issues of friendship, loyalty, diversity, and change, they eventually succeed in working their way through the crisis and keep their friendship in order.

## HOW TO BE A GOOD FRIEND

To have good friends you must be a good friend. Here are some of the ways good friends treat each other.

- \* **Good friends** listen to each other.
- \* **Good friends** don't put each other down or hurt each other's feelings.
- \* **Good friends** try to understand each other's feelings and moods.
- \* **Good friends** help each other solve problems.
- \* **Good friends** give each other compliments.
- \* **Good friends** can disagree without hurting each other.
- \* **Good friends** are dependable.
- \* **Good friends** respect each other.
- \* **Good friends** are trustworthy.
- \* **Good friends** give each other room to change.
- \* **Good friends care about each other.**

## DISCUSSION QUESTIONS

### *Questions to ask before showing the video.*

1. Suppose you were invited to a birthday party but your best friend was deliberately left out. What would you do? Why?
2. Have you ever felt left out? What happened? Did you do anything about it?

### *Questions to ask after showing the video.*

3. Why do you think Missie didn't get invited to Priscilla's party?
4. How did Rhonda feel when she found out Missie wasn't invited to the party?
5. What was Rhonda's dilemma?
6. How do you feel about the choice Rhonda made?
7. How do you feel about the choice Fiona made?
8. Do best friends always have to do everything together? Do best friends always have to have the same friends?
9. What makes you a good friend?
10. Do you have a different best friend than you had a year ago? What happened? Did one of you change?
11. Why are friendships so important to us?
12. What is popularity? How important is it to you? Should friendships be based on popularity?
13. What do you think friendships should be based on?

## GROUP ACTIVITIES

1. Write on the board, "To have good friends, you must be a good friend." Ask the children to explain that statement and to tell you why they either agree or disagree with it. Ask them to think of ways that good friends treat each other. List their answers on the board and discuss each one. Compare their list with the one on page 3.
2. Have the children look for examples of friendship behaviors in magazines or make pictures of them (see list on page 3). Then have them use the pictures to create a classroom collage. They could also contribute slogans or mottos about friendships.
3. Divide the class into groups of four or five. Each group's task is to choose one group member to play the role of a new kid in class. The new kid's challenge is to try to gain acceptance into the group. After the role-plays, discuss with the class how it felt to be the new kid and how it felt to be part of the "in-group." Discuss some of the different ways of "breaking in" to a new group.
4. Ask the children to think about how a movie or TV show dealt with friendship. Ask what someone in the show did that made him or her a good friend or a bad friend.
5. Brainstorm ways kids can be more tolerant and accepting of each other. Write them on the board. Then have the children work in small groups to create posters about accepting others. Display the posters in the classroom hallway.

## WRITING ASSIGNMENTS

1. Make two lists: (1) things people do when they leave others out, and (2) things people do when they invite others in or make them feel part of the group. Discuss the lists in class.
2. Think about a time when you and a friend had terrific fun together. Write about why it was so much fun. What do you like about your friend that made it fun to be together?
3. Write a "Friendship Recipe" telling someone else how to be a good friend. Include the "ingredients" of a friendship and the "recipe" (steps) for being a good friend or making new friends.
4. Divide a piece of paper in half lengthwise. On one side make a list for the topic "I like a friend who...." On the other side make a list for the topic "Things I do for my friends...."
5. Pretend that a good friend has gone away and would like to hear from you. Write your friend a letter about why you miss him or her and the good times you used to have together.

## HOME ASSIGNMENTS

To enlist the involvement of parents, make copies of the Parents' Page (see next page) and send them home with the children. Tell the children to discuss the video with their parents, and to perform the following activities.

1. Interview your parents, family members, or neighbors about a time when they felt left out of a group. Ask how they felt about it and how they handled the situation. Did they have someone they could talk to about it?
2. Ask family members to tell you about a time when a friendship of theirs changed or ended because their friend moved, became part of a different group, went to a new school, or some other reason. How did they feel?
3. Ask your family members to describe a time when someone they met surprised them by being different than they expected.

*Note to the teacher or group leader: It might be a good idea to think of some way for the children to share the outcomes of these activities with each other. Perhaps they could give written or oral reports or discuss their experiences in small groups.*

(Copy this page and send it home to the parents.)

## **PARENTS' PAGE**

Dear Parent,

Your child is involved in learning-activities designed to enhance self-esteem, develop positive life skills, and empower young people to make good choices for themselves.

He or she may be asked to complete several tasks at home. Your cooperation with these activities will support our overall program.

The current lesson is about friendship. We have shown a video entitled *Being Friends*, which presents a skit and discussion about what happens to three good friends when one of them is deliberately excluded from a party. We urge you to ask your child to tell you about this video program and what he or she learned from it.

**Here are some things you can do to encourage your child to develop positive and healthy friendships.**

- Encourage your child to talk with you about his or her friendships.
- If your child shows signs of feeling rejected or left out talk with him or her about it. Share a time when you felt the same way.
- Be sensitive to friendships that may involve negative activities or put-downs of other kids. Discuss it with your child and let him or her know how you feel about it.
- Encourage your child to show appreciation when a friend does something thoughtful or helpful.

## ABOUT MICHAEL PRITCHARD

Michael Pritchard is a juvenile probation officer turned comedian / youth counselor / public speaker. After his college graduation Mike went to work for the St. Louis Police Department and then moved to San Francisco's juvenile hall. In his years of working with young offenders, Mike discovered that his penchant for humor served as a powerful counseling tool, enabling him to break down communication barriers and help a lot of troubled kids turn their lives around. As Mike is fond of saying, "the shortest distance between any two people is a good laugh." Mike's unusual combination of talents gained him recognition as California's "Probation Officer of the Year" the same year that he won the San Francisco International Comedy Competition.

Whether he's being funny or serious, Mike's big love is talking with kids about the choices they make in their lives. He teaches young people that they have the power of choice, that they are responsible for the choices they make, and that they owe it to themselves to choose the best.



"The shortest distance between two people is a good laugh."

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