



## Friendship and Self-Esteem: A Two-Way Street

### Lesson Summary

In this lesson, students will have an opportunity to consider both sides of friendship – what makes a good friend, and their responsibilities in being a friend, including the importance of communicating positively to build self-esteem in themselves and others.

### Teacher Message

In the previous lesson students celebrated their unique qualities and began to understand self-esteem, as well as the potential implications of engaging in body talk about themselves and others. Forming good friendships builds self-esteem and is important to later happiness and success in life. True friendship is founded in respect and students may need encouragement to see friendship from different viewpoints. Strong friendships should help to build both friends' self-esteem and should not negatively impact either friend's sense of self. Students will create an email or regular-mail postcard to boost their friend's self-esteem. Student responses to this lesson could be posted on the class Friendship and Self-Esteem blog using headings such as: *I like a friend who...* and *Things I do for my friends are...*

### Materials

#### Dove® Confident Me: School Workshops for Body Confidence

Session 4: "Banish Body Talk"

- Workshop guide
- Workshop presentation

### Media Clips

*Body Talk Conversations with Friends*, Dove Self-Esteem Project. (available at <https://www.youtube.com/watch?v=YVD--CVZaU>)

*Conversations with the Team*, Dove Self-Esteem Project. (available at [https://www.youtube.com/watch?v=GC4FY3uiB\\_s](https://www.youtube.com/watch?v=GC4FY3uiB_s))

*Conversations with the Mirror*, Dove Self-Esteem Project. (available at <https://www.youtube.com/watch?v=DZws4w6foEU>)

*Soundtrack to School*, Dove Self-Esteem Project. (available at <https://www.youtube.com/watch?v=bM7PfzSt2-Y>)

### Online Resources

Jan Brett (electronic postcard templates to send to friends)  
<http://www.bluemountain.com/ecards/kids>

### Learning Organizers

Learning Organizer 3-1 Friendship: A Two-Way Street  
Learning Organizer 3-2 Unfinished Sentence Activity

### Assessment Tools

Assessment Tool Lesson 3 Post Card Assessment Rubric

## Supporting Curriculum Outcomes

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## Lesson Outline

### Inspiration: How will I engage the students?

1. **Review the previous lesson by asking students what they learned about celebrating their unique qualities and talents and how celebrating these is related to our own self-esteem.** Remind them that other people can also influence the way we feel about ourselves. Our friends and peers can help promote self-esteem by encouraging us to try our best and explore our interests. On the other hand, they can negatively affect our self-esteem by commenting on our physical appearance or on tasks that we struggle with. Words can be very powerful. To maintain positive self-esteem it is important to be a friend and to have friends.
2. **Ask students to work in groups to brainstorm famous friends.** Students can write friends from children's literature, television, or movies on a paper placemat in the middle of their group. Give each group a marker to be passed around the group so that all group members can record their ideas. (Possible responses include Frog and Toad, Elephant and Piggie, Franklin and Bear, Huckleberry Finn and Tom Sawyer, Harry Potter and Hermione Granger, etc.)
3. **Conduct a gallery walk.** Ask students to post their placemats on the bulletin boards and allow groups of students to circulate to read one another's lists. Debrief by asking students how they know that the characters they listed were friends. What similarities do the students notice between the different groups of friends?

### Facilitation: How will students learn the concepts?

4. **Post the quote: "To have a friend, you must be a friend."** at the front of the class. Ask the students what they think the quote means. Discuss their interpretations.
5. **Ask students to complete the top left section of Learning Organizer 3-1 Friendship: A Two-Way Street.** Students should first write their own responses to the statement "I like a friend who..." and then work in groups of three to complete the second half of the chart, incorporating ideas from other group members. Encourage students to extend their own lists using ideas from others. Ensure that sentences created by students reflect personality traits and interests, and not appearance-based qualities. Debrief student responses from the chart. Ask students to reflect on completing the chart individually versus completing it as part of a group.
6. **Repeat the same process for the bottom section of Lesson Organizer 3-1: Things I Do for My Friends.** Then ask students to look at their lists and describe similarities and differences in qualities of a friend they would like to have and qualities of a friend they would like to be. Discuss the benefits they experienced in working as a small group instead of on their own.

7. **Ask students: What does jealousy mean?** Emphasize that jealousy can have serious effects on a friendship and might even damage a friendship. Help students to understand that there will always be other peers that have more toys or gadgets, get better marks on tests, are taller, etc. Be aware of and be accepting of differences between oneself and others will help students to build positive self-esteem and contribute to that in their friends. One of the most important insights you can share with students is how to know the difference between being in a clique and being with a group of friends. Group friendships are important and build self-esteem within and outside of the group, while cliques are neither normal nor healthy. If cliques build self-esteem it is usually by diminishing someone else's self-esteem (outside of the group). It can be difficult to convey that subtle difference to young students, when wanting to belong and fit in is so important to their own self-esteem. Remind students of the Dove videos they watched in the first lesson: "Conversations with ...". If time permits, you could have students view one or more of the videos again.

Draw students' attention to the list *Things I do for my friends* on **Learning Organizer 3-1**. Ask them to check whether building up their friends' self-esteem is implied in their list. It may be necessary to review what self-esteem is and discuss ways friends can do this for one another.

8. Selected responses to *I Like a Friend Who...* and *Things I Do for My Friends* can be posted on a classroom bulletin board and/or the classroom *Friendship and Self-Esteem* blog.

#### **Application: How will students demonstrate their learning?**

9. **Distribute Learning Organizer 3-2 Communicating with Friends to Build Positive Self-esteem: Unfinished Sentence Activity.** Reinforce the importance of how a person's communication can affect a friend's self-esteem and how the friend's communication can affect theirs. Give the students an opportunity to practise building others' self-esteem. Prior to starting the activity post these reminders from the Dove Self-Esteem School Program:

Be positive.

Be respectful.

Avoid comments that focus on appearance-based qualities, even if they seem to be "positive" comments.

10. **Ask students, in pairs, to complete Part I of Learning Organizer 3-2 Unfinished Sentences Activity** and share their responses with their partner. Note: Remind students to think about talents, attitude, and personality rather than physical attributes as they complete each sentence.

11. **Ask students to either prepare the response they just wrote or write another response to send to a friend.** Responses should be read by a classmate and by you (the teacher) first to ensure positive, respectful and non-hurtful language. Then ask the students to proofread their responses using the class check list provided and send their positive thoughts in an email post card. Author Jan Brett's website (<http://www.bluemountain.com/ecards/kids>) provides illustrated electronic postcards that students can use for this purpose.

If individual emailing is not possible in the school, postcards could be emailed to a class account and viewed from there.

This is an excellent opportunity to talk about being respectful to others in online communication. Work with students to create a T-chart that shows what respectful online communication looks like and sounds like.

This is an excellent opportunity to talk about digital citizenship and being respectful to others in online communication. Work with students to create a T-chart that shows what respectful online communication looks like and sounds like.

Note: This activity could also take place offline by asking students to create a physical postcard with a message to a friend written on it.

12. **Have students complete the bottom part of Learning Organizer 3-2 Unfinished Sentences Activity.** Note that the word “you” in the top of the organizer has become the word “me” in the bottom section.

Debrief by asking students: How is this different than when you wrote about someone else? How does it make you feel when you write positive “me” messages?

### **Reflection: How will students reflect on their learning?**

**Encourage students to reflect by asking them:** “What was the purpose of your writing?”

“Was a postcard message the best format for this purpose? Explain.”

“Who was your audience? Do you think your message was appropriate for your audience? Why?”

“Was your message positive and respectful? Did it promote positive self-esteem in the reader?”

### **Assessment**

Teachers and students can use **Assessment Tool Lesson 3 Post Card Assessment Rubric** to assess the writing of the postcard. This chart could also be adapted for peer use. You may adapt the assessment criteria on Assessment Tool Lesson 3 to reflect your class’s current writing focus and your students’ needs. You may choose to use the reflection questions in writing conferences to help develop students’ metacognitive skills.

### **Related Resources to Extend Learning**

#### **Best Bet for Teachers:**

Schmidt, J. 2002. *Making and Keeping Friends: Ready-To-Use Lessons, Stories, and Activities for Building Relationships (Grades 4–8)*. Jossey-Bass.

A ready-to-use curriculum to help teachers and counselors teach students about the nature of friendships and how to make and keep friends.

#### **Best Bet for Students:**

Criswell, P., Illustrated by Watkins, M. 2006. *Friends: Making Them and Keeping Them*. American Girl Publishing  
An interactive book with tips, quizzes, and stories about making friends and making friendships last.


## Unfinished Sentence Activity Part I

Name: \_\_\_\_\_ Date: \_\_\_\_\_

My partner's name is \_\_\_\_\_

In pairs, complete these unfinished sentences for your partner.

One thing I like about you is \_\_\_\_\_

One really individual thing about you is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Unfinished Sentence Activity Part II

On your own, complete these unfinished sentences.

My name is \_\_\_\_\_

One thing I like about me is \_\_\_\_\_

One really individual thing about me is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Post Card Assessment Rubric

Name: \_\_\_\_\_ Date: \_\_\_\_\_

	Student	Teacher
<b>Level One</b>	<ul style="list-style-type: none"> <li>I did not develop my ideas into a complete message.</li> <li>The purpose of my writing is not clear.</li> <li>I didn't organize or order my ideas.</li> <li>I did not try to write for an audience.</li> <li>I used little or no respectful language.</li> </ul>	<ul style="list-style-type: none"> <li>Ideas are not developed or explained.</li> <li>Purpose is not clear.</li> <li>Ideas are not arranged logically.</li> <li>Content and/or presentation are inappropriate for the audience.</li> <li>Lack of respectful, positive language.</li> </ul>
<b>Level Two</b>	<ul style="list-style-type: none"> <li>I tried to develop my ideas but my message is not complete.</li> <li>I tried to make my purpose clear but it was not obvious.</li> <li>I tried to organize my ideas for the type of writing I did but it didn't always make sense.</li> <li>I tried to understand the audience I was writing for.</li> <li>I used some respectful, positive language.</li> </ul>	<ul style="list-style-type: none"> <li>Some ideas are developed effectively.</li> <li>Purpose is not completely clear.</li> <li>Ideas are incomplete or not arranged logically.</li> <li>Some aspects are appropriate for the reading audience.</li> <li>Limited use of positive language.</li> </ul>
<b>Level Three</b>	<ul style="list-style-type: none"> <li>My message is partially developed but there may be some gaps or uneven parts.</li> <li>I had a clear purpose for my writing.</li> <li>I organized my ideas for the type of writing I did.</li> <li>I somewhat understood the audience that I was writing for.</li> <li>I used respectful, positive language.</li> </ul>	<ul style="list-style-type: none"> <li>Ideas are developed effectively.</li> <li>A clear purpose was evident.</li> <li>Ideas are arranged logically.</li> <li>Content and presentation are mostly appropriate for the reading audience.</li> <li>Uses positive language to encourage self-esteem in the receiver of the postcard.</li> </ul>

## Post Card Assessment Rubric *(continued)*

	Student	Teacher
<b>Level Four</b>	<ul style="list-style-type: none"> <li>• The message on my postcard is well developed and complete.</li> <li>• I organized my ideas clearly and appropriately for the message I wanted to send.</li> <li>• I clearly understood the audience that I wrote this for and I met the audience's needs, even if the audience is myself.</li> <li>• I used positive, respectful language that will increase the receiver's self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas are developed and explained effectively.</li> <li>• Ideas are arranged in a clear and appropriate order.</li> <li>• Content and presentation are completely appropriate for the reading audience.</li> <li>• Uses clear positive language to encourage positive self-esteem in the receiver of the postcard.</li> </ul>



## Supporting Curriculum Outcomes

### Alberta

#### Language Arts

Use talk, notes, personal writing and representing to record and reflect on ideas information and experiences.

Focus topics appropriately for particular audiences.

Take responsibility for collaborating with others to achieve group goals.

#### Health

Recognize that individuals can have a positive and negative influence on the feelings of others.

Demonstrate respectful communication skills.

### Atlantic Provinces

#### Language Arts

Explore and discuss their thoughts, ideas, and experiences and consider those of their peers.

Explain personal opinions and respond to the questions and opinions of others.

Listen critically to others' ideas or opinions expressed.

Contribute to conversations, small-group and whole-group discussion, showing an awareness of when to speak and when to listen.

Show basic courtesies of conversation in group interactions.

Show an awareness of the kinds of language appropriate to different situations and audiences.

Use strategies in writing and other ways of representing.

Demonstrate an awareness of purpose and audience.

Invite responses to early drafts of their writing/media productions.

### British Columbia

#### Language Arts

Use speaking and listening to improve and extend thinking.

Select and use strategies before writing and representing.

Select and use strategies after writing and representing to improve their work.

### Manitoba

#### Language Arts

Share own stories and creations in various ways with peers; give support and offer feedback to peers using pre-established criteria when responding to own and others' creations.

Take roles and share responsibilities as a group member.

Show appreciation and offer constructive feedback to peers and seek support from group members; evaluate own group participation and adjust behaviour accordingly.

### Newfoundland and Labrador

#### Health

Know how to express concern for others in the class.

### Nova Scotia

#### Health

Demonstrate respect and caring in relating to classmates.

Define and demonstrate what it means to be a good friend.

Demonstrate an understanding that relationships entail both rights and responsibilities.

## **Ontario**

### **Language Arts**

Demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations.

Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small – and large – group discussions.

Use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions.

Generate ideas about a potential topic using a variety of strategies and resources.

Proofread and correct their writing using guidelines developed with peers and the teacher.

### **Health**

Identify risks associated with communications technology, and describe precautions and strategies for using these technologies safely.

## **Prince Edward Island**

### **Health**

Recognize that individuals can have a positive and negative influence on the feelings of others.

Demonstrate respectful communication skills.

## **Québec**

### **Language Arts**

Produce self-expressive, narrative and information-based texts for a familiar audience.

Communicate meaning through writing that shows an early awareness of appropriate language register and basic syntactic structures in a known, relevant context.

## **Saskatchewan**

### **Language Arts**

Compose and create a range of visual, multimedia, oral, and written texts that explore identity, community, and social responsibility.