

Activity 1

1. Name some qualities that make a person a good friend.
2. Have you ever had a friend who talked about others in a mean way? Did you trust that friend?
3. Have you ever had a friend who said they wouldn't be your friend any more if you wouldn't do something he or she wanted? How did that feel? Was that friend being loyal—the quality people value most in a friend?
4. What is a 'leech'? Does anyone want a 'leech' for a friend?
5. It is normal to feel jealous of your friends sometimes. What do you do if you feel jealous? Sometimes talking to a supportive adult can help you see your own good qualities and make you feel more secure and able to give.

Activity 2

'Hero' friends

We remember most heroes because they gave of themselves—patriots who gave their lives for their country, people who devoted years to discovering a cure for a disease, people who braved negative public opinion to stand up for what is right. In many ways, these people are 'friends to humanity' because of their willingness to give. Friendship depends upon mutual giving.

1. Who is your hero? Why?
2. Has this hero been a friend to you? To others? What did this person give?

Activity 3

1. Make a list of all your friends. Under each person's name, write down his or her characteristics. Compare the people on your list. Is there anything they all have in common? How are they different?
2. What are some of the advantages of having a variety of friends?

Activity 4

Do a little detective work about your friends' friends:

List some of your friends' friends.

Try to think of some of their characteristics or qualities.

After doing this, discuss your findings with a partner and answer the following questions.

1. Have you ever been jealous of a friend's other friends?
2. Why does your friend like these other people? Could you like them, too?
3. Have you ever decided not to be friends with any of your friends' friends? What were your reasons?
4. How does Ben help George and Charlie become friends? Why does George like Ben? Why does Charlie like Ben? What do George and Ben like about each other?

Activity 5A

Males and females have the same virtues—virtues belong to our human nature, not to our sex. But they live them differently. That is why there is a difference between how we relate to males and how we relate to females.

Take intelligence, for example. Both men and women are intelligent. But, while men have a 'step by step' intelligence, women find it easier to catch many things at the same time without steps or logical explanations (this is what we call 'intuition'). That's why men like to explain and to be given explanations, while women get bored by long explanations because they think they know enough about the problem and don't need to grasp all the details.

Or take strength. Both men and women have strength. But while men's strength shows mainly in a physical way, women's strength relates more to endurance and the capacity to face pain, sacrifice or non-physical adversity.

Understanding these differences can prevent prejudice and stereotyping. We can then understand that, though there is a natural way in which men and women live virtues, it is possible to find people who, due to their upbringing, family, or personal characteristics, may sometimes act like someone of the opposite sex.

We can think about our sexuality in the same way. The female farmer who is used to doing agricultural work and carrying heavy loads will naturally develop strong muscles, but she is still feminine. The same applies to men who have developed virtues of intuition or sensitivity (maybe artists, musicians or designers)—their masculinity is not affected.

Activity 6

1. What are some of the ways in which the friends helped each other on the ice rink?
2. In what ways did the boys differ from the girls in the ways they helped each other?
3. In what ways were they alike?
4. Tom and Alisha become skating friends. How is their friendship different from their friendships with people of their own sex?

Activity 7

Trust is an important aspect of friendship. How trustworthy are you when someone tells you something they want kept private? Read each situation and circle the one below that best describes you:

1. A friend tells you that his or her parents had a fight. He is afraid because he heard something about getting divorced:
 - a. I only tell my closest friends, and I tell them not to tell anyone else.
 - b. I almost always slip up and tell several people, whether they are close friends or not.
 - c. I never say anything. I'm good at keeping secrets.
2. You find out from friends that some bullies are planning to steal your best friend's notebook:
 - a. I warn my best friend.
 - b. I think it sounds fun so I join in with the bullies.
 - c. I don't say anything about it.

3. An adult who lives nearby has asked me to go with him to the cinema or to come and have a chat in his car.
 - a. I tell my friends so they can come, too.
 - b. I tell my parents.
 - c. I don't say anything because I'm afraid this guy might hurt me or my friends.

Activity 8

Even good friends make mistakes and hurt each other's feelings sometimes. We need to forgive and be forgiven to keep our friendships strong.

Is there someone you haven't forgiven? Finish the sentences to write your own 'Letting Go of Grudges' letter. You don't need to send it, but you'll probably feel better after writing it.

Anger and Blame*

I resent...

I'm outraged by...

I'm fed up with...

I can't stand...

I can't forgive you for...

I needed...

Hurt and Sadness

I feel hurt by...

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I feel sad because...

I am disappointed that...

I feel awful because...

I want...

Fear and Insecurity

I'm confused because...

What scares me is...

I'm worried about...

I want...

Guilt and Responsibility

I regret...

I may be to blame for...

I feel sympathy for...

I didn't mean to...

I want you to forgive me for...

I wish...

Forgiveness, Understanding and Kindness

I appreciate...

I realise...

I value...

I love...

I like...

I hope...

Activity 9A

Alexis de Toqueville was a young Frenchman who visited America in 1831.

His native France was not yet a democracy, and seeing democracy in action impressed de Toqueville greatly. In particular, he observed that democracy depended on many friendly and mutually helpful relationships. And he was particularly struck by how respected and important the women were.

Activity 9B

Make a chart like the one below. Now, fill in the ways you help your neighbours each day. Maybe you pick up odd bits of rubbish. Maybe you smile and say hello. Do you try to keep your garden, pavement and lift tidy? What else do you do?

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Activity 10A 'Portia'

Think about this famous passage by Shakespeare.

Portia:

The quality of mercy is not strain'd,
It droppeth as the gentle rain from heaven
Upon the place beneath: it is twice blest;
It blesseth him that gives and him that takes:
'Tis mightiest in the mightiest: it becomes
The throned monarch better than his crown;
... Though justice be thy plea, consider this,
That, in the course of justice, none of us
Should see salvation: we do pray for mercy;
And that same prayer doth teach us all to render
The deeds of mercy.

Activity 10B

Read the following and say what conclusion you draw from it.

In *The Fellowship of the Ring (Part 1)* Gandalf the wizard urges mercy when the main character Frodo says he thinks it is a pity that Gollum, the strange creature who had the powerful Ring, was not killed by Frodo's uncle, Bilbo.

Gandalf says, "Pity? It was Pity that stayed his hand. Pity, and Mercy: not to strike without need." Gandalf goes on to say that the evil, obsessive Ring did not affect Bilbo much because he started his possession of it with pity.

When Frodo still maintains that Gollum deserves death, Gandalf says, "Deserves it? I daresay he does. Many that live deserve death. And some that die deserve life. Can you give it to them? Then do not be too eager to deal out death in judgment."

Gandalf's speech is a good reminder that we cannot pass out justice ourselves, or give people what they justly deserve. Therefore, it is better to have mercy.

Activity 12A

There are many people who look different from us, or who speak or act differently, or who have different beliefs. We might even feel slightly afraid of them. Or we might think our way is best, so theirs must be less good.

The result can be that we mistreat them. This can lead to a great deal of trouble, from playground fights to misunderstandings between nations.

Try to get to know someone who is different from you in some way. Try sitting next to him or her at lunch and asking a few questions. You may find a nice new friend!

Activity 12 B

A bully is bothering someone. Who is wrong?

1. The bully.
2. The victim.
3. The bully's parent.
4. The teacher and the Headteacher.
5. The students who watch and do nothing.

Activity 13A

Close your eyes and think about your friends for a few minutes. Does a smile come to your face? Do you have a good feeling in your heart?

Science shows that people who have many friends are healthier. They have better immune responses, lower blood pressure and less stress. Studies in the United States, Scandinavia and Japan have shown that adults who don't have social contacts are between two and five times more likely to die of all causes.

Friends can save your life!

Activity 13B

These are ancient sayings about friendship. Do you think they are valid today?

'To the friend in need, not tomorrow, but now.'

'A friend in need is a friend indeed.'

'A friend is someone who arrives when everybody else has left.'

'Walk slowly to your friend's feast and run to his misfortunes.'

'Friends are not those who ask, but those who care about the answer.'

Activity 15

Many children think that because their parents brought them into the world, their parents owe them everything. Chong-Il expresses an opposite idea: children owe their parents and teachers for giving them life and education and working to make the children's lives better.

What do parents owe children? What do children owe parents?

Activity 17A

Read this letter, which was written by Ernest to his brother, Arthur, 150 years ago. Was Ernest being generous or ungenerous towards Arthur?

Dear Arthur

You asked me for £80, but I am sorry to say that I have decided not to give you the money. As you know, I have lent you sums of money many times before, to get you out of various scrapes, but every time your debts are cleared you seem to do the same again. This is obviously in your character, but it is a fault which needs rectifying, especially as your children will follow your example.

Instead, having given the matter considerable thought, I propose to make a bargain with you: for every £10 that you earn, I will give you another £10.

I hope you will accept my offer. It is meant kindly, so that I can help you settle the debt while, at the same time, you learn to work.

Your affectionate brother

Ernest

Activity 17C

Decide whether the following show good or bad friendship qualities. Tick the appropriate box.

Action	Good friendship	Bad friendship
1. You play with a student who is alone and who asked you to play in his team a few days ago.		
2. Two of the other students try to persuade you to try drugs and alcohol.		
3. You let other students copy from you and you do their homework for them.		
4. You see someone stealing something from the cafeteria but you don't say anything because he or she is popular.		
5. You show your friend how to do his homework himself, rather than just telling him the answers.		

Activity 18A

Everyone wants to belong and have friends, but sometimes we try too hard to fit in. Think of a time when you did something you didn't want to do in order to belong. How did you feel about yourself afterwards? How did you feel about the group?

Name two courageous acts in the 'Band of Brothers' story.

Someone once said, "It takes courage to be a 'chicken'!" Does it? Is it good to be a coward? How could we interpret this phrase?

Activity 18B 'The Battle of Agincourt'

The Battle of Agincourt was an important battle which showed the character of King Henry V. Henry was a handsome young man who was often considered to be a playboy. But, when his country was threatened by the French, he showed great leadership and courage.

The English and French armies were approaching each other. But the English were delayed by torrential rain that turned the ground to mud. When they finally arrived, the French were already in position, ready to fight. Henry saw that his English had no chance.

That night, he thought hard what to do. They couldn't win a classic battle, so he thought of a clever plan instead.

On the morning of 25 October 1415, the English used the element of surprise to attack the French with long-range arrows. This rain of arrows infuriated the French, who had decided to fight with their heavy cavalry. But the mud had made the field impassable. The horses became bogged down, and the fully-armoured men could hardly move.

Henry, meanwhile, had instructed his men to remove their armour, so they were able to move quite easily. Fearlessly, he led them towards the enemy. They won the battle, capturing many prisoners.

Henry earned the love of his men because he showed the traits of a real hero. He planned his battles carefully so as to lose as few men as possible. And he was always with them in times of danger.

Activity 19

In each example, say whether your friends are true friends or false friends.

1. I don't have to pretend to be something I'm not with my friends—they accept me as I am. I don't have to show or pretend to be more grown-up or cool to make them like me. Are they true or false friends?
2. My friends don't gossip about me; they tell me everything. True/false friends?
3. I can talk to them about personal things because I know they won't tell anybody my secrets. True/false friends?
4. My friends don't call me names or put me down. True/false friends?
5. My friends don't pressurise me to do bad things—instead, they respect me when I say no. True/false friend?

Activity 20 A

Think about and discuss:

1. What contribution did the different people make to the party?
2. Marcia discovered that when she participated she could form rewarding relationships, even if these weren't with her usual friends. Has something similar ever happened to you?
3. What sort of activities would you and your friends like to organise?
4. Do you think you can have fun without doing inappropriate things or consuming alcohol or drugs, or smoking? Should we think that we have to have these things to make a party or an activity fun?

Activity 20 B 'The Little Red Hen'

Read the story of the Little Red Hen. Have you heard it before? Have you ever felt like the Little Red Hen? Or more like the other animals?

Once upon a time there was a Little Red Hen. Scratching around the farmyard one day, she found some grains of wheat.

"Who will help me plant these grains of wheat?" she asked.

"Not I," said the Goose.

"Not I," said the Cat.

"Not I," said the Dog.

"Then I will do it myself," said the Little Red Hen.

The wheat grew, and it was time to harvest it.

"Who will help me harvest the wheat?" asked the Little Red Hen.

"Not I," said the Goose.

"Not I," said the Cat.

"Not I," said the Dog.

"Then I will do it myself," said the Little Red Hen.

"Who will help me thresh the wheat?" asked the Little Red Hen.

"Not I," said the Goose.

"Not I," said the Cat.

"Not I," said the Dog.

"Then I will do it myself," said the Little Red Hen.

It was the same when it was time to take the wheat to the mill to have it ground into flour.

"Not I," said the Goose.

"Not I," said the Cat.

"Not I," said the Dog.

"Then I will do it myself," said the Little Red Hen.

When the flour was back from the mill, the Little Red Hen asked:

"Who will help me bake the flour into bread?"

"Not I," said the Goose.

"Not I," said the Cat.

"Not I," said the Dog.

"Then I will do it myself," said the Little Red Hen.

The Little Red Hen baked the flour into delicious, sweet-smelling bread. The fragrance spread all over the farmyard and the animals gathered around.

"I will help you eat the bread," said the Goose.

"So will I!" said the Cat.

"So will I!" said the Dog.

"No. I will eat it myself," said the Little Red Hen. And the Goose, and the Cat, and the Dog had not a morsel while the Little Red Hen smacked her beak and enjoyed the bread.

Activity 21

You are out hiking in the jungle when you lose your footing. You slip and slide down a hill, which turns out to be a big cliff. Frantically, you grab a small tree to hold on to as your body swings out over a rocky abyss. You struggle for a foothold to try to haul yourself back up over the cliff. Just then, a tiger's face appears right above you. His shoulders and body are huge. He opens his mouth to show inch-long, white, pointed teeth, and growls. What should you do?

Activity 22

The fashion industry makes money by playing upon people's desire to be accepted. If they say skirts are short this year, women run out to buy short skirts, even if long skirts were all the rage the year before. For men, it may be narrow ties or narrow lapels as opposed to the wider ones of the year before, and so on.

1. Do true friends judge each other by appearances?
2. Did Charlie's good friends, Ben and Ron, notice or care that his shorts were too short?
3. Charlie's mother worked hard to try to make his shorts right. Should she have gone out to the store late at night to buy him a more fashionable pair?
4. Alan doesn't follow the crowd—instead, everyone ends up following Alan. What do they admire about him?

Activity 23

Here are some sayings. Pick the one you like the best.

1. 'No matter how far you have gone down a wrong road, turn back.'
2. 'If you are planning to go nowhere, just follow the crowd.'
3. 'What is popular is not always right. What is right is not always popular.'
4. 'Ask people's advice, but decide for yourself.'
5. 'The only thing worse than a quitter is the person afraid to begin.'

Now write a paragraph on how your favourite saying relates to your own life.

Activity 24

Do some investigation and see if you can find people who, like Charlie, stuck their necks out for the sake of helping someone else.

You could start by going to the Nobel Foundation website at nobelprize.org and the Nobel Prize Internet Archive at www.almaz.com

Activity 25A

1. Has a friend of yours ever gone back on his or her word? How does it feel?
2. Have you ever gone back on your word to a friend? Did you make up for it?
3. Have you ever made friends with a group because you were all committed to a common cause—a project, for example, or being paired together at school, or going to summer camp together?

Activity 25B

Integrity, sincerity and dependability are very important elements in human relationships. Read these statements and decide how sincere or insincere they are:

- a. You'll be my best friend forever and ever—I'll never have another best friend!
- b. You are the one I will marry.
- c. It's only 8 o'clock—the store closes at 8.30. My dad will take us, I promise.
- d. I have a game at half past six, but it's only supposed to last an hour and a half. I promise I'll call you by 8.30.

- e. I'll ask my mum if you can come with us to the movie.
- f. Dad said I have to take out the rubbish and do my homework on Saturday morning before I can go out. I promise to meet you after lunch.
- g. I promise I'll help you clean your room and study for your test and write your research paper and then we can go out.

Activity 26A 'Boundaries'

Even our friends must observe certain boundaries. We expect them to respect our privacy, keep secrets, not to borrow without asking and respect our personal space.

Do you respect people's boundaries? Take this test and see:

1. Do you knock on closed doors before entering a room?
2. Do you ask permission before borrowing something?
3. Do you read other people's letters without asking? Diaries?
4. Do you open or go through other people's desks or lockers?
5. Do you feel insulted if a friend or family member wants to keep something from you but not from everyone else?

Activity 26B

Identify the compliments and the 'filling' in these examples of 'sandwich feedback':

"Ethan, you're a fantastic striker. I can't believe how many goals you score. But you seemed to be off-side a couple of times. You're so good, you don't need to pretend to be on-side—I bet you could play for United!"

"Andrew, you are really cool. Everyone likes you, me included. Everyone would do a lot for you, but I don't think you should keep asking people to let you copy their work. After all, you're smarter than all of us!"

Activity 27A

Look at photos of yourself as a baby and as a child. Look at more recent photos. What metamorphoses have you already gone through?

Activity 27B

Haiku is a form of Japanese poetry. Arguably, it has 17 syllables, which are formed into three lines of 5, 7 and 5 syllables.

The most famous Haiku poet is Basho (1644-1694). Here are three of his Haiku poems.

1. Neither to evening
Nor to morning does it belong
The melon blossom
2. How reluctantly
The bee emerges from deep
within the peony
3. The deer are licking
The first frost
From one another's coats

Each poem gives a vivid image of nature, all the more clear because there are so few words. It seems to give a snapshot which can also apply to human life. We can learn a lot about life and our own growth processes from nature.

Write a Haiku about something in nature that you find special.

Activity 29

How do you give advice to someone on delicate issues?

1. Have a brainstorm to see if you can find good ways of approaching subjects like body odour, bad breath or the need to wash hair more often. Can you find ways that avoid hurting people's feelings?
2. How would you deal with emotional issues? How could you help a friend who has a bad temper? Or a tendency to judge others harshly? Or one who gossips?

Activity 30

Think of the fairy tale, 'Goldilocks and the Three Bears'. Baby Bear's things were 'just right' for Goldilocks. Our bodies are 'just right' for us. Now think of the many ways in which you are normal: body temperature, number of fingers, toes, organs, teeth, bands of height and weight. Make a list of other ways in which you are similar to other people of your age.

Activity 31

Some schools are all about having the 'right' things and dressing the 'right' way.

1. Do people in your school judge others by the way they look?
2. How much stress does this cause students and their parents?
3. Do you think school uniforms help?
4. Is conforming to what is 'cool' a kind of uniform in itself?
5. Would you feel freer if you could worry less about what other people thought?
6. Do things like body piercing and tattoos really give people confidence?
7. Do you think people sometimes regret having done such things?

Activity 32A

What are your four favourite sports?

Are these sports related in any way?

Activity 32B

A referee has called a point in favour of your team, but you saw the play and you know it was a wrong call. Do you:

- a. Say nothing. Referees make mistakes, but their decision is final. He's probably made other wrong calls too, and some of them might have favoured the other team.
- b. Say nothing—your team is behind and needs the point. Winning is everything.
- c. Speak out—fair's fair.

Sports aren't just physical—they have a moral side. So they exercise your mind and heart as well as your body!

Activity 32C

What effects do you think sport has?

It strengthens body systems: *Tiffany noticed how good she felt inside and out after a rigorous dance class and a walk.*

It reduces stress and tension: *Any stress she felt just seemed to vanish!*

It improves our looks and health: *Her skin glowed and her hair shone with the frequent physical activity.*

It cleans our mind and revitalises us: *Suddenly she had energy in the evenings and she felt more alert in class.*

Sport increases self-esteem. We begin to feel happier in ourselves when we play sport, even before it affects our weight or strengthens our muscles. Exercise makes us feel more self-confident.

Activity 33

Balancing Work and Play

Many children watch 25 - 30 hours per week of television. They also play electronic games, etc. Keep track in a notebook of how many hours you devote to these pursuits. Are you surprised at how many electronic hours you spend? Make a list of things you could be doing instead.

Activity 34

Keep track of what you eat for three days in a row. Are you getting some of the healthy food Alice's mother mentioned? Now that you are in the pre-puberty or puberty stage, you need to eat especially well!