

LIFE LESSONS SERIES
An emotional wellness series

THAT'S WHAT FRIENDS ARE FOR

**VIDEO PRESENTATION
and
DISCUSSION GUIDE**

-Prepared By-
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*This skills based series is especially useful for reducing
conflict in young lives and providing positive examples
for learning to live together peacefully.*

NOTES:

INTRODUCTION TO SERIES

The purpose of this skills based video series is to make useful psychological concepts accessible to elementary aged students. Students can find themselves in difficult situations, both emotional and circumstantial. This emotional wellness series hopes to provide them with some tools to handle these situations in a constructive and well thought out manner. By relying on several teaching methods to convey these “life Lesson,” the series will increase the viewer’s overall level of comprehension and absorption. The series is especially useful for reducing conflict in young lives and providing positive examples for learning to live peacefully together.

STRATEGIES FOR THE SERIES

Our first strategy is to humanize our messages via the use of a teen presenter. A youthful presenter can use accessible, friendly language that coming from an adult might be regarded as condescending (or even silly). Being able to see and to identify with the narrator is very important for a younger audience, especially when the presenter possesses compassion and self-awareness as in the series.

LYRICS

*That's what friends are for,
to share and so much more,
talking about all the things you do,
working together and felling good,
sharing the good and bad,
sharing the fun you've had.
Friends are always there for you,
Friends you keep your whole life through*

Friends!

Additional titles In The LIFE LESSONS Series

HURTFUL WORDS
WHEN I GET MAD
MORE THAN MANNERS
THAT'S WHAT FRIENDS ARE FOR

Our second strategy is to make clever use of computer graphics. This multifaceted tool helps us lend clarity to abstract concepts. For example, to portray the loss of a relationship, we show two figures holding hands, surrounded by a heart, being suddenly broken apart. This use of colorful graphics also gives more personality to reviews and exercises. Graphics act as visual mnemonic devices to help viewers master the strategies we suggest.

Our third strategy is to highlight interview footage of the kids as they talk about their own experiences. Seeing peers talk candidly about their feelings encourages our young audience to take the risks involved in dealing with such personal subjects. These revealing interviews also validate our viewers' own feelings. We reassure them that their feelings aren't unusual, strange or shameful. This technique also allows us to effectively and concretely model self-expression for our viewers.

Our fourth strategy is to present viewers with voiced-over vignettes dramatizing the emotional challenges we are addressing. Many students learn by watching others. The use of dramatized, voiced-over vignettes allows viewers to observe how other children might respond to various emotional situations.

FOLLOW-UP ACTIVITIES

1. Have viewers discuss that they think is the most important part of friendship and why.
2. Have viewers list what they look for in friends.
3. Have viewers write down things they like to do with friends.
4. Have viewers talk about friendships that have ended and why they think it ended. Are there things they could have done to make the friendship work?
5. Role-play. One viewer has to paint a fence. A friend comes along. Do they help with the chore? Why or why not? Now ask the rest of the viewers if this is a good friend . Repeat the exercise using a variety of situations. A friend has a cake, does he/she share? A friend has a problem. Is the other interested in hearing about it?
6. Ask viewers who their best friend is and why. is it a family member? An adult? A kid? God? etc. . . . can they remember how they first became friends?

Through their identification with on-screen peers, they learn more about themselves, experiencing the feelings associated with confronting and overcoming challenging situations. Actually seeing an on-screen peer's triumphant smile, for example, is much more powerful than hearing a faceless voice talk about happiness.

All the videos in the series also contain a review that reinforces key terms and concepts. A pleasant, upbeat, original musical score adds pace and dimension while innovative transition effects help maintain continuity. All these elements come together to deliver a series of videos which are visually interesting and informative.

GUIDELINES FOR VIEWING AND DISCUSSING THE VIDEO:

Before using the video we recommend the following:

- 1) Have viewers make a list of their good friends.
- 2) Have viewers make a list of the things they think are important for being a good friend.
- 3) Have viewers write down things they don't like that some friends do.
- 4) Have viewers make list of things they think are important for finding new friends.

THAT'S WHAT FRIENDS ARE FOR

PURPOSE AND STRATEGIES

The purpose of **THAT'S WHAT FRIENDS ARE FOR** is to provide viewers with the elements they should look for and provide in friendships. Friendships can be found everywhere including within our own families, and they bring happiness and quality to our lives.

DESCRIPTIONS OF PROGRAM

Friendships are relationships that improve the quality of our lives. These friendships can be with peers of even family. No matter what else your think is part of a friendship, there are three important components that are always guaranteed to improve it. Those things are Sharing, Doing, and Talking. We should look for these things in a friendship and add them to our own ways of making friends..

3. FRIENDSHIP IS TALKING:

Talking is a form of sharing. We can share ideas, hopes, happiness, sadness or loneliness. It feels good to have someone that listens to us. Just the same, we should listen and care about what our friends tell us. If we feel alone, it can make us feel better when someone talks to us, and when we listen we might just make a friend, or make a friend feel better. Talking is a form of trust as will. Trust in a friend. Talking is something we can do all the time, even if we're apart. Talking is also a great way to start a friendship.

PROGRAM OBJECTIVES:

After viewing this program students should be able to:

- 1) List the three important components of every good friendship.
- 2) be able to see what they can do in their own friendships to improve them.
- 3) Discuss ways to make new friends.
- 4) Talk about what is important to them in their friendships.

CONTEXT FOR USING THE VIDEO:

This program is recommended for use in any elementary grade classroom or group setting where discussion is directed towards emotional wellness, self-awareness, conflict resolution, physical differences or ethnic issues.

1. FRIENDSHIP IS SHARING:

We can share many things with others: property, ideas, thoughts, feelings and time. In fact, lots of friendships start when someone shares something with another. If we share with others, they will likely share back. We must remember, however, that not all people are ready to share. They might not have learned how. If that is the case, it is important to give them time to learn to share and show them how we are willing to share with them.

2. FRIENDSHIP IS DOING:

Doing things we enjoy with others is an important part of friendship. When two or more people enjoy doing the same things, a bond develops and usually these people become friends. Even doing things we don't want to do becomes more enjoyable when someone is there to share the workload. This is a form of doing which shows caring and commitment to another person. Sometimes doing is the focus of a friendship, and sometimes it is something you do because of the friendship.