



Friendship

8-WEEK FACILITATOR ACTIVITY GUIDE

For Ages 9 – 14

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Week Six Theme: FEUDS, FOLLOWERS, AND FAIRNESS

By exploring common problem situations that occur between friends, girls can brainstorm and role-play strategies that may assist them in their interactions.

ACTIVITY

- Identifying Friendship Problems
- Solution Role-Plays

MATERIALS

- Situation Sheet, at the end of this unit
- Flip chart or large poster paper
- Markers

PURPOSE

- To identify common friendship problems.
- To think creatively and as a team to develop response strategies.
- To incorporate emotionally intelligent values into responses.



Week Six



OPENING RITUAL

Do the same opening ritual each time.



THEME INTRODUCTION

Introduce the theme of the week, “Feuds, Followers and Fairness.”



CHECK-IN

Go around the circle and have each girl “check in” as to what is going on in her life.



ACTIVITY 1: PART ONE

Identifying Friendship Problems and Solutions Role-Plays

- 1 Introduction: Tell the girls that last session’s mural demonstrated qualities of a friend. Being a friend often means running into problems such as conflicts, changes, and difficult choices. This session, the group will look at how to be as strong a friend as possible to others and to themselves when running into such problems.
- 2 Also tell the group that they will practice responding to tough situations using three important friendship tools: **Respect, Empathy, and Fairness (“R.E.F”).** Define “empathy” for the group so that girls know the meaning of the word (“the quality or process of entering fully, through imagination, into another’s feelings or motives”; feeling in oneself another’s emotional experience as you understand the other to feel it; feeling what someone else must feel.)
- 3 Ask the girls to name four or five common friendship problems. List these on the white board or flip chart paper.



ACTIVITY 1: PART TWO

- 1 Divide the girls into groups of threes or fours (i.e. by “counting off”). Provide a scenario from the Situation Sheet to each group. Or, girls can use their own examples from the problem list, if they prefer.
- 2 Have each group create a two minute role play which demonstrates:
 - a the problem, and
 - b the solution, which is **Respectful, Empathic, and Fair (“R.E.F.”)** Give the groups ten minutes to plan their scenes, assign roles, and develop “R.E.F.” response.
- 3 Have each group role-play their scenes. Be sure that both the problem and the solution are clear to the audience.
- 4 Have the audience clap and give praise to each performing group.



SHARING OF ACTIVITY

After each role-play, briefly discuss what was observed. First, ask the players:

- “How did it feel to have this problem?”
- How did the solution feel to you?
- (Ask the whole group) Was the solution Fair, Respectful, and Empathic?
- Can you see yourself using this response?
- Is there another solution you would consider using? If so, tell us about it.”



Week Six

- Using the talking piece, ask each girl to answer the question, “What is one thing you can do this week to be more empathetic to someone you may be having a problem with?”

Once all role-plays have taken place, ask the group for any other observations about their activity.

OPTIONAL: Videotape the role-plays for further discussions during future sessions.



CLOSING RITUAL

Bring the girls together for your closing ritual.

*Contributions for this activity from Mimi Bass, MFT, Week 6 – Feuds, Followers, and Fairness



Situation Sheet: Friendship Problem Scenarios

ACTIVITY HANDOUT

Situation: You learn that one friend is mad at another. Both friends seem to want you to take their side. One of them tells you to stop including the other. You want to be friends with both of them. How?

Situation: A friend of yours hasn't been talking to you too much lately. You've been best friends for more than two years. She's spending more time with another girl lately. You feel hurt and mad, but you still wish she'd be your friend. What can you do?

Situation: Every day you notice that when a group of girls are together, like at lunchtime, none of them ever says "hi" or includes you. Yet, on their own, most of them are polite or friendly. What do you do?

Situation: You hear a story about someone in your class – a story that reflects poorly on them. Some of your friends are talking and talking about it. What do you do?

Situation: Someone in your class quietly puts you down all the time. Insults and faces bother you and even though you've told the person to quit it, you keep getting more insults. What can you do?

Situation: You receive an invitation to a birthday party. Most of your friends will be there, but one of the girls in your group was not invited. She overhears some of the girls talking about the party, and asks you about it. You really wish that the birthday girl had not excluded this friend, but you really want to go the party. What can you do?

Situation: You and your friends make a point to be kind to other kids, even ones that tend to be left out of most groups. However, one classmate follows you around at recess and lunchtime. Although you hate being rude, you're starting to feel more and more annoyed. What can you do?