

LET'S BE FRIENDS



CFE 3265V

OPEN CAPTIONED
SUNBURST COMMUNICATIONS
1994
Grade Levels: K-4
14 minutes

DESCRIPTION

Three simple scenarios explore how to make new friends, how to get along with friends, and how to have more than one friend. Each scene demonstrates skills young children need to make friends, keep friends, and share friends. Shows ineffective and effective techniques.

INSTRUCTIONAL GOALS

- To illustrate how to make new friends.
- To depict how to problem-solve to maintain friendships.
- To demonstrate how to share more than one friend.

BEFORE SHOWING

1. Read the CAPTION SCRIPT to determine unfamiliar vocabulary and language concepts.
2. Take turns completing the open sentence, “A friend is someone who. . .”
3. Introduce the concept that friends are people who like each other, play together, and go places together.

DURING SHOWING

1. View the video more than once, with one showing uninterrupted. For younger viewers, consider using the individual vignettes in three separate showings.
2. Review the segment showing Sara at her new school. Pause as she looks around sadly. Examine the role of body language in communicating her feelings.
3. Pause as Mike refuses to share his glue with Nicole.
 - a. Describe his body language and tone of voice.
 - b. Discuss why this delivery might be hurtful.
 - c. Model friendlier ways to say, “No, not right now.”

AFTER SHOWING

Discussion Items and Questions

1. How is it possible to feel lonely, as Sara did, in such a crowded room?
2. How did Mother's new job add to Sara's feeling sensitive?
3. Why did the kids at the center ignore her? What might they feel about getting to know a new person?
4. What did Sara do while she was by herself? What kinds of activities are most enjoyed alone, and which are more fun when shared with a friend? Why do people need both?
5. Why was it good for Sara to discuss her feelings with her mother? What happens if one chooses to keep hurts and disappointments inside?
6. Sara's evening talk with Mother was helpful. Discuss how the talk would have been different if Sara had told mother at the last minute, in the morning, and in the car.
7. Why is it healthy for a family to set aside special times to talk or to problem-solve?
8. Share personal experiences about help with problems during a family meeting or special family times like the one Sara and Mother shared. Discuss whether this is a friendship too.
9. Would Sara have solved the problem by herself if she hadn't talked with Mother? Why or why not?
10. Why did Mike's comments about the glue and about the buttons hurt Nicole's feelings? Why didn't Nicole say anything right away?
11. Why is it important to let friends know when they have hurt one's feelings? When Nicole and Tara informed Mike, how did his behavior change?
12. Describe Mike's apology. Discuss why the girls were more positive after his amend. Discuss how Mike was helped by this experience.
13. After his apology, what would Mike have done if the girls left anyway?

14. Share a personal experience about being in the wrong and needing to say, "I'm sorry."

15. Explain the narrator's comment, "Even good friends don't always get along." Share similar personal experiences.

16. Why was Brenda hurt to see Justin with someone else? How did the fact that Justin and Brenda had spent a lot of time making the fort add to Brenda's jealous feelings?

17. Why was it a kindness for Justin to go out after Brenda? How is this a sign of a good friend?

18. Describe personal characteristics using the open sentence, "I am a good friend because. . ."

Applications and Activities

1. Make paper plate faces. Illustrate a variety of expressions to capture the feelings of characters from the video. Glue plates to tongue depressors to create masks.

2. Write friendly letters to Mike to explain this adage: "If you want to have a friend, you have to be a friend." Offer suggestions to make him a better friend.

3. Work in cooperative groups. Make a "Friendship Fruit Salad." Talk over daily happenings as Mother and Sara did. Take turns. Write journal entries about the experience.

4. Research the mission of the Welcome Wagon. Invite a representative as a guest speaker. Find out how students can help to welcome the children of a new family.

5. Create a welcome basket for new students who join the class. Include: welcome letters; small tokens such as erasers, pencils, or stickers; and pictures of classmates.

6. Devise a buddy system or a committee to help welcome new students:

- a. Generate a list of responsibilities
- b. Create an "All About Our School" brochure
- c. List fun things to do in the dorm or around the community

d. Provide addresses and phone numbers as appropriate

7. Review the friendship bracelet segment in which Sara and her new friend work together. Provide yarn and craft books. Make colorful friendship bracelets.

8. Plan and present puppet shows similar to Tara, Mike, and Nicole's show. Cut a heart into three puzzle sections. Complete the puzzle to match puppeteers and partners.

9. Relate one personal experience to a main character's experience in the video. Illustrate and caption. Publish a "Let's Make Friends" classroom anthology.

10. Create short classroom videos. Follow the vignette format of the production.

- a. Draft scripts that identify a conflict.
- b. Model both effective and ineffective attempts to solve the problem.
- c. Create a theme song to accompany the training tape.
- d. Invite friends to enjoy the video.

COMMUNICATION SKILLS

1. Practice new vocabulary using all appropriate modes of communication.

2. Teach the contraction "let's" from the title. Scan the CAPTION SCRIPT to list other contractions. Identify what two words are represented in each contraction.

3. Compare single-sign contractions such as *don't*, *can't*, and *won't*. Contrast the use of two separate signs: *do not*, *can not*, and *will not*. Note the English spelling of *cannot*.

4. To discuss friendship, people often need signs that talk about themselves in relation to others. Explore and contrast:

- a. The orientation of the signs *we*, *us*, and *our* from the right shoulder to the left shoulder.
- b. Uses of space, pointing, and handshape to express *they*, *them*, *theirs*; or *he*, *his*, *him*.

- c. Shaking two fingers of the palm-up hand to represent those *two*; or circling three fingers for *all three of us*.
 - d. The similar orientations of the signs: *together*, *with*, *join*, and *cooperation*.
5. Identify friendship and the feelings involved as “matters of the heart.” Evaluate:
- a. Sara and Mother’s “heart-to-heart” talk
 - b. Justin’s “heartwarming” gesture
 - c. Michael’s “heartfelt” amends

WEBSITES

Explore the Internet to discover sites related to this topic. Check the CFV website for related information (<http://www.cfv.org>).

CAPTION SCRIPT

Following are the captions as they appear on the video. Teachers are encouraged to read the script prior to viewing the video for pertinent vocabulary, to discover language patterns within the captions, or to determine content for introduction or review. Enlarged copies may be given to students as a language exercise.

When people like each other	<i>but none of the children paid attention to her.</i>
and play and go places, they're friends.	<i>She felt sad and lonely.</i>
Sometimes you have friends already,	<i>Finally, she told her mother about it.</i>
and want to make new friends.	Sara, can you get me an onion
Making new friends can be hard	out of the fridge, please?
if you don't know how.	I wish I didn't have to go
And that's exactly the problem Sara was having.	to the after-school program.
Sara's mom got a new job and had to work.	Can't you come home early?
<i>So Sara had to go to the community center after school.</i>	I can't get home before six.
<i>Lots of children were there,</i>	I don't like it there!
<i>but Sara didn't know any.</i>	How come? It looks like fun.
<i>So, the first couple of days,</i>	I don't know anyone.
<i>Sara sat by herself.</i>	They don't play with me.
<i>She'd read a book or practice numbers.</i>	<i>(Mom) Can't make friends?</i>
<i>One of the helpers showed her games</i>	I don't know.
	Sometimes when you're new, it takes a while.

Let's think.

Did anyone new ever
come into your class?

I remember when Amy Clark
came to class.

Did she have any
friends at first?

Well, no...

Did it stay that way?

No.

(Mom)
What happened?

She asked me and others
to use the blocks.

How did
you feel?

Good that I could
help her.

You got to
be friends?

Yea.

Does that give you
any idea?

Yeah.
Maybe I can ask somebody

to help me make
those neat bracelets.

There!
That's something to try.

But what if
they say no?

They probably won't.

But if they did,
what can you do?

I could ask
someone else.

Exactly.

The next day,

Sara was ready to
find a friend.

She was going to ask
someone to help.

What color
should we use?

How about red?

Okay.

Hi. Could you show me
how to do that?

Not right now.
We can't stop.

Oh...

Maybe later on.

Sara was feeling sad.

But then she remembered

if one person says no,

ask someone else.

So she did.

My name
is Sara.

My name is Tanya.

Could you show me
how to make a bracelet?

Sure. They're called
"friendship" bracelets.

You make one,
then give it to a friend.

Neat.

What colors?

I like green
and purple.

We'll do
that next.

What school
do you go to?

Lincoln Elementary.

Sara is on her way
to making a friend.

You can too.

Try what Sara did--
ask someone to help you.

Or, you can ask someone
if you can play.

It worked for Sara,
and it can work for you.

Let's be friends
Let's be friends

You don't know me;
I'd like to know you

How do you do?

Let's be friends
Let's be friends

Learning to make friends
is a good thing.

Getting along with
the friends you have

is something else
we learn.

Tara and Nicole
were at Mike's house

making a puppet show.

*They found an
old box that*

*they cut and painted
for a theater.*

Tara was having fun

*until she asked to
use Mike's glue.*

Can I use
your glue?

Not now,
I'm going to need it.

But, I just need
a couple of drops.

I said no!
It's my glue.

Tara felt hurt because
Mike wouldn't share.

And she didn't know why.

And then, Mike got more
and more bossy.

I don't like
those buttons.

Pick a different
color.

When they were practicing,

*Mike would hardly give
a turn with the puppets.*

Can I use
both puppets?

No.
These I want.

That's not fair!
We should take turns.

No! This is my house
and my stuff.

I'm going home.

*(Nicole)
Me too!*

But what about
the puppet show?

It's not fun anymore.

What?

You won't share.

You're telling us
what to do.

We don't want
to be friends.

We'll make
our own show.

Tara and Nicole were right.

Mike wasn't acting like a friend.

It was good that Tara
and Nicole told Mike

how they were feeling,

because it made Mike think.

He realized
he wasn't being friendly

when he tried
to be bossy.

Guys, I'm sorry.
Please stay.

The puppets?

I'll share.

I'll stay.

Me too.

Mike, Tara and Nicole

*ended up playing all day--
sharing, taking turns*

*and having lots
of fun together.*

Sometimes friends
make each other

feel sad
or angry.

When that happens,

tell each other
you feel that way.

Together,

you can make things better.

Even good friends
don't always get along.

But if you talk about it,
you can work things out.

Let's be friends
Let's be friends

If we fight,
or things go wrong

we can talk about it

Friends get along

Let's be friends
Let's be friends

When you see
your friend with someone,

do you feel you're
not friends anymore?

That's how Brenda felt.

*Brenda and Matthew
had spent*

*a lot of time
making a fort.*

*They would play
in the fort*

*and pretend they were
camping in a jungle.*

One Saturday,
Brenda had some errands.

As soon as she got home,

she went to Matthew's to play.

*She looked to see
if Matthew was there.*

*He was,
and there was someone with him.*

It was Justin from school.

And they were having

a great time.

Brenda felt very sad
and a little jealous.

Did Matthew want
to play with her?

Then she thought Matthew

*didn't want
to be friends anymore.*

Hey,
who's that?

That's Brenda.

Come in!
Want to play?

You're with Justin.

You can play too.

I didn't
know...

because you were
with Justin.

We can all play.

I guess.

You weren't home.
How could I play?

You'd have to pretend.

Come over.
I got the game set up.

*When you see your friend
with someone else,*

you may feel like Brenda.

But the same friends

don't have to play together
all the time.

She learned
you can have

more than one friend
to play with.

Let's be friends
Let's be friends

Play with other friends
If you ask "Why?"

Lots of friends
makes you feel good

Let's be friends
Let's be friends

We've learned
to make friends

and get along
with friends we have.

We've seen that friends
share feelings,

happy and sad,

and that friends
learn together

and help each other.

That's what being friends
is about.

Funding for purchase
and captioning of this video

was provided by the
U.S. Department of Education:

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