

# Active Citizenship Pushed

## Lesson 2



## Lesson 2: Being a Good Friend

Planning	
<b>Theme</b>	This lesson explores how and why maintaining positive friendships can be challenging.
<b>Prior Learning</b>	Pupils should have gained prior knowledge and understanding about: <ul style="list-style-type: none"><li>• the challenges faced by the characters in the film;</li><li>• peer pressure; and</li><li>• the qualities of friendship.</li></ul>
<b>Learning Outcomes</b>	Pupils will be able to: <ul style="list-style-type: none"><li>• identify the qualities of good or safe friendships;</li><li>• explore the challenges and pressures of being a good friend; and</li><li>• discuss the positive risks that young people can take for healthy friendships.</li></ul>
<b>Thinking Skills and Personal Capabilities Focus</b>	Pupils will have the opportunity to develop skills by: <ul style="list-style-type: none"><li>• working in groups to discuss, respecting the views of others and reaching agreements (<b>Working with Others</b>); and</li><li>• hot seating, wax works, conscience alley and diary entry (<b>Being Creative</b>).</li></ul>
<b>Resources</b>	Film <a href="#">Pushed</a> Youtube friendship clip <a href="#">Caminandes 3: Llamigos</a> Being a Good Friend Powerpoint presentation Post-it notes, slips of paper or mini whiteboard Stopwatch or timer Worksheet 1: Think, Pair and Share Worksheet 2: Katie's Diary Entry

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## Suggested Teaching and Learning Strategies

### Launch

1. Show slide 2 to introduce the topic.
2. Show [Caminandes 3: Llamigos](#) or a similar animation about friendship.
3. Lead a class discussion using prompt questions and effective questioning techniques:
  - a) **What do you think the clip is about?**
  - b) **What does being a good friend look like?**
  - c) **Why is it sometimes difficult to be a good friend?**

Answers could include:

- a. friends, competition or looking out for others;
- b. being there, listening, having fun or feeling safe; or
- c. can be difficult to tell a friend something they don't want to hear or think about your friend before yourself.

## Activities

### Activity 1: Post-it discussion

1. Display the prompt on slide 4 **I am a good friend because ...**
2. Give your pupils a Post-it note each and ask them to write a word or short phrase on it in response to the prompt.

#### Tip

Not all pupils will be comfortable providing a personal response – do not select pupils to answer at this stage of the lesson.

3. When complete, ask your pupils to volunteer their answers and record them on the presentation or whiteboard.
4. Use effective questioning to lead a class discussion on the topic of being a good friend.
5. Display slide 5 with the prompt **It can be hard to be a good friend because ...**
6. Use slide 6 or a whiteboard to record feedback from your pupils.

Answers could include:

- friends don't always make healthy decisions; or
- friends could fall out with me because I'm a spoilsport or a tout.

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### Activity 2: Waxworks

Show your pupils the film *Pushed*.

1. Remind your pupils of the line at the start of the film when Katie says to Zoe: **Here, just a little something to cheer you up.**
2. Ask the class to form a circle. Ask one pupil to volunteer to stand in the middle of the circle as a still image or waxwork of Katie.
3. Ask the class to suggest how she should stand in the middle of the circle, using the following prompts:
  - **How should she be standing? (Create her stance, gesture and facial expression.)**
  - **What is she wearing?**
  - **Describe her hairstyle.**
  - **Does she have any jewellery on?**
  - **What might be in her pockets?**
4. Ask the pupil being Katie to say the phrase **Here, just a little something to cheer you up.**
5. Repeat the exercise with different pupils as Katie in the middle of the circle.
6. Select one pupil to be Katie. Ask the rest of the class to come up with questions for the pupil being Katie to answer.

Questions might include:

- **What do you enjoy most in school?**
  - **Who are your friends?**
  - **Can you tell us about your family?**
  - **What was the present you gave Zoe?**
7. Repeat steps 1 to 6 for the characters of Zoe and then Mikey, using the following lines of dialogue from the beginning of the film:

**Zoe: I don't care anymore. I really don't care.**

**Mikey: C'mon well, I've got something for ye.**

### Activity 3: Think, Pair and Share

1. Ask your pupils get into groups of four or five. Give each pupil a copy of **Worksheet 1: Think, Pair and Share.**
2. Display the questions:
  - a) **Did you see any examples of good friendship in *Pushed*?**
  - b) **Can you identify a time when characters faced friendship challenges in the film?**

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Answers could include ...

- a) when Katie tried to convince Zoe to stop drinking  
when Katie gives Zoe the necklace
- b) when Zoe wanted to follow Mikey into the alley way and Katie didn't  
when the girls argue on the swings  
when Katie says no to Mikey's drugs

3. Set the timer for three minutes. Ask your pupils to complete the first box with their individual opinion.
4. After three minutes, ask your pupils to stop working and form pairs. Encourage your pupils to discuss and compare their answers and to record their shared opinion in the second box on their worksheets. Set the timer for **five** minutes.
5. After **five** minutes, ask your pupils to complete the third box on their worksheets as a group. Set the timer for **eight** minutes. **Remind your pupils that they should include everyone in the discussion.**
6. When the timer sounds for the final time, bring the class together and use slide 8 or a whiteboard to record feedback from each group.

### Activity 4: Conscience Alley for Katie

In this activity, your pupils consider a different type of risk: Katie's decision to contact Fearless and give information.

#### Tip

Focus on directing your pupils to contact Crimestoppers, Fearless or both, depending on what you feel is most appropriate.

Information on Fearless:

- Fearless is Crimestoppers' youth service aimed at 11 to 16 year olds. It aims to increase awareness of the dangers of street crime, drugs and violence. Guided by Crimestoppers, Fearless also develops effective anti-crime resources for young people and their families.
- Fearless guarantees the same anonymity that Crimestoppers provides. It has the advantage of allowing users to provide information through the website, if required. The website gives young people access to non-judgemental information and advice about crime and criminality.
- The [Fearless](#) website also provides a youth-friendly online form for passing on information about crime 100 percent anonymously. This covers the whole of the UK including Northern Ireland.

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1. The end of the film *Pushed* shows Katie using her mobile phone to contact Fearless. It implies that she has passed on information about Mikey and his role in Zoe's death. Ask your pupils, in pairs, to consider:
  - a) why it might have been difficult for Katie to tell someone about Mikey and Zoe before the tragedy; and
  - b) why Katie's decision to contact Fearless might have been difficult.

Answers could include:

- a) Katie didn't want to be called a tout.  
She was worried that her parents would be angry that she had been drinking.  
She was worried about losing Zoe as a friend.
- b) Katie didn't want to be called a tout.  
She felt guilty that had let her friend down.  
She might have been worried that someone might find out she had contacted Fearless and that this would put her in danger.

Remind your pupils of the Crimestoppers number (0800 555 111) and the Fearless web address ([www.fearless.org](http://www.fearless.org)) and what they are for. Reinforce the fact that these are not connected to the police and are 100 percent anonymous.

2. Ask your pupils to form two straight lines facing each other to make an alley (no more than 12 pupils, with six on each side).
3. Ask one pupil to take on the role of Katie and another to take on the role of the person answering the phone at Crimestoppers or receiving her message at Fearless. Ask both pupils to stand at opposite ends of the lines. Ask the rest of the class to sit around the space as observers.
4. Tell the class that Katie has just found out that Zoe has died and she is wondering whether to tell someone what she knows about Mikey. Ask your pupils to set the scene using prompts such as:
  - **Where is she?**
  - **Where is she going as she walks?**
  - **What is she thinking?**
5. The pupils who form the alley become her conscience. They speak her thoughts as she slowly walks towards the operator. Katie cannot pass a pupil until he or she has spoken loudly and clearly.
6. Ask the pupils who have been observing and listening which of the thoughts they can relate to. Lead a class discussion using prompt questions and effective questioning techniques.
7. Repeat the conscience alley exercise with different pupils speaking different thoughts.

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### Tips

The pupil playing Katie could mime receiving the news on her phone and putting her phone down, picking up her school bag and closing the door behind her.

One side of the alley could be positive thoughts or why it will help to tell, for example:

- What if Mikey does this to someone else?
- I don't want to carry this anymore.
- If I tell someone, it might help other people.
- I don't want to be the only one with this information anymore.
- This might help Zoe's family.

The other side of the alley could be negative thoughts or why might she be worried about telling, for example:

- I feel so sad.
- Am I doing the right thing?
- I hate Mikey.
- What if Mikey finds out it was that I told someone?
- Does this make me a tout?
- I don't want anyone to know I said something.

Watch this video [CPD Conscience Alley](#) for an example of how to use the conscience alley technique.

### Activity 5: Diary entry

1. Give each pupil a copy of **Worksheet 2: Katie's Diary Entry**. Ask your pupils to create a diary entry for Katie, adding one of the thoughts they heard in the conscience alley activity.
2. They might begin: 'Today I made a call ... I felt ...'. Alternatively, they could record verbal diary entries on cameras or tablets.
3. Ask a small number of pupils to share their diary entries.

### Debrief

When the class has completed all the activities, lead a class discussion using these prompts:

1. **Is it easy to be a good friend?**
2. **What are the risks the characters or young people need to take to be a supportive friend?**
3. **What are the benefits of strong friendships between young people?**
4. **Were Katie and Zoe friends?**
5. **What was the relationship between Mikey and Zoe?**

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Answers could include ...

1. No, because you could become unpopular.

You have to disagree with something your friends does, if they're in trouble with someone.  
It's hard to be different to your friends.

2. Young people need to know what their own values are. They need to risk being unpopular to honour them.

They may need to tell their friends something they don't want to hear.  
They may need to ask for outside help or break a confidence.

3. You know that you are supported and friends are looking out for your best interests.

You feel loved.

You feel confident to be yourself.

4. Yes: Katie gave Zoe a necklace and she was really touched; Katie tried to look out for Zoe; Zoe might have been having such a hard time she needed help from her friend.

No: Zoe wasn't thinking about Katie's needs; Zoe was pressuring Katie when she knew she didn't want to drink.

5. They were friends.

They were in love.

Mikey was controlling Zoe.

Mikey was grooming Zoe.

Zoe fancied Mikey, but Mikey was using her.

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## Lesson 2: Resources



### Worksheet 1: Think, Pair and Share

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



Did you see any examples of good friendship in *Pushed*?

1. I think ...

2. We think ...

3. The group thinks ...



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### Worksheet 1: Think, Pair and Share

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



Can you identify a time when characters faced friendship challenges in the film?

1. I think ...

2. We think ...

3. The group thinks ...

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### Worksheet 2: Katie's Diary Entry

A spiral-bound notebook with a white page and blue lines. The page has a 'Dear Diary,' and 'Date:' prompt. The notebook has five colored tabs at the top: yellow, orange, light blue, teal, and dark blue.