LESSON PLAN AND EXTENSION ACTIVITIES
**Teaching Point:** Frenemies: Unhealthy Relationships and What to Do about Them

**Subject Area:** Character Education

**Grade Level:** 3-5

**Relevant Standards:**

CDC National Health Education Standards, Grades 3-5

1.5.2 Identify examples of emotional, intellectual, physical, and social health.

2.5.3 Identify how peers can influence healthy and unhealthy behaviors.

4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.

5.5.1 Identify health-related situations that might require a thoughtful decision.

5.5.2 Analyze when assistance is needed in making a health-related decision.

5.5.5 Choose a healthy option when making a decision.

**Learning Objectives:**

Students will be able to...

- Recognize unhealthy friendships
- Explain the concept of a frenemy
- Describe three assertive behaviors that can be used to deal with a problematic friendship
- Evaluate a friendship to determine whether or not it is healthy
- Judge when a problematic friendship is worth fixing and when it is better to end it
Materials:

- Teacher’s Resource Book and video
- scenario cards (see pages 28-29 for templates)
- 3 pieces of chart paper for Frenemy charts (see “Advance Preparation”)
- packet of 3 student handouts per student (see “Advance Preparation”)
- 2 copies of the pre-/post-test per student (see page 25 for template)
- 2 copies of the assessment rubric (see page 27 for template)
- Extension Activity 1 Acrostic Poem page per student (see page 31 for template)

Advance Preparation:

- Give the pretest and fill in the pre-assessment rubric before teaching the lesson. Use the data to help you differentiate the lesson for your students.
- Cut out the scenario cards (see pages 28-29 for template).
- Copy the 3 student fact sheets and make a packet for each student (see pages 43-45 for templates).
- Make the charts on page 13.
How to Spot a Frenemy

- Does the person judge you or compete with you?
- Do his/her compliments really feel like putdowns?
- Do you feel bad about yourself when you’re with him/her?
- Can you depend on him/her?

How to Fix a Frenemy Relationship

- Tell how you feel.
- Listen to each other.
- Work it out.

Frenemyship: How to Say Goodbye

- Change your behavior.
  - Hang out less.
  - Keep conversations short and impersonal.
  - Don’t respond every time the person calls or texts.
- Tell the person calmly why you changed your behavior.
Procedure:

1. MOTIVATION

• Write the word “frenemy” on the board and ask students what they think it means. Then explain that a frenemy is someone who is a friend and an enemy at the same time. Show how the word is a blend of “friend” and “enemy.”

   Teacher Note: Frenemy is a coined term that was added to the Merriam-Webster dictionary in 2009.

• Draw lines to make a frenemy t-chart as shown below:

   | F R E N E M Y |
   |

Ask students to name some qualities of a friend. List their responses in the first column, under the letters fr. Then ask students to name some characteristics of an enemy and list their responses in the second column, under enemy. Tell students that they will learn how a person can act like a friend and an enemy at the same time when they watch the video.
2. INTRODUCE VOCABULARY:
Introduce the lesson vocabulary to the class.

**Vocabulary:**
- aloof
- competing
- compliments
- dependable
- evaluate
- frenemy
- friend
- impersonal
- judging
- negative
- putdown
- secrecy
- self-confidence
- succeed
- trust
- trustworthy

**Adaptation for English Language Learners:**
Teach English Language Learners the vocabulary words ahead of time, if possible. As you introduce each word, say it, write it, give a simple definition and familiar synonym, and use it in a sentence. Then have students say their own version of the sentence by repeating one part and changing another. For example, if you say “My friend is dependable because she is always there for me when I need help,” a student can echo with “My friend is dependable because she always keeps my secrets safe.” Repeat this exercise with related forms of the vocabulary words, such as depend, depended, and depending. Reinforce the vocabulary throughout the lesson by using the words frequently and reviewing their definitions as needed.

3. SHOW THE VIDEO
• Introduce the video and tell students to pay attention to how the characters act like both a friend and an enemy at the same time.

**Teacher Note:** Depending on your time frame, you may want to pause for a brief discussion after each video segment.

4. DISCUSSION:
Lead a class discussion about the video, using the questions below as a guide.

**Discussion Questions**
- Which qualities of a friend and which qualities of an enemy did each frenemy have?
- Why does Aisha feel bad when she finishes practicing her dance and Lauren says “That was pretty good; I guess I’d be happy with that, if I were you”?
- What are some examples of compliments that are really putdowns?
- How did Aisha, Zach, and Natalie figure out that their friends were really frenemies?
- How can you tell whether you should fix a relationship with a frenemy or end it?
4. DISCUSSION continued

- What can you do to fix a frenemy relationship?
- What would you do if you tried to end a relationship with a frenemy, but then he or she begged you for forgiveness?

5. ACTIVITY

- Students will work in small groups to identify examples of frenemy relationships, decide how to deal with them, and act out the scenarios. Divide the class into groups of five and give each group a scenario card (see “Advance Preparation”). Try to match the genders of students in a group to those of the characters in their scenario.

**Teacher Note:** If you cannot make equal groups of five, some groups can have four or six students. Groups with four students can eliminate a minor character from their skit. Groups with six students can add the extra role of director. The director leads the role playing practice and has the final say in casting and creative decisions if there are disagreements within the group. If you cannot match student genders with character genders, students can change the gender of characters in their scenario or play an opposite-gender role.

- Have groups read their scenario card and determine whether the situation described is a normal conflict between friends or a frenemy relationship, and then decide what to do about the problem (see page 30 for scenario cards’ answer key). Post the three charts you prepared where students can see them and give each student a packet containing the three student fact sheets (see “Advance Preparation”). Tell students to refer to the charts and packets as they work through their scenario. Circulate around the room, observing and meeting with each group as they work. Begin filling out the post-assessment rubric as you do this.

- When groups have finished, have them prepare for the role-playing activity by choosing roles, planning how to incorporate the solution they came up with into their skits, and practicing the role-playing.

**Teacher Note:** If you want to extend this activity over two days, this is a good breaking point. You can have students plan props and costumes to make or bring in next time.

---

**Adaptation for gifted students:**

Ask the following discussion questions to encourage deeper thinking:

- Why would a person treat his or her own friend badly? Can you think of any reason why a person would want to be friends with someone he or she doesn’t respect?
- What are some reasons why a person would be friends with someone who doesn’t treat him or her right?
- Do you think it is harder to end a long-time relationship with a frenemy or to stay in it?
- What makes an unhealthy friendship worth fixing?
- If Aisha decided to try fixing her relationship with Lauren, do you think Lauren could change and be a good friend? Why or why not?
6. WRAP UP & ASSESSMENT

- Have each group act out their scenario for the class. Allow a few minutes for questions and comments after each performance.

 **Teacher Note:** You may want to videotape the performances so that you can show the video to the class throughout the year when friendship problems arise.

- Give students the post-test. Use their performance to help you finish filling out the post-assessment rubric.

**Adaptation for students with special needs:**

Ask the following discussion questions to encourage deeper thinking:

- If your students need extra support with group work, do the role-playing as a whole class activity. Gather the class in the meeting area and introduce each scenario card one at a time. Have the class decide together whether or not the card describes a frenemy situation and what to do about the problem. Then have five students get up in front of the class and act out the scenario with the class’s solution. Briefly discuss the drama after each skit.

- If your students are not ready to apply the skills they have learned in a new context, have the groups discuss and act out a scenario from the video instead of using the scenario cards. Depending on the size of your class, more than one group may act out the same scenario.

**HOMEWORK**

Extension Activity 1, Write an Acrostic Poem, can be given as a homework assignment. Give each student a copy of the acrostic poem page (see page 31 for template) and read the directions to the class. Explain that an acrostic poem describes or tells a story about a subject, and that the first letter of each line spells out the subject’s name. Show students a few sample acrostic poems (see Extension Activity 1 “Advance Preparation”) and tell them that they will get to write their own for homework. Provide an opportunity for students to share their poems in class the next day.
EXTENSION ACTIVITY 1: WRITE AN ACROSTIC POEM

Interdisciplinary Connection—POETRY

In this activity, students will write an acrostic poem using the word “frenemy” as the subject. Give each student a copy of the acrostic poem page (see page 31 for template) and read the directions. Explain that an acrostic poem describes or tells a story about a subject, and that the first letter of each line spells out the subject’s name. Show students a few sample acrostic poems (see “Advance Preparation”) before they begin.

Advance Preparation:

- Photocopy the acrostic poem page for each student.
- Gather a few acrostic poems to show as examples.

EXTENSION ACTIVITY 2: MAKE A PAMPHLET

Interdisciplinary Connection—NONFICTION WRITING

This activity allows students to pass along their knowledge about frenemies to others by making pamphlets. Give a pamphlet template (see “Advance Preparation”) to each student and tell students to make up a title, such as A Guide to Dealing with Frenemies, Everything You Need to Know about Frenemies, or Frenemies: How to Spot and Deal with Them. Then have students fill in the information on each page and illustrate their pamphlets. Once completed, the pamphlets can be put in the office as visitor handouts, given to a class one grade below, or kept in the classroom for next year’s students.

Adaptation for gifted students:

If your students have advanced design skills, let them create their own pamphlet designs on a blank piece of heavyweight paper instead of using the template. Show them a few sample pamphlets (see “Advance Preparation”) to help them get ideas before they begin.
EXTENSION ACTIVITY 2:
MAKE A PAMPHLET continued

Advance Preparation:
- Make a double-sided pamphlet template for each student by photocopying the front and back pamphlet template pages (see pages 32 and 33 for templates) onto one piece of heavyweight paper. Place the page back-side up so you cannot see the title lines. Fold the page into thirds, bringing the right side in first and then the left side in over it.
- If you plan to adapt the lesson for gifted students, bring in a few pamphlets to show as examples. Be sure to get pamphlets that are folded in the same way you would like students to fold theirs. Restaurant menus and local business pamphlets are good options.

EXTENSION ACTIVITY 3:
CONDUCT A TRIAL

Interdisciplinary Connection—SOCIAL STUDIES/DRAMA

This activity gives students the opportunity to solidify their learning through drama. Begin by reviewing what happened in Segment 3 of the video. Then tell students that Natalie has accused Tom and Jan of being frenemies, and the class is going to conduct a trial to determine whether they are guilty of the crime. Explain the trial procedure:

Opening Statements: The attorneys for Natalie, Jan, and Tom each tell their client's side of the story to the jury and explain how the evidence will support it.

Testimony and Evidence: The clerk swears in the witnesses by asking: “Do you swear to tell the truth, the whole truth, and nothing but the truth?” Then the attorneys question the witnesses about the crime and present their evidence.

Closing Statements: The attorneys reiterate their stories, review the testimony and evidence that was presented, point out weaknesses in the other side's story, and ask the jury for a decision in their favor.

Jury Deliberation: The jurors talk in private and then announce the verdict. The judge gives a sentence to any guilty parties.
EXTENSION ACTIVITY 3: CONDUCT A TRIAL continued

Assign each student to one of the roles listed below. You can play the judge or have a parent come in to play the part.

Natalie
Jan
Tom
Natalie's attorney
Jan's attorney
Tom's attorney
Witnesses: Mrs. Baker, teacher, librarian, classmate
12 jurors
clerk

Teacher Note: If you have a large class, you can add roles by creating witnesses such as the librarian or a friend of one of the characters, or you can have different students play the attorneys during different parts of the trial. If you have a small class, you can eliminate some jurors or witnesses, or have one attorney represent both Tom and Jan.

Set up the classroom according to the diagram below:

JUDGE  WITNESS STAND

(ATTORNEYS STAND HERE TO SPEAK)  JURORS

TABLE FOR DEFENSE  TABLE FOR PROSECUTION

Explain that the class will conduct the first two steps of the trial and then take a short break to prepare for the last two steps. Have students prepare for the first part of the trial by filling in the opening statement planning page, witness testimony planning page, witness examination and evidence planning page, and jury planning page (see “Advance Preparation”). Each page contains directions that explain who receives the page and how to fill it out.
EXTENSION ACTIVITIES

Adaptation for students with special needs:

Adaptation for students with special needs: Instead of planning and conducting the trial in two big chunks, walk the class through each of the four trial steps one at a time. Each time you introduce a step, explain what will happen, assign roles, and help students plan their parts. Then conduct that step of the trial and reflect on what happened before you introduce the next one.

EXTENSION ACTIVITY 3: CONDUCT A TRIAL continued

Teacher Note: Students may make up information that was not given in the video segment. For example, Mrs. Baker can testify that her daughter asked her for permission to see a movie, even though it is not in the script.

Conduct the opening statements, witness examination and testimony, and presentation of evidence according to the procedure listed above.

Teacher Note: Students may find it challenging to argue a point of view they do not personally agree with. Remind students that they are acting, so they must become their character and take on his or her perspective.

Prepare the class for the last two steps of the trial by having Natalie, Tom, Jan, and their attorneys fill in the closing statement planning page, the jurors fill in the jury deliberation page, the witnesses stand by to review their testimony for anyone who forgot what they said, and the clerk maintain order.

Conduct the closing statements and then send the jurors into the hall or to the back of the room with their planning pages for deliberation. Instruct them to share three thoughts each with the other jurors and then vote on a verdict. While the jury is deliberating, have the rest of the class predict the verdict. After the verdict is announced, the judge gives any parties that were found guilty a sentence that will help them learn to be better friends.

Advance Preparation:

- Make a copy of the trial planning pages for the students listed on the top of each page (see pages 34 to 39 for templates).
EXTENSION 4: FRIENDSHIP COLLAGE

Interdisciplinary Connection—VISUAL ARTS

This project helps students develop a deeper understanding of friendship through the art of collage. Students can work independently, with partners, or in small groups. Explain that a collage is a work of art made by bringing together different materials that are not usually found in the same place. The idea is to choose and combine materials in a certain way to express an idea. Tell students that they will be making collages on large pieces of paper that express what friendship means to them. Their collages can represent the idea of friendship, show what they value in a friend, or express something positive about their current friendships.

Write “collage” on the board and list materials you will allow students to use, such as:

- magazine and newspaper clippings
- photographs
- computer printouts
- drawings
- excerpts photocopied from books
- small objects

Provide examples of how each material can be used. Here are some ideas: a magazine cutout of a hand to represent helping, a newspaper clipping that says “respect,” a drawing of zipped lips to show that friends keep each other’s secrets, a computer printout of a soccer ball to stand for a common interest you have with a friend, an excerpt from a book about friendship, and a ticket from a movie you saw with a friend.

Show students a sample collage (see “Advance Preparation”) and give out the materials.

Advance Preparation:

- Bring in sample collages from the art room, another classroom, a book, or the internet.
- Gather following materials for each student, pair, or group:
  - large piece of construction paper or poster board
  - pair of scissors
  - glue stick
  - drawing paper
  - markers or crayons
EXTENSION ACTIVITY 5: FRENEMY GAME SHOW

Interdisciplinary Connection—DRAMA

This activity turns the classroom into a game show called “A Frenemy Among Us.” The show’s guest is an elementary school student, and the contestants are three of his or her classmates. Two of the contestants are the guest’s true friends and one is a frenemy. The guest has to interview the contestants without being able to see them and figure out which one is the frenemy. If the guest identifies the frenemy correctly, he or she gets a Frenemy Detective Ribbon as a consolation prize (see “Advance Preparation”).

Teach students how the game show works and then play a demonstration round. Choose students to play the guest and the contestants. Explain that you will be the host for this round and the rest of the class will be the audience. Seat the guest in a chair facing you and the audience, and seat the contestants behind the guest according to the diagram below. Then put a nametag on each player. The audience will be able to see which contestant got the Frenemy nametag but the host will not.

### Adaptation for gifted students:

Instead of using the Game Show Question Cards, have students make up their own questions. Read a few of the Game Show Question Cards to the class as examples before having students make their own.

<table>
<thead>
<tr>
<th>CONTESTANTS</th>
<th>GUEST</th>
<th>HOST</th>
<th>AUDIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EXTENSION ACTIVITY 5: 
FRENEMY GAME SHOW continued

Since you are playing the host, begin by introducing the game to the audience. Explain how it works and show the consolation prize. Next, tell the guest to choose three Game Show Question Cards from the pile. Read the three cards out loud to the audience. (This gives the contestants a chance to prepare their answers.) Next, have the guest ask the contestants one question at a time. Contestants must answer each question honestly according to their roles, meaning they must say what a true friend or frenemy would do. When all three questions have been answered, prompt the guest to identify the frenemy and explain his or her choice. If the identification is correct, give the guest a Frenemy Detective Ribbon.

You can play the game as a whole class and rotate roles each round until all students have had a chance to participate, or you can have students play in groups of five without an audience so that every student participates in each round.

Advance Preparation:

- Copy and cut out a set of Game Show Question Cards (see page 40 for template) for each group.
- Cut out a set of nametags (see page 41 for template) for each group and attach a loop of removable tape or a string to each so students can wear them.
- Make copies of the Frenemy Detective Ribbon page (see page 42 for template) and cut out a ribbon for each student.
- Optional: prepare props such as a tie for the host, a toy microphone, and a large sign with the name of the game show on it.