What is friendship?

**** Basic **** Intermediate ****  Advanced

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| **Business/Materials** | **Lesson Objectives** | | | | |
| Textbook Title *(required if you use a textbook.):* | By the end of this lesson, students will be able to:   * Define the concept of friendship in their own words (measured through a short oral explanation) * List at least three qualities of a good friend (measured by a written list) * Write a paragraph describing their best friend using the discussed qualities (measured by a short written task at the end of the class) | | | | |
| **Warm-up and Objective Discussion** | | | | | |
| Warm-up Activity: Students will work in pairs. Each student will describe one close friend and explain why they consider that person a good friend. After 3 minutes, a few volunteers will share their thoughts with the class. This activity captures attention through personal sharing, stimulates recall of previous social experiences, and introduces new ideas about qualities of friendship by comparing experiences.  Objective Discussion: Teacher says: "Today we are learning about friendship. You will learn to define what friendship means, recognize qualities of a good friend, and describe your own friendships in writing. These skills help you better understand your relationships and express your feelings clearly."  Teacher then asks: "Can someone tell me one thing we will learn today?" "Why is it important to understand what makes a good friend?" | | | | | |
| **Instruct and Model** | | **** R | **** W | **** L | **** S |
| To introduce the concept of friendship, I will begin the lesson by sharing a short personal story about my best friend from childhood. I will explain how we met, what made our friendship special, and which qualities helped build a strong relationship—such as honesty, trust, and emotional support. This personal example will help students connect emotionally to the topic and understand that friendship is something real and relatable.  Using teacher talk, I will clearly define each quality of a good friend, using simple language and real-life scenarios. For example, I might say, “Trust means you can tell your friend something personal and know they won’t share it with others.” I will speak in a natural, friendly tone to make the content accessible and engaging.  To keep the lesson conversational, I will frequently ask students open-ended questions like, “Have you ever had a friend who supported you during a hard time?” or “What makes someone a true friend in your opinion?” I will encourage volunteers to share short stories and respond with interest and follow-up questions to show that their voices matter in the classroom.  To make the instruction sticky, I will follow the MUD strategy:   * Meaningful – Students will reflect on their real-life friendships. * Useful – They will learn to express their thoughts about relationships more clearly, both in writing and in speech. * Durable – By writing and discussing friendship, they will form strong connections to the content, which will be easier to remember and apply in life.   I will use the “teach, model, and question” method. First, I will teach what friendship means and introduce at least three key qualities. Then, I will model a short paragraph describing my best friend, using those qualities. For example: “My best friend is Mark. He always listens to me when I’m upset and keeps my secrets. I can trust him no matter what.” Finally, I will question the students to guide them in creating their own definitions and examples.  When I model the paragraph on the board, I will think out loud: “I want to write that my friend is supportive. How can I show that in a sentence? Maybe: ‘When I had a bad day, she called me just to cheer me up.’” This shows students not only what to write, but how to think about writing. | | | | | |
| **Guided Practice** | | **** R | **** W | **** L | **** S |
| The teacher will guide the class through a structured writing activity. First, students will brainstorm a list of good friend qualities together, with the teacher writing suggestions on the board. Then, in pairs, they will each choose one quality and discuss a time a friend showed that quality. The teacher will walk around the room, listen to discussions, and ask guiding questions to help students think deeper. Next, the class will work together to write one sample paragraph about a fictional “best friend,” using the modeled format from instruction. The teacher will lead the class sentence by sentence, prompting students with questions like, “What quality can we show first?” and “How can we prove that with an example?” Students will copy this paragraph in their notebooks as a reference. | | | | | |
| **Independent Practice** | | **** R | **** W | **** L | **** S |
| Each student will write their own paragraph about a best friend, using at least three friendship qualities discussed earlier. They will be asked to give specific examples for each quality. This paragraph will allow students to show they understood the lesson by applying the vocabulary and structure practiced during instruction and guided work. While students write, the teacher will walk around to check for understanding and offer individual support as needed.­ Once finished, a few volunteers may read their paragraphs aloud to the class. | | | | | |
| **Assessment** | | **** R | **** W | **** L | **** S |
| Students will submit a final written paragraph describing their best friend, using at least three qualities of a good friend that were discussed in class. The paragraph must include specific examples that illustrate each quality. To ensure authenticity, the task will simulate real-life communication where students express personal thoughts and feelings in a written format. Students are encouraged to use vocabulary and sentence structures modeled earlier during instruction. The assessment will be scored using a rubric that includes the following criteria: clarity of expression, inclusion of three or more friendship qualities, relevance and depth of examples, organization of ideas, and language accuracy. This task requires higher-order thinking, as students must not only recall the qualities but apply them meaningfully in writing, personalize their content, and reflect on real experiences. | | | | | |