




STAGE OF LESSON		PLAN: What is your plan?	
I	INTRODUCE LESSON GOAL 1-2 minutes	To gain a greater understanding of the concept of friendship	
M	MOTIVATE with a HOOK	Get students to write a heading with the word 'friendship' at the top	This scenario will initially stimulate students to think about friendship using a direct example of something (someone) close to them. They will first analyse friendship here by themselves in reference to a specific example of friendship from their personal lives.
P	PRIME with PRIOR KNOWLEDGE -activate it 3-5 minutes	Ask students to think of someone whom they consider a friend, and write a list of <i>why</i> that person is considered a friend to them.	
A	ADD NEW TEACHER INPUT – Explicitly teach the CONCEPT. 10-15 minutes 	Write all the answers students give on the board. Ask students to translate the specific answers given into more general ones. Eg. "some of these answers only apply to you and not to someone else. For example, 'going to the zoo together'. Does that mean that if two people do not go to the zoo together, they are not friends? No. Then what can we write on the board that is more general so we can apply it to all friendships, rather than only your friendship?" Going to the zoo together > doing things together that both friends enjoy	Students are now moving away from their specific concrete examples of what constitutes friendship between themselves and one specific friend, into what constitutes friendship in general. They move from the specific to the abstract.
	ADD NEW TEACHER INPUT – Explicitly teach and model the SKILL.	Help students to look for similarities in the specific suggestions related to friendship that can be abstracted to more general or overarching principles of friendship. Helping when hurt/ cheering me up/ getting a band aid/ asking if I'm ok > can all fall under the category of 'showing care'	The students are learning how to abstract from specific examples into more general ones terms
C	CHALLENGE with APPLICATION & DEVELOPMENT 10-15 minutes 	Discuss the general concepts raised in a community of inquiry. Care = is it necessary to care for a friend > does this care have to be equal > are there different types of care > can you be friends with someone if they don't care for you (or don't consider you a friend) Comparisons = how does friendship differ from other types of relationships (parents/ siblings/ teachers) > Can you be a friend as well as a parent/ sibling/ teacher > what about people you see regularly but you don't call your friends (classmates) > how do you treat these people differently End of friendship = what might break a friendship > how important is trust in a friendship > if you are angry at your friend, are they still your friend > how might a hurt friendship be repaired	Students will have several general principles that they have come up with in relation to friendship. They will now dive deeper into each of these concepts to gain a greater understanding of the concept of friendship.
	CHECK FOR UNDERSTANDING, FEEDBACK & INDIVIDUAL SUPPORT (Throughout the lesson) 3-5 minutes		
	CULTIVATE INDEPENDENT PRACTICE 5 minutes	Can you think of any examples which support an idea we have talked about in relation to friendship? (I care for every one of my friends > care must be important) Can you think of any examples which challenge an idea we have talked about in relation to friendship? (I'm friends with my brother, so I think it is possible to be both a friend and have some other relationship)	Students should understand the difference between general and specific principles, and there should be a constant flow between the two. Here, students are asked to take our discussion of general principles and think of some specific examples which exemplify those generalities.
T	TIME for GOAL REVIEW 3-5 minutes 	Has your understanding of friendship changed? Has your understanding of the best way to be a friend changed?	This question focusses on the concept of friendship. This question focusses on friendship specifically in relation to the individual.