

#12055

SOMETIMES FRIENDS MEAN TROUBLE

SUNBURST VISUAL MEDIA, 2005

Grade Level: 3–6

16 Minutes



CAPTIONED MEDIA PROGRAM RELATED RESOURCES

[#12057 WHEN YOU SEE BULLYING HAPPEN: WHAT A BYSTANDER CAN DO](#)

[#12061 TEN THINGS TO DO INSTEAD OF HITTING](#)

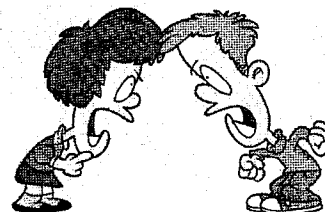
[#12063 POPULARITY: WHAT'S THE PRICE?](#)

**Sometimes
Friends
Mean Trouble**
Grades 3-5

health
character
respect
drugs
career
harassment
violence
bullying
responsibility
alcohol
conflict
anger

6055

Credits



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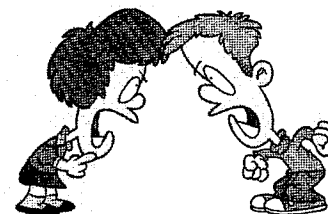
Susan Eikov Green

Teacher's Guide

Ruth Grossman

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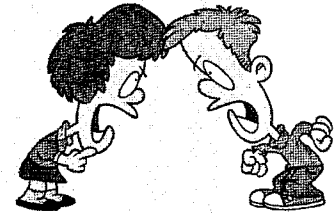
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Running time: approximately 16 minutes

Program Overview



Why Should Children View This Program?

The ability to make and keep friends is critical to every child's social growth and development. Like all people, friends matter to children. Having a friend means having someone to share experiences and fun, someone to count on and trust. But there are also times when friends might try to talk kids into doing something they know they shouldn't. When this happens, it can mean big trouble.

Sometimes Friends Mean Trouble is designed to help middle-elementary students master the skills that will enable them to say no to a friend and hopefully still maintain the friendship. Using realistic vignettes that show one child trying to talk another child into doing something wrong, illegal or dangerous, the program provides students with specific strategies for turning a troublesome situation around without giving in or making themselves look uncool or scared. To reinforce what students learn, and give them the opportunity to practice the skills needed to tactfully turn down a friend whose ideas spell trouble, the program offers a host of discussion questions and supplementary activities.

Learning Objectives

Students will:

- recognize that they don't have to go along when a friend tries to talk them into doing something wrong.
- understand that giving excuses for not doing what a friend wants only makes a situation worse.
- learn simple solutions for keeping a friend from getting them into trouble or making them feel bad about themselves.
- understand the difference between tattling and telling to protect their friends from getting into trouble.
- learn that if they themselves cannot deal with a dangerous situation involving friends, they can turn to a trusted adult for help.

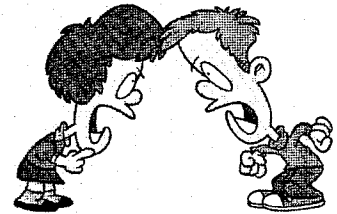
Program Content

- A young host introduces and narrates the scenes.
- The program consists of short vignettes depicting a child whose friend tries to talk him or her into doing something wrong or dangerous.
- Each vignette is followed by on-screen discussion questions that encourage viewers to think and talk about the situation and its solution.

Preview Questions

- Think about a time when a friend wanted you to do something you knew you shouldn't do. What was the outcome?
- If a friend wanted you to do something you knew would get you into trouble, how do you think you could get out of doing it?
- If you knew someone might get hurt because of something a friend wanted to do, would you tell an adult about it?

Program Summary



Friends are important to kids, the host tells viewers as the program opens. Kids need friends to have fun with and talk to, she continues, but sometimes friends want you to do things you know you shouldn't do, things that spell trouble. Two scenarios illustrate.

Morgan's friend Caroline, playing at Morgan's house, insists on trying some of Morgan's mother's makeup. Morgan protests that she's not supposed to touch anything. She'll get in trouble if her mother finds out, she says. But Caroline ignores her and continues putting on lipstick, knowing Morgan's mother isn't home and her dad can't see them because he's busy.

In the second vignette, Jake, playing at Nick's house, looks into Nick's grandmother's handbag and notices cigarettes. Taking one, he tells the astonished Nick that the two of them should go into the woods and light up. "This is our chance," he declares.

The host then tells viewers, if like Morgan and Nick you don't feel right about something a friend wants you to do, say no. But as she points out, this isn't always easy; your friend may think you uncool or you yourself may feel funny. But there are things you can do, she says, to get yourself out of a bad situation. replays of the two vignettes show how. Morgan avoids trouble by getting Caroline interested in another activity. And Jake, instead of arguing against Nick's proposal, forestalls trouble and stops the conversation in its tracks by telling Nick his idea is ridiculous. *On-screen discussion questions follows.*

The next vignette demonstrates another strategy for avoiding trouble. Tyler's friend Mac tries to talk Tyler into accompanying him into an off-limits site, which is not only an illegal place for them to be but dangerous as well. The idea scares Tyler, so he makes excuses to get himself out of the situation, but this only gives Mac the opportunity to give him more reasons for doing it. Finally, Tyler realizes that the only way out of the situation is to leave, which

he does. Frustrated in his plan, Mac leaves as well. *On-screen discussion questions follow.*

The best thing to do when your friend wants to do something that's dangerous or illegal is walk away, the host says. And often, your friend will follow your example. But walking away won't help, she goes on, when a friend makes you feel bad about yourself. Michael's story illustrates. At summer day camp, kids are allowed to pick their afternoon activity. Michael's friend Andrew wants Michael to opt for basketball, but Michael prefers soccer.

So Andrew starts pressuring Michael into doing what he, Andrew, wants. He insists that all the cool guys are playing basketball, that Michael will be wasting his time, and that Michael isn't even good at soccer, he looks funny when he kicks the ball—so more practice won't help. These jibes get to Michael, so he asks his older brother Greg if what Andrew is saying about his soccer skills is true. Greg tells Michael that Andrew is making him feel bad about himself so he'll do what Andrew wants.

Greg advises Michael to look Andrew straight in the eye and tell him he's decided to play soccer. But Michael points out that Andrew will want to know why he doesn't do what Andrew wants. So Greg tells him to take the offensive, tell Andrew he doesn't know why Andrew won't give up already, and then change the subject. Michael agrees to try this strategy. *On-screen discussion questions follow.*

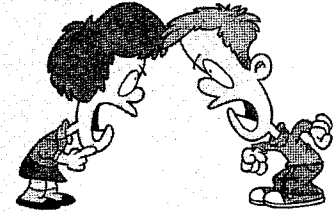
Jasmine's story demonstrates a different kind of situation: how to prevent your friends from getting themselves into trouble. Jasmine's friend Hailey suggests that she, Jasmine, Liana, and Ashley form a club, not just any club, but a secret one. Hailey says that as club members they should do something special—become blood sisters by cutting their fingers and mixing their blood together. Jasmine is appalled. Didn't they all learn in class that touching someone else's blood is a good way to spread disease, she asks.

Hailey doesn't want to hear this. So when Ashley and Liana tell Jasmine that Hailey insists Jasmine is making a big deal out of nothing, Jasmine is sure these two won't stand up to Hailey. Worried about her friends' catching some

disease, Jasmine decides to talk to her teacher about Hailey's plan, even though it may look like tattling. Telling Jasmine she did the right thing, her teacher explains that there's a big difference between tattling and trying to protect her friends. To help Jasmine protect her friends, her teacher reviews in class first aid facts about blood and needles.

Jasmine wanted to keep herself and her friends safe, the host tells viewers. Since she couldn't do it alone, she turned to a trusted adult for help. After two final on-screen discussion questions, a music video, and replays of scenes from the program, the host reviews for viewers the strategies presented that will enable them to keep themselves—and their friends—out of trouble.

Guidelines for Discussion



Group discussion is an invaluable way to explore ideas and issues, foster creativity, and build communication and social skills. The following guidelines can help you maintain a “discussion-friendly” classroom:

- **Create a climate of openness and acceptance.**

Encourage students to show respect for the opinions of others and model this behavior yourself.

- **Establish ground rules.**

Students can participate in formulating the rules for discussion. Rules will vary, but should include some of these general principles:

- No putdowns, ridicule or sarcasm.
- Everyone may speak without interruption.
- Everyone has the right to pass.

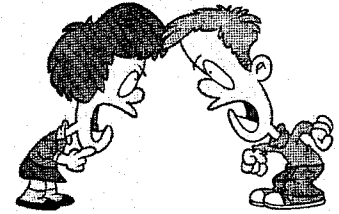
- **Guard against inappropriate self-disclosure.**

An intense discussion may lead students to reveal inappropriate information about themselves or others. Sensitivity and vigilance can help you head off such revelations.

- **Probe behind the neat and tidy answers.**

Children are good at telling adults what they think adults want to hear. To find out what students really think, it is often helpful to prolong discussion time and encourage greater depth. Offer a “What if...?”; bring out issues such as fairness, justice, intent or lack of it, and so on. Children have a remarkable capacity to discern complexities and subtleties, and their discussions can be very rich.

Discussion Questions



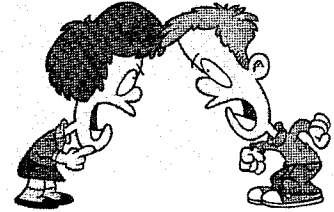
Please Note: Questions marked with an asterisk (*) appear on-screen following the specific vignette.




- (1) What do you think is going on in Morgan's mind when Caroline suggests using her mother's makeup?
- (2) Why do you think Caroline insists on talking Morgan into doing something she knows she shouldn't do, even after Morgan tells her she'll get in trouble?
- (3) Do you think Morgan is being rude or unfriendly to Caroline in trying to stop her from trying the makeup? Why or why not?
- (4) What do you think is going on in Nick's mind when Jake tries to talk him into stealing one of Nick's grandmother's cigarettes? Do you think it was wrong for Jake to look into the handbag in the first place?
- (5) What strategy did Morgan use to get Caroline away from her mother's makeup? Why do you think it was effective?
- (6) What strategy did Nick use to get Jake's mind off taking one of his grandmother's cigarettes? Why do you think it was effective?
- (7*) Can you think of anything else Morgan could have said?
- (8*) Can you think of anything else Nick could have said?
- (9) What do you think is going on in Tyler's mind as Mac tries to persuade him to go into a area with a sign that says, "Danger: Keep Out." Why do you think Mac would want to go there in the first place?
- (10) Tyler first tells Mac the whole idea is stupid, and then suggests getting something to eat. Why aren't Tyler's excuses effective? Discuss why giving excuses makes the situation worse.

- (11) In the end, what does Tyler do to keep himself out of a dangerous situation? Why do you think this strategy works?
- (12*) Can you think of other situations where the best thing would be to walk away? Would you have walked away if you were Tyler? Why?
- (13) Has it ever happened that a friend made you feel bad about yourself? Describe the situation and its outcome.
- (14) How do you think Michael feels when Andrew keeps putting him down and undermining his desire to play soccer? Why do you think Michael is almost ready to change his mind and think about playing basketball after all?
- (15) What does Michael's brother Greg say about Andrew's motive in putting Michael down? Do you agree with Greg? Give your reasons.
- (16) What does Greg suggest Michael do to assert himself with Andrew?
- (17*) Do you agree that what Andrew was trying to do was "trouble"? Why?
- (18) What do you think Michael should do?
- (19) Do you think Greg is right when he says, "A friend should make you feel good about yourself"?
- (20) Why is Jasmine so upset by Hailey's suggestion that the four girls become "blood sisters"? Why did the other girls laugh at her?
- (21) What does Jasmine do when she sees that her friends are going to do something she knows is dangerous? Do you think she could have convinced Ashley and Liana to stand up against Hailey? Why or why not?
- (22) How can turning to a trusted adult be a responsible thing to do when you see someone doing something that poses a danger to themselves or to others?
- (23*) Discuss the difference between tattling and telling. Does trying to protect your friends from danger justify telling an adult? Why or why not?

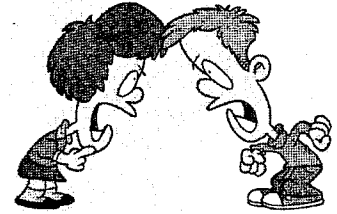
- (24) How does Jasmine's teacher help Jasmine to protect her friends?
- (25) Can you think of other situations where you would ask an adult for help? Who are some of the adults you could go to?

Bulletin Board Starters



-  Print the words “Friends Should . . .” and “Friends Should Not . . .”, each on a strip of posterboard. Tack the posterboards to the bulletin board. Set a stack of paper strips nearby and invite students to write short sentences describing what they think friends should and should not do. Have them tack their strips beneath the appropriate heading. (This may be done in conjunction with Activity Sheet 1.)
-  Lead a class discussion of the ways a friend might cause students to get into trouble. Have students draw a picture or cut out pictures from a magazine to illustrate one of suggestions discussed, and write a brief caption beneath their artwork describing what it represents. Display the finished pictures or collages on the bulletin board.
-  Invite students to write and illustrate comic strips depicting one of the situations in the program. Ask them to end their comic strips by showing how they would have handled the problem.

Suggested Activities



Language Arts: Communication

Students who allow a friend to talk them into doing something they know is wrong or don't want to do often wind up feeling guilty for not being able to stand up for themselves. Have children interview an older sibling, parent, or other adult to learn whether that person ever had such an experience. Have students learn how that person handled the situation, and what he or she learned from it. Set aside some time for class discussion so that students can share thoughts and insights from their interviews.

Language Arts: Creative Expression

Explain to students that poetry is the language of feelings. Have them write a poem about the way they feel when someone wants them to do something they don't want to do or puts them down. Tell them their poem should be just about feelings, not about specific incidents or friends. Display the poems on the bulletin board.

Language Arts: Reading

Ask students to select and read one of the books of fiction in the Suggested Reading section of this Guide. Alternatively, have them ask their school or local librarian for a recommendation for a book that deals with a friend talking the main character into doing something he/she shouldn't do. Have them give an oral or written report on the book to the class. Suggest to students that as they read they should think about the following questions:

- What was the situation in the story?
- Who was the character being talked into doing something he/she knew was wrong or would get him/her into trouble?
- How do you think the character felt?
- What did the character do to stop the friend from getting him/her into trouble? Did it work? Why or why not?
- Was it necessary for the character to turn to an adult for help in the situation? What was the outcome?

Language Arts

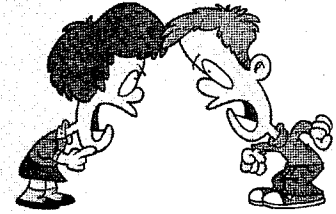
Ask each student to write a story in which a friend asks another friend to do something he or she feels is wrong or is something he or she should not do. Have students exchange papers. Call on volunteers to read the story they have been given and describe if they would handle it differently and how.

Creative Expression/ Movement

Ask for volunteers to role play one or two of the scenarios from the program, or one of the situations given below. Encourage the “actors” to think up additional strategies the character might use to get themselves out of trouble. For each role play, select a mediator to lead the rest of the class in a discussion of whether the strategies would work. (*See Role Play Guidelines on following page.*)

- Danny and his friend Eric are looking through video games at a neighbor’s garage sale. Eric finds one they are both dying to have, but since neither of them have any money, he suggests they just “lift” it. “Who’ll know?” he says.
- Emma is admiring the glass animal collection that belongs to her friend Lisa’s mother, which Lisa’s not allowed to handle. Emma decides to open the door to the shelf where the collection is displayed and reaches for a glass elephant.
- Billy and his friend Sean are at a construction site. There’s a steep, narrow and rocky path blocked by a sign on the fence that says, “Keep Out.” Sean decides they should explore the site anyway and refuses to listen when Billy makes excuses as to why they shouldn’t.
- Jessica wants her friend Marta to join the drama club along with her, but Marta loves drawing and wants to join the art club. So Jessica tells Marta that the drama club is more fun. Furthermore, she tells Marta, “your pictures stink.”
- Jonathan’s friends David, Leo and Darrell are planning to sneak into the town swimming pool after hours, when no swimming is allowed. Jonathan knows it’s dangerous to swim without lifeguards around, and he’s afraid for his friends.

Role Play Guidelines



Role plays are open-ended. The point is not to ensure a happy ending or a pat solution, but to participate in the process and give students a chance to practice new skills. Here are some guidelines to help you facilitate successful role-playing sessions:

- ✓ Create a positive climate by stressing that judging and criticism are not allowed.
- ✓ Set up the role play by asking students to think about the general theme.
- ✓ Go light on props.
- ✓ Keep role plays brief. Two or three minutes is probably long enough.
- ✓ Choose participants who consent. If a student is reluctant to perform in front of a large group, try creating a minor role for him or her.
- ✓ Keep comments constructive. Ask students to focus on the characters and problem and ask, "What else could she have done or said?" rather than... "What was wrong with her solution?"
- ✓ Guard against inappropriate self-disclosure. Stop the role-playing if students reveal things they might later regret.
- ✓ Follow up by having students discuss whether the strategies put forth in each role play would work. You can repeat the role play by switching actors or using new ones.

Send-Home Page



Dear Family Member,

Having a friend their own age—someone they can talk to and do fun things with—is critical to every child's social growth and development. But friends can sometimes mean trouble for kids by talking them into doing something they know they shouldn't do.

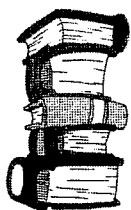
At school, your child has viewed a program called **Sometimes Friends Mean Trouble**. This program not only demonstrates that even best friends can sometimes come up with ideas that spell trouble, but provides viewers with easy-to-understand strategies for getting out of trouble without losing the friend.

Ask your child what he/she has learned from the program. Here are some of the strategies the program suggests kids can use when a friend tries to talk them into doing something they know they shouldn't do:

- End the conversation as soon as you can by changing the subject.
- Refuse to argue or make excuses. This only makes the situation worse.
- When something illegal or dangerous is involved, walk away.
- Stand up for yourself when a friend puts you down or makes you feel bad.
- If the trouble is something you can't handle alone, ask a trusted adult for help.

Discuss these strategies with your child. If possible, relate a situation from your own childhood to help your child understand that he or she doesn't have to go along when a friend suggests doing something wrong. Emphasize that a friend is someone who makes you feel good about yourself, and that if a friend always comes up with ideas that might cause trouble, the best thing to do is ask yourself: "Is this the kind of friend I want?"

Here are two books designed for children you might want to read and discuss with your child. They are both about helping ease the pressure a child may feel from a friend who wants to do something wrong.



If You Had to Choose, What Would You Do? by Sandra McLeod Humphrey, Prometheus Books, 1995.

Stand Up for Yourself: Every Kid's Guide to Personal Power and Positive Self-Esteem by Gershen Kaufman, et al. Free Spirit Publishing, 1999.

What Is A Friend?



It's great to have friends to talk to and have fun with. Describe three things you look for in a friend. **A friend should:**

1. _____

2. _____

3. _____



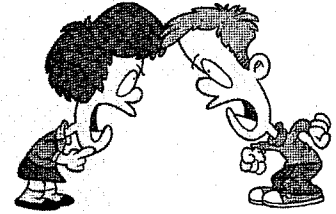
But friends can sometimes mean trouble. Describe three things a friend should not do. **A friend should not:**

1. _____

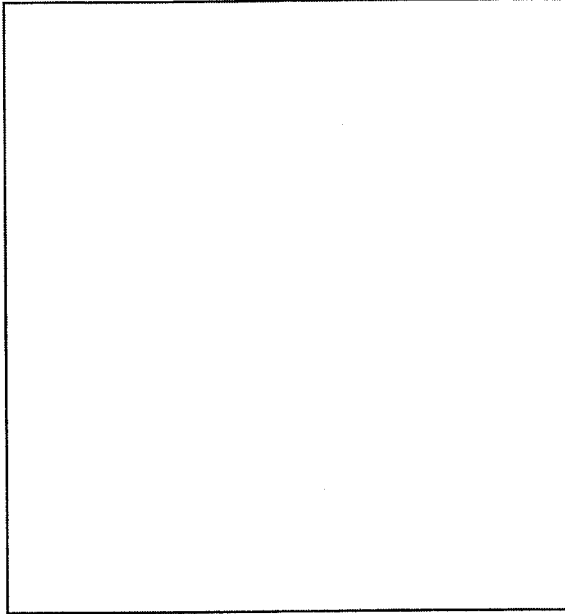
2. _____

3. _____

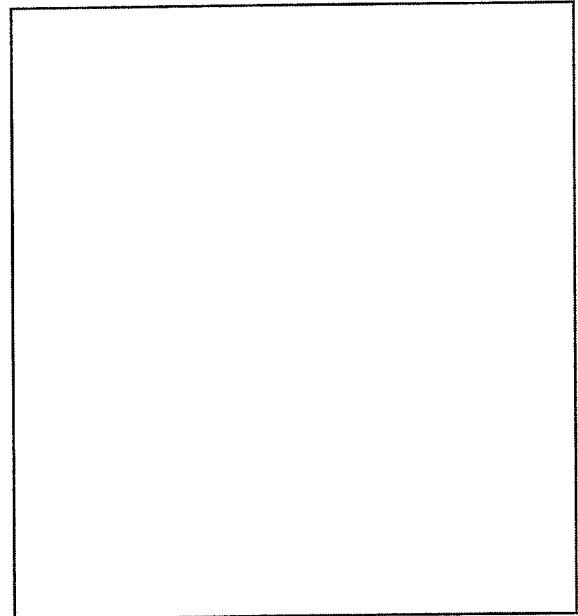
Morgan's Solution



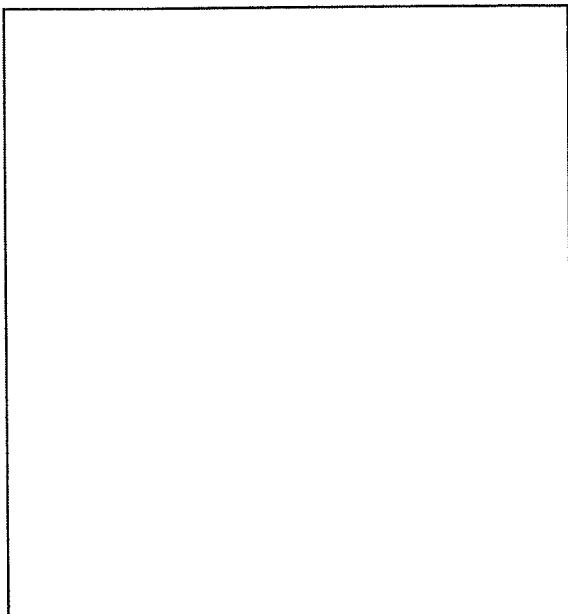
Tell a story in pictures about how Morgan kept Caroline from getting her into trouble. Use speech bubbles if you wish.



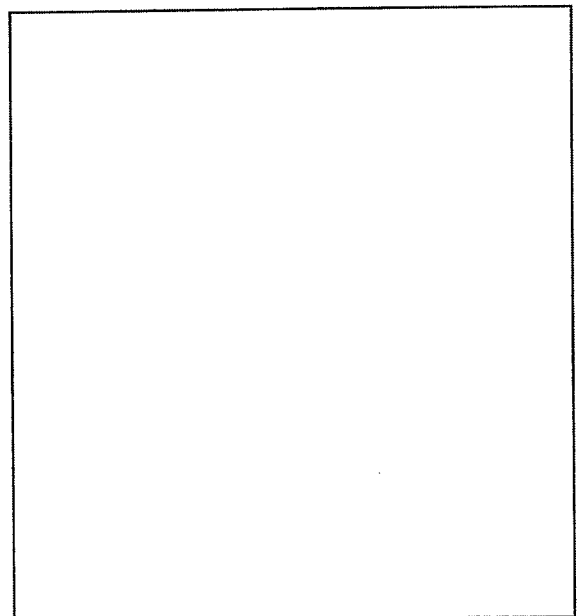
Caroline sees Morgan's mother's makeup, and decides to try some.



Morgan's not allowed to touch her mother's makeup. She knows she'll get in trouble.

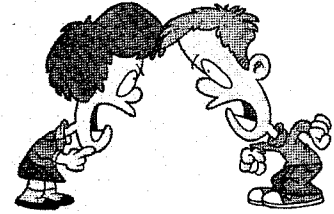


But Caroline won't listen. She begins putting on lipstick. What can Morgan do?



Morgan takes the lipstick and puts it down. "Come to my room," she tell Caroline, "I want to show you something."

Fill In the Blanks



Use the words in the Word Box to re-tell the story of how Nick was able to keep Jake from getting him into trouble.

steal	grandmother	idea	woods
cigarettes	wrong	comes up	discussion
amazing	trouble	chance	help
stop	handbag	surprises	light up
both	smoking	inside	family

One day, Jake is at Nick's house when he sees a _____ sitting on a table.

He looks _____ and finds a pack of _____. The bag

belongs to my _____, Nick says. He adds that everyone in the

_____ wants her to stop _____. But Jake has an

_____ that _____ Nick. His idea is that they should

take one cigarette and go into the _____ and _____.

"This is our _____," he tells Nick. Now Nick knows what Jake wants to

do is _____. He also knows that it will get them _____

into _____. How can he _____ Jake? He knows that

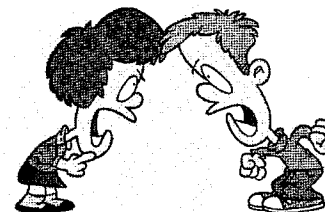
getting into a big _____ will not _____. So, saying

he's not about to _____ his grandmother's cigarettes, Nick suggests that

he and Jake go somewhere else before Jake _____ with any more

_____ ideas.

Fill In the Blanks



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He looks inside and finds a pack of cigarettes. The bag

belongs to my grandmother, Nick says. He adds that everyone in the

family wants her to stop smoking. But Jake has an

idea that surprises Nick. His idea is that they should

take one cigarette and go into the woods and light up.

"This is our chance," he tells Nick. Now Nick knows what Jake wants to

do is wrong. He also knows that it will get them both

into trouble. How can he stop Jake? He knows that

getting into a big discussion will not help. So, saying

he's not about to steal his grandmother's cigarettes, Nick suggests that

he and Jake go somewhere else before Jake comes up with any more

amazing ideas.

When It Happened to Me

Think about a time when a friend wanted you to do something you knew was not right or would get you into trouble. Don't use anyone's name. Then answer the questions.

What was it that the friend wanted you to do?

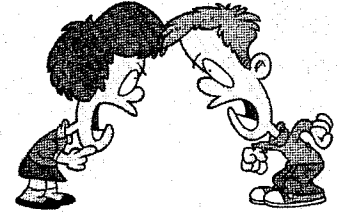
Why did this friend want you to do it?

How did you feel about the situation?

Write what you could have said to stay out of trouble. Would either Morgan's or Nick's solutions have helped?

[illegible]

You Solve It!



Here are some situations that spell trouble for you. Using Morgan's or Nick's solutions, describe what you could do to solve them.



Nicole spots your sister's new CD sitting on the shelf in her room and decides the two of you should listen to it. You know you aren't allowed to use your sister's things without her permission. Nicole says, "Oh, come on, take a chance."

What would you say?



You and your friend Timmy want to go to the movies, but you don't have enough money. Timmy sees your little brother's piggy bank and suggests you "borrow" some money from it. "He'll never know," says Timmy. **What would you say?**



While visiting a museum, your class has been warned to stay together. Your friend Scott wants you to sneak back with him to take another look at the dinosaur exhibit.

What would you say?

Here are some words that describe feelings:


EXCITED

UNEASY

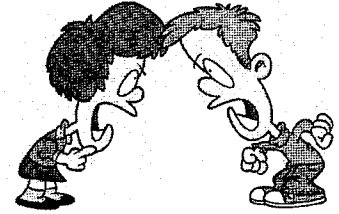
TROUBLED

GRATEFUL

ANGRY

[illegible]

No Excuses, Please



Tell a story in pictures about Mac and Tyler: how making excuses made the situation worse for Tyler, and how he finally solved his problem. Use speech bubbles if you wish.



Mac wants Tyler to go with him to a spot that says, "Danger—Keep out."

1

Tyler knows they'll be in trouble if they go there. He's also a little bit scared.

2

So he makes up one excuse after another. First he says the idea is stupid, then suggests they go get something to eat.

3

Mac asks Tyler if he's chicken, and then points out that they can eat anytime.

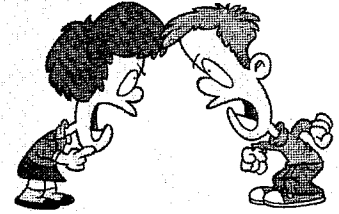
4

Tyler realizes there's only one thing for him to do—leave.

5

Since Mac doesn't want to go to the spot alone, he leaves, too.

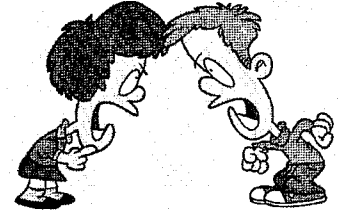
6



- _____ Throwing stones at a neighbor's cat.
- _____ Climbing over a fence with a sign that says, "Keep Out."
- _____ Weeding the garden for an elderly neighbor.
- _____ Taking flowers from that garden without permission.
- _____ Playing a trick on the new girl in your class.
- _____ Learning to play chess when you don't know the first thing about it.
- _____ Sneaking into a movie theater without paying.
- _____ "Lifting" a CD from a shop in the mall.

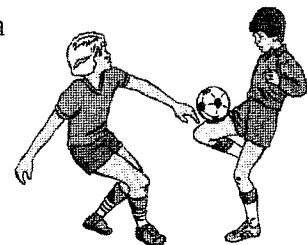
This image shows a blank sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. In the top-left corner, there is a small, stylized black-and-white illustration of a pencil pointing towards the right, with a decorative swirl or ribbon-like element extending from its tip. The rest of the page is completely blank, with no text or other markings.

What Happens Next?

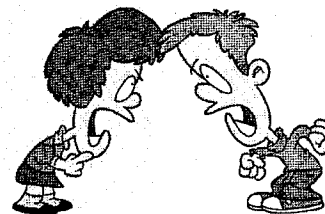


The sentences below tell the story of Michael and his friend Andrew, but they are out of order. Number them from 1 to 12 so that the story makes sense.

- _____ Andrew tells Michael he looks “weird” when he kicks the soccer ball.
- _____ Greg tells Michael to look Andrew in the eye and let him know he’s serious about playing soccer.
- _____ So Michael practices telling Andrew, “I don’t know why you won’t give up already.”
- _____ Michael and his friend Andrew are both going to the town summer camp.
- _____ Andrew tells Michael that all the cool kids play basketball.
- _____ Greg says that a friend is someone who makes you feel good about yourself.
- _____ Greg says Andrew is trying to make Michael feel bad about himself.
- _____ Michael tells Greg that when Andrew wants something, he doesn’t stop.
- _____ Michael wants to play soccer at camp, but Andrew wants to play basketball and wants Michael to play basketball, too.
- _____ Andrew also tells Michael that extra practice won’t help, that he’s not so good at soccer.
- _____ Michael tells his brother Greg about the trouble he’s having with Andrew.
- _____ Greg tells Michael to tell Andrew they should each do what they want.



What Happens Next?

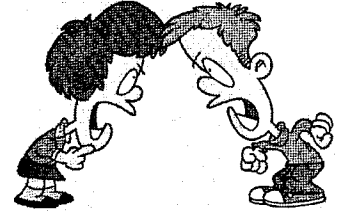


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- 4 Andrew tells Michael he looks “weird” when he kicks the soccer ball.
- 10 Greg tells Michael to look Andrew in the eye and let him know he’s serious about playing soccer.
- 11 So Michael practices telling Andrew, “I don’t know why you won’t give up already.”
- 1 Michael and his friend Andrew are both going to the town summer camp.
- 3 Andrew tells Michael that all the cool kids play basketball.
- 12 Greg says that a friend is someone who makes you feel good about yourself.
- 7 Greg says Andrew is trying to make Michael feel bad about himself.
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- 5 Andrew also tells Michael that extra practice won’t help, that he’s not so good at soccer.
- 6 Michael tells his brother Greg about the trouble he’s having with Andrew.
- 8 Greg tells Michael to tell Andrew they should each do what they want.



Word Search



Each of the words in the box is hidden in the puzzle below. Find each word in the puzzle and draw a line around it. Remember, the words may run across, up and down, or at an angle.

SOCCER
FRIENDS
SCARED
ILLEGAL
ASSERTIVE

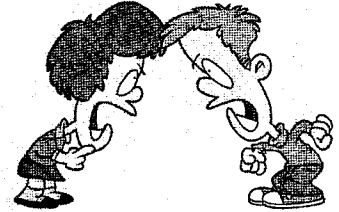
DANGER
UNCOOL
EXCUSES
ADULT
TATTLETALE

TROUBLE
PRESSURE
BASKETBALL
SAFE
SECRET



A	P	R	E	S	S	U	R	E	I	C	D
S	T	A	T	T	L	E	T	A	L	E	A
S	R	U	N	C	O	O	L	M	L	E	N
E	O	L	I	T	F	S	F	L	E	X	G
R	U	O	B	F	B	I	A	N	G	C	E
T	B	E	E	R	N	B	V	I	A	U	R
I	L	I	E	I	T	K	Y	Z	L	S	T
V	E	C	J	E	S	A	F	E	L	E	M
E	O	C	K	N	B	E	S	T	R	S	P
S	N	S	N	D	E	C	T	C	O	N	T
D	A	P	R	S	T	O	E	O	A	S	O
B	A	D	U	L	T	S	C	A	R	E	D

Word Search

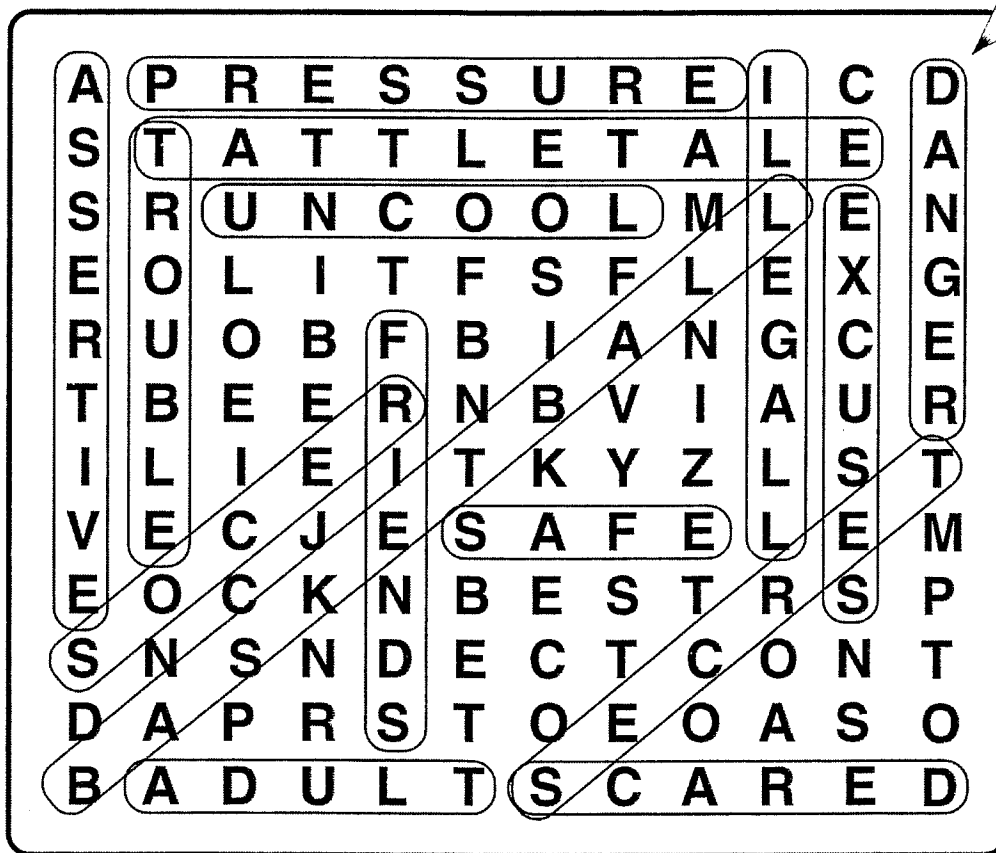


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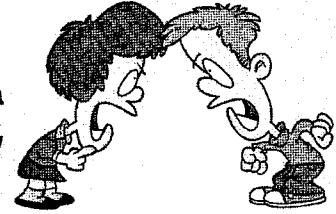
SOCCER
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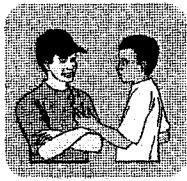


It Takes C-O-U-R-A-G-E



When a friend comes up with ideas that spell trouble, it can take courage to stand up for yourself. In the following situations, circle the degree of courage you think you would need to get out of the situation, then write one or two sentences telling why.

How much courage would it take for you to keep out of trouble by...

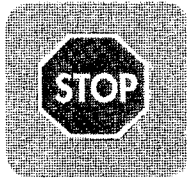


Changing a friend's mind by changing the subject?

A LITTLE

A LOT

A GREAT DEAL



Stopping a conversation in its tracks?

A LITTLE

A LOT

A GREAT DEAL

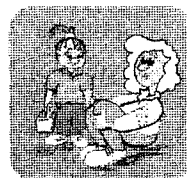


Walking away without making excuses?

A LITTLE

A LOT

A GREAT DEAL



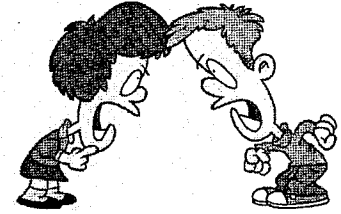
Telling an adult about a situation with a friend that you can't handle alone?

A LITTLE

A LOT

A GREAT DEAL

Stand Up for Yourself!



When a friend comes up with ideas that spell trouble, here's what to do:

1

Change the subject. Your friend may lose interest.

2

Don't argue or make excuses. End the conversation as soon as you can.

3


Don't let someone talk you into doing something illegal or dangerous. Walk away.

4

When someone says, "I don't know why you don't do what I want," go on the offensive. Say "I don't know why you don't give up already."

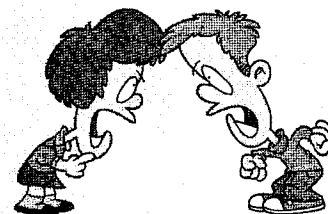
5

If you're in a situation that you can't handle alone, ask an adult you trust for help.

A 
Reminder

If you have a friend who always comes up with ideas you know are not right for you, ask yourself: "Is this the kind of friend I want?"

Suggested Reading



Reading for Educators and Parents

Frankel, Fred H. *Good Friends are Hard to Find: Help Your Child Find, Make and Keep Friends*. Perspective Publishers, 1996. A step-by-step guide.

Rubin, Zick. *Children's Friendships*. Harvard University Press, 1980. How children's friendships develop and change.

Reading for Grades 3 to 5

Bernier-Grand, Carmen T. *In the Shade of the Nispero Tree*. Orchard Books, 1999. In this story of a girl's dawning understanding of the racial prejudice in Puerto Rican society, Teresa lies to her teacher to avoid getting into trouble, but her best friend tells on her.

Bowdish, Lynes and Meredith Johnson. *A Friend for Caitlin*. Willowisp Press, 1998. When Caitlin's best friend moves away, she is determined to make the new girl next door her new best friend.

Bunting, Eve. *Summer Wheels*. Harcourt, 1992. When the new kid tries to buck the system by which children can borrow fixed-up bikes, Lawrence and Brady decide to bring him to justice.

Carrick, Carol. *Some Friend!* Houghton Mifflin, 1987. Mike has trouble accepting his friend Rob's overbearing behavior.

Carrick, Carol. *What a Wimp!* Houghton Mifflin Juvenile, reprinted 1988. Two boys take advantage of Barney's good nature.

Cooper, Illene. *Frances and Friends*. Knopf, 1991. Fourth-grader Frances is reluctant to share her best friend with a newcomer.

Fowler, Susi Gregg. *Albertina the Perfect*. Greenwillow, 1998. To Molly, Albertina is a perfect friend, until she starts revealing Molly's innermost secrets.

Greene, Carol. *The Jenny Summer*. Harper, 1988. Robin learns a lot about friendship during one summer.

Guthrie, Donna. *Frankie Murphy's Kiss List*. Simon & Schuster, 1993. A bet that goes wrong offers a valuable lesson in friendship and loyalty.

Henkes, Kewin. *Chester's Way*. Greenwillow, 1988. Chester and Wilson were best friends, until Lilly moved into the neighborhood.

Hermes, Patricia. *I Hate Being Gifted*. Turtleback, 1992. Finding herself put in a gifted class, KT is fearful her best friends will desert her.

Humphrey, Sandra McLeod. *If You Had to Choose What You Would Do?* Prometheus Books, 1995. A parent-child discussion-starter about important moral and social issues.

Kaufman, Gershen, et al. *Stand Up for Yourself: Every Kid's Guide to Personal Power and Positive Self-Esteem*. Free Spirit Publishing, 1999. A guide children can use to feel good about themselves and ease the pressure they often feel from friends.

Kaye, Marilyn. *A Friend Like Phoebe*. Harcourt, 1989. When Phoebe's best friend is chosen for an honor Phoebe covets, their friendship comes under strain.

Klein, Robin. *Enemies*. Scholastic, 1991. Although their mothers are best friends, Mary Anna and Sandra are sworn enemies until on an outing with Sandra's mother at the museum, the two get lost and must depend on each other to get safely home.

Leverich, Kathleen. *Best Enemies*. Greenwillow, 1989. On her first day at school, Priscilla meets Felicity, who turns out to be a manipulator.

_____. *Best Enemies Again*. Greenwillow, 1991. Further adventures in which Priscilla succeeds in overcoming Felicity's habit of teasing and taunting.

Mills, Claudia. *Hannah On Her Way*. Macmillan, 1991. Ten-year-old Hannah has trouble fitting in at her new school, especially after she becomes friends with Caitie, the class leader, who keeps trying to change her.

Passen, Lisa. *Fat, Fat Rose Marie*. Henry Holt, 1991. Although she and Rose Marie are good friends, Claire is lured away by mean but popular Genevieve and leaves Rose Marie in the lurch. To be handled with sensitivity.

Singer, Marilyn. *Twenty Ways to Lose Your Best Friend*. Harper, 1990. Emma decides not to vote for her best friend as the lead in the school play, precipitating a crisis.

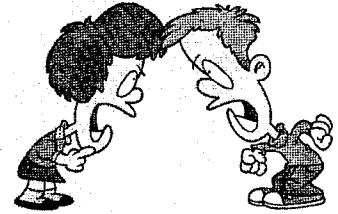
Smith, Jane Denitz. *Charlie is a Chicken*. HarperCollins Juvenile Books, 1998. In order to stay in the good graces of fifth-grade social leader Jessica, Maddie must humiliate her best friend Charlie.

Spinelli, Eileen. *Lizzie Logan, Second Banana*. Simon & Schuster, 1998. Sassy Lizzie has lots to cope with, but as she races from one crisis to another, she barely has time to notice the effect of her behavior on her best friend Heather.

Spinelli, Jerry. *Fourth-Grade Rats*. Bt Bound, 1999. As he makes the transit to fourth grade, Suds Morton is pressured by his friend Joey into some very uncharacteristic macho behavior.

_____. *Wringer*. Harper Trophy, 1998. A nine-year-old boy about to turn ten must find the courage to confront his peers and act according to his conscience. A Newbery Honor Selection and superb discussion-starter.

Script



Sometime Friends Mean Trouble

Host

All kids need friends. Having a friend that you can do fun things with and talk to is important for everybody. But sometimes a friend may want to do something you know you shouldn't do. Like this...

Caroline

Wow! Your mom has such cool makeup.

Morgan

Yeah. I love that color.

Caroline

Me too. I wonder how I'd look in this.

Morgan

We shouldn't be playing with that.

Caroline

Come on, let's see how it looks on you.

Morgan

Caroline, I'm gonna get in trouble. My mom is gonna get mad.

Caroline

You said she won't be home for hours, and your dad's busy. Come on.

Host

Caroline tried to talk Morgan into doing something she wasn't supposed to do—and Morgan was uncomfortable. She didn't know what to say.

Just like Nick, when his friend Jake tried to get him to do something he knew was wrong. Watch...

Jake

Who's bag is that?

Nick

That's my grandma's.

Jake

There are cigarettes in there.

Nick

I know. She smokes. Everybody's always yelling at her about it.

Jake

Think she'll know if we take one?

Nick

What?

Jake

Let's take one. We could go in the woods and light up.

Nick

Did you ever smoke before?

Jake

No. Did you?

Nick

No.

Jake

So, here's our chance.

Host

Now this is definitely something Nick knows he shouldn't do. If you've ever been in a situation like Morgan or Nick, maybe you wondered if there was something you could do to get you off the hook. Well, here are a few tips.

If someone asks you to do something you don't want to do—and something you know isn't right—the first thing you should do is say "No." I realize that can be tricky. Maybe you're worried that the other kid will think you're not cool that you'll look kind of funny. But watch what Morgan and Nick could have done in each situation. See how they could have changed things around.

Caroline

Wow! Your mom has such cool makeup.

Morgan

Yeah. I love that color.

Caroline

Me too. I wonder how I'd look in this.

Morgan

We shouldn't play with that.

Caroline

Oh come on. Let's see how it looks on you.

Morgan

Put that down and come to my room. I want to show you something.

Host

See what Morgan did? She got Caroline interested in something else. Caroline forgot all about the makeup. Now let's take a look at Nick...

Jake

Who's bag is that?

Nick

That's my grandma's.

Jake

There are cigarettes.

Nick

I know, she smokes. Everybody's always yelling at her about it .

Jake

Think she'll know if we take one?

Nick

What?

Jake

Let's take one. We could go in the woods.

Nick

Yeah, I'm gonna steal cigarettes from my grandma! Let's get out of here before you come up with another amazing idea.

Host

See, Nick just blew off the whole thing. He didn't get into a big, long discussion about it. He just ended it. Then he got himself and Jake away from the trouble.

Changing the subject like Morgan did, and stopping the conversation in its tracks the way Nick did are two great ways to get yourself off the hook when friends mean trouble. And did you notice that they both did it in a fun way? No yelling, no big deal. Just matter of fact. End of discussion; end of problem.

Questions for Discussion

- Can you think of anything else Morgan could have said?
- Can you think of anything else Nick could have said?
- What would you have done?

Song

Sometimes friends mean trouble

Sometimes they make good times double

Sometimes friends take chances

And that's when friends can mean trouble

*Sometimes friends can mean trouble
When they do the things they shouldn't do
You need to stop before it gets bad
You need to do what's true for you*

Host

Now here's another story. It's about Tyler. And there's only one sure way for Tyler to get out of the trouble his friend Mac has in mind. Watch and you'll see what I mean.

Mac

Have you ever gone down there?

Tyler

No. It says "Keep Out."

Mac

I heard some guys talking and they said it was fun.

Tyler

And it says "Danger."

Mac

Haven't you ever wondered what was down there?

Tyler

Sure...but....

Mac

There's only one way to find out.

Tyler

My brother knows some kids who were picked up by the cops for messing around down there.

Mac

But there are no cops around now. No one'll even see us.

Host

Tyler knew this was a very bad idea. It was dangerous. It was illegal. And he was kind of scared. But he really didn't want to let Mac know that. So he tried to talk his way out of it.

Tyler

It's stupid.

Mac

What are you, chicken?

Tyler

No...but .. uhm....I'm hungry. Let's go get something to eat.

Mac

This is gonna be exciting—something different. We can eat any time.

Host

Giving excuses only made the situation worse. That gave Mac the opportunity to give Tyler more reasons for doing it. Finally, Tyler realized that there was only one thing for him to do—walk away.

Tyler

Listen, I think this whole idea stinks. I'm going back.

Host

If you're in a situation where the trouble your friend is talking about is dangerous or illegal, the best thing to do is leave. Just walk away. And chances are, your friend will follow your example.

Questions for Discussion

- Can you think of other situations where the best thing to do would be to walk away?
- Would you have walked away if you were Tyler? Why?

Host

Sometimes the trouble a friend can make has nothing to do with things that are dangerous. Sometimes a friend can do things that make you feel bad about yourself.

That's a different kind of trouble. And that's what happened to Michael. Michael and his friend Andrew are both going to the town summer camp. One of the fun things about the camp is that you get to choose your activity for the afternoon. Michael wants to take extra soccer practice. Andrew wants to play basketball.

Andrew

Soccer? Why do you want to play soccer?

Michael

Because it's fun, why do you think?

Andrew

And you don't think basketball's fun?

Michael

Sure, but I want to do soccer.

Andrew

You know all the cool guys are playing basketball.

Michael

That's not true. There are good guys on the soccer team.

Andrew

Yeah, like who? Besides you're just wasting your time.

Michael

What do you mean?

Andrew

Well, I know how you play. And let's face it, you're not so good. If you think extra practice is gonna help—forget it.

Michael

You're saying I stink?

Andrew

Well, maybe not stink...but, it looks like you're coming apart or something.

Michael

I look like that?!

Host

Now, all of sudden, playing soccer didn't seem like such a good idea to Michael. And he started to think about changing his mind and playing basketball with Andrew. That is, until he spoke to his older brother Greg.

Greg

Buddy, how's camp?

Michael

Okay. Let me ask you something—you've seen me play soccer right?

Greg

Yeah.

Michael

Do you think I look weird when I kick?

Greg

What do you mean weird?

Michael

Well, Andrew said when I kick the ball I look like, uhm...a pretzel or something. And I'm never gonna be any better.

Greg

Andrew said this? Why?

Michael

I don't know. He said it was a waste of time. He thinks I should take basketball with him.

Greg

You know what I think? I think Andrew just said that so you'd do what he wants, not what you want. He's trying to make you feel bad about yourself so he can get his way.

Michael

You think so?

Greg

Definitely. Don't fall for it.

Michael

What should I do?

Greg

Tell him he can do what he likes—you're gonna do what you like.

Michael

It's not that easy. When Andrew wants something he doesn't stop.

Greg

Well, you have to let him know you're serious. Look him straight in the eye and tell him what's up.

Michael

How's this—Listen Andrew, drop it okay? I want to do what I want to do! Get it?

Greg

Well you can tone it down. You don't have to yell to get your point across. Just look like you mean it.

Michael

He always says something like, "I don't why you won't do what I want."

Greg

Throw it back at him. Say, "I don't know why you won't give up already." And change the subject.

Michael

Okay, I'll try.

Greg

And remember something else—a friend should make you feel good about yourself, not bring you down.

Question for Discussion

- Do you agree that what Andrew was trying to do was "trouble"? Why?
- What do you think Michael should do?

Host

Now here's another situation to think about. What do you do when you want to keep your friends from getting themselves in trouble? That's the situation that Jasmine found herself in when her friend Hailey came up with what she thought was a great idea.

Hailey

I was watching this program on television, and these kids, they started their own secret club. It was so cool.

Jasmine

We should have our own club too.

Liana

Yeah. What would we call it?

Ashley

I don't know. But maybe we could get tee-shirts or something.

Hailey

Well, see this wasn't a club where you would let other kids know the name. It was a secret. And they had a special thing they did.

Liana

What?

Hailey

Well, they became blood sisters.

Ashley

Blood sisters? That sounds disgusting!

Liana

Yeah. What's that?

Hailey

Well, they all cut their fingers—just a little—like just stick your finger with a pin, and then they all dipped their blood together.

Liana

Eeewww!

Ashley

Does it hurt?

Hailey

I don't think so. It didn't look like it hurt.

Jasmine

Forget about hurt—that's dangerous.

Ashley

How dangerous could it be? You're not going to bleed to death.

Jasmine

It's not dangerous from bleeding too much, it's dangerous to touch someone else's blood.

Liana

Why?

Jasmine

Weren't you guys listening in class? Touching someone else's blood is one of the biggest ways diseases spread. That video we saw—it said to never, never do that.

Hailey

Oh, so you're saying we're all diseased. That's nice.

Jasmine

No, I'm saying you just can't tell.

Ashley

So you don't want to be in our club?

Jasmine

I didn't say that either. I said we shouldn't do this blood thing. None of us.

Host

Jasmine saw that her friends were going to do something that she knew was dangerous. So she told them the facts, and then made it very clear that she wasn't going to go along with them. And she tried to convince them not to do it either. But the next day she found out that it didn't work.

Ashley

You know Hailey really wants us to do that blood thing. She called me last night.

Liana

She called me too.

Ashley

She said that you're making a big deal about nothing and we shouldn't listen to you.

Jasmine

Well she's wrong. You shouldn't let her talk you into doing something that you know is wrong.

Ashley

But you know what she's like.

Host

Now Jasmine didn't know *what* to do. She was worried about her friends, and worried that they would follow Hailey just because they couldn't stand up to her. So she decided that the best thing was to talk her teacher.

Jasmine

I have something I really need to talk to you about. I feel a little funny talking to you about this.

Teacher

Jasmine, I'm very glad you came to me. And I'm proud of you because I know it was a hard thing to do.

Jasmine

Well, I feel a little like a tattletale.

Teacher

I understand that. But you know there's a big difference between tattling and trying to protect your friends. To me, tattling is telling on someone just for the sake of getting them in trouble. What you're doing is just the opposite.

Jasmine

I kept thinking about how I'd feel if I didn't say anything and then something bad happened.

Teacher

Whenever you see someone doing something dangerous to themselves or to others, the responsible thing is to tell an adult you trust. You did the right thing.

Jasmine

Thanks.

...

Teacher

So let's review what we learned about first aid. What did we say you should do before you touch someone who has a cut or is bleeding?

Boy

You should put on rubber gloves.

Teacher

And why should you do that?

Girl

Because if you touch someone else's blood and you have a cut, their germs could get into you and make you sick.

Teacher

That's right. And we said that's why you shouldn't ever use the same needle as someone else for piercing your ears or anything like that. I just want everyone to remember that important lesson.

Host

Jasmine knew that her friends were heading for trouble. She knew how to take care of herself and she wanted to keep her friends safe. But she couldn't do that alone, so she got help from an adult she could trust.

Questions for Discussion

- Discuss the difference between tattling and telling.
- Does trying to protect your friend from danger justify telling an adult?
Why or why not?

Song

*Sometimes friends mean trouble
Sometimes they make good times double
Sometimes friends take chances
And that's when friends can mean trouble*

*Sometimes friends mean trouble
When they do the things they shouldn't do
You need to stop before it gets bad
You need to do what's true for you*

Host

Friends. Everybody wants friends, everybody needs friends. But it's important to realize that sometimes even the best friends can come to us with ideas that spell trouble. When that happens...

Try to end the discussion as soon as you can. One good way to do that is to change the subject.

If necessary, walk away. Don't let someone talk you into doing something that's dangerous or illegal.

Remember, sometimes "trouble" isn't so obvious. A good friend makes you feel good about yourself.

If you're in a situation that you can't take care of alone, ask an adult you trust for help.

And here's another thing to think about...if you have a friend who always comes up with ideas you know aren't right for you, ask yourself "Is this the kind of friend I want?"

A friend is someone you can have fun with, talk to, and trust. Someone who makes you feel good about yourself, someone you're proud to call your friend.

THE END