

Character and Life Skills

Video Title: Loyalty: Mike's Story

Lesson Title: Friendship Poetry Bowl

Grade Level: Middle School



Project and Purpose

Students discuss characteristics of a good friend and use shared key words and phrases to write poetry.

Essential Question

What makes a good friend? How do loyalty and friendship connect?

Note: The pre-viewing activity, video viewing, and discussion questions are built into the lesson.

Materials

- Writing materials
- Small slips of paper (4 per student)
- Large bowl, basket, or similar
- Chart paper or chalkboard
- Timer (or clock with a second hand)
- Video and projector/screen
- In a remote environment, meeting software will need to have “breakout room” or similar function enabled to allow pairs of students to have discussions. Also, handouts may need to be emailed to students ahead of time or shared in meeting software chat function

Procedure

1. Before watching the video, ask students to participate in a “Quick Write.” (A script for giving directions is provided in italics in the bullets below.)
 - *I'm going to ask you to respond in writing to the prompts I'm about to give. For each prompt, I want you to write for one minute without stopping. I'm going to ask you later to share a sentence or two, one that you choose yourself, but otherwise, no one will read this but you. Just don't stop — use the whole minute.*
 - **Prompt one:** *What makes a good friend?*
 - **Prompt two:** *Have you ever been disappointed by a friend?*
 - **Prompt three:** *What does loyalty mean, in a friendship?*

A note: If the students are engaged and invested, and you have additional time, two minute quick writes could be done.
2. *Look over what you've written, and underline or circle a sentence or two that stands out to you that you're willing to share.*

3. Turn to the person next to you and share that sentence.
4. Introduce the video, asking students to pay attention to the way Mike and the other students talk about loyalty and friendship. Watch the video *Loyalty*.
5. After watching the video, have students turn and talk with a neighbor to discuss how the video related to what they had written in the Quick Write exercise. Ask them to select one word that stands out from the video, or one word that the video made them think of, and have them share with their partner.
6. Have partners share their words with the whole group and write five responses on the board or on chart paper.
7. Distribute the small pieces of paper and have students write down four additional words, one on each piece of paper. The words might be from the video, from their writing, or something that the video or writing brought to their minds.
8. Collect the papers in a bowl, basket, or similar.
9. Pull ten of the papers from the bowl and add those words to the list on the board. Students write poems using the 15 posted words.
 - At least ten of the words must be used.
 - Any other words may also be used.
 - The poem may take any form – rhyming, stream of consciousness, spoken word, etc.

Conclusion

When students have completed their poems, ask volunteers share their poems. Solicit at least three; more may be shared, depending on time.

Ask students to discuss the poems with any/all the following questions:

- What did you notice across the poems we heard? Are there similar themes or ideas that stand out?
- What did you notice that might have resonated with Mike and the other students from the video?
- What are your thoughts about what loyalty means, especially in terms of friendship?

Other possibilities or extensions:

- Students might have the option to work in pairs.
- Each individual student might choose an additional two words from the bowl, so everyone has the same basic word bank and two individual options.
- The number of required words may be changed, or done away with all together.

Notes
