Session 7.2

Basic Human Needs, Levels of Friendship

Session Overview:

1. Review Session 7.1.
2. Use the Raft Activity to help participants identify physical human needs.
3. Discuss the physical and emotional needs humans require to thrive.
4. Use the Basic Human Needs Pyramid handout to increase participants' understanding of basic human needs and identify the people in their life who meet those needs.
5. Use the Levels of Friendship activity to help participants identify different levels of friendship and the significant aspects of different types of friendship including boundaries, trust, respect, and communication.
6. Apply the different levels of friendship to online safety.
7. Use the friendship scenarios to help participants recognize the importance of friendships and how they have the power to affect your future.
8. Wrap Up Session.
9. Distribute Parent Connection Form Session 7.2: Basic Human Needs, Levels of Friendship.

Learning Objectives:

- Participants will identify physical and emotional needs and learn healthy ways to meet these needs.
- Participants will identify individuals within their support system who meet these physical and emotional needs.
- Participants will identify the different levels of friendship and the significant aspects of friendships including boundaries, trust, respect, and communication.
- Participants will apply the different levels of friendship to online safety.
- Participants will recognize the importance of friendships and how they have the power to affect your future.

Materials Needed:

- Computer, projector, and speakers
- Jar of Now and Later candy
- Levels of Friendship Scenario Cards (7.2.5)
- Friendship Scenarios PowerPoint (7.2.7)
- Handouts:
  - Stranded! (Handout 7.2.2)
  - Basic Human Needs Pyramid (Handout 7.2.4)
  - Parent Connection Form Session 7.2: Basic Human Needs and Levels of Friendship
- Question cards
- Question bag

Classroom Planning:

- Review Session 7.2 curriculum.
- Make copies of handouts.
- Gather the question cards and question bag.

The Standards:

- See Appendix E for a list of state and national standards met in this session.

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Educator states:
During the first session we started off by going over the Group Rights and Responsibilities. This is a list of rules that each of us can abide by to make this a safe and comfortable environment to have discussions and share our thoughts and opinions.

We also re-introduced our Healthy Futures saying that goes along with the Now and Later candy. Does anyone remember what it is?

[The choices you make NOW will affect you LATER!]

We then talked about the two keys to success. Can someone please tell me what the two keys to success are?

[Know what you want and know how to get there.]

Today we will be talking about basic human needs and levels of friendship and how these topics relate to our ability to reach our goals and dreams.

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Educator highlight: The purpose of the Stranded! activity (Handout 7.2.2) is to demonstrate the basic physical needs humans require to survive. This activity will focus on physical needs but participants will also learn the importance of meeting emotional needs. Divide the class up into groups. Each group will sit in a circle and will be asked to imagine that they are aboard a raft. Read the story below aloud.

Educator states:
Imagine that you and your classmates are taking a class trip to an island for the day. On your way to the island, the weather takes a turn for the worse and your ferry crashes into a massive group of rocks. The damage is too severe to recover, and the ferry begins sinking. To make matters worse, the ferry's tracking device is also damaged in the crash, so no one knows your whereabouts. You and your classmates put on your life jackets and frantically scour the ship and your luggage for items that you think you need to survive. You break up into three groups and board the lifeboats. You soon learn that the amount of items you brought with you on the raft is too much for the raft to handle. You will not make it to shore unless you throw overboard all but 10 items from the group. Your task is to work together with your group for no more than 10 minutes to agree upon 10 items that you will keep on board. These 10 items are imperative to your survival as it is unknown for what period of time you will remain stranded and shipwrecked. You will be choosing these 10 items from a list of items on your handout. Circle the 10 items you have agreed upon as a group.

Educator highlight: Walk around and supervise the groups as they are working through their list. It is expected that there will be some tension and mild disagreements as they learn to work together and compromise on items. Provide a three minute warning before their time is up.

Alright, we are going to take a few minutes now and discuss what each group identified as their top three items. Be prepared to explain and defend why you chose each of those top three items as important for your survival.

Educator highlight: Allow the groups to share the top three items on their lists and defend them. Most likely the participants will have chosen items such as food, water, matches, rope, tools/weapon (knife, etc.) signal flare, cookware, clothing, etc.

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Educator highlight: Transition the participants to the next activity focusing on building their understanding of the different types of humans needs –physical and emotional.

Educator states:
In the last activity groups identified items needed for survival. One thing to note here is that these items were all designed to meet our physical needs. Every human being has certain needs that have to be met in order to function properly. Those needs are physical and emotional.

Starting with the physical, every human being needs food, water, sleep, and shelter in order to survive. You all demonstrated this through the items you chose to take with you on your raft. However, taking that one step further, we also have a need to feel safe and stable. Often this is provided for us by others, mainly parents, who help provide this security through physical and financial provision (food and shelter) and emotional security (loving and accepting us). This ties into our emotional need for relationships. We need human companionship. We need to feel accepted and loved in order to succeed in life. This helps to develop our personality, character, self-esteem, morals/values, and sense of identity. Our parents fulfill these emotional needs until we become older, and eventually, we begin to find fulfillment of these needs in our friends. Our last emotional need is to feel like we have an identity and purpose in life. We have to discover how it is that we fit into the world around us, and what it is that we can do in order to contribute or make our mark on it.

Therefore, we have both physical and emotional needs that need to be met in order to survive.

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Educator highlight: This activity is intended to help the participants visualize basic human needs and also evaluate which people in their lives fulfill these needs. After the explanation, the participants will write down the names of the people in their lives that fulfill these needs.

Educator states:
Everyone go into your folder and pull out the Basic Human Needs Pyramid (Handout 7.2.4). This pyramid was developed by a psychologist by the name of Abraham Maslow and was designed to help people understand physical and emotional needs. Each of the five levels represents a basic need that everyone must meet in order to be healthy. On the handout you have just been handed, you will be filling in the pyramid starting at the bottom and working your way to the top. I will explain each of the levels to you. Let's start by numbering the sections 1-5. The very top of the pyramid will be No. 1, and the very bottom of the pyramid will be No. 5.

At the very bottom of the pyramid (No.5) are basic needs: food, water, sleep, and shelter. These are the things we need in order to survive. They are the things that your body could not do without. You all demonstrated this need through the items you chose to take with you on your rafts.

The next section up (No. 4) lists physical and emotional needs: safety and stability. If someone is being bullied at school, do they feel safe? (No.) Will they be able to focus on what they should be learning in class? (No.) We need safety and stability in order to feel comfortable in our environment.

The next section up (No. 3) list social needs: relationships, companionship, and intimacy. By being around other people we become aware of the world around us. We all need human interaction to satisfy this need. If we are not around others for a long time, we begin to feel lonely and isolated.

The next section up (No. 2) lists emotional needs: acceptance and love. This need is met by the people who make us feel like we belong. When we are younger, our parents fulfill this emotional need. As we get older, there are others who meet this need, including our friends.

The top section (No.1) lists emotional needs: meaning and identity. This need is met by people who help you feel good about who you are and support you in becoming who you want to be.

Now that we have completed filling in the pyramid, I want you to use the five lines below the pyramid to write the name of someone in your life currently who fulfills each need.

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Educator highlight: For this activity, there will be three roles assigned per group of participants. These roles include: acquaintance, friend and best friend. To assign the participants their group members, count off the class with the numbers 1 through 3. Each group should have a number 1, 2, and 3. The participants assigned 1, will be in charge of card 1, and so on for each group. Each card will outline a specific topic of conversation with the amount of personal information they will be allowed to share. The group will act out the corresponding card using the brief conversation notes. This activity will demonstrate the differences in the appropriate level of disclosure that should occur at each level of friendship.

Educator states:
Next we are going to do an activity. First, I will need two volunteers to come up and we are going to role-play a conversation. These conversations are going to represent different types of friendships. As you watch, I want you to think about what kind of friendship you think this is. Did they just meet? Is it that they don't really know each other? Do you think they are friends or best friends? I want you to pay close attention to our role-play because we are going to talk about it afterwards.

Raise your hand if you want to volunteer.

[Tell each volunteer what level of friendship they are role-playing and give them the Levels of Friendship Scenario cards.]

[Volunteers act out acquaintance conversation.]

Who can tell me what they saw in that role-play? What did it feel like?

[Allow participants time to respond.]

Right! It felt distant/superficial. In real life, this is a person that you may or may not know. We call that an acquaintance. You may have seen them in school, shared classes with them, or know some of their friends. However, you have had limited interaction with this person. You may know their name but not much more. In the scenario, you learned quickly that there was not much to discuss with this person because of your limited interaction with them. You were just learning the basics about them and your conversation was limited to small talk topics like the weather. You never talked about any deep or personal information.

Ok, we are going to move on to the next scenario.

[Volunteers act out the friend conversation.]

Who can tell me what they saw out of that role-play? What did it feel like?

[Allow participants time to respond.]

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Educator states:
Right! The second conversation represented people who you referred to as friends. In real life, this is a person you have interacted with many times and are more comfortable around. The person already knows your name and general information about who you are as a person. The conversation was already a level deeper than with the acquaintance. In the activity, you discussed some of your similar interests, shared experiences, or even just how your day was going. You most likely would have been able to pick up from where you left off in your last interaction with this person.

[Volunteers act out the best friend conversation.]

Who can tell me what they saw out of that role-play? What did it feel like?

[Allow participants time to respond.]

Right! The third conversation represented best friends. In real life, this is a person you trust with the most personal and intimate details of your life. They may have known you for years and your friendship has continued to grow. Your conversation with a best friend is often smooth and easy. It will not be forced and would not contain any uncomfortable or awkward pauses or silences. In the scenario, the conversation was deeper than small talk since your friendship already has a solid foundation. You could talk about whatever is on your mind with this person and you may have common interests and hobbies. Often, best friends have seen each other through very hard times and very happy times and have stuck together through it all.

The goal of this activity was to help you understand that you have different relationships and comfort levels with the people around you – some of whom you are close to and can share everything with, and some of whom you are not as close to. You would not just randomly share all of your personal stories with an acquaintance but you might share everything with a best friend. It is important for you to realize that there are different levels of friendship and it is not appropriate to share all of your personal information with everyone.

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Educator highlight: Now you will relate the levels of friendships to online safety. Participants will learn personal information and topics of conversation that are appropriate "netiquette" behavior.

Educator states:
Here is what I want you to picture. Picture that you were back in the first scenario from the previous activity, the acquaintance. Picture yourself telling that person something very personal and intimate, something that you would only tell your best friend. Is it uncomfortable to think about sharing this information with them? It should be! Who in here uses social media (e.g., Twitter, Tumblr, Instagram, Facebook, etc.)? Those of you who use social media: Who has "friends" or "connections" they've never met in real life? Who in here has friends on Facebook, that you know who they are, but you don't talk to? Again, those people are called acquaintances. If you say that you're not going to go up to everyone and tell them about your personal life, why would you post it online?

Who in here likes to update their status? Have you ever known a friend that updates it with every detail of their life? Some people like to update their status every two minutes. "I just woke up. I just had cereal for breakfast. Now I'm out of the shower and getting ready. Now I'm waiting at the bus stop." Sometimes people will post "I just got into a fight with my mom. I really hate her right now." Have you ever seen something like that before? Now, is that for everyone to see? [No] That is too much information. Those friends you've accepted, the ones you hardly know or the ones you haven't even met in real life, they can all read that stuff.

When you get home today, do me a favor, do yourself a favor, and if you have a friend that you have never met in real life, delete them. You don't know who they really are. They might be some adult pretending to be a teenager, talking to you to get the thrill out of it. That's kind of creepy, right? You have to have limits.

You need to understand that there are people in your life you have different levels of relationship with. Be careful what kind of information you share online and who you choose to be your friend online. Keep your personal things to yourself and don't let the whole world know. Ask yourself before you post something if you would say this to an acquaintance during a conversation if they were standing in front of you. If the answer is no, don't post it! Also, if you haven't set any privacy settings on your account, please do. Take those you don't know off of your list and just because you have 10,000 friends, doesn't mean you're popular. Whose choice is it to set those limits? [Your choice] And we know the choices you make…NOW will affect you…LATER!

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Educator highlight: The Friendship Scenarios PowerPoint is going to allow the participants to reinforce that in order to be successful in life, you will need people to help you along the way. Therefore, these people should represent certain qualities and characteristics that will provide solid and healthy friendships, which will help ensure they will be successful in achieving their dreams.

PPT Slides: Friendship Scenarios

[Slide 1]

Educator states:
During the last session we talked about the keys to success. We said that to be successful in life, you have to know what you want and how to get there. You evaluated your own dreams, what it is going to take for you to get there on the journey to success, and you identified potential obstacles you might face. You are not going to be able to achieve your dreams on your own. You are going to need people to help you along the way. Those people will be family and friends. So, what kind of qualities and characteristics are important to have in these friendships to ensure that you are successful in achieving your dream?

I am going to read a couple of scenarios for you about different kinds of friendships. As I describe these different friendships, begin to think about how you would describe these friendships using descriptive words, qualities, and characteristics. Ask yourself if these are types of friendships worth having in your life. Are these friends going to help you achieve your dreams and be successful in life?

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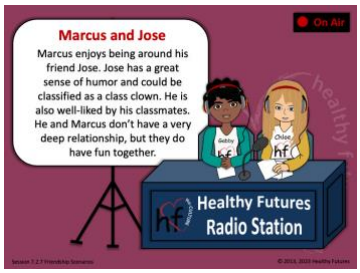
[Slide 2]

[Slide 3]

[Slide 4]

Educator states:
Ok, now that you have heard Friendship One, let's talk about how you would describe it.

[Allow participants time to respond. Potential responses might include selfish/greedy, destructive, hurtful, mean-spirited, or discouraging.]



[Slide 5]

[Slide 6]

Ok, now that you have heard Friendship Two, let's talk about how you would describe it.

[Allow participants time to respond. Potential responses might include funny, entertaining, or popular.]

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[Slide 7]

[Slide 8]

[Slide 9]

Educator states:
Ok, now that you have heard Friendship Three, let's talk about how you would describe it.

[Allow participants time to respond. Potential responses might include good listener, helpful, loyal, encouraging, supportive, or trustworthy.]

If you had to choose one friend, which one would it be? (Friendship Three.)

As we were reading these scenarios, did you have friendships of your own that came to mind?

If you have people in your life like the one described in Friendship One, do you think these people will help you succeed in life? (No.) What about Friendship Two? (Maybe.) There is nothing wrong with having fun friendships and being around people that make us laugh. However, as we mentioned earlier, we all need people to help us in life to be successful and achieve our dreams. Most likely, you are going to need the help of a friend like the one described in scenario three. This is a friend worth having. This is a friendship established on trust, respect, communication, support and encouragement.

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[Slide 10]

Educator states:
This includes your choice of friends.

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Educator states:
Everyone has the basic human needs we discussed today. Whether they are physical or emotional, they are both equally important to our ability to survive and thrive in life. Our hope is that you have been able to recognize individuals you have in your life who currently fulfill each one of those human needs. Now obviously, we cannot choose our parents, but we can choose our friends. In order to be successful in life, the friends who we choose should fulfill our emotional needs. If they are not fulfilling these needs, then they are discouraging you away from pursuing your journey to success.

Did you know that you can't choose your mom, dad, aunt, uncle, brother, or sister? But guess who you get to pick? (Your friends)

Remember that you need people in your life who will help you be successful. You learned last session what you want and you mapped out how to get there. Your friends are going to be the ones you take with you along the journey to success. Don't choose friends who are going to take your journey on a detour. Choose friends who will help you on your path to success.

[Remind participants of the question cards and to place them in the question bag. Pass out Parent Connection Form Session 7.2: Basic Human Needs and Levels of Friendship and collect completed parent connection forms from session 7.1.]

Notes:

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