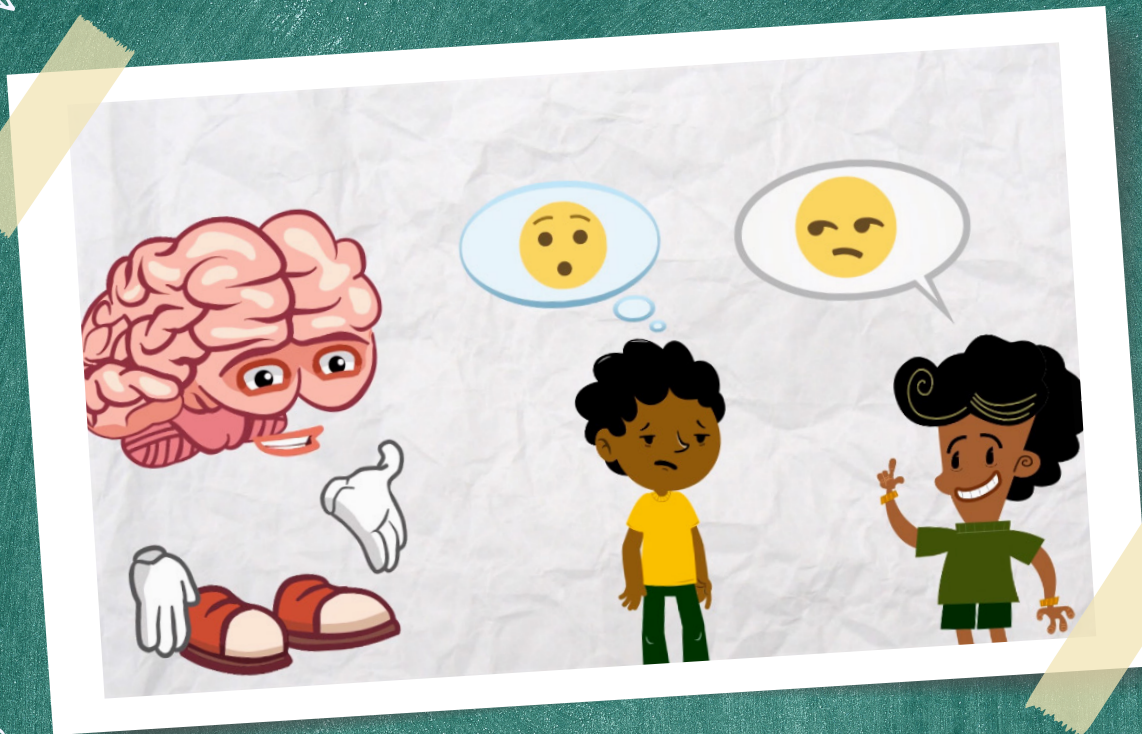


Unit 3H: Arguing With Friends



Teacher's Notes:

How To Begin and End Each Lesson

Begin With a Breath Brake

Instruct students to stand at attention, repeat the hand motions and the mantra, **Power Peace Purpose**, and end with a bow. Ask students to take several breaths to clear their minds and prepare to watch the video.

Teacher Statement:



The Breath Brake helps us clear our minds, relax and focus. Focused breathing stops the flow of stress chemicals from the brain. You can close your eyes if you want to. Follow along:

- ★ *Breathe in through your nose, slowly and deeply. Think of each breath as a wave as it gently raises, holds, and then slowly lowers your body.*
- ★ *Hold it for three seconds.*
- ★ *Breathe out slowly and steadily from your mouth while you feel your body gently relax.*
- ★ *Breathe in and visualize that you are breathing in a powerful light.*
- ★ *Breathe out and imagine you are blowing out any darkness.*
- ★ *Breathe in, hold for 3 seconds, then breathe out. Repeat as needed.*

*Remember when you breathe, you are helping others who need your light. **Power Peace Purpose.***

There are thousands of children around the world who spend a lot of time in the hospital. Sometimes, they feel very lonely. When you join the Heroes Circle, it makes them feel better. When you do your power breathing you are also teaching your family and friends around you. You are an amazing teacher and a good friend!

End with Power Peace Purpose:

Recite and review the Power Peace Purpose mantra with students at the end of each day's lesson. Then, the students bow.



The Breath Brake helps you restore your power, brings you to a place of peace, and enables you to understand your purpose.

Unit 3H: Arguing With Friends

Day 1: WATCH



Focus: Social Awareness

Students will watch a video about arguing with friends.

Learning Objectives: In this lesson, students will:

- Observe how arguing with friends can lead to anger, miscommunications, and stress.
- Identify the importance of open and honest communication, even under difficult circumstances.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

Time Requirement:

15 minutes



Materials Needed:

Video - HeroesCircle.org/SupportMaterials3

Lesson Process:

1 Begin with a Breath Brake:

Begin the lesson with the mantra **Power Peace Purpose**. Students bow. Lead students through a Breath Brake.

2 Introduce key concepts:



Today we will watch a video about arguing with friends. Pay attention to what contributes to the argument and how arguments can trigger a stress response which can cause the situation to escalate. Watch how the characters take a step back, use a Breath Brake, and use their power to rebuild the connection by communicating openly and honestly about their thoughts and feelings.

3 Show the video:

Show Video – HeroesCircle.org/SupportMaterials3

4 Talk about key concepts:



Arguing with friends is stressful. Arguments often start with misunderstandings or different points of view. An argument can make you angry and trigger your stress response. When this happens, it's good to take a Breath Brake. That will help you gain control so you can think about the situation with a calm and clear mind. Once you've reset your body and your brain, you can think, listen, and respond with clarity. With calm and power, you can be the bigger person and apologize for your part in the argument. Then you can listen to your friend's thoughts about what happened. It's not easy, it takes practice, but communication is the best way to resolve an argument. When your friends see the positive effects of a Breath Brake on a situation, they may decide that can help them, too.

Use the following talking points to encourage discussion as a class, in small groups, or student pairs:

- When you have an argument, what can you communicate to solve the problem?

Responses may include:

- Apologize to the friend for your part in the argument.
 - Explain how you feel about the situation and why you responded as you did.
 - Listen to your friend's feelings and thoughts about the situation.
- Sometimes, when people argue they blame the other person. Usually, both people play a part in the argument. Give an example of how both people contribute to an argument. Responses may include:
 - One person says something mean and the other person responds negatively.
 - One person has a bad day and unfairly takes it out on the friend.



5 End with Power Peace Purpose mantra:

Power Peace Purpose. Students bow.

Day 2: THINK



Focus: Responsible Decision Making

Students will be encouraged to think and talk about arguing with friends.

Learning Objectives: In this lesson, students will:

- Explain how arguments often stem from misunderstandings and different points of view.
- Describe how a step back to think about the situation helps you see your friend's point of view.
- Practice the Breath Brake and recite the **Power Peace Purpose** mantra.

Time Requirement:

15 minutes



Materials Needed: N/A

Lesson Process:

1 Begin with a Breath Brake:

Begin with the mantra **Power Peace Purpose**. Students bow. Lead students through a Breath Brake.

2 Review key concepts:

Think about the video that we watched yesterday. We learned that arguing with friends often happens because of misunderstandings or because friends have different points of view. For example, I argued with a friend because we didn't want to do the same activities or go to the same places. We've argued because we have different beliefs about politics, religion, or how to best care for our kids or pets. It's stressful because we care about each other, but our points of view are different. Instead of focusing on the differences and arguing, we step back and think about the situation. We communicate how we feel about it. Then we focus on our similarities and common interests – those are the reasons we became friends in the first place.



Ask students to share what they remember about the video.

3 Think about key concepts:

Today we will think about what's really happening during an argument and why it's important to step back and think about the situation. Doing that allows you to ask yourself questions like, "Why did my friend say or do that? Did he or she really mean that? What's my part in this argument? Did I say something wrong? Did I do something to hurt my friend? Asking yourself questions can help you understand your friend's point of view.



4 Talk about key concepts:

Use the following talking points to encourage discussion as a class, in small groups, or in student pairs:

- Give an example of a misunderstanding that could lead to an argument. Responses may include:
 - Friends might misunderstand teasing as hurtful.
 - A friend might misunderstand something you said that was a joke.
- Give an example of different opinions or different points of view that could lead to an argument. Responses may include:
 - Friends might have different opinions about who to invite to a party.
 - Friends might have different opinions about what game or activity to play.
- When you argue and feel the stress in your body, what can you do? Responses may include:
 - Take a Breath Brake.
 - Stop, think, and ask yourself questions to understand the situation.
- What other questions might you ask yourself to better understand an argument? Responses may include:
 - Was I honest about what I said to my friend, or did I say it because I felt stressed?
 - Was my friend in a bad mood or having a bad day, and took it out on me?



5 End with Power Peace Purpose:

Power Peace Purpose. Students bow.

Unit 3H: Arguing With Friends

Day 3: DISCUSS

Focus: Relationship Skills

Students will talk with each other about arguing with friends.

Learning Objectives: In this lesson, students will:

- Identify how many arguments with friends begin and why they escalate.
- Analyze how to effectively communicate with a friend to solve an argument.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

Time Requirement:

15 minutes



Materials Needed: N/A

Lesson Process:

1 Begin with a Breath Brake:

Begin with the mantra **Power Peace Purpose**. Students bow. Lead students through a Breath Brake.

2 Review key concepts:



Think about the video we watched about arguing with friends. What were some of the reasons that friends argue? How might a misunderstanding lead to an argument? Sometimes friends have different points of view or opinions that can lead to arguments. A friend may say something to make you upset without realizing it. Then you might respond negatively and make your friend mad for hurting your feelings. An argument starts and then escalates.

Ask students to describe how stepping back to think about a situation can help them effectively communicate with friends to solve arguments.

3 Discuss key concepts:



Today we will talk more about how to manage arguments by communicating more effectively about what's happening. Arguments are bound to happen and can bring about feelings of anger or sadness, which lead to a stress response. You have the power to manage arguments effectively. You can stop and step back to think about the situation. Taking a Breath Brake can help you regain control and perspective about what's really going on. Then you can use the Power of Pull to communicate and reconnect with your friend.



- **Give an example of how an argument between friends might escalate. Responses may include:**
 - One friend may misunderstand another friend's comment and respond negatively.
 - One friend may do something to hurt the other friend, who will react to the hurt.
- **What is one thing you can do to stop an argument? Responses may include:**
 - Take a step back to think about the situation.
 - Think about your friend's perspective – what does he/she feel or think about the situation?
- **Why is it important to communicate with your friend about the argument? Responses may include:**
 - Listening to your friend shows that you care about his/her feelings.
 - Apologizing for your role shows your friend that you want to fix the situation.
 - Hearing your friend's thoughts might help you understand why he or she is upset.
- **What if the argument is not your fault? Should you still apologize? Why? Responses may include:**
 - There are always two sides to an argument. When you apologize for your role in the argument, it shows others that the relationship is important to you.

4 End with Power Peace Purpose:

Power Peace Purpose. Students bow.

Day 4: APPLY

Focus: Self-Management

Students will work independently to apply the concepts from the video to a self-reflective activity about arguing with friends.

Learning Objectives: In this lesson, students will:

- Identify the cause of an argument and how it escalated (in a story example).
- Create a communication sequence to show how the friends could resolve their argument.
- Practice the Breath Brake and recite the **Power Peace Purpose** mantra.

Time Requirement:

15 minutes



Materials Needed:

ACTIVITY SHEET - 3H: TALKING IT OUT WITH FRIENDS

Lesson Process:

1 Begin with a Breath Brake:

Begin with the mantra **Power Peace Purpose**. Students bow. Lead students through a Breath Brake.

2 Review key concepts:

Yesterday we talked about why friends argue and why arguments might escalate or worsen over time. We talked a little bit about stepping back and thinking about the situation.



Today we will look at a story that describes an argument between friends and how the argument escalated. Then we will think about how the friends could communicate to solve the problem. We will focus on positive communication strategies like apologizing for your part in the argument, explaining your point of view, listening to your friend's thoughts, and forgiving each other.

3 Personalize key concepts:

Use the following talking points to encourage discussion as a class, in small groups, or student pairs:



- What social goal might help you communicate better with friends, so you don't argue as much? Responses will vary.
- What strengths or interests will help you maintain positive relationships with your friends? Responses will vary.
- Who can help you practice stepping back from arguments and thinking about the situation? Responses will vary.

Apply key concepts:

4 Distribute the 3H: ACTIVITY SHEET – TALKING IT OUT WITH FRIENDS. Ask students to work independently to read the story on the activity sheet and fill in the blanks with appropriate dialogue.

End with Power Peace Purpose:

5 **Power Peace Purpose**. Students bow.

Activity Sheet - 3H: TALKING IT OUT WITH FRIENDS

Name _____ Date _____

Read the story. Then imagine that Anthony met up with Julius and Kevin later, after they've all had a chance to step back and think about the situation. Write what each friend could say when they talk it out.

Characters: Anthony and his older brother, Tim, Kevin

Anthony: (*Anthony is very frustrated and throws his tablet onto the couch*) AAAAGH!

That's it! I am SO done! I am not playing with him anymore!

Tim: What's going on?

Anthony: I was playing Martian Invasion with Julius, right? He has no idea how to play – he's terrible, but I can't get anyone else to play. Whenever he gets eaten by aliens, he whines like a crybaby. It's SO annoying! Like every single time. So, finally, I just said, "You stink! I wish you'd get eaten by aliens in real life!"

Tim: (*giggling*) What did he say?

Anthony: Get this, he said that the game was stupid and that he only played because he felt sorry for me! Then he said that Kevin doesn't like hanging out with me because I'm boring.

Tim: Seriously? Woah. That's rude

Anthony: (*clearly upset*) I know, right?!?! Why would he say that?

You know what, I don't even care – I don't need them.

Tim: (*Tim knows that Anthony doesn't mean that*) Wait, hold on, you have known them forever. I thought you guys were good friends.

Anthony: (*Sarcastically*) "I thought so, too, but apparently not.

Tim: C'mon, I know you have fun with them. You're always riding bikes, hanging out at the pool or the park, and playing random made-up games together. I remember when you were super sick, and they came to check on you – with cards and popsicles! That was so cool. They came to your birthday party and our summer picnic, too. Plus, whenever they sleepover, I hear you guys laughing all night about who-knows-what. That sounds like fun to me.

Anthony: (*Not convinced*) Not really. For one thing, we never want to do the same things.

They always want to go bike riding to the park and then just sit there and do nothing. I go but it is so boring! When I ask them to play my game, they refuse because they only play sports games.

Tim: (*Trying to be convincing*) My friends and I like different activities, but we can still be friends. We talk on the phone, hang out during lunch, help each other with homework, and talk through arguments.

Anthony: (*Feeling angrier by the minute*) That's YOU. Those are YOUR friends. My friends aren't like that. At all! To be honest, I'm not sure they know how to have a normal conversation."

(*Phone rings. It is Kevin. Anthony rolls his eyes and shakes his head when he sees the caller ID.*)

Anthony: (*reluctantly*) Hello

Kevin: Hey man, wanna ride up to the park and hang out with me and Julius?

Activity Sheet - 3H: TALKING IT OUT WITH FRIENDS

Anthony: *(Confused and speechless)* “Hold on.”

(Anthony mutes the phone and quietly explains the situation to Tim)

Anthony: “I can’t believe it. Kevin and Julius want me to ride to the park with them. I’m confused. First of all, I thought Julius was mad at me. Second, I thought Kevin didn’t want to hang out with me because I’m boring. So, why are they asking me to go? It doesn’t make sense...”

Tim: *(Interrupts Anthony’s rambling)* “Maybe you misunderstood what Julius said when he was upset. Why don’t you just go? It would give you a chance to talk to them about why you’re upset and work things out. In my opinion, you should apologize to Julius, too.”

Anthony: *(Misunderstands Tim’s good intentions and shouts)* “Oh, great! Now my OWN brother is taking THEIR side! Thanks for nothing!”

Anthony: *(Unmuting the phone and hollers)* “I don’t feel like going to the park today! Bye!”

(After hanging up on Kevin, Anthony stormed up to his bedroom and slammed the door.)

Anthony: “I’m sorry I said, _____.”

I felt _____ about the video game and I blamed you.

I should not have said that stuff.”

Julius: “I’m sorry, too. I didn’t mean it when I said,

“ _____.”

I felt _____ about what you said. I reacted without thinking.”

Kevin: “I wasn’t there, but I was still part of the argument. I’m sorry that

I feel _____.

I think _____.

Anthony also argued with Tim when he tried to help. What could Anthony say to Tim?

Anthony: “Tim, I wanted to tell you that I’m sorry for _____

_____.”

Day 5: SHARE



Focus: Self-Awareness

Students will share their learning about arguing with friends.

Learning Objectives: In this lesson, students will:

- Share their thoughts and feelings, and what they learned about arguing with friends.
- Identify how to communicate more effectively with friends to solve arguments.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

Time Requirement:

15 minutes



Materials Needed:

ACTIVITY SHEET - 3H: TALKING IT OUT WITH FRIENDS

Lesson Process:

1 Begin with a Breath Brake:

Begin with the mantra **Power Peace Purpose**.

Students bow. Lead students through a Breath Brake.

2 Review key concepts:



This week we learned about what causes arguments between friends. During an argument, our stress response is activated, which can make the situation worse. Before things get out of control, we can step back and think about the situation. That way, we can respond to the stress effectively. We can apologize for our part in the argument, listen to the friend, and reconnect. We can find a solution to even the most difficult situations with friends.

3 Share the learning:



Today we will review your responses to the story about two friends arguing. We will share how you imagine the friends could solve the argument by talking it out.

Ask students to review their activity sheet responses with a partner, ACTIVITY SHEET-3H: TALKING IT OUT WITH FRIENDS.

Then use the following talking points to encourage discussion as a class, in groups, or in student pairs:



- How can the stop and think strategy help you manage arguments? Responses will vary.
- How could a Breath Brake help you during a stressful argument? Responses will vary.
- If you managed arguments more effectively, how could that improve the whole school? Responses will vary.

4 Summarize key concepts:

This week we talked about managing the stress of arguments with friends. Let's use what we learned about stepping back and thinking about the situation, so we respond more effectively. An argument does not have to mean the end of a friendship – it's ok to disagree with others, even friends. Maybe an argument means that we just need a break from the interaction, to think clearly and then we can communicate our feelings and thoughts more effectively. We can apologize, listen to our friends, and share our feelings to rebuild relationships. As we move forward with our learning and you have an argument, remember to stop and think about the situation before reacting and making it worse.

5 End with Power Peace Purpose:

Power Peace Purpose. Students bow.