

Friendship

By Rabbi Chaim Roberts

Grade Level: Elementary, Middle School, High School

Description:

Comprehensive worksheet to help students realize what friendship is, how we lose it and how we make it. Use as a springboard for a discussion about friendship. Available as a non-editable PDF as well as an editable Word document.

Goals/Objectives:

Students will evaluate which of their words and actions encourage friendship and which discourage it. They will analyze various situations and discover the appropriate way to deal with them.

Instructions:

1. Give students a few minutes to fill in the answers, either one question or one section at a time.
2. Discuss the answers that the students came up with.

All About FRIENDSHIP



אהבת לרעך כמוך

ב"י

שם

About friendship

Section 1

① Describe what a friend is _____
_____.

② What is the difference between a friend and a **close** friend? _____
_____.

Section 2

① How does one "make" a new friend? _____
_____.

② How does one "get along" with a friend? _____
_____.

③ How does one "break" a friendship? _____
_____.

④ How does one "re-start" a friendship that broke? _____
_____.

⑤ What advice can you give to someone who wants friends? _____
_____.

⑥ What **type** of comments/things would make your friend think that you don't want to be his friend any longer? (not examples just general rules)

_____.

⑦ How should one react (and why) when someone tells you to "**go away**"?

_____.

⑧ Why should one go **out of ones way** for a friend? _____

_____.

REMEMBER: Not everyone in the world needs to be your friend, but you must be nice to EVERYONE!!

Section 3

Fill in the lines below with some nice comments that encourage friendship and some horrible/nasty comments that cause break-ups in friendships.



Can you think of something nice to say about every member in your *כיתה*?
Yes/No

Section 4

Write a couple of sentences about “**shteching someone else**”.

Below are things to consider mentioning:

- ✓ how does one feel after receiving a shtech
- ✓ does it encourage friendship
- ✓ do others admire you for shteching someone else
- ✓ will you gain admiration and friends from shteching someone else
- ✓ what does *ה'* feel about it
- ✓ on whose side is *ה'* after you shteched someone else

Describe the feeling of "loneliness" and/or being "left out".

What does "**forgive and forget**" mean, and give an example or two?

Section 5

What is the correct thing to do in the following situations?

◆ You are walking home with a friend and you pass another boy in your (parallel) class who is walking home alone _____

◆ A member of your class/group has not been in חדר for more than 2 days _____

◆ Your friend's father comes to שול on שבת, without your friend _____

◆ A boy in your class doesn't come to a class סיום _____

◆ You *by-mistake* hurt another boy (on the opposite side) during a game _____

◆ The class is doing a געשמאקע worksheet and a boy is missing for this lesson _____

◆ You are doing group work and one member in your group is absent _____

◆ You have been divided into pairs and there is an odd number in your class _____

About me

Section 6

How do you view yourself?

Do you have lots of friends? How about **close** friends? **Are you popular?** Are you the type who people want to be a חבר with? Why is this so? Do you easily get into arguments? Have you fallen out with friends? Do you often make sharp\not nice comments? **Generally do you feel good about yourself?**

Using the above as guidelines, please be honest about yourself and write how you see yourself.

Section 7

- ✿ Do you agree that it is most important to behave nicely to everyone at all times? Yes/No
- ✿ Are **shtechy** comments a good joke? Yes/No
- ✿ Is it really געשמאק hearing someone shtech others? Yes/No
- ✿ Are you happy/don't really care to have an argument with someone else? Yes/No
- ✿ Making sure your friend **also** gets punished. Does that encourage friendship? Yes/No
- ✿ Do you feel you should/must improve your בין אדם לחברו? Yes/No
- ✿ Is this subject important to 'ה? Yes/No
- ✿ Is this subject important to **you**? Yes/No

A true story

Once there was a Rebbe who wanted his class to do well in a farher on the past 4 weeks of גמרא. In order to motivate them the Rebbe gave out tokens for the following 3 reasons: (1) When the boys had their finger on the place. (2) When the boys answered the questions asked to them on the גמרא. (3) For generally learning and behaving well. The boys who received enough tokens **and** did well on the farher were invited to an outing to the Lake District. Believe it or not all boys earned their outing besides one boy whose behavior unfortunately was not befitting for his age group, even after encouragement and warnings.

Although the Rebbe really wanted to allow everyone on the outing, it would have defeated its purpose to do so, and so with a heavy heart one boy was not allowed to participate in the forthcoming outing.

That evening the Rebbe noticed a hand delivered envelope on his doormat. Inside was a letter signed by all members of the class but one, stating that they could not enjoy a class outing with one member being excluded. The class asked the Rebbe to reconsider his decision and perhaps an extra dose of רחמנות could be allowed.

What important message can we take from this story? _____

_____.

Do you think that the class's request was over done and why? _____

_____.

How would you have reacted had you been one of those allowed to go? _____

_____.

What would you have done had you received such a letter? _____

_____.

How should the boy who was left out reacted when he found out what his class did for him? _____

_____.