Friendship Soup

If friendship were a soup, what ingredients would be in it? In this whimsical 3 minute video, friends describe what ingredients are necessary to create ‘friendship soup.’

Build Background

Explain to students that ‘Building Relationships’ is the theme of this video. Ask them to discuss what it means to ‘build’ a relationship. Primary students may identify traits. Challenge intermediate students to discuss why we often use construction-type language (e.g. build, make, form, develop) when talking about friendship.

Key Vocabulary

Remembering

What are three friendship ingredients that you can recall from the video? Can you name the ingredient that made the soup “sticky”?

Understanding

In this video, what is meant by Friendship Soup? Paraphrase the boy’s definition of honesty. Can you provide an example when honesty was important to your friendship? Summarize the girl’s definition of trust. Can you write your own definition of trust? Explain the ingredient safety.

Applying

Is there an ingredient you wish you could add or remove from Friendship Soup? Give a scenario where honesty can lead to an argument?

Analyzing

How is your “soup” different from friend to friend? Why are different soups necessary for different friends? Can you explain what would happen if your soup only had one ingredient? Why did they take jealousy out of the soup? How does jealousy impact a friendship? What is the role of respect during an argument? Do all the ingredients in Friendship Soup need to be equal in portions?

Evaluating

Was there an important ingredient left out? Why would that ingredient be important? How could “sticky arguments” be a good thing for a friendship? Would others like your Friendship Soup recipe? Are all ingredients in Friendship Soup equally important?

Creating

Instead of soup, what other metaphors could be used to talk about friendship?

BIG IDEAS

To Reinforce

Relationship Skills, Friendship

Core

SKILLS

Speaking & Listening

Interact with information presented in diverse media and formats.

Choose the appropriate questions for the learners in your classroom:

Discussion Starters

Remembering

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Continued...
Activities

Choose the appropriate activity for the learners in your classroom:

My Friendship Soup  Hand out the two page printable of the soup pot and ingredients. Instruct students to colour both pages. Help student cutout the ingredients and glue or tape them to their pot to create their own ‘friendship soup.’ Challenge intermediate students to write three synonyms and one antonym for each word on the ingredient.

Reader’s Theatre  Students can demonstrate what specific “friendship traits” look and sound like in every-day life scenarios.
1. Divide class into small groups of 4-5 students.
2. Assign a script recorder for each group. This person is responsible for writing the script with the ideas and supporting of the rest of the group.
3. Give each group a setting for their Reader’s Theatre: What do friends DO and SAY…. at play, at camp, on the bus, at lunch, on a sport team, write your own!
4. Each member of the group is a character in the Reader’s Theatre script. Each person should name their character and choose one unique friendship trait (use the list of video key vocabulary words and/or any new words that you added after class discussion).
5. Each character needs a minimum of three lines of conversation/interaction with the other characters. Make sure the scripted lines for each character demonstrate their character trait in such a way that the audience will be able to identify what trait that character represents. NOTE for students: Don’t say your character is HONEST...SHOW him being honest without using the word honest!
6. Allow groups time to write a script and prepare to present their Reader’s Theatre Play to the class.
7. The audience students will evaluate the success of each group by identifying what trait each character best represented through their words and voice intonation. The audience students should share their reasoning for matching a trait to a character.

Writing Prompts

Choose the appropriate prompt for the learners in your classroom:

Pair of Friends  Using the printable provided, instruct students to draw a pair of friends. They could be from a book or tv show, or they could be the student and a friend. Why are they friends? Help them complete this sentence: _______ and _______ are friends because ________.
(Example: “Drew and Matthew are friends because they ride the same bus home.”)

Friendship Recipes  After watching the “Friendship Soup” video, instruct students to create the recipes for three of your friendships. Choose three different types of friends (for example, a peer, family member, pet, faraway friend, much older/younger friend, someone who you would like to know better). Write their names on the printable. Are there similar ingredients? Are your recipes quite different? What gives each friendship its flavors?
Name: _____________________________

Directions: Draw a pair of friends below. They could be from a book or tv show, or they could be you and a friend. Why are they friends?

_______________________ and ______________________

are friends because ____________________________

_______________________

_______________________

_______________________

_______________________

_______________________

_______________________
Name: _________________________________ Date: _____________________

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