

## Week 1 Individual Session: Making Friends

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### Session Goals

- ❖ Discuss making new friends
- ❖ Explore cultural similarities and differences when meeting new people

### Pre-Session Instructions for Learner

- ❖ Think about the most recent friend you have made. Be ready to talk about your friendship with that person.

### Pre-Session Instructions for Volunteer

- ❖ Think about the most recent friend you have made. Be ready to talk about your friendship with that person.
- ❖ Be ready to share your screen with the sound on for [this website](#), [this video](#), and [this video](#),

### During the Session:

- ❖ **[5 min]** Check in with your speaking buddy and ask about their week. Introduce this new unit and explain that you will be discussing relationships for the next few weeks.
- ❖ **[5 min]** Here are 4 words and phrases that relate to this week's activities. Go through them with your buddy and challenge them to use each word/phrase at least once in the session!
  - Self-conscious (noun) = anxious and uncomfortable because you are worried about what people think about you or your actions
    - "People tend to get very *self-conscious* when they have to make a speech in public."
  - Mutual (adjective) = experienced or felt by both/all individuals in a situation
    - "I don't like her."
    - "Well, the feeling is *mutual*, she doesn't like you either"
  - Break the ice (phrase) = do or say something that makes people who do not know each other feel more comfortable
    - "She looked uncomfortable so I made a joke to *break the ice*."
  - Hit it off (phrase) = become friendly with each other immediately
    - "Usually it takes time to become friendly with someone, but he and I really *hit it off* last night!"

- ❖ **[15 min]** Tell your buddy about the most recent friend you have made. Here are some questions to get you started:
  - How did you two meet?
  - When did you two meet?
  - How did you two become friends?
  - Why did you want to become friends with that person?
  - What things do you two share in common?
  - What differences do you have?
  - Do you think it will become a long-lasting friendship? Why or why not?
  
- ❖ **[10 min]** You and your buddy are going to figure out which type of friend you are in a friend group by taking a quiz!
  - Share [the link to the quiz](#) with your buddy.
  - Go through the quiz together, but each of you should do your own quiz.
    - For the first question, if you haven't watched Friends, pick the character that appears most similar to you.
  - Once you're done with the quiz, share your results with each other.
  - Discuss the following questions:
    - Was the result accurate?
      - If so, how accurate was it?
      - If not, what was off about it?
    - Who do you think you are in a friend group? Why?
    - How do your friends describe you?
  
- ❖ **[15 min]** Screen share and watch [this video](#) about how to make new friends (make sure to have the subtitles on.) Ask if your buddy has any questions about the video and clarify as needed. Talk about making new friends by discussing the following questions:
  - What are some qualities you look for in a friend?
  - What are some characteristics that make you NOT want to be friends with someone?
  - What are some activities you like to do in a group setting?
  - Have you made any friends when doing those activities?
    - If so, how did you do it?
    - If not, why not?
  - Was it easier to make new friends when you were younger? Why or why not?
  - Do you think making friends in school is easier than making friends outside of school? Why or why not?
  - Would you rather have a lot of friends or a few close friends? Why?
  - How can you be a great friend?
  - What differences do you notice in attitudes toward friendship between your and your buddy's culture?
  
- ❖ **[10 min]** Screen share and watch [this funny video](#) about small talk (make sure to have the subtitles on!) Discuss the following questions:

- How good are you at small talk?
- How comfortable are you to start a conversation with someone you don't know?
- How common is small talk in your culture?
- What kind of things do you say if you are "small talking"?
- Do you like small talk? Why or why not?
- Is small talk a useful skill to have for making new friends? Why or why not?
- What differences do you notice in attitudes toward small talk between your and your buddy's culture?

## Week 2 Individual Session: Conflict Resolution

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### Session Goals

- ❖ Learn about different conflict styles
- ❖ Discuss how attitudes towards conflict differ between countries
- ❖ Discover your conflict style

### Pre-Session Instructions for Learner

- ❖ Think about a time when you had a major conflict with someone you know. Be ready to talk about the incident with your buddy.
- ❖ Watch [this video](#) about different conflict styles. Write down any words or phrases that you don't understand.

### Pre-Session Instructions for Volunteer

- ❖ Think about a time when you had a major conflict with someone you know. Be ready to talk about the incident with your buddy.
- ❖ Watch [this video](#) about different conflict styles.
- ❖ Be ready to share your screen with the sound on for [this website](#), [this video](#), and [this video](#).

### During the Session:

- ❖ **[5 min]** Here are 4 words and phrases that relate to this week's activities. Go through them with your buddy and challenge them to use each word/phrase at least once in the session!
  - In retrospect (phrase) = in looking back and considering the past
    - “*In retrospect*, the old man wished he had traveled more during his younger days.”
    - “*In retrospect*, I probably should not have eaten that 3rd slice of cake.”
  - Stalemate (noun) = When neither side in a argument can win
    - “After years of being unable to agree, I’m afraid we’ve reached a *stalemate*.”
  - Bad blood (noun) = feeling of hostility between people based on past occurrences
    - “There has been *bad blood* between these families ever since their grandfathers fought over this land.”
  - Make amends (phrase) = make up for a wrongdoing
    - “I need to *make amends* with her after yelling at her for no good reason”

- ❖ **[15 min]** Talk about a time you had a major conflict with someone (prework). Here are some questions to discuss:
  - What was the conflict about?
  - Who was the conflict with? How close are you with that person?
  - How did the conflict start?
  - How did the conflict end?
  - Did your relationship with that person change after the conflict?
    - If so, how?
    - If not, why do you think it didn't change?
  - *In retrospect*, what would you have done differently?
  
- ❖ **[20 min]** Review the content of [this video](#) from prework. Ask your buddy if they have any questions about the words/phrases in the video and clarify as needed. You and your buddy are going to figure out your conflict style by taking an assessment!
  - Share [the link to the assessment](#) with your buddy.
  - Go through the assessment together, but each of you should do your own assessment.
  - Click on where it says "Start Survey"
  - Read each statement with your buddy and ensure your buddy understands what the sentences mean.
  - Select the answer that suits you best (you don't have to share which answer you pick).
  - Move on to the next statement. You can go back and forth reading the statements.
  - Once you're done with the test, share your results with each other.
  - Discuss the following questions:
    - Do you agree with the results? Why or why not?
    - Did the results surprise you? Why or why not?
    - How would other people describe your conflict style?
    - Which conflict style does most appeal to you?
  
- ❖ **[10 min]** Screen share and watch [this video](#) about dealing with conflict. Ask if your buddy has any questions about the video and clarify as needed. Discuss the following questions:
  - When was the last time you had to deal with conflict? Were you able to resolve it?
    - If so, how?
    - If not, why not?
  - What are some common reasons that give rise to conflict?
  - Do you agree with the statement, "Seek first to understand, then to be understood?" Why or why not?
  - How do you usually deal with conflict?
  - Can conflict ever be good?
    - If so, how?

- If not, why not?
  
- ❖ **[10 min]** Screen share and watch [this video](#) about cultural conflicts (make sure to have the subtitles on). Ask if your buddy has any questions about the video and clarify as needed. Discuss the following questions:
  - Are you familiar with Chinese culture? Did you know about any of the “unwritten rules” in the video?
  - What are the “unwritten rules” about what to do and what not to do at the dinner table in your culture?
  - Has something similar ever happened to you? If so, share what happened.
  - How did the characters in this video deal with conflict?
  - How do people in your country usually deal with conflict?
  - What are some common causes of interpersonal conflict where you live?
  - How is conflict viewed in your culture?

## Week 3 Individual Session: Family

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### Session Goals

- ❖ Compare and contrast family relationships between countries
- ❖ Discuss your relationship with your parents and siblings

### Pre-Session Instructions for Learner

- ❖ What are some good memories you have of you and your family doing something fun together? Be ready to talk about those times with your buddy.

### Pre-Session Instructions for Volunteer

- ❖ What are some good memories you have of you and your family doing something fun together? Be ready to talk about those times with your buddy.
- ❖ Be ready to share your screen with the sound on for [this video](#) and [this website](#).

### During the Session:

- ❖ **[5 min]** Here are 4 words and phrases that relate to this week's activities. Go through them with your buddy and challenge them to use each word/phrase at least once in the session!
  - Curfew (noun) = specific time of day that you must be at home
    - “As I got older, my parents pushed back my *curfew* so I could stay out longer.”
  - Helicopter parent (noun) = overprotective and overly involved in child’s life
    - “She can never go out with us because of her *helicopter parents* who watch her every move.”
  - Runs in the family (phrase) = a quality that many members of a family have
    - “Intelligence seems to *run in that family*.”
  - Framily (noun) = slang for friends who are so close that they are like family!
- ❖ **[10 min]** Share some fun family memories from prework. Here are some questions to talk about:
  - What did you guys do?
  - Who was there with you?
  - When and where did you guys do it?
  - How were you feeling?
  - How often is your entire family together?
  - What do you and your family like to do together?

- ❖ **[15 min]** Talk about your relationship with your parents. Here are some questions to get you started. Important note: be aware of your buddy's family structure and modify these questions as necessary. It's not uncommon for Ukrainian kids to be raised partially or even fully by grandparents (if parents are divorced, working abroad, etc).
  - How strict are your parents (*or mom, grandma, etc*)?
  - How well do you get along with your family?
  - Do you have any siblings?
    - If so, how well do you get along with them?
    - If not, would you like to have siblings? Why or why not?
  - What are your parents' or guardians' expectations of you?
  - What household chores do you do?
  - Who do you feel closest with in your family? Why?
  - How often do you argue with your parents (*or mom, grandma, etc*)? How does it usually go?
  - Has your relationship with your parents (*or mom, grandma, etc*) changed over time?
    - If so, how?
    - If not, do you think it will change in the future? Why or why not?
  - What were some important things your family has taught you?
  - What's the best thing about your mom? What's the best thing about your dad?
  
- ❖ **[15 min]** Screen share and watch [this video](#) about different kinds of families (be sure to have the subtitles on). Ask if your buddy has any questions about the video and clarify as needed. Talk about family relationships in your country by discussing the following questions:
  - What does a typical family look like where you live?
  - How many children do people typically have in your country?
  - How do parents discipline their children?
  - What kinds of housework do children usually do in your country?
  - How often do people get divorced? For what reason?
  - For how long do parents usually support their kids financially?
  - Are people encouraged to form a family in your country? Why or why not?
  
- ❖ **[15 min]** You and your buddy are going to play Family Feud together!
  - Share [the link to the game](#) with your buddy and go over the instructions for playing the game:
    - You are given a prompt and you must guess the top answers for the question in 60 seconds (example below)
      - Prompt: Name something people smell before buying it
      - Answers: Perfume, flowers, candle, fruit
    - After 3 wrong guesses, each next strike leads to -5 score
  - Have your buddy share their screen and click on "play now" to start the game
  - Think together to answer the questions. You can switch who's typing the answer after each 3 rounds!

## Week 4 Individual Session: Romantic Relationships

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### Session Goals

- ❖ Talk about romantic relationships and partners
- ❖ Discuss how views about marriage differ between countries

### Pre-Session Instructions for Learner

- ❖ Be ready to talk about someone you have gone on a date with. If you have never gone on a date before, you can talk about someone you would like to go on a date with!

### Pre-Session Instructions for Volunteer

- ❖ Be ready to talk about someone you have gone on a date with. If you have never gone on a date before, you can talk about someone you would like to go on a date with!
- ❖ Be ready to share your screen with the sound on for [this video](#) and [this website](#).

### During the Session:

- ❖ **[5 min]** Here are 4 words and phrases that relate to this week's activities. Go through them with your buddy and challenge them to use each word/phrase at least once in the session!
  - Elope (verb) = run away to secretly get married without the permission of your parents
    - “Because his family didn’t approve of her, they decided to *elope*.”
  - Ask someone out (phrase) = invite someone to go on a date
    - “I’m really excited because he *asked me out* for dinner tonight!”
  - Vow (noun) = formal promise to commitment, usually in marriage
    - “An important part of a wedding is when both partners give their wedding *vows*, promising their commitment to one another for the rest of their lives.”
  - Fidelity (noun) = faithfulness to a spouse or partner
    - “How important do you think *fidelity* is in a marriage?”
- ❖ **[10 min]** Present on someone you have gone on a date with. (If you have never been on a date before, talk about someone you would like to go on a date with). Here are some questions to discuss:
  - How did you meet that person?
  - How did you ask them to go on a date?
  - What are they like?
  - Why did you take them on a date?

- How did the date go? What did you guys do?
  - Would you like to go on a date with them again? Why or why not?
- ❖ **[20 min]** You and your buddy are going to figure out which personality type is your ideal partner by taking a test!
- Share [the link to the test](#) with your buddy.
  - Go through the test together, but each of you should do your own test.
  - Read each statement with your buddy and ensure your buddy understands what the sentences mean.
  - Select the answer that best describes how your ideal partner would act (you don't have to share which answers you pick).
  - Move on to the next statement. You can go back and forth between reading the statements.
  - Once you're done with the test, share your results with each other.
  - Discuss the following questions:
    - Do you agree with the results? Why or why not?
    - Did the results surprise you? Why or why not?
    - What are some main characteristics you look for in a partner?
    - What are some characteristics you don't want your partner to have?
    - What's more important to you, your partner's appearance or personality? Why?
    - Which one do you prefer, short-term or long-term partners? Why?
- ❖ **[15 min]** Engage in conversation about marriage by discussing the following questions:
- What are some marriage customs in your country?
  - At what age do most people in your country get married?
  - At what age do you want to get married? Why?
  - How involved are parents in choosing a future spouse in your country?
  - How important is marriage to you?
  - How important is marriage in your culture?
  - Would you rather stay single or get married? Why?
  - If you were to get married, what are some things you'd like to do before getting married? After getting married?
  - If you had to marry either a poor person whom you really loved, or a rich person whom you did not love, which would you choose? Why?
  - Which one is more important for people in your country, their career or marriage?
- ❖ **[10 min]** Screen share and watch [this video](#) about "going Dutch" on a date (Going Dutch means splitting the cost of a meal equally between people). Discuss the following questions:
- Did any of the people's opinions surprise you? Why or why not?
  - How do people pay for their meals in your country? How common is going Dutch?
  - Do you think going Dutch is okay on a first date? Why or why not?

- Should the guy always pay for the meal on dates? Why or why not?
- If you were to go on a date, how would you feel about paying for your date's meal?

## Week 1 Group Session (July 5 - 11): Close Friends

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### Pre-Session Instructions for Learner

- ❖ Think about one of your closest friends. How and when did you meet? How often do you talk with them? What's a fun memory you share? Be prepared to share this during the session.

### Pre-Session Instructions for Volunteer

- ❖ Segment 1: Think about one of your closest friends. How and when did you meet? How often do you talk with them? What's a fun memory you share? Be prepared to share this during the session.
- ❖ Segment 2: N/A
- ❖ Segment 3: Be familiar with the rules of the game “Two Truths and a Lie”

### During the Session:

- ❖ **Segment 1 [20 minutes]: Your Closest Friend.**
  - Share your thoughts about one of your closest friends with the learners.
  - Have everyone else share their stories and memories about their closest friend.
    - Take notes on what students are doing well as well as common errors. After each presentation, encourage students to ask each other follow-up questions, and ask a few yourself.
    - When everyone is finished with their turn, share general feedback (both strengths and constructive criticism). Avoid calling out specific students, especially when giving constructive criticism!
  - Have each person state 3-4 words to describe their closest friend. Encourage students to explain why they chose those words.
    - What is an example of something your friend did that made you choose that word? (Example: If the word was “generous,” what is one instance when your friend was generous?)
- ❖ **Segment 2 [20 minutes]: Create a Bucket List**
  - Explain what a “bucket list” is. Everyone is going to create a bucket list of activities they wish to accomplish with their closest friend(s). Ask some of these questions to inspire activity ideas.
    - What are some fun things to do with friends where you live?
    - What are hobbies or interests both you and your friend(s) share?
    - Would you want to travel somewhere with your friend(s)?
    - Would you want to try something new and exciting? (e.g. food you've never tried before, a new hobby, etc.)

- Would you watch movies or TV shows together?
- Would you create something together?
- Encourage students to elaborate on their responses.
  - Why do you think you and your friend(s) will enjoy the activities on your bucket list?
  - Have you done some of these activities before?
  - Have you ever created a bucket list with your friend(s) before? Did it go well?
  - When would you accomplish this bucket list? During the school year? Summer?
  - Are the activities on your bucket list short-term or long-term goals? Would you be able to accomplish the activities soon?

❖ **Segment 3 [20 minutes]: Two Truths and a Lie**

- Ask the learners to think of two truths and one lie about something they did with their friends. The three statements should be numbered as 1, 2, and 3 in order.
- Give an example first. Everyone else must try to guess the lie. Encourage students to ask questions about a particular statement for more details or to explain their rationale in guessing the lie.
  - Make sure everyone has an opportunity to state which statement they think is the lie.
  - Reveal the answer!
- Now ask the students to share their two truths and a lie and have everyone else guess with the same process as above.
- Continue with each student.

## Week 2 Group Session (July 12 - 18): Interpersonal Communication

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### Pre-Session Instructions for Learner

- ❖ Watch [this video](#) about miscommunication. Then, think of a time when miscommunication happened between you and someone you know. Be prepared to share this during the session.

### Pre-Session Instructions for Volunteer

- ❖ Segment 1: Watch [this video](#) about miscommunication. Think of a time when miscommunication happened between you and someone you know. Be prepared to share this during the session.
- ❖ Segment 2: Understand the rules of Mad Gab and be prepared to screen share [the game](#).
- ❖ Segment 3: Watch [this video](#) about being a good listener and be prepared to screen share it.

### During the Session:

- ❖ **Segment 1 [20 minutes]: Miscommunication**
  - Share a time miscommunication happened in your life. Then, ask each student to share a story. Discuss the following questions.
    - How does miscommunication happen?
    - How can different perspectives cause miscommunication?
    - What is an instance of miscommunication you have seen in movies or TV shows? Can miscommunication sometimes be funny? How can it be dangerous or upsetting?
    - How have you tried to resolve miscommunication in the past? Was it successful? Why or why not?
    - What are ways to avoid miscommunication? Could you have avoided the miscommunication that happened in your story?
    - Do you think you are good at communicating your thoughts and ideas to others? Are you good at listening and understanding others? How could you improve these skills?
- ❖ **Segment 2 [20 minutes]: Mad Gab!**
  - Screen share the game of [Mad Gab](#). Explain the instructions using the slides in the document. Remember to keep score for both teams!
  - Go through the slides, and make sure everyone has the chance to sound out a phrase.

- Alternatively, play as a whole group and have each person sound out a phrase from a card while all other learners guess the phrase.

❖ **Segment 3 [20 minutes]: Being a Good Listener**

- Screen share and watch [this video](#). Ask a learner to summarize what happened in the video. If a learner has watched the movie before, ask them to summarize the context of the video clip.
- Engage the learners in a discussion about listening and empathy.
  - What is the difference between Joy (yellow character) and Sadness' (blue character) reactions to Bing Bong's (pink elephant character) despair? Which one is better? Why?
  - Do you think you are a good listener? When was the last time you had to listen and empathize with others? Do you think it helped the person you talked to? Why or why not?
  - When someone is having a bad day, is cheering them up or listening to them more important? Why? What are other ways we can make people feel better?
  - When was the last time you were a good or bad listener?
  - Do you know someone who is a good listener? A bad listener? What made them a good or bad listener? How can you learn from them?

## Week 3 Group Session (July 19 - 25): Self-Awareness

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### Pre-Session Instructions for Learner

- ❖ Watch [this video](#) about developing emotional intelligence. Think of 3 strengths and 3 weaknesses you have. How can you or others develop the strengths further? How can you improve or overcome the weaknesses? Be prepared to share this in the session.
- ❖ **Optional:** Take [this quiz](#) to assess how emotionally intelligent you are and how to improve your weaknesses.

### Pre-Session Instructions for Volunteer

- ❖ Segment 1: Watch [this video](#) about developing emotional intelligence. Think of 3 strengths and 3 weaknesses you have. How can you or others develop the strengths further? How can you improve or overcome the weaknesses? Be prepared to share this in the session.
- ❖ Segment 2: N/A
- ❖ Segment 3: N/A

### During the Session:

- ❖ **Segment 1 [20 minutes]: Strengths and Weaknesses**
  - Share 3 strengths and 3 weaknesses you have.
  - Ask everyone to share their 3 strengths and 3 weaknesses then briefly describe how they or others can develop the strengths and overcome the weaknesses.
  - Engage the learners in a discussion about being self-aware of one's strengths and weaknesses.
    - Why is knowing your strengths and weaknesses important?
    - Do you have similar strengths or weaknesses as others in the group? Do you have a weakness that is somebody else's strength?
    - How did you develop your strengths? How do they benefit you in life? Why do you consider them to be strengths?
    - How do your weaknesses negatively impact your life? Why do you consider them to be weaknesses?
- ❖ **Segment 2 [20 minutes]: Self-Awareness Questions**
  - In [this article](#) about developing self-awareness, go to the section called "23 Self-awareness Questions to Ask."
  - Ask 1-2 questions from each of the three sections. Make sure each learner has the chance to share. Continue discussion until the end of the segment or discuss the following questions.
    - Which question did you find the most interesting?

- How did you feel after answering and thinking about those questions?
- Did any of the questions change the way you view yourself?
- Would you continue this kind of self-reflection in the future?

❖ **Segment 3 [20 minutes]: Open Chat**

- There is no formal activity planned for this segment to allow for a chance to chat with students! Some ideas for guiding the conversation:
  - Talk about everyone's week and/or plans for the weekend
  - Ask everyone where they're calling in from. If you're not familiar with the place, ask them to describe it - what kind of place is it, what is the weather there now, etc
  - Ask what is the biggest news story that everyone is talking about in Ukraine this week, and then invite students to share their opinions on it.
  - Invite students to ask questions about your life - something they've always wondered about life in [wherever you're from]. This can be a fun chance to discover and clarify some stereotypes!

## Week 4 Group Session (July 26 - August 1): Social Media and Relationships

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### Pre-Session Instructions for Learner

- ❖ Watch [this video](#) about how technology impacts our relationships.

### Pre-Session Instructions for Volunteer

- ❖ Segment 1: Be prepared to screen share [this video](#) about FOMO.
- ❖ Segment 2: Understand the rules to the game “20 Questions”
- ❖ Segment 3: Watch [this video](#) about how technology impacts our relationships.

### During the Session:

- ❖ **Segment 1 [20 minutes]: The Fear of Missing Out (FOMO)**
  - Screen share [this video](#) about FOMO. Make sure to turn on subtitles. After watching the video, ask 1-2 learners to summarize its content. Engage the learners in a discussion.
    - Have you ever experienced these feelings described in the video? What was it like? How did you deal with it?
    - Why does social media make us feel FOMO?
    - Do you often compare yourselves with your friends or people on social media? Why do we always compare our lives with people we see on social media?
    - How often do you experience FOMO? What social media platforms make you feel FOMO? Who often makes you feel FOMO?
    - How can we manage FOMO in a healthy way? How can a “social media vacation” help reduce FOMO?
- ❖ **Segment 2 [20 minutes]: Social Media-Themed 20 Questions**
  - The volunteer will think of a social media platform and the learners take turns asking “yes or no” questions until they are able to guess the word. Maximum of 20 questions asked.
  - After the learners guess the volunteer’s word, the learners take turns thinking of their own words and everyone else asks questions and tries to guess what the word is.
  - Bonus variation: Play the game guessing social media trends or incidents. Make sure the word or phrase is something most people in the group would have heard of.
- ❖ **Segment 3 [20 minutes]: Open Chat**

- There is no formal activity planned for this segment to allow for a chance to chat with students! Some ideas for guiding the conversation:
  - Talk about everyone's week and/or plans for the weekend
  - Ask everyone where they're calling in from. If you're not familiar with the place, ask them to describe it - what kind of place is it, what is the weather there now, etc
  - Ask what is the biggest news story that everyone is talking about in Ukraine this week, and then invite students to share their opinions on it.
  - Invite students to ask questions about your life - something they've always wondered about life in [wherever you're from]. This can be a fun chance to discover and clarify some stereotypes!