

STORYKEEPERS HOMESCHOOL

The Mingles in Wilderland

MULTI-AGE LESSON 2

Choosing Friendship

The Value of Friendship

Attention, Honesty, Repair, and Presence

Learning Modules for Four Age Levels

Lower Elementary · Upper Elementary · Middle School · High School

One story. Four levels of challenge. One complete family packet.

FAMILY GUIDE

Lesson 2 at a Glance

Everything needed for all four age levels is contained in this packet.

BIG IDEA Friendship is more than liking someone or sharing good times. A friend pays attention, tells the truth with care, repairs hurt, and stays present when another person is afraid or ashamed.

The Thread Through the Story

Pippin begins this section worried about Timbit and Snicker. Her relief comes out first as anger, but she allows the friendship to reopen. When the group wrongly suspects Whisk, Pippin joins the apology. Later, beside the fire at Crescent Lake, Pippin entrusts her deepest fear and guilt to Timbit and Quill. They do not lecture or rush her. They move close and hold her. Across these scenes, friendship becomes attention, repair, shared work, honest vulnerability, and faithful presence.

WHERE IT APPEARS	FRIENDSHIP MOMENT
Chapter 24 - A New Day	Pippin worries about absent friends; relief becomes anger, then honest reconnection.
Chapter 25 - Bandit and Boo	Pippin admits her part in wrongly suspecting Whisk and joins the apology.
Chapters 29-30	The Mingles work through danger together; friendship becomes practical cooperation.
Chapter 34 - Firnax	Pippin shares trauma, guilt, and fear. Timbit and Quill listen and hold her without trying to fix her.
Chapter 36 - Nettle's Adieu	The friends face another separation and recognize how much trusted companions matter.

Learning Objectives by Level

LEVEL	LEARNER WILL...
Lower Elementary · Grades 1-3	Recognize friendly actions: notice, listen, help, apologize, include, and stay close.
Upper Elementary · Grades 4-5	Match a friendship need to a fitting response and explain why some responses help while others deepen hurt.
Middle School · Grades 6-8	Analyze a friendship rupture, select a repair, and revise the response when new information appears.
High School · Grades 9-12	Distinguish affection, loyalty, honesty, repair, and presence; defend a nuanced claim about obligations between friends.

FAMILY GUIDE

How to Use This Lesson

A simple multi-age rhythm

1. Begin together with the Shared Family Launch. Allow about 10 minutes.
2. Move each learner to the level that fits best. Choose by readiness, not merely age.
3. Run levels simultaneously or on different days. Every level explores the same Big Idea through different work.
4. Return for the Family Roundtable. Each learner brings one finding, not a completed packet.

What Each Level Needs

LEVEL	MATERIALS
Lower Elementary	Friendship Action Cards, Situation Cards, crayons or pencil, Draw & Tell page
Upper Elementary	Friendship Response Cards, Decision Cards, pencil, Student Reflection
Middle School	Repair Map, three Case Cards, pencil, Student Reflection; optional family member for role-play
High School	Friendship Ethics Matrix, Position Brief, manuscript or book for evidence

HOME EDUCATOR NOTE Friendship is not agreement at all costs. Older learners should be allowed to distinguish faithful friendship from secrecy, manipulation, approval-seeking, or loyalty to wrongdoing.

Timing

- Shared Family Launch: 10 minutes
- Age-level work: 30-60 minutes
- Family Roundtable: 10-15 minutes
- Optional extension: revisit Chapter 34 as a family read-aloud.

SHARED FAMILY LAUNCH

Start Together

10 minutes · All ages

Before Anyone Splits Into Levels

Read or briefly recall these moments. Keep the launch short; its purpose is to place the same question in every learner's mind.

- Chapter 24: Pippin has been frightened for Timbit and Snicker. When they return, her relief first sounds like anger. She eventually turns back toward them and says she is glad they are safe.
- Chapter 25: After helping suspect Whisk unfairly, Pippin adds her own apology instead of letting Timbit apologize for everyone.

- Chapter 34: Pippin tells Timbit and Quill what happened to her family and confesses the guilt and fear she still carries. They sit beside her and hold her.

Ask Everyone the Same Two Questions

- How can you tell when someone needs a friend?
- What can a friend do when words are not enough?

KEEP THE QUESTION OPEN Do not settle on one definition yet. Each age level will test what friendship requires and bring an answer back to the family.

LOWER ELEMENTARY • GRADES 1-3

What Can a Friend Do?

Concrete, visual, oral learning for younger siblings

LEVEL OUTCOME Name at least four friendship actions and match a reasonable friendly response to at least four situations.

Home Educator Guide

Set Up

Cut apart the Friendship Action Cards and Situation Cards. Place the Action Cards face up. Keep the Draw & Tell page for the end.

Teach This First - 3 Minutes

Say: “A friend cannot make every hard feeling disappear. A friend can notice, listen, help, apologize, include, or stay close.” Read each Action Card aloud.

Run the Activity - 20 to 30 Minutes

5. Turn over one Situation Card and read it aloud.
6. Let the learner choose one Action Card that could help.
7. Require the sentence: “A friend could ____ because ____.”
8. Accept more than one answer when the explanation fits. Ask what might make one response better than another.
9. Continue through at least six situations.

Debrief

- Which friendly action was useful most often?
- When might helping without listening make things worse?
- Why is apologizing something a friend sometimes needs to do?

LOWER ELEMENTARY PRINTABLE

Friendship Action Cards

Read aloud. Keep as one sheet or cut apart.

NOTICE	LISTEN
Pay attention when someone seems worried, left out, or hurt.	Let the other person speak. Do not rush to give an answer.
HELP	APOLOGIZE
Use your hands, time, or courage when a friend needs practical help.	Say what you did, recognize the hurt, and try to make it right.
INCLUDE	STAY CLOSE
Make room. Invite someone into the work, play, or conversation.	Sometimes the best gift is not leaving someone alone.

Situation Cards

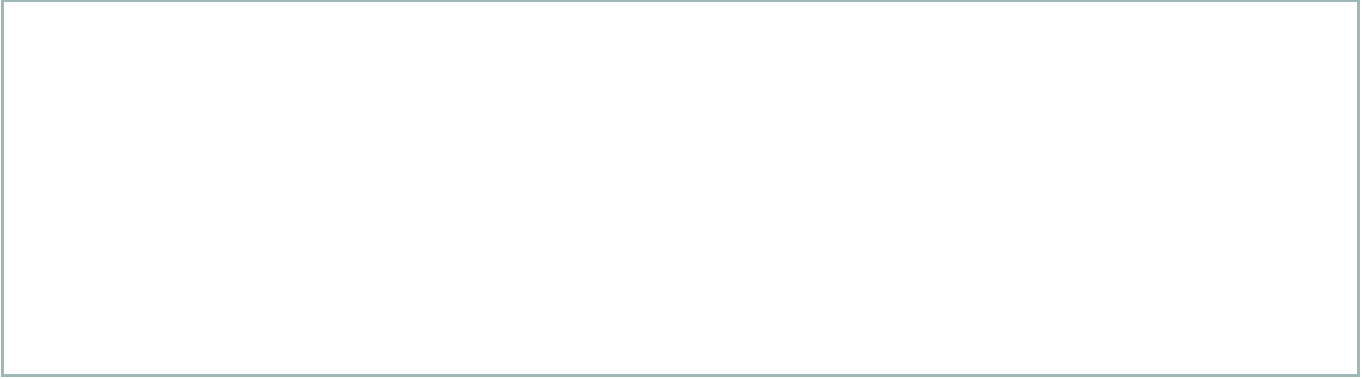
A friend is quiet and keeps looking at the ground.	You blamed a friend before you knew the whole story.
A new traveler stands outside the circle.	A friend tells you about something frightening that happened long ago.
Two friends are angry and talking over each other.	A friend is struggling with a heavy job and time is running out.
A friend returns safely after you were worried and frightened.	A friend made a mistake and is afraid everyone will leave.

LOWER ELEMENTARY

Draw & Tell

A grown-up may write the learner's words.

Draw Pippin sitting with Timbit and Quill beside the fire. Show one thing the friends do that helps Pippin feel less alone.



Tell about your picture: A friend can...

FAMILY CLOSE Say together: "A friend notices. A friend listens. A friend stays."

UPPER ELEMENTARY · GRADES 4-5

Choose the Helpful Response

Decision game with reveal cards

LEVEL OUTCOME Choose and defend helpful responses to friendship needs, revise one choice after a consequence is revealed, and use one story moment as evidence.

Home Educator Guide

Set Up

Cut apart the Response Cards and Decision Cards. Keep the Consequence Reveals hidden. Place the Student Reflection aside.

Teach This First - 5 Minutes

Write NEED → RESPONSE → RESULT. Explain that a response can be well-meant and still miss what a friend needs.

Run the Decision Game - 25 to 35 Minutes

10. Read a Decision Card. Name what the friend may need before choosing a response.
11. Select one Response Card and explain the choice.
12. Read the matching Consequence Reveal.
13. Keep the choice or revise it. Explain what the reveal changed.
14. Connect at least one decision to Pippin in Chapter 24, 25, or 34.

Debrief

- Which responses sounded helpful but were not?
- When is truth part of friendship?
- What makes an apology a repair instead of merely a word?

CLOSE THE LEVEL Complete the Upper Elementary Student Reflection and bring one answer to the Family Roundtable.

UPPER ELEMENTARY PRINTABLE

Response and Decision Cards

Cut apart. Keep reveals hidden until a response is chosen.

Response Cards

LISTEN FIRST	FIX IT FAST
APOLOGIZE CLEARLY	CHANGE THE SUBJECT
STAY BESIDE THEM	TELL THEM WHAT THEY SHOULD FEEL
ASK WHAT WOULD HELP	DEFEND YOURSELF

Decision Cards and Consequence Reveals

DECISION	HIDDEN CONSEQUENCE REVEAL
1. Your friend returns after frightening you. You feel relieved and angry.	If you attack first, your friend may hear only blame. Naming both fear and relief opens the conversation.
2. You suspected a friend because of a stereotype, then learned you were wrong.	A group apology does not replace your own. Repair begins when you name your part.
3. A friend shares a painful memory and says, "I feel like a monster."	Quick reassurance can silence the story. Listening and staying close may be the first need.
4. A friend wants you to keep a secret that could place someone in danger.	Loyalty is not helping a friend hide serious harm. A trustworthy adult may need to be involved.

UPPER ELEMENTARY

Student Reflection

Use after Choose the Helpful Response

1. Which Decision Card was hardest? What did you think the friend needed?

2. Which response did you revise after reading the consequence? Why?

3. Choose Pippin in Chapter 24, 25, or 34. What did friendship require in that moment?

4. Finish: Friendship is more than liking someone because...

MIDDLE SCHOOL • GRADES 6-8

Repair the Circle

Rupture, need, response, consequence, and revision

LEVEL OUTCOME Analyze three friendship ruptures, design a specific repair, revise one repair after new information appears, and support one judgment with story evidence.

Home Educator Guide

Set Up

Give the learner the Repair Map and Case Cards. Optional: use two family members to read the roles aloud.

Teach This First - 5 Minutes

A friendship rupture is a break in trust or connection. Repair is not pretending nothing happened. It involves recognizing what happened, understanding the need, taking responsibility, and choosing a next action.

Case Work - 30 to 40 Minutes

15. Choose two cases and complete a Repair Map for each.
16. For each repair, write the exact first sentence the character should say.
17. Read the New Information line. Revise the repair if necessary.
18. Connect one case to Pippin's choices in Chapter 24, 25, or 34.
19. Optional role-play: perform the first sixty seconds of the repair, then switch roles.

Debrief

- Can trust be repaired without consequences?
- When does loyalty require disagreement?
- Why might presence be more respectful than advice?

MIDDLE SCHOOL PRINTABLE

Repair Map and Case Cards

Use two cases; complete one map for each.

Repair Map

STEP	YOUR ANALYSIS
Rupture: What damaged connection or trust?	
Need: What does each person need now?	
Responsibility: What must be admitted or changed?	
First sentence: What should be said first?	
Next action: What would make the repair concrete?	
Evidence: What Mingles scene supports your judgment?	

Case Cards

CASE	NEW INFORMATION
A. You accused a friend of taking something. The missing object is found elsewhere.	Your friend says this is not the first time the group has suspected them.
B. A friend disappears while trying to solve a problem alone. They return safely and expect celebration.	They did not understand how frightened everyone would be.
C. A friend shares a painful story, then asks you never to mention it again.	The story includes a present danger the friend cannot manage alone.

MIDDLE SCHOOL

Student Reflection

Use after Repair the Circle

1. Which rupture would be hardest to repair? Explain why.

2. Write the strongest first sentence you designed. Why is it a good beginning?

3. What new information caused you to revise a repair? What changed?

4. Use one story detail to explain the difference between comfort and genuine friendship.

HIGH SCHOOL · GRADES 9-12

Friendship Ethics Case Conference

Affection, loyalty, honesty, repair, presence, and limits

LEVEL OUTCOME Analyze friendship as a moral relationship, compare two Mingles cases, and defend a nuanced proposition using evidence and a counterargument.

Home Educator Guide

Big Question

What does one friend owe another - and where do the obligations of friendship end?

Part 1 - Case Analysis - 20 to 30 Minutes

20. Analyze Pippin's Chapter 24 reconnection and Chapter 34 disclosure.
21. For each case, distinguish affection, loyalty, honesty, repair, presence, and protection.
22. Identify a possible excess or distortion: possessiveness, enabling, forced disclosure, secrecy, or approval-seeking.

Part 2 - Take a Position - 20 to 30 Minutes

PROPOSITION A true friend has a duty to tell the truth and remain present, even when either choice creates discomfort.

Agree, disagree, or answer "It depends." State a principle, use two story examples, and address one counterargument.

Part 3 - Friendship Covenant - 15 to 20 Minutes

Draft five commitments for a trustworthy friendship. Each commitment must include a boundary or qualifier.

CLOSE THE LEVEL Complete the Position Brief. Bring one sentence to the Family Roundtable.

HIGH SCHOOL PRINTABLE

Friendship Ethics Matrix

Use Pippin's Chapter 24 and Chapter 34 scenes.

DIMENSION	CHAPTER 24	CHAPTER 34
What threatens connection?		
What does Pippin need?		
What does the friend owe?		
What response helps?		
What response could cause harm?		
What boundary or limit matters?		
What changes after the response?		

Interpret the Cases

Which scene presents the more demanding form of friendship, and why?

Friendship Covenant

1. We will _____, unless/while _____.
2. We will _____, unless/while _____.
3. We will _____, unless/while _____.
4. We will _____, unless/while _____.
5. We will _____, unless/while _____.

HIGH SCHOOL

Position Brief

Use after the case conference

Your Claim

I AGREE / DISAGREE / THINK IT DEPENDS with the proposition because:

Evidence

Story example 1:

Story example 2:

Counterargument

A reasonable objection to my position is:

My response is:

Concluding Principle

A friendship becomes trustworthy when...

COME BACK TOGETHER

Family Roundtable

10-15 minutes · All ages

One Question, Four Levels of Answer

Each learner brings one finding. Do not require everyone to reach the same conclusion.

LEVEL	SHARE
Lower Elementary	One friendship action and a situation where it would help.
Upper Elementary	One response you revised after seeing its consequence.
Middle School	One first sentence that could begin repairing trust.
High School	One sentence about what friends owe one another - and one limit.

Discuss

- Is listening an action? Why or why not?
- Can a good friend disagree with you?
- When should a friend seek help from a trustworthy adult?
- Which matters more: saying the perfect thing or refusing to leave someone alone?

THE IDEA TO CARRY FORWARD Friendship is chosen repeatedly. It grows when people notice, listen, tell the truth with care, repair what they damage, and remain present when another person cannot carry the moment alone.

Protect Delight

If the discussion is alive, stop there. The purpose is not to complete every blank. It is to let one story open the same important idea at several levels of depth.