

# Friendships

## NJ 2020 PERFORMANCE EXPECTATION ALIGNMENT:

**2.1.2.SSH.6** - Determine the factors that contribute to healthy relationships.

**2.1.2.SSH.7** - Explain healthy ways for friends to express feelings for and to one another

**TARGET GRADE:** Grade 1

**TIME:** 40 Minutes

## MATERIALS NEEDED:

- Newsprint/Board
- Markers/chalk
- Copies of the scenarios – enough for each pair to have one
- Home-School Connection Activity: “Family Interview”
- Pencils in case students do not have their own

## ADVANCE PREPARATION FOR LESSON:

- Newsprint or board with heading; “Good Friend Cake – Ingredients.”
- Three newsprint sheets, each with one of the following word stems:
  - I like it when my friend...
  - It sometimes bothers me when my friend...
  - A good way to let my friend know how I feel is...

## LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe at least three characteristics of a friend. [Knowledge]
2. Identify at least two healthy ways for friends to express feelings with each other. [Knowledge]

## PROCEDURE:

**STEP 1:** Introduce the lesson by telling students that you would like to talk about friendships. **Say, “Having a good friend can feel really good and being a good friend is very important, too. I’d like everyone to close their eyes for a moment and think about one friend you have that is not in this class. The friend can include a brother or sister or a cousin who is your friend, or someone else who is your friend. Try to picture your friend in your mind. Try to see your friend’s face. Now I’d like you to think about a time you and your friend had a lot of fun together. What made it so much fun?” Allow students about a minute to think about these questions, then say: “OK, now open your eyes. Does anyone want to share with us what you did with your friend that was fun?”** Have a few volunteers share their experiences.

*(5 minutes)*

**STEP 2:** After hearing from a few students, say **“Now, I want you to think about what you like about your friend that makes it fun to be together.” Give the students a few moments to think and then say “Does anyone want to share with the class what they like about their friend?”** Ask for a few volunteers to share what they like about their friend. (Some responses may include: my friend is funny, my friend likes the same things I do, my friend is nice to me, my friend lives close by, etc.).

*(3 minutes)*

**STEP 3:** Next say, “So if we were baking a cake, what ingredients would we need?” Take a few responses and then ask, “So if there was no flour, could it still be a cake? What about no eggs?”

The answer is ‘yes’ to both since cakes, just like friends, come in a wide variety of flavors and types. Say, “So, what makes a good friend? If we were baking a ‘Good Friend cake,’ what ingredients would we include?” On the top of the newsprint, or on the board reveal the heading: “Good Friend Cake” and under it: “Ingredients.” As students call out ingredients of a good friend, write them on the paper/board. (Responses may include: likes the same things as you; is nice to you; makes you laugh; always plays with you; listens to you; doesn’t tease you or hurt your feelings on purpose; you can depend on them.)

*Note to the Teacher: If students have a difficult time coming up with more than one or two, prompt them by asking “Does a good friend tease or hurt the feelings of their friend? Does a good friend try to make you feel better when you are sad?” etc.*

After writing all students’ suggestions say “This is a really strong recipe for a good friend.”

(6 minutes)

**STEP 4:** Say, “Friends usually make us very happy, and we have fun together. But sometimes problems can come up in a friendship. A friend may do something we don’t like, we may do something that makes our friends mad or we might disagree with our friend about something.”

Show, one at a time, the incomplete sentences (below) on the board or newsprint. Ask for student volunteers to respond to the first sentence: “I like it when my friend...” Record their responses. Next, ask for new volunteers to complete the second sentence: “It sometimes bothers me when my friend...” Record responses. Then say “It is important to be able to tell a friend when we are happy or sad or annoyed or angry, especially if we feel bad because if we don’t tell them and we keep it all bottled up inside it will make us feel even worse and our friend may not even know we are upset or angry. So, remembering the ingredients we said were important for a good friend, what are some good ways to share our feelings with a friend?” Ask students to finish the last sentence: “A good way to let my friend know how I feel is...” Record their responses.

*Note to the Teacher: Some responses to make sure to include if students don’t are: be honest, try to say your feelings without hurting their feelings; make sure to say something, don’t just ignore them or hold in your feelings; use your words; no put downs; if you are feeling good and want to give them a hug, ask them first. (10 minutes)*

- I like it when my friend...  
Example: *I like it when my friend brings me candy, calls me, and plays with me.*
- It sometimes bothers me when my friend...  
Example: *It sometimes bothers me when my friend teases me, only wants to play the games they want to play, and ignores me when another friend is around.*
- A good way to let my friend know how I feel is...  
Example: *A good way to let my friend know how I feel is to tell them nicely, or to say it makes me sad or annoyed when you...*

**STEP 5:** Tell students you want to practice healthy ways to express feelings with friends. Ask for pairs of volunteers to react to different situations they may be in with a friend.

*Note to the Teacher: See attached scenarios or make your own, particularly if there is a situation that is common among students in your classroom.*

If student volunteers get stuck, ask the class for suggestions of what the students could say to express their feelings to their friend. **After each scenario ask the class, “How did [name of child] express their feelings to their friend in a healthy way?”**

*Note to the Teacher: In the time allotted, try to get through 2-4 scenarios each with different students so that as many as possible get a chance to participate. If there is more time, more scenarios can be used.*

*(15 minutes)*

**STEP 6:** Explain to students that although we’re talking about our friends today, many of the positive, healthy ways we show we’re a good friend are the same for other relationships, like family relationships. Being helpful, cooperating to solve problems or sharing, and being clear about how you feel are ways build a healthy relationship with others, like people in your family or community. Tell students that in order to have a good friend it is important to be a good friend. It doesn’t matter if you have a lot of friends or just one very good friend. Friends enjoy each other’s company and look out for each other. Being a good friend is an important skill to develop throughout their whole lives.

*(1 minute)*

### **RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:**

Step 3 is designed to assess Objective one and Step 4 is designed to assess Objective two.

### **HOME-SCHOOL CONNECTION ACTIVITY:**

Recommend that students interview an adult family member (or older sibling) about a time when they were bothered by something their friend did or said and how they handled it, as well as suggestions they have for expressing feelings with friends in a healthy way.

## Friendships

### Scenarios

Note: Use the actual names of students who are acting out each scenario when presenting them to the class. In each scenario, students should imagine that Student A and Student B are good friends. Ask participants to try to act out a good way to share their feelings with their friend.

1. Student A and Student B meet at the corner and ride their bikes to school together every morning. Student B is almost always a few minutes late. and this morning, Student B is 10 minutes late, which means they will both likely be late to school.
2. During recess, Student A and Student B are playing together. All of a sudden, Student B sees another friend and runs over to talk to them leaving Student A all alone.
3. Student B had borrowed a new Star Wars toy from Student A and was supposed to bring it into school because Student A needs it back. When Student A asks for their toy, Student B says they forgot to bring it in.
4. In class, Student B whispers a funny joke that makes Student A laugh out loud and get into trouble from the teacher. When the teacher asked what was going on, Student B denies doing anything.
5. During recess, students decide to play a game and are choosing teams. Student B, who is a captain, is Student A's best friend but chooses someone else for their team.
6. During lunch time, Student A gets up to throw something away and when they get back to their seat, Student B has taken a big bite out of Student A's cupcake without asking.
7. Student A and Student B are trying to decide what to do. Student B really wants to play video games but they played video games the last two times they were together and Student A wants to do something different.

