



Friendships

DATE:

SOCIAL SKILL OBJECTIVE: The students will learn strategies to develop and keep good friendships. Instructors will use one or more of the following activities.

MATERIALS: picture of a child, markers, scissors, stapler, a long piece of plastic string, beads, construction paper, glue sticks, colored pencils, scissors, crayons, “Having a Conversation” story from Sandbox Learning. These are online stories that you can personalize and are to be used with younger children. (www.sandbox-learning.com)

BOOKS: *Where is My Friend?* by Marcus Pfister / *How to Be a Friend: A Guide to Making Friends and Keeping Them* (Dino Life Guides for Families) by Laurie Krasny Brown; *Rainbow Fish* by Marcus Pfister

ASCA NATIONAL STANDARDS: PS:A1.9, PS:A2.6, PS:A2.7, PS:A2.8

SOCIAL TIMES: “Reading Faces” (Something to Talk About) Volume 1, Number 3, p.8 by Kari Dunn Buron

SOCIAL SKILLS EXPECTATIONS: When discussing specific behaviors that impact relationships, ask: Who, What, Where, When, Why, and How in relation to behaviors.

ACTIVITY 1: The instructors will discuss the following friendship skills so the students will understand the concept of friendship. Students will learn that in order to have a good friend, you must be a good friend. Good friends listen to each other, are dependable, show respect, are caring, are careful to not hurt others’ feelings, understand personal space, and know when to use soft, medium and loud voices.

ACTIVITY 2: The Crinkle Kid–Using a picture of a child, each student will take turns saying something not nice about the child in the picture while the instructors crinkle the picture. As they say nice things we will smooth out the picture. What is the impact?

ACTIVITY 3: The students will make a string of paper gingerbread men (or object of the group’s choosing) with each child decorating one to give each participant.

ACTIVITY 4: Younger students will be given a copy of “Having a Conversation” that has been personalized with their name. We will read and discuss the story.

ACTIVITY 5: The students will choose a favorite color of bead and then make a friendship bracelet for themselves using at least one of each color chosen by their peers to represent all the other students in the class.

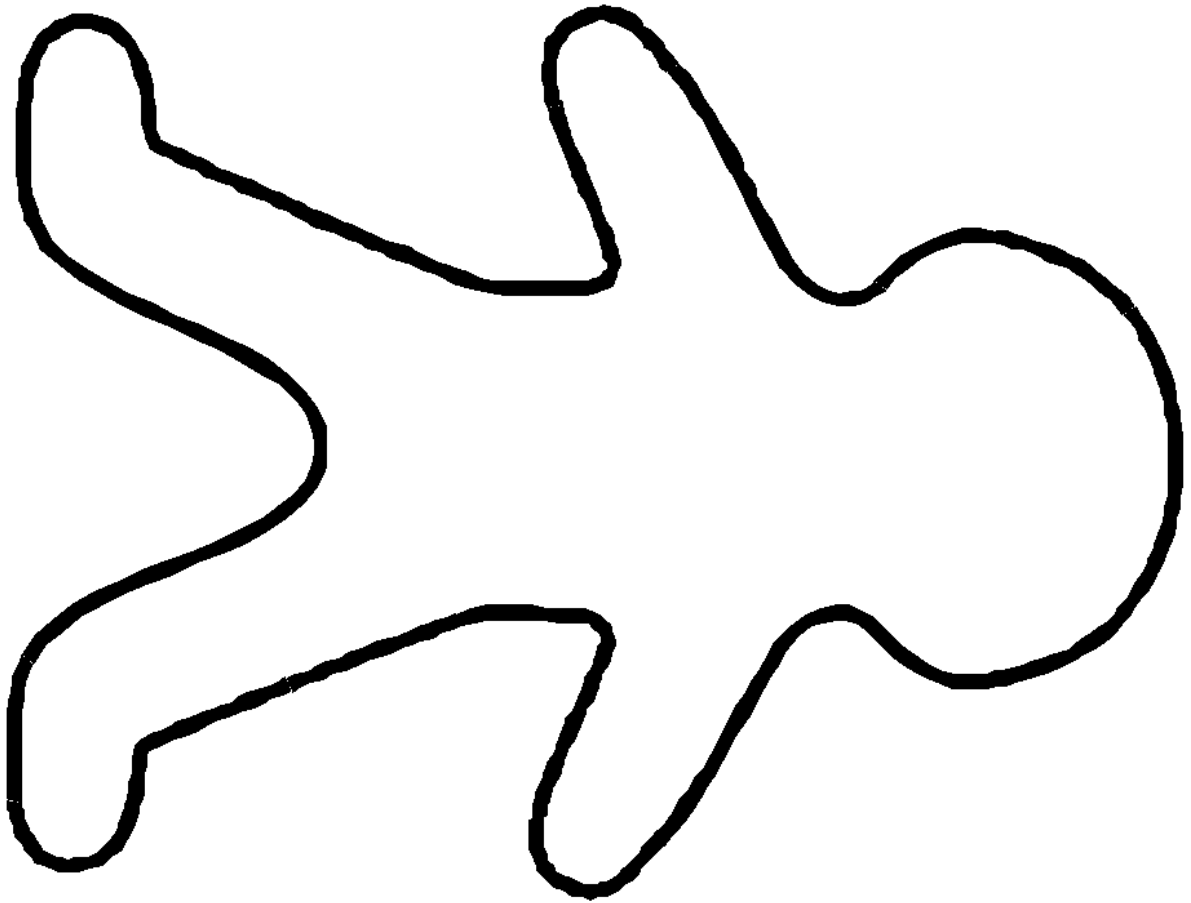


ACTIVITY 6: Each student will create a friendship flower or robot. In this activity, students will write something nice on each other's flower or robot.

ACTIVITY 7: Rainbow Fish using a goldfish outline template. Students glued on scales of gems, using Elmer's glue. The kids traded scales to put in their picture. Learning how to share with friends.

GAME: Friendships

ACTIVITY 3:





Friendships Parent Handout

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GAME: Friendships

SOCIAL SKILLS EXPECTATIONS: When discussing specific behaviors that impact relationships, ask: Who, What, Where, When, Why, and How in relation to behaviors.

Here are some of the ways good friends treat each other:

Good friends listen to each other, are dependable, show respect, are caring, are careful to not hurt others' feelings, understand personal space, and know when it is appropriate to use soft, medium and loud voices.

FOLLOWING UP AT HOME:

When discussing specific behaviors that impact relationships, ask: Who, What, Where, When, Why, and How in relation to behaviors.

Playing card games encourages your child to look others in the eye when requesting a card and gives him/her the opportunity to learn without your telling them to use "eye contact."

Have your child involved in social activities that interest him/her. It is very important to provide social opportunities that encourage appropriate social interactions with peers.