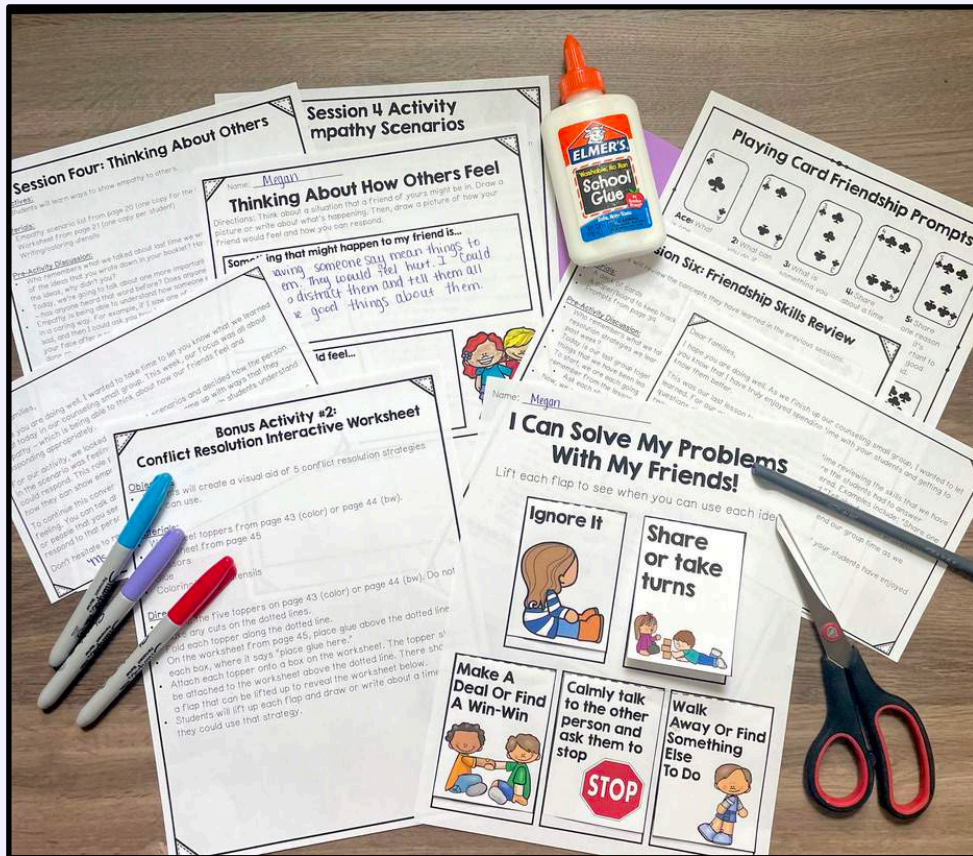


Use this small group plan to help your students learn friendship skills like being a good friend, making new friends, and conflict resolution!



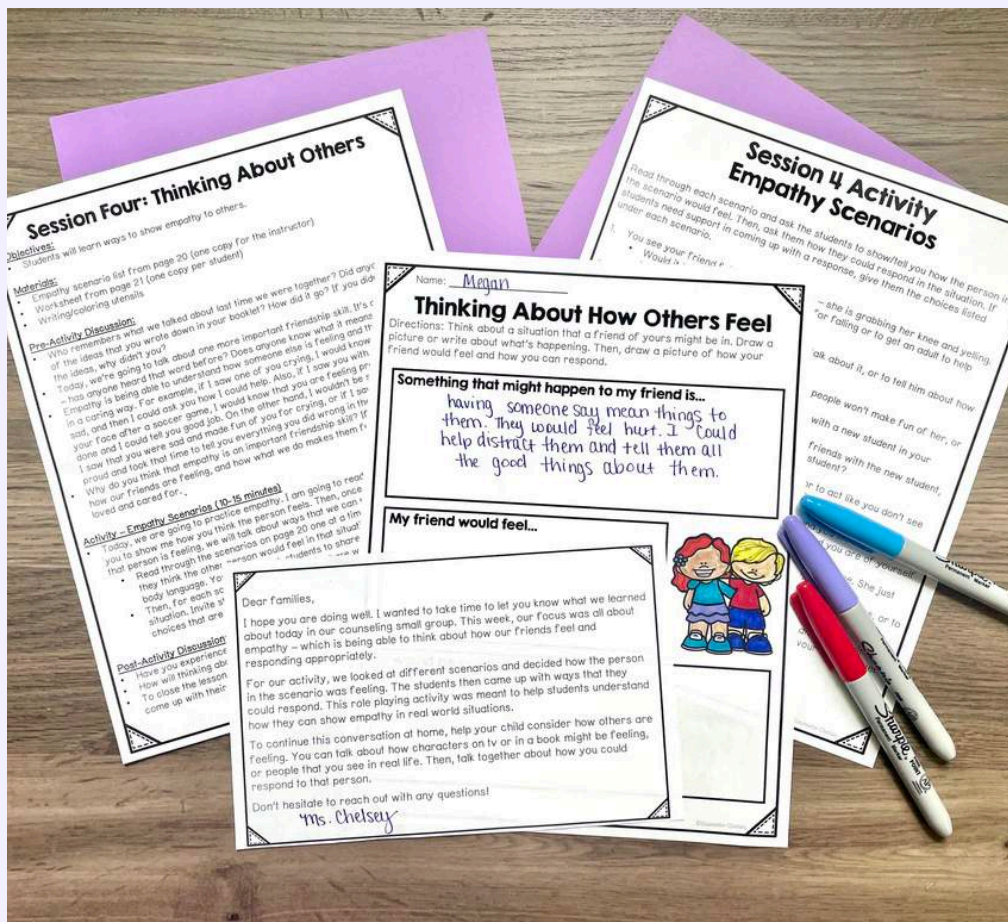
WHAT'S INCLUDED:

- 6 No-Prep lessons with editable follow up notes for families
- 2 Bonus activities
- An editable permission form
- 2 Assessments

6 NO-PREP LESSONS

Each Lesson Includes:

- Objectives
- Discussion points
- Activity directions and materials
- A follow up note to families
- A poster/visual aid
- A read aloud recommendation



Lesson 1: What Makes A Good Friend

Name: _____

Recipe For A Good Friend

A good friend should have a lot of:

A good friend should _____

A good friend should _____

A
Draw _____

Session One: What Makes A Good Friend?

Objectives:

- Students will learn the purpose of the group.
- Students will discuss the characteristics of a good friend.

Materials:

- Sheet from page 9 or 10 (See activity directions)
- Writing/coloring utensils for each student

Pre-Activity Discussion:

- Introductions: Name, grade, one thing you like to do.
- Over the next few weeks, we'll be getting together as a group to talk about friendship. We'll talk about being a good friend, having good friends, making new friends, and getting along with the friends we have.
- Why do you think these are important things to talk about?
- Today, we're going to focus on what makes a good friend. It's important to make sure we know what a good friend is so we can be good friends and have good friends.
- Why is it important to be a good friend?
- Why is it important to have good friends?

Activity - Recipe For A Good Friend (10-15 Minutes)

- As a part of our lesson today, we are going to make a recipe. What is a recipe? What do you usually use a recipe for?
- Right now, though, we're not talking about food. We are talking about the ingredients, or the things, that make a good friend.
 - Option 1: Use the sheet on page 9 to brainstorm the ingredients of a good friend as a large group. Then, give students their own sheets and have them fill in their mixing bowls with pictures that represent some of the ingredients the group came up with.
 - Option 2: Use the sheet on page 9 to brainstorm the ingredients of a good friend as a large group. Give students the worksheet from page 10. They will choose a few of the ingredients to copy from the master sheet onto their own worksheet. They will then fill the mixing bowl with pictures that represent the ingredients they chose.
 - Option 3: Split the group into pairs. Students will work together to complete the worksheet from page 10 and then each partnership will be able to share their sheet with the class.

Post-Activity Discussion:

- Of the things that we talked about, which 2 "ingredients" do you think are the most important? Why?
- Which "ingredient" are you the best at? What makes you say that?
- How would your friendships be different if you were a friend like the one we described?
- How would your friendships be different if you chose to be friends with people like the one we described?

If you are using the self-assessment, have students fill it out at the beginning of this session.

THE OBJECTIVE:

- Students will learn about the purpose of the group, and explore what it means to be a good friend.

THE ACTIVITY:

- Students will work together to make a "recipe" for a good friend.

Lesson 2: Meeting New Friends

THE OBJECTIVE:

- Students will learn and practice strategies they can use to initiate conversation with others.

THE ACTIVITY:

- Students will partner with different peers as they practice starting conversations.

The image shows two overlapping worksheet pages. The top page is titled "Session Two: Meeting New Friends" and contains the following text:

Dear families,
I hope you are doing well. I wanted to take time to let you know what we learned about today in our counseling small group. Our focus of the lesson was meeting new friends and talking to new people.

Talking to people we don't know can feel scary and confusing. We talked about when it is appropriate to talk to someone. We also talked about giving a compliment to someone.

For our activity, the students will be in small groups. The purpose of the activity is to practice the skills we learned.

To continue this conversation strategy in real life, I encourage you to talk to your child about initiating conversations with new people. Don't hesitate to reach out if you have any questions.

Session Two: Meeting New Friends

Objectives:

- Students will learn and practice strategies they can use to initiate conversation with others.

Materials:

- None

Pre-Activity Discussion:

- Who remembers what we talked about last week?
- So far, we have spent time talking about the qualities of a good friend. Today, we are going to talk about some ways that we can meet new friends. An important thing to remember is that even if you already have friends that you get along with, it's still okay to be friends with other people too.
- Does anyone have any ideas of how we can meet new friends?
- One way to meet new friends is to start talking to them! In today's lesson, we're going to talk about some things that will make it easier to talk to someone new.
- The first thing that's important to learn, is that it's not always the right time to start talking to someone. For example, if someone seems busy or focused, it might not be the right time. I'm going to read a few situations, and you give a thumbs up if you think it'd be a good idea to start talking to the person, or a thumbs down if it's not the right time.

1. A new student comes to class, the teacher is talking to her about the class rules.

- This is not a good time, because the person is trying to focus on what the teacher is saying.

2. At recess, you see someone sitting by themselves.

- This is a good time. You are allowed to talk at recess, and the other person doesn't look busy.

3. Someone is waiting for the bus with you.

- This is a good time. You are allowed to talk and the other person isn't focused on something.

4. You want to tell someone something during the class lesson.

- This is not a good time. You and the other person should be focusing on what the teacher has said.

5. You just got to soccer and are waiting for practice to start.

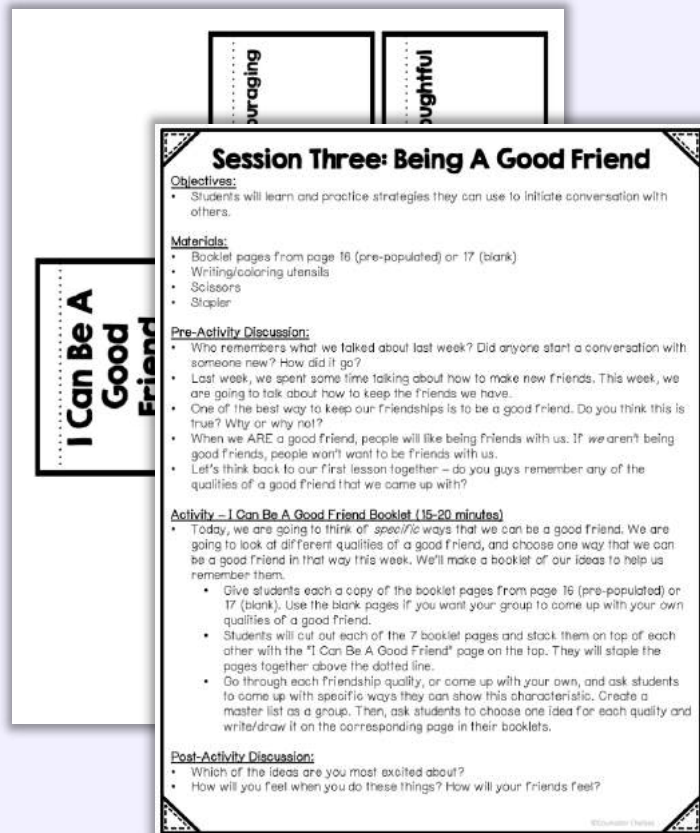
- This is a good time, just make sure to stop talking once practice starts.

• Once you've decided it's a good time to start talking to someone, try to look at the person you are talking to, respect their personal space, and not talk too loudly or quietly. Why do you think those are important things to remember?

• Knowing when to start talking to someone can be helpful, but it can also be scary if you don't know what to say.

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Lesson 3: Being A Good Friend



THE OBJECTIVE:

- Students will identify practical ways that they can be a good friend, and why its important.

THE ACTIVITY:

- Students will create a booklet of specific ways that they can be a good friend to others.

Lesson 4: Thinking About Others

Name: _____

Thinking About How Others Feel

Directions: Think about a situation that a friend of your might be in. Draw a picture or write about what's happening. Then, draw a picture of how your friend would feel about it.

Something that happened _____

My friend would feel _____

It would be good/bad _____

Session Four: Thinking About Others

Objectives:

- Students will learn ways to show empathy to others.

Materials:

- Empathy scenario list From 20 (one copy for the instructor)
- Worksheet from page 21 (one copy per student)
- Writing/coloring utensils

Pre-Activity Discussion:

- Who remembers what we talked about last time we were together? Did anyone do any of the ideas that you wrote down in your booklet? How did it go? If you didn't do any of the ideas, why didn't you?
- Today, we're going to talk about one more important friendship skill. It's called empathy – has anyone heard that word before? Does anyone know what it means?
- Empathy is being able to understand how someone else is feeling and then responding in a caring way. For example, if I see one of you crying, I can understand that you are sad, and then I can ask you how I can help. Also, if I see you with a big smile on your face after a soccer game, I can know that you are feeling proud of what you've done and I could tell you good job. On the other hand, I wouldn't be showing empathy if I see that you are sad and made fun of you for crying, or if I see that you are proud and take that time to tell you everything you did wrong in the soccer game.
- Why do you think that empathy is an important friendship skill? If we are thinking about how our friends are feeling, and how what we do makes them feel, our friends will feel loved and cared for.

Activity – Empathy Scenarios (10-15 minutes)

- Today, we are going to practice empathy. I am going to read you a situation, and I want you to show me how you think the person feels. Then, once we have an idea of how that person is feeling, we will talk about ways that we can respond.
 - Read through the scenarios on page 20 one at a time. Students will show how they think the other person would feel in that situation by making a face/showing body language. You can also ask students to share verbally.
 - Then, for each scenario, ask students to share what they could do in that situation. Invite students to come up with their own ideas or give them the choices that are listed below each scenario.

Post-Activity Discussion:

- Have you experienced any of these situations?
- How will thinking about how your friends feel make your friendships better?
- To close the lesson, students can complete the worksheet from page 21. Students can come up with their own scenarios or use ideas from the activity.

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THE OBJECTIVE:

- Students will learn ways to show empathy to others.

THE ACTIVITY:

- Students will read through different scenarios and work together to come up with ways that they could support the people in each situation.

Lesson 5: Conflict Resolution Strategies

I Can Work Through My Problems With My Friends

Hold up the
you

I. C
to
per
ask
sto

3. Walk Away Or Find Something Else To Do

Session Five: Conflict Resolution Strategies

Objectives:

- Students will identify ways to solve conflicts with their friends.
- Students will practice applying the conflict resolution strategies to real-life scenarios.

Materials:

- Sheets from page 25-29 color or 30-34 bw (one copy of each sheet, optional)
- Sheet from page 35 color or 36 bw (one copy, optional)

Pre-Activity Discussion:

- Who remembers what we talked about last week? Can anyone share about how they have shown empathy since we last met?
- So far in our time together, we've talked about how to have good friendships and how to be a good friend. But, of course, in every friendship, there can be problems. It's normal to disagree with our friends sometimes, argue, or just not get along.
- Does anyone have any examples of problems you might have with your friends?
 - Remind students not to share the names of people involved if they are sharing specific incidents.
- We won't always get along with our friends, but it's important to try to work through our problems in a kind and peaceful way.
- Today, we are going to talk about ways that we can solve our problems or disagreements with our friends.
- We're going to learn 5 different things that you can try – but of course there are other things you can do too.
 - During this discussion, you can use the sheets from pages 25-29 (color) or pages 30-34 (bw) as a visual aid.
- The first strategy we're going to talk about it to calmly talk to the other person and ask them to stop.
 - Does anyone know why this can be helpful? When could you use this strategy?
- Calmly communicating how you feel helps the other person to know that what they are doing is bothering you.
- Another strategy is to share or take turns.
 - Does anyone know why this can be helpful? When could you use this strategy?
- You could also try to walk away or find something else to do.
 - Does anyone know why this can be helpful? When could you use this strategy?
- Making a deal, a compromise or finding a win-win can also be a good strategy.
 - Does anyone know why this can be helpful? When could you use this strategy?
- Lastly, you could also try to ignore it.
 - Does anyone know why this can be helpful? When could you use this strategy?

Activity – Conflict Resolution in Real Life (15-20 Minutes)

- See directions on page 24.

Post-Activity Discussion:

- Have you ever experienced any of these problems? What did you do about them? How would it have been different if you used one of these strategies?

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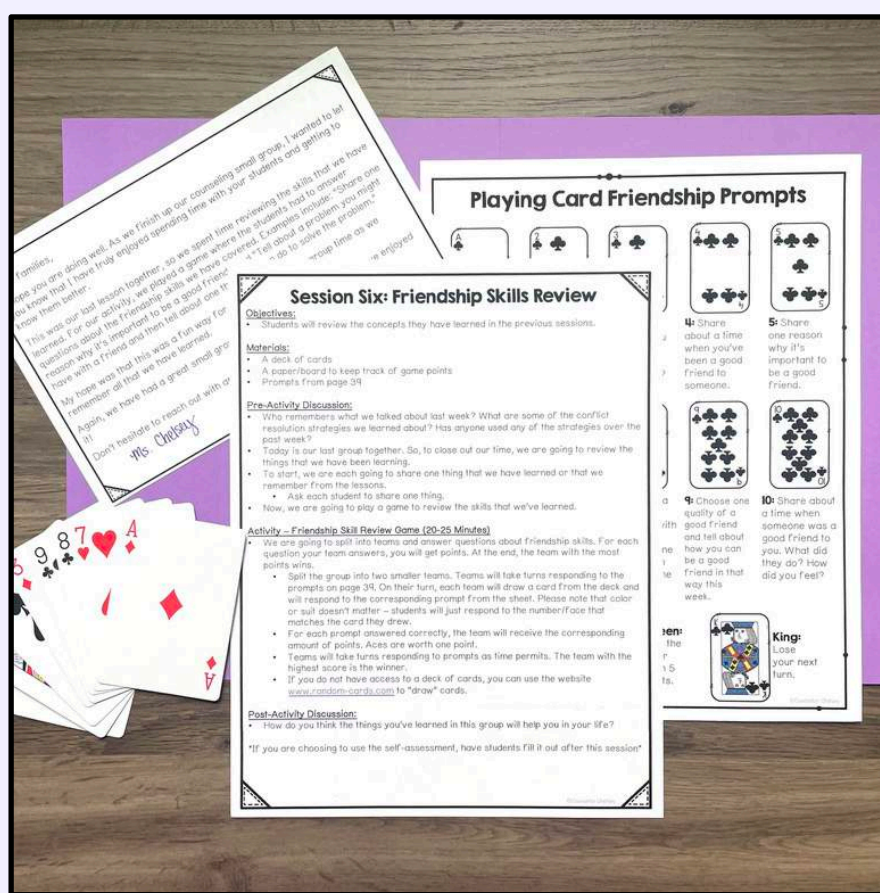
THE OBJECTIVE:

- Students will learn conflict resolution strategies and will think about when they can be used.

THE ACTIVITY:

- Students will get up and moving as they look at different scenarios and decide which conflict resolution strategy they think would be best.

Lesson 6: Friendship Skills Review



THE OBJECTIVE:

- Students will learn conflict resolution strategies and will think about when they can be used.

THE ACTIVITY:

- Students will get up and moving as they look at different scenarios and decide which conflict resolution strategy they think would be best.

2 BONUS ACTIVITIES

**Bonus Activity #1:
Friendship Would You Rather**

Objective:

- Students will consider which friendship traits and qualities they would rather have in a friend.

Activity:

- Read through the which friend they by holding up ring option. Then, ask
- Then, talk with st they would like to

Would You Rather Q

1. Would you rather who does what y
2. Would you rather friend who says
3. Would you rather you, or a friend
4. Would you rather who asks before
5. Would you rather mad because the
6. Would you rather a friend who trie
7. Would you rather some different it
8. Would you rather you want to do?
9. Would you rather any of their thing
10. Would you rather even if they are
11. Would you rather talks calmly to yo
12. Would you rather close?

**Bonus Activity #2:
Conflict Resolution Interactive Worksheet**

Objective:

- Students will create a visual aid of 5 conflict resolution strategies they can use.

Materials:

- Worksheet toppers from page 43 (color) or page 44 (bw).
- Worksheet from page 45
- Scissors
- Glue
- Coloring/writing utensils

Directions:

- Cut out the five toppers on page 43 (color) or page 44 (bw). Do not make any cuts on the dotted lines.
- Fold each topper along the dotted line.
- On the worksheet from page 45, place glue above the dotted line of each box, where it says "place glue here."
- Attach each topper onto a box on the worksheet. The topper should be attached to the worksheet above the dotted line. There should be a flap that can be lifted up to reveal the worksheet below.
- Students will lift up each flap and draw or write about a time when they could use that strategy.

These activities will help your students further explore friendship skills and review the topics and skills your students have learned!

Activities Include:

- "Friendship Would You Rather"
- "Conflict Resolution Interactive Worksheet"

2 ASSESSMENTS

Name: _____

Friendship Self-Assessment

Directions: Read each question and decide if the sentence is true or false for you. If it is true, color in or circle the "thumbs up." If the sentence is not true, color in or circle the "thumbs down."

1. I know what makes a good friend.

2. I know why it's important to have a good friend.

3. I have good friends.

4. I am a good friend.

5. I am good at making friends.

6. I know what to do when someone is new.

7. I am good at knowing how other people feel.

8. I think about how my actions affect others.

9. I know what to do when I have a problem with my friend.

10. I usually work out my problems with my friend.

Child's Name: _____ Date: _____
Name and role of the person completing the form: _____

Friendship Skills Assessment

Please rate these questions based on to what extent they are true or false:

1- Always False
2- Mostly False
3- Not Sure
4- Mostly True
5- Always True

1. The child can identify qualities of a good friendship.
1 2 3 4 5

2. The child is a good friend to others.
1 2 3 4 5

3. The child has healthy friendships.
1 2 3 4 5

4. The child seems comfortable making new friends.
1 2 3 4 5

5. The child is aware of how his/her actions affect others.
1 2 3 4 5

6. The child knows how to solve conflicts with friends.
1 2 3 4 5

7. The child can solve friendship disagreements in a peaceful way.
1 2 3 4 5

Total Score: _____

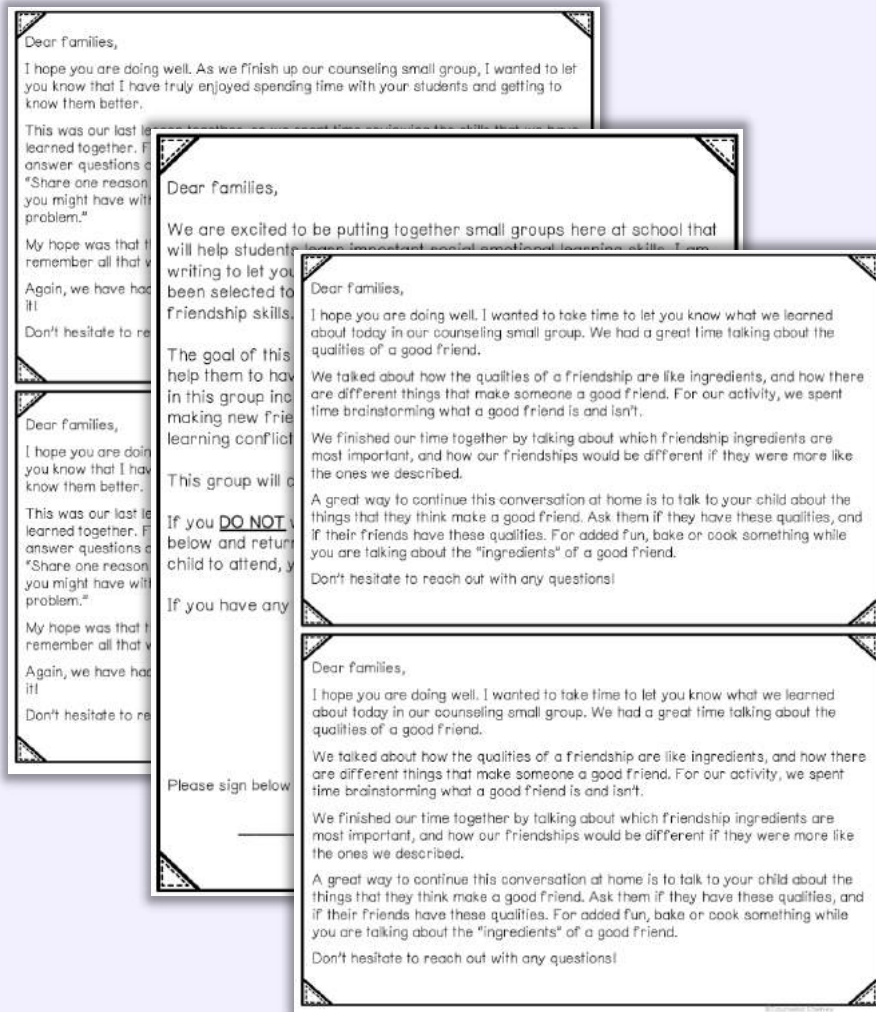
Additional Comments: _____

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There are two assessments designed to measure growth in your students

- A Self-Assessment
- An assessment to be completed by a teacher, family member or other adult in the student's life

NOTES TO FAMILIES



Each of the 6 lessons includes a follow up note to families to let them know what the lesson was about and how they can support their child at home.

There is also a permission form included that families can sign if they do not want their child to participate in the group.

The follow up notes and permission form are able to be edited using Microsoft PowerPoint.

WHAT PEOPLE ARE SAYING...

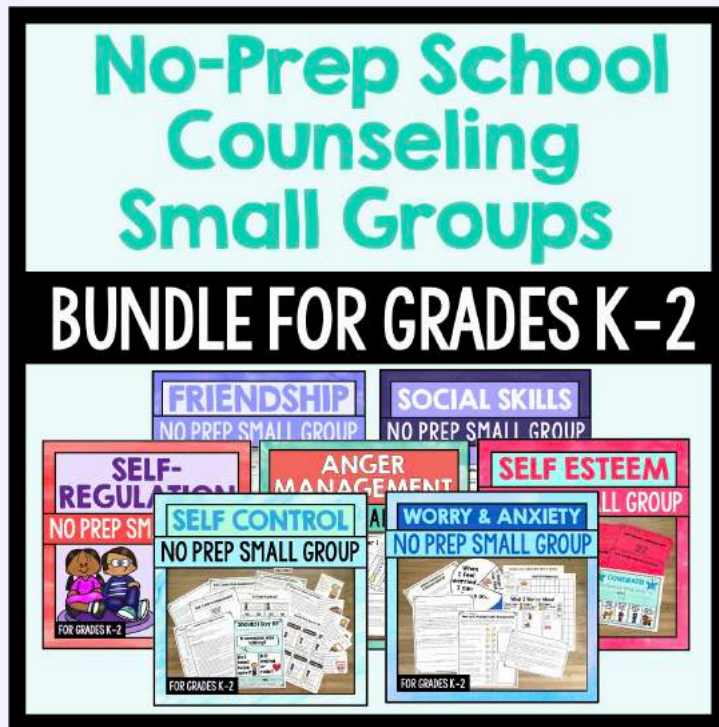
“My students are loving the activities and it is so nice to be able to run this group with minimal prep time and needed supplies.”

–Kristin K.

“This is been a great resource for a students working on building social skills to help with peer interactions. Parents have appreciated the strategies for at home connections too.” – Lidia F.

“Love this resource! So helpful to my littles and enjoy that it has a script. Some days I get stuck on what to say and this has helped!” –Samantha B.

NEED MORE SMALL GROUPS? BUNDLE AND SAVE!



This resources is included in a set of other NO-PREP small group plans. The bundle includes K-2 groups for the following topics:

- Self-Esteem
- Friendship
- Self-Control
- Anger Management
- Self-Regulation
- Social Skills
- Worry & Anxiety

SEE THE BUNDLE HERE