

Use these worksheets to help students learn about and practice relationship skills.

Name: _____

HEALTHY FRIENDSHIPS

Friendships are great and can make life more enjoyable. Friendships are meant to be encouraging, enjoyable and fun. However, not all friendships are healthy or positive. It's important to know what a healthy friendship looks like so we can make sure that the friendships we have are healthy. A healthy friendship is a friendship where both people feel respected, and are being good friends. In an unhealthy friendship, someone is being unkind, disrespectful, etc. To better understand the difference between a healthy and unhealthy friendship, look at the scenarios below. Decide whether each scenario is an example of a healthy friendship or an unhealthy friendship and write your answer in the corresponding box on the right side of the page.

- Your friend cares about the things that you do.
- Your friend doesn't want you to be friends with anyone else.
- Your friend is mean to you when he's around other people.
- Your friend is proud of you when you do well.
- You make fun of your friend when she isn't with you.
- Your friend helps you when you need it.
- Your friend cares about how you are feeling.
- Your friend doesn't want to tell you about music that she likes because she'll make fun of you for it.
- Your friend plays by the rules, even when he's losing.
- Your friend always brags about having more money than you.
- Your friend says she'll only be friends with you if you do what she says.
- You learn about the things that your friends are interested in.

Having healthy friendships is important because:	If your friend isn't being a good friend, what can you do?
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Name: _____

WHAT'S IMPORTANT TO ME?

There are many ways to be a good friend. What you might want in a friend may be different than what someone else would want. Take time to think about the things that are important to you. Look at the characteristics of a good friend below, and decide how much they matter to you. Write the numbers next to each quality in the corresponding boxes at the bottom of the page.

- Someone who is interested in the things I'm interested in.

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WHAT TO SAY

Talking to someone can be hard sometimes because you might not know what to say. It can feel like a lot of pressure to say the right thing at the right time. In these situations, try to remember to be kind, on topic, and remember to answer any questions that the other person asked. You can also ask the other person a question to keep the conversation going. To practice, look at the scenarios below and decide which of the two responses is the best way to continue the conversation.

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HELPING OTHERS

Part of being a good friend and showing kindness to others is noticing when others need help and then stepping in to help them with what they need. When we take time to help others, they feel cared for. Answer the prompts below to think more about why helping others is good and how you can do it!

Tell about a time when you needed help and someone helped you.	Tell about a time when you needed help and you didn't get the help you needed.
How did you feel?	How did you feel?

Look at each of the scenarios below and think about what you could do to help your friend.

Your friend is sad because his dog ran away.	I can help my friend by...
Your friend is struggling in science, but science is your favorite subject.	I can help my friend by...
Your friend missed 4 days of school because she was sick.	I can help my friend by...
Your friend broke his leg and is in a wheelchair at school.	I can help my friend by...

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SAYING NO

It's good to help our friends, spend time with them, and have fun together. Sometimes though, we might have to tell them no. It may be because we don't have time for something, because they want us to do something we aren't comfortable with, or simple because we don't want to or can't say yes. Saying no can be hard, but we can do it in a way that is respectful to our friends and ourselves! It's important to be direct, but to be kind. Look at the scenarios below, and circle the best way to say "no."

Your friend wants to switch seats, but you like where you sit. I don't want to switch. I like where I sit. I like where I sit, but if you really want to, you can sit here.	Your friend wants to copy your homework. No, it's not my fault you're too stupid to figure it out. You can't copy my homework. I worked hard on it. I can help you learn how to do it yourself though.	You don't want to go to your friend's house because you don't feel well. I can't come over today. I'll call you when I'm feeling better. I would love to come over, but if it's okay with you, I'm going to stay home because I don't feel well. Is that okay?
You just got a new tablet, and your brother wants to use it, but you're afraid he'll break it. You can't use my tablet because I want to make sure it doesn't get broken. We can play on it together another time. If you touch my tablet, I will punish you in the future.	Your friend wants you to help her sneak candy from the jar in class. I don't think that's a good idea, but if you think we won't get in trouble, I'll help you. I'm not okay with taking the candy, but we can ask our teacher if we can have a piece.	Your neighbor wants you to come over, but you don't want to because he always picks on you. I'm not going to come over until you can be kind to me. I don't want to hang out with people who don't treat me right. Please don't be mad at me, but my mom is making me stay home.

A situation when I may have to tell a friend no is:

If this happens, I can say:

"Are you excited for the field trip?" I've never been to the zoo before, so we'll see how it goes!	No, the zoo is stupid.	"This cake is delicious." I know it's my favorite flavor, too. What's your favorite kind of cake?"
"I'm nervous about baseball tryouts." I'm sure you'll do great! When are the tryouts?"	Oh, baseball is boring anyway.	"My birthday is in four days." Great! Last year for my birthday I got a new Xbox, new shoes and we had a super fun party. That's exciting. Are you doing anything special to celebrate?"

TRY IT ON YOUR OWN!
Write something that you could say in response.

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They are aligned to the CASEL concepts for relationship skills.

Including:

- Communicating effectively
- Developing positive relationships
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

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GIVING A MEANINGFUL APOLOGY

We all make mistakes and do things – on purpose or on accident – that are hurtful to others. When we do something like that, we should apologize for the hurt that we caused. Instead of just saying “sorry,” and moving on, it’s important to apologize in a way that is meaningful and shows that we truly do want to make things right. A meaningful apology has four parts – stating what you are sorry for and why it was wrong, sharing what you will do next time instead, and asking if there is a way you can make things better. Practice using this four part apology by looking at the four scenarios below and writing what you could say for each part of the apology.

	PART 1: “I’m sorry for...”	PART 2: “It’s wrong because...”	PART 3: “Next time, I will...”
You lost a video game, so you broke your friend’s controller.			
You bumped into your friend’s project and knocked it over.			
You made fun of someone for getting a wrong answer.			
You ate your friend’s candy without asking.			

STEP 4: “Is there anything I can do to make it better?”

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The worksheets are easy to use in individual, small group and classroom lessons!

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SEE SOMETHING? SAY SOMETHING!

Unfortunately, people can be mean sometimes. When you see someone being mean to someone else, it can be easy to say quiet. You may not know what to say, or you may be afraid that the person will start picking on you. Instead, if you see someone being mean, you should say something. Kindly and directly tell them to stop. When you do this, it shows the person that what they are doing isn't okay. It also helps the person being picked on to not feel so alone. To practice, look at the scenarios below and think about what you could say in that situation.

If you see someone making fun of someone's shoes, how can you tell the person to stop?

If you see someone calling someone mean names, how can you tell the person to stop?

If someone is being picked on, he/she might feel: _____

If I stand up for that person, he/she might feel: _____

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CONFLICT RESOLUTION: THIS OR THAT

When we have conflicts with our friends, there are different ways that we can try to fix the problem. When thinking about the options, it's important to choose a strategy that is respectful to everyone involved and that helps to actually solve the problem. Look at each of the scenarios below and choose which conflict resolution strategy would work best. Circle your answer, and then write about why you chose the answer that you did.

When you play soccer with your friend and you win, _____

You and your friend were in the same group and you were the only one who _____

Use the strategies below to help you decide which strategy to use.

Find and control your friend's use. _____

Explain your answer. _____

You took _____

Apologize and make amends. _____

Explain your answer. _____

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USING I-STATEMENTS

Sometimes we have arguments or disagreements with our friends. Even though they are a normal part of friendship, it can be hard to know what to do or say when you are upset with someone. By using an I-statement, you can let the other person know how you are feeling without being rude or aggressive. An I-statement follows this pattern: I feel _____ when _____ Next time, _____. To better understand I-statements, look at the conflicts in the left box below, and find the matching I-statement in the right box. Then, record the letter that corresponds with your answer.

1. Your friend took your water bottle and wouldn't give it back.
2. Your sister told a joke that you didn't find funny.

A. I feel frustrated when you were chiding. Next time, let's both follow the rules.
B. I feel embarrassed when you make fun of me. Next time, I'd like you to say kinder things.
C. I felt sad when you wouldn't let me sit with you. Next time, I'd like you to include me.
D. I felt angry when I didn't get to use the computer. Next time, I'd like to have a turn.
E. I feel annoyed when you keep talking. Next time, I'd like you to be quieter so I can focus.
F. I feel frustrated when you wouldn't listen. Next time, can you give me the bottle the first time.
G. I feel disappointed when you didn't help me. Next time, I'd like you to do what you say you will.

Write an I-statement you could use. Then, come up with a plan to solve the problem.

Write a game and your friend who won keeps _____ about it.

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MAKING MY CLASSROOM A BETTER PLACE

When we are at school, the things we do and say in our classrooms affect the way the culture in our classroom feels and makes other feels. If we want our classroom to be a welcoming place where people feel cared for and encouraged, we can work together to make it that way. Look at the prompts below to think more about what you want your classroom to be like and how you can make it a great place for everyone!

3 Words That I Hope Will Describe Our Class Are:

1. _____
2. _____
3. _____

I want my classroom to be a place where my classmates and I feel: _____

When visitors are in our classroom, I hope they feel: _____

Things I can say to make my classroom a better place are: _____

Things I can do to make my classroom a better place are: _____

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ALL ABOUT LEADERSHIP

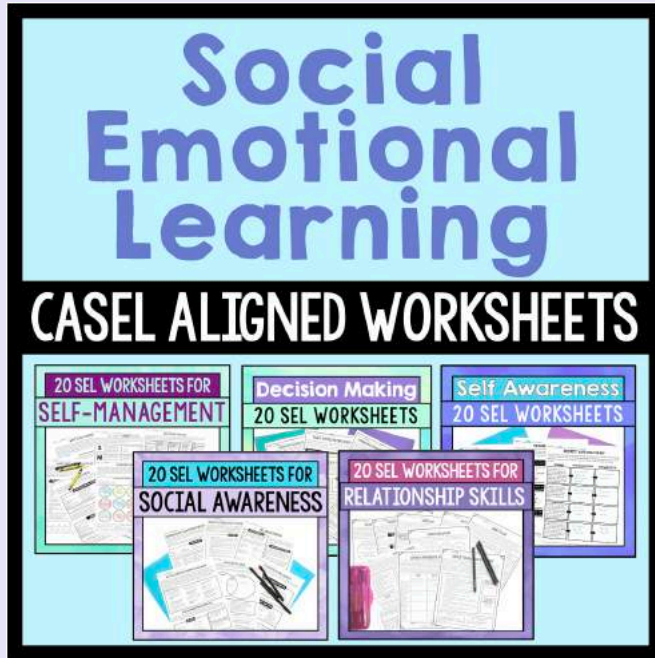
There are opportunities to show leadership in your classroom, in your school and in your community. To be a leader, you don't have to have a fancy title or even be the oldest or biggest person there - you just have to care about others and be willing to help. To understand more about leadership, respond to the prompts below.

A GOOD LEADER...	A GOOD LEADER DOESN'T...
Says: _____	Says: _____
Wants: _____	Wants: _____
Does: _____	Do: _____
Knows: _____	Knows: _____

Being a good leader is important because: _____

I can be a leader by: _____

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