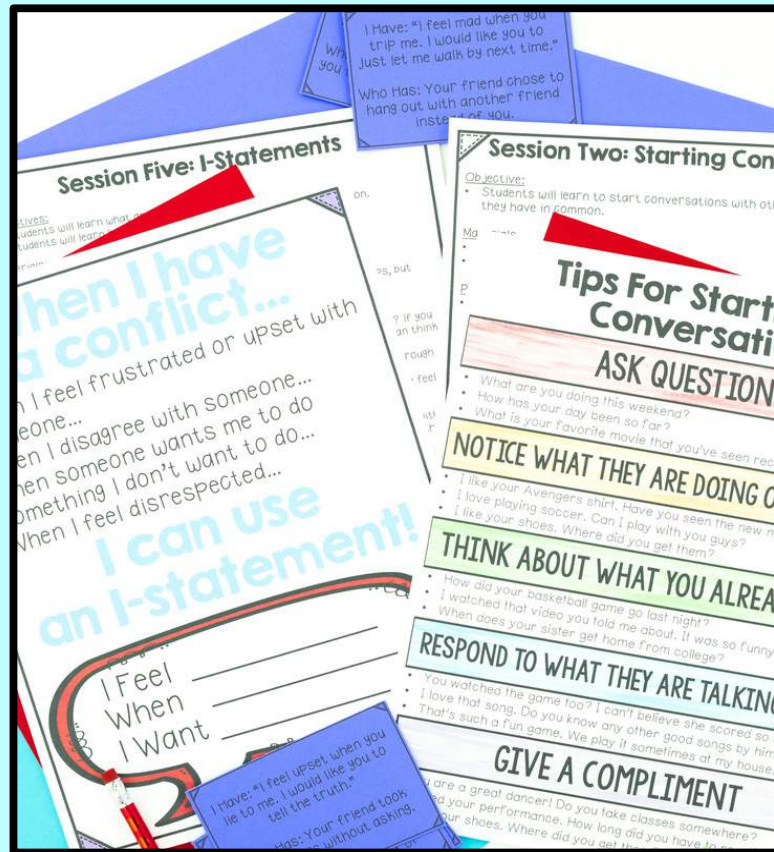


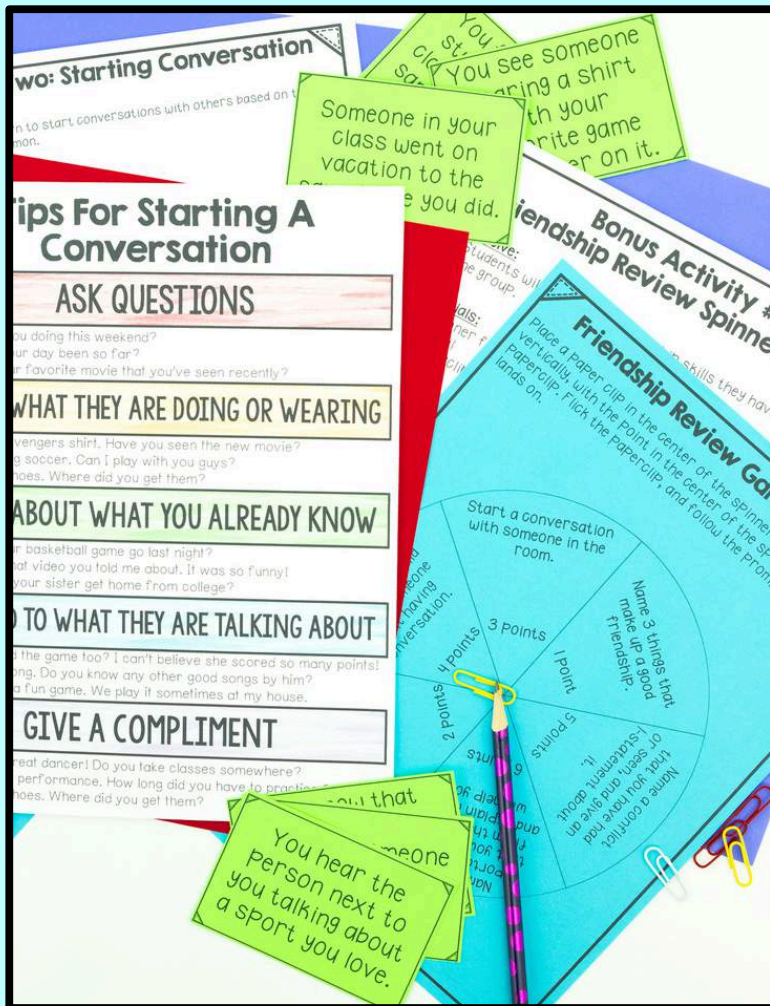
Use this small group plan to help your students learn friendship skills like being a good friend, making new friends, and conflict resolution!



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

Lesson 1: Finding Things In Common

Name: _____

Finding Things In Common

Directions: Travel around to each group member and find one thing you have in common with each person. Record your answers below. Use strategies such as _____ questions to help you.

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Session One: Finding Things In Common

Objectives:

- Students will identify the purpose of the group.
- Students will get to know students in the group and find shared commonalities.

Materials:

- Pens/Pencils
- "Finding Things in Common" sheet from page 9 (One copy per student)

Pre-Activity Discussion:

- Introductions: Name, teacher, one thing you like to do.
- Can anyone tell me what friendship is and why it is important?
- Friendship is very important, but it can be hard at times to make and maintain friendships. In this group, we will be learning about how to make new friends, how to keep our friends, and how to solve conflicts or disagreements that we may have.
- One great way to start new friendships is by finding things in common. These things can be common interests, common experiences, common activities, etc.
- Does anyone have any ideas of how we might find out what we have in common with other people?
 - Sample answers include: Ask questions, look at what they are wearing, think about anything you already know about that person, listen to them talk, etc.
- Today, we are going to do an activity to help us find out what we have in common with other members of this group.

Activity- Finding Commonalities (15-20 minutes):

- Pass out the sheet on the following page to each of the students. Have each student find one thing they have in common with each of the other students. Encourage them to use the strategies talked about during the discussion.

Post-Activity Discussion:

- Each student will share one thing he/she has in common with another student.
- Was it easy or difficult to find things you have in common?
- Did anything surprise you about this activity?

If you are using the data collection survey, have your students complete it during this session.

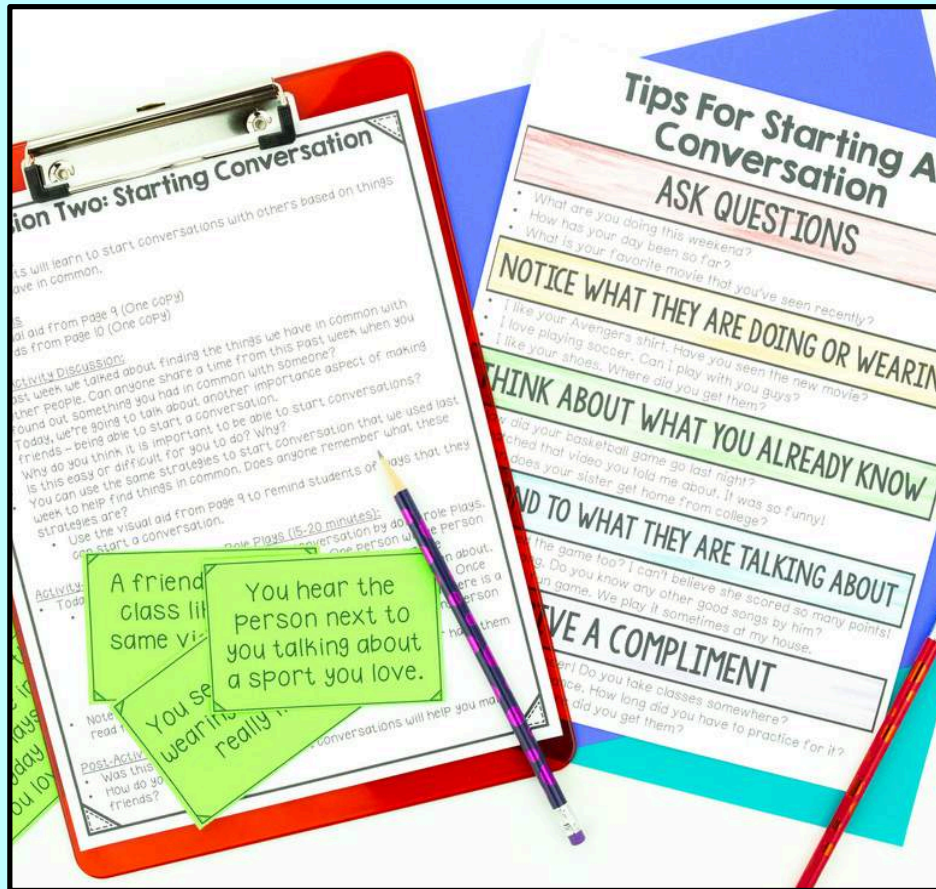
THE OBJECTIVE:

- Students will get to know the members of the group and discover what they have in common.

THE ACTIVITY:

- Students will interact with other group members as they find one thing they have in common with each member. They'll record their findings on the provided sheet.

Lesson 2: Starting Conversation



THE OBJECTIVE:

- Students will learn to start conversations with others based on things they have in common.

THE ACTIVITY:


- Students will use one of the 8 scenarios as they role play starting a conversation.

Lesson 3: Pieces Of A Friendship

Name: _____

Pieces Of A Friendship

Directions: In each of the puzzle pieces below, write or draw about one important part of friendship. It can be a quality of a good friend, something that helps you be a good friend, or something that helps you be a great friend.



Session Three: Pieces Of A Friendship

Objective:

- Students will consider what makes a good friendship.

Materials:

- Coloring utensils
- "Pieces of a Friendship" puzzle from page 16

Pre-Activity Discussion:

- Last week, we talked about starting conversations with people. Can anyone share about a time over the past week when you started a conversation with someone? What did you say?
- For the past two weeks, we have spent a lot of time talking about making new friends. Today, we are going to begin talking about maintaining friendships, or how to keep the friends we make.
- One of the ways we can keep the friends we have is by being a good friend. Does anyone have any ideas of what makes up a good friend or friendship?
 - Sample answers include: being honest, kind, helpful, caring, etc.
- All of the things you just mentioned are like pieces to a friendship puzzle. Each positive quality comes together to make a great friendship.

Activity- Pieces of a Friendship (20-25 minutes):

- So today, we are going to make friendship puzzles and you are going to decorate the pieces with what you think are important parts of friendship.
 - Depending on the size of your group, you can have students do this activity in pairs or individually.
 - Hand a blank puzzle from page 12 to each student/pair.
 - Instruct them to write or draw one aspect of a good friend/friendship on each piece.
 - When students are done decorating their puzzles, have them each share with the whole group what they wrote on their pieces and why. If you are short on time, you can ask each student to share 2-3 of their pieces.

Post-Activity Discussion:

- How do you think your actual friends/friendships are similar to the ones on your puzzle? How are they different?
- Do you think friendship is something that requires effort? Why or why not?

THE OBJECTIVE:

- Students will identify the characteristics of a healthy friendship.

THE ACTIVITY:

- Students will work together to create a puzzle that describes the “pieces” of a friendship.

Lesson 4: Maintaining Conversation

Dear families,

I hope you are doing well. I wanted to take time to let you know what we talked about during our small group time today. A few weeks ago, we talked about how to start a conversation with others, and today we talked about how to keep a conversation going. Being able to talk with others is an important part of making friends and being a good friend.

To help us with this, we

Each time the students reminder to take turns

Practicing this at home simple as just talking w skills, the more comfor

It has been encouraging hesitate to reach out w

Dear families,

I hope you are doing we during our small group conversation with other Being able to talk with a friend.

To help us with this, we

Each time the students reminder to take turns

Practicing this at home simple as just talking w skills, the more comfor

It has been encouraging hesitate to reach out w

Session Four: Maintaining Conversation

Objectives:

- Students will learn the importance of taking turns in conversation.
- Students will practice conversational turn taking.
- Students will identify when they are taking too much or too little.

Materials:

- Writing utensils
- Paper (One piece per student)

Pre-Activity Discussion:

- Last week we talked about the parts of a healthy friendship. Who can share what some of those pieces are?
- Today we are going to talk more about being able to maintain conversation with people. Why do you think that being able to have a good conversation is an important part of a friendship?
- Does anyone have any ideas about what makes a good conversation?

Activity- Conversational Turn Taking (10-15 Minutes):

- One thing that makes a good conversation is that no one is talking too much or too little. Today, we are going to do an activity that will help us practice making sure that we are not talking too much or too little.
 - Each person in the group will receive a piece of paper and rip it into 15-20 smaller pieces. On each piece, the student should write his/her initials.
 - Split the group up into smaller groups of two. Direct each partnership to begin a conversation. Each time a student speaks he/she should lay down one of his/her pieces of paper. Encourage the students to try to make sure they each have the same amount, or a similar amount, of papers laid down at the end. This will give students a visual prompt to remind them not to talk too much or too little.
 - If students aren't sure what to talk about you can give them ideas such as: What you did last weekend, your favorite holiday, something you are looking forward to doing, etc.
 - If time permits, start a large group conversation using the same pieces of paper.

Post-Activity Questions:

- Was this hard for you? Did you tend to want to talk too much or too little?
- How do you feel like this conversation was different than other conversations you have had where you may have spoken too much or too little?
- How do you feel when other people talk too much in a conversation? How do you feel when other people don't talk enough?

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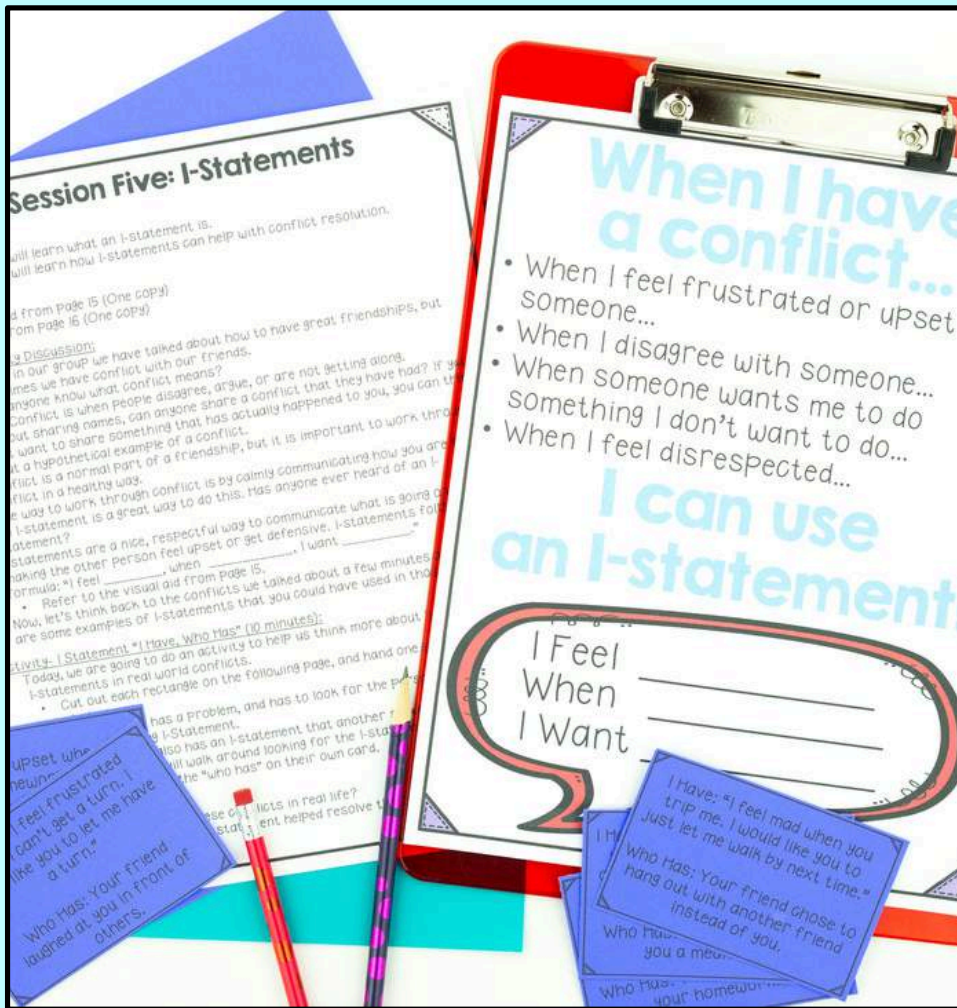
THE OBJECTIVE:

- Students will practice conversation skills like turn taking and not talking too much or too little.

THE ACTIVITY:

- Students will practice having a conversation with their peers as they use a visual cue to ensure that they are taking turns and not talking too much or too little.

Lesson 5: I-Statements



THE OBJECTIVE:

- Students will learn what an I-statement is and how they can be helpful.

THE ACTIVITY:

- Students will play an “I Have, Who Has” game that will help them understand how they can use I-statements in real life situations.

Lesson 6: Friendship Skills Review Game

#1
Meghan yelled at her friend when she was mad. Is this a good way to solve the problem?

#2
Trent doesn't like when people talk to him like that. Is this a good way to solve the problem?

#3
Is this a good way to solve the problem? I-statement: I am sad when you talk to me like that. Next time, I would like to please you.

#4
Diego does not like soccer. When Diego is around Diego only talks about soccer. Is this a good way to solve the problem?

Session Six: Friendship Skills Review Game

Objective:

- Students will review the information they have learned in the past 5 sessions.

Materials:

- Pens/Pencils
- Answer Grid from page 25 (one copy per two students)
- Task cards from pages 26-27 (one copy)
- Answer key from page 28 (One copy)

Pre-Activity Discussion:

- Today, we are going to spend time reviewing the skills we have learned in this group. Who can share some of the things that we have learned about in this group?
- Has anyone used any of the skills we have talked about during our time together? Explain.

Activity- Friendship Skills Scoot Game (15-20 minutes)

- Our activity today is going to help us remember all that we have learned.
- Distribute one answer grid from page 18 to each student.
- No-Prep version:
 - Read the scenarios from the cards on pages 26-27 and have the students circle the correct answer on their answer grid. Another option is to have them give a thumbs up for "yes" or a thumbs down for "no."
- Low-Prep version:
 - Cut out the cards on the following pages and place them throughout the room. Have students travel from card to card and record the answers on their answer grids. Give them around 30 seconds at each station and then yell "scoot" when it is time for them to move to the next card. This game is meant to be fast-paced to keep students engaged. Review the answers after the activity to gauge understanding. Answer key can be found on page 28.

Post-Activity Discussion:

- What is something you will remember from these group sessions?
- How do you think these skills will help you with your own friendships?

If you are using the data collection survey, have your students complete it during this session.

THE OBJECTIVE:

- Students will review the skills and concepts they have learned during the group sessions.

THE ACTIVITY:

- Students will travel around the room as they respond to yes or no questions that will help them review what they learned in the group.

2 BONUS ACTIVITIES

**Bonus Activity #2:
Healthy Or Unhealthy Friendship Sort**

Objective:

- Students will learn to identify healthy and unhealthy friendships.

Materials:

- Post-its, note cards
- Pens/Pencils
- Headings from previous activities

Activity:

- Pass out note cards to each student.
- Have each student write a positive or negative, or neutral idea, depending on the heading.
- Collect all of the cards.
- Call on one student to read their card.
- Have that student identify if it is a healthy friendship, or an unhealthy friendship.
- You can use the cards to create a visual.
- Once the students have identified the cards, have the students agree or disagree with the student's answer.
- Repeat until you have used all the cards.

Friendship Review Game Spinner

Place a paper clip in the center of the spinner. Place a pencil vertically, with the point in the center of the spinner, within the paperclip. Flick the paperclip, and follow the prompt that it lands on.

The spinner is a circle divided into six equal segments. Each segment contains a prompt and a point value. Starting from the top and moving clockwise, the segments are: 1. 'Name 3 things that make up a good friendship.' (1 point), 2. 'Name a conflict that you have had or seen, and give an L-statement about it.' (5 points), 3. 'Name one important thing that you learned from the group and explain how it will help you.' (6 points), 4. 'Why is it important to have good healthy friendships?' (2 points), 5. 'Name one piece of advice you would give to someone about having a conversation.' (4 points), 6. 'Start a conversation with someone in the room.' (3 points).

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

Activities Include:

- “Friendship Review Spinner Game”
- “Good Or Bad Friendship Sort”

2 ASSESSMENTS

The image shows two overlapping assessment forms. The top form is titled 'Friendship Skills Self-Assessment' and includes a 'Name:' field and a rating scale from 1 to 5. The bottom form is titled 'Friendship Skills Assessment' and includes fields for 'Child's Name:', 'Date:', and 'Name and role of the person completing the form:'. It features a legend for the rating scale: 1-Always False, 2-Mostly False, 3-Not Sure, 4-Mostly True, 5-Always True. The bottom form also contains seven numbered questions about a child's social skills, a 'Total Score:' field, and an 'Additional Comments:' section.

Friendship Skills Self-Assessment
Please rate these questions based on to what extent they

Name: _____

I know what makes up _____
1 2 3 4 5

I am good at making f _____
1 2 3 4 5

I feel comfortable tal _____
1 2 3 4 5

I am happy with the f _____
1 2 3 4 5

I know how to solve c _____
1 2 3 4 5

I am a good friend.
1 2 3 4 5

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

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

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

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

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

3. The child seems happy with the friendships they have.
1 2 3 4 5

4. The child can identify what a good friend is.
1 2 3 4 5

5. The child is comfortable talking to new people.
1 2 3 4 5

6. The child is comfortable talking to people they know.
1 2 3 4 5

7. The child can peacefully solve conflicts.
1 2 3 4 5

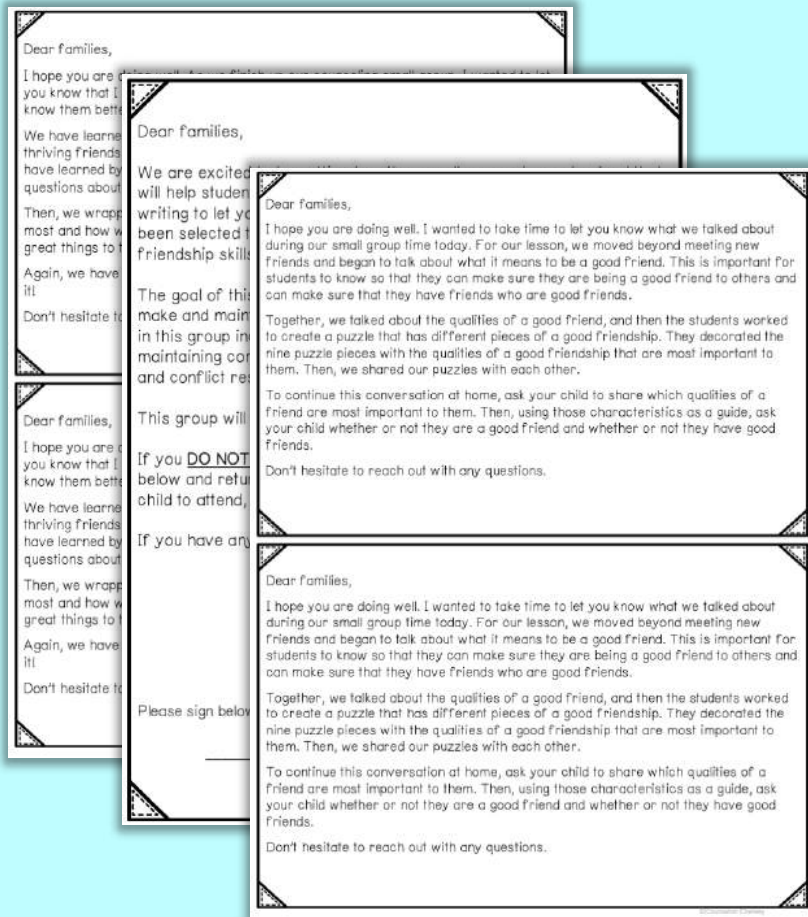
Additional Comments: _____

Total Score: _____

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...

“A great resource for small group, it includes everything needed to have a successful group. The students were very engaged in the activities and worksheets.”

–Sylvia K.

“This resource has made my small group friendship group planning so easy! I do lunch groups with small groups of kids, and this is a great resource to use!”

– Dawn L.

“Simple and super easy to use- great way to engage kiddos on the various aspects of friendship! Resource can be used in a group setting or individually, as well as stand alone activities.” –Stephanie L.