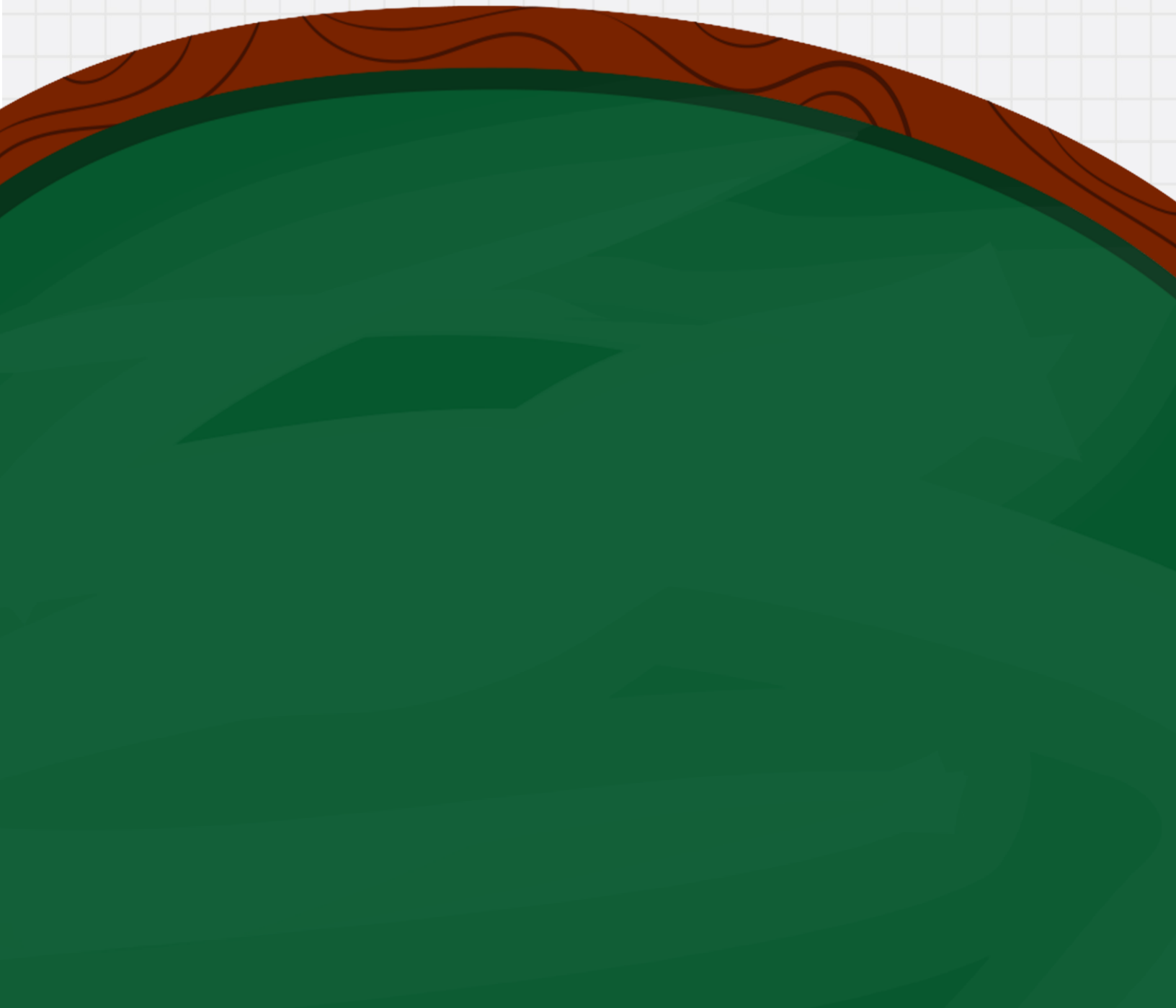




schoolio

HEALTHY FRIENDSHIPS
GRADES 1-6





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Lesson 1: What Makes a Good Friend?

Discussion:




-  Introduce topic and explain what a “character trait” is

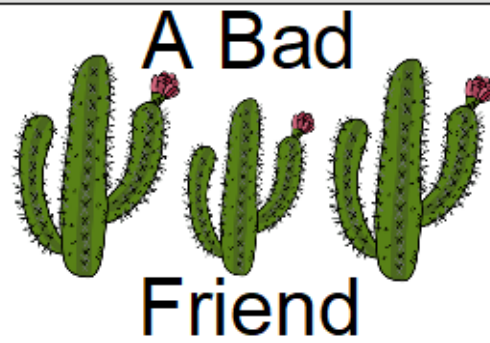
Character Trait: A personality characteristic or value someone has, which helps make them into the kind of person they are.

-  Ask student for some examples of good and bad character traits. They may have stories to tell as examples with each trait they give, listen and try to summarize their story afterwards into one or two sentences that describe the trait and why it’s good or bad. Say it back to them as acknowledgement.

Activity:

(cut out Character Trait cards in advance)

-  As student(s) suggest traits similar to ones on the character trait cards, put corresponding cards up on anchor chart, board, or wall.
-  When they are out of ideas, add any remaining cards to the wall while explaining each trait
-  Try to give concrete behaviour examples of each trait



Is fun to be around and we have fun together

Doesn't care how I am feeling

Tells the truth

Laughs when I, or others, mess up or get hurt

Respects my opinion, even if it's different from theirs

Wants me to do things that might get me in trouble, or are unsafe

Encourages me and is proud of me




Tries to make me, or others, look dumb or uncool

| | |
|--------------------------------------|--|
| Cares about me and my feelings | Tries to control me and what I do |
| Includes everyone | Makes me feel bad about myself, or like I'm not good enough or cool enough |
| Shares and takes turns | Tries to show off or always be the best |
| Apologizes for their mistakes | Is bossy and tells me what to do |
| Is o.k. with me having other friends | Continues to do something that upsets me, even after I've asked them to stop |

| | |
|---|---|
| Listens to me and cares about what I have to say | Ignores me or won't talk to me when they are angry |
| Uses polite and nice words | Often brags about things they have or can do that I don't/can't |
| Forgives me when I apologize for a mistake | Asks me not to tell anyone when they hurt or upset me |
| Accepts me for who I am and doesn't try to make me change | Asks me to keep secrets I'm not comfortable with |


Lesson 2: Cactus Friends vs Flower Friendship

Discussion:

-  Explain the concept: A cactus friend may seem nice, but if you get too close (spend too much time with them, become close friends) you may get hurt; Flower friends let you bloom (be yourself) and even if you're different flowers, you both bloom better together.
-  Refresh knowledge on various traits discussed in Lesson 1.
-  It's good to point out to students that not every person is going to have all bad traits or all good traits. We are all human and no one is perfect, including themselves.
 - ✓ What we're learning here is a) how to be a better friend ourselves, and b) what character traits are most important to *you* as an individual.
 - ✓ Everyone you meet will have some good and bad traits, and selecting a good friend is about knowing yourself, what traits are most important to you, which traits are deal breakers for you, and noticing and acknowledging those traits in potential friends.

Activity:

Cactus/Flower worksheet with traits that are most important (both the good and the bad) to them, personally.

-  Remind student(s): It's perfectly fine for people to make very different lists, as traits someone likes or doesn't like will vary.
 - ✓ For example:
 - One person may feel that "a friend who is jealous of me having other friends is not really a deal breaker for me, if they have a lot of other good traits that I like. But a friend who lies is a deal breaker for me, no matter how many other good traits they have."
 - Another person may feel that "the most important trait to me is that a friend is kind and inclusive to all people, and doesn't leave others out in favour of having a "clique" of friends. Regardless of other flaws, I insist on this good characteristic being present in any friend of mine."
 - Both opinions are valid and acceptable. The reason why we make closer friendships with some people and not others is our unique ideas and feelings towards traits.

Follow Up:

Ask student(s) to share some of the traits they chose, and explain their reasoning.

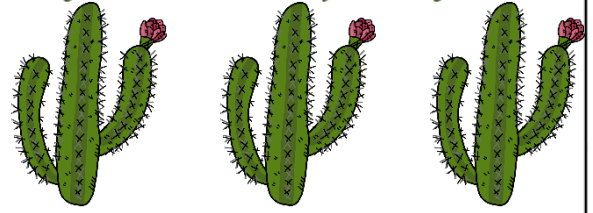
Flower Friends

We all bloom better together




Cactus Friends

Don't get too close or you'll get hurt





Lesson 3: Conflict Resolution


Discussion:

-  Discuss what conflict resolution means. Why is it an important skill?

It's important because although you get to choose the people you are friends with, you do have to work with and engage with all types of people in life.

-  Have student(s) role play, with each other or with you, simple conflict resolution scenarios by acting out the situation you give them.
-  Encourage them to resolve it without the option of adult intervention (ie. Getting a parent, telling a teacher, etc.)

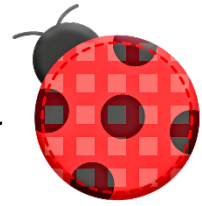
Scenarios:

- ✓ One person bumps into another in the grocery store.
 - ✓ One friend is distracting another while they are trying to work.
 - ✓ Someone is too close to another person and making them uncomfortable (not hurting them, just invading their personal space).
-
-  For a fun twist, you can ask student(s) to role play both a good and bad way to handle the situation. Students will find this funny and get a little wound up, so choose to do it or not based on your knowledge of the kids!

Activity:

Bugging You worksheet

What to Do When Someone is BUGGING YOU



Draw lines to connect the problem with a possible solution.

Problem

I feel like I might say something inappropriate or mean.

A friend is bothering me while I'm trying to work.

Someone bumps into me in the hallway.

A friend asked me to keep a secret I'm not comfortable with.

I don't want to do my work and am having trouble focusing.

Someone is too close to me and I'm uncomfortable.

A friend is kind to me but mean to other people outside our 'friend circle'.

Solution

I ask them to please give me a little more space.

I ask to take a quick break so I don't distract anyone else around me.

I say, "Could you please stop that?"

I keep it in my 'think bubble' inside my head.


I say, "Excuse me."


Talk to an adult I trust about the situation.


Talk to my friend about how their actions make me feel.

Lesson 4: How to Apologize

Discussion:




-  An important focus in this lesson is that no one is perfect. We are aiming to help students make good choices, and not set an impossible standard, or create anxiety over perfection as a friend and conflict resolver. As such, the How to Apologize lesson is not about how *someone else* should apologize *to you*, in order for you to accept it. It's about accepting that you will make mistakes, and that is normal and healthy and ok; and then we want to be able to “fix it” by knowing how to apologize nicely after the fact.

-  A note on guilt: A lot of students are very hard on themselves when they make mistakes. I like to remind my kids that the feeling of guilt is a sign that yes, you made a mistake, but the fact that you feel guilt means that you have a good heart, and are remorseful for the mistake you made. The best way to alleviate guilt is not to defend your actions or blame someone else, but to accept that you made a mistake, apologize, and take any steps necessary to fix it.

-  Enforce often to your student(s) that mistakes are *normal, healthy, and an important part of learning and growing*.

Activity:

How to Apologize worksheet.

-  Go through the steps to a good apology together and discuss examples.
-  Ask student(s) to give an example of a mistake they've made in the past that has hurt someone's feelings. Design a good apology together for that scenario.
-  Option: You can have students fill out the bottom part of the worksheet using a made-up example, or you can have them save them for guidance when they make their next mistake and need to apologize.



How to Apologize



Oops! You made a mistake. That's ok, we all make mistakes!

Now it's time to apologize- and make it count!

KEYS TO A GOOD APOLOGY:

1. *Be Sincere*
2. *Take Responsibility for your Actions*
3. *Don't Blame the Other Person*
4. *Allow Them to Share Their Feelings & Show Empathy*
5. *Tell Them the Steps You Will Take to Make It Right, or to Prevent It From Happening Again, then Truly Try to Change Your Behaviours*

_____,
(the person's name)

I'm sorry for _____.
(what you did that hurt their feelings)

I know that it was wrong.

What I did probably made you feel _____ and
(how do you think they felt?)

_____.
(how do you think they are feeling now?)


To help make it right, I'm going to _____
(what might you do to make things better?)

In the future, I will _____
(what is something you will you do differently next time?)

Will you please forgive me?

Lesson 5: Cumulative Activity- True Friend Turtle

Discussion:


 Today we are going to combine all we have learned.


 Review:


- ✓ What are character traits?
 - How do you decide what character traits are most important to you?
 - How do you decide if a character trait is a deal-breaker for you?
 - Does everyone have the same preferences for character traits?
 - Does anyone have only good traits and zero bad traits?
 - Do you have only good traits and zero bad traits?
- ✓ Why do you need to know good conflict resolution?
 - What are some good ways to resolve conflict?
- ✓ Why do we need to know how to apologize?
 - Is anyone perfect?
 - Do we all make mistakes?
 - What is good about making mistakes?
 - What does feeling guilty tell us about ourselves?

Activity:

Turtle Worksheet

 You can choose to make cut outs of the shell shapes from coloured paper in advance, or have your child do it, or just have your child write directly on the worksheet and colour with markers/coloured pencils.

 Your child puts their name in the centre hexagon of the shell, and then chooses their TOP most important Good Friend character traits to go in the surrounding shell spots.

 Your child should reflect and give thought to the traits your child chooses.

 Turtles should be complete, neat, and colourful.

 Variations:

- ✓ Turtles can be completed simply, during lesson, with point form traits.
- ✓ Turtles can be elaborated on, with short paragraphs written separately to expand on each trait on the shell.
- ✓ Student(s) can plan to present their turtles to an audience and speak on each trait.
- ✓ Turtle outlines can be recreated on larger pieces of paper and displayed.

- ✓ Turtles can be done as part of a privately submitted journal entry, depending on the dynamics of your group.

