LEARNING SEQUENCE

*Activity description*

Learning intention

Explain to students that this activity is about the qualities that make a good friend. During this activity they will identify the things friends do for others and the ways in which they can be good friends.

Pre-assessment activity: Where are they at?

(LIT) Read the story *How to Be a Friend: A Guide to Making Friends and Keeping Them* or a similar story that explores what makes a good friend. Ask students to identify examples from the story of characteristics of a good friend.

Criteria for success: What to look for?

Can students:

1. identify characteristics of a good friend?
2. identify behaviours that make someone a good friend?

*Exploring the concept*

Prepare one blank *Friendship chain* from the template for each student.

(PSC) Explain to students that in this activity they will think about the the kinds of things they need to do to be a good friend. Ask students to brainstorm the things that they do as a good friend such as being kind, saying nice things, sharing their toys, playing together nicely, cooperating, being a good loser. Record students’ ideas on the board.

(PSC) Distribute the *Friendship chains* to each student and ask them to identify the four most important things you need to do as a good friend. Ask students to copy them onto one of the friendsin their friendship chain. On the other side of each friend ask students to draw picture of what this looks like when they are playing with their friend e.g. being a good loser when they are playing handball, sharing the toys in the sandpit.

Hang the finished *Friendship chains* around the classroom as a reminder of what good friends do for each other.

*Putting it into practice*

Checking for understanding

Set up a behaviour continuum on the whiteboard with one end representing friendly behaviour and the other end of the continuum representing unfriendly behaviour. Give each table group a numbered dot corresponding to each of the behaviours.

(PSC) Read out each of the behaviours and give each table time to discuss whether they think the behaviour is friendly or unfriendly. Once they have made a decision a representative goes to the board and sticks the corresponding numbered dot along the continuum.

1. Behaviour 1: Your school bag is different from everyone else’s in your class. Some of the students in your class point at your backpack and laugh when you’re walking to school.
2. Behaviour 2: One of the students in your class always sits alone at recess so you ask them if they would like to play handball with you and your friends.
3. Behaviour 3: Your friend lets you borrow a computer game to play with for the night.
4. Behaviour 4: A boy in your class always argues about the rules whenever he is playing handball.
5. Behaviour 5: Your friend is really good at spelling and you’re not so great. He always offers to help you in class when you are writing stories.
6. Behaviour 6: A girl in your class plays in the same soccer team as you on the weekend, but she never says hello to you and only talks to girls from another school.