

# **What Makes a Friend?**

**By Camey White, Rachelle Healey, Rebecca Garrido**

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**Overview and Rationale:** This unit is designed to help students develop the social skills of friendship. First graders tend to focus on their own needs and are just beginning to realize that others may have different feelings and points of view. This unit will help children develop friendships regardless of differences of race, background, age, size, and perceived intelligence. Children need to learn to appreciate the differences and similarities in others. Children at this age need to realize that building friendships is an on-going process and that interpersonal relationships with others is essential. Children should understand what traits a friend has and how to develop those traits in themselves.

The National Standards from the National Council of Social Studies that apply to this unit are the following: Standard 1e: Give examples and describe the importance of cultural unity and diversity within and across groups; Standard 4f: Explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions; and Standard 4h. Work independently and cooperatively to accomplish goals.

The Utah State Core Standards that apply to this unit are the following: Standard 1, Objective 3a: Recognize and express feelings in a variety of ways (eg, draw, paint, tell stories, dance and sing); Standard 2 Students will develop a sense of self in relation to families and communities; Standard 2, Objective 1d: Recognize that choices have consequences which affect self, peers, and family; Standard 2, Objective 1e: Describe behaviors that initiate and maintain friendships; Standard 2, Objective 2a: Practice democratic

processes (e.g., follow family and classroom rules, take turns, listen to others, and share ideas).

**Teacher Background:** As the social creatures we humans are, interpersonal relationships are an essential part of our lives. Because of this, it is important to learn how to develop friendships, work together, resolve conflicts, and share, not just possessions and materials, but ourselves as well. Sharing ideas and opinions with each other is part of friendship. In our increasingly multicultural society, it is important to understand similarities and differences in others and build relationships on those characteristics. Each person is unique and we must learn to embrace and accept individual differences and not let these characteristics separate us or keep us from building relationships with people different from ourselves. Differences are normal and having different ideas is normal. Recognizing similarities in peers provides students a common ground on which to begin friendships. Students can talk about and participate in these similarities in order to build a friendship.

Studies have shown that children who maintain positive relationships with others throughout their school years and beyond are children who developed good social skills, peer relationships, or friendships in their early school years (Berndt). Another study found that kindergarteners who had developed high-quality friendships by January of that school year had better perceptions of all their classmates by the end of the year (Ladd et al., 1996). Developing good, close friendships helps children's relationships with all peers even if they do not become close friends.

A teacher of a first grade classroom has an integral role in supporting young children through practice, modeling, activities, discussions, and other opportunities in developing positive relationships with their peers. Some of the skills these young students will need in order to build friendships are the ability to communicate both by being able to express themselves well and by being able to actively listen, the ability to share and give and take, respect for others, the ability to work cooperatively in groups, being able to see others' perspectives, and being kind and caring towards others.

### **Unit Planning Chart**

<p><u>Teacher Resources</u></p> <ul style="list-style-type: none"> <li>◦ Experiences</li> <li>◦ Friends</li> <li>◦ Co-workers</li> <li>◦ <i>Classrooms That Work</i></li> <li>◦ <i>Because We Can Change The World</i></li> <li>◦ <i>Beyond Heroes and Holidays</i></li> </ul>	<p><u>Read-Alouds/Individual Reading</u></p> <ul style="list-style-type: none"> <li>◦ <i>Frog and Toad</i></li> <li>◦ <i>Matilda the Moocher</i></li> <li>◦ <i>Chester's Way</i></li> <li>◦ <i>Enemy Pie</i></li> <li>◦ <i>Chrysanthemum</i></li> <li>◦ <i>Little Beaver and the Echo</i></li> <li>◦ <i>Together</i></li> <li>◦ <i>Shelia Rae the Brave</i></li> <li>◦ <i>Rainbow Fish</i></li> <li>◦ <i>Wilford Gordon McDonald Partridge</i></li> <li>◦ <i>George and Martha</i></li> <li>◦ <i>Arthur series</i></li> <li>◦ <i>Sneetches</i></li> <li>◦ <i>Two Good Friends</i></li> <li>◦ <i>Berenstain Bears series</i></li> <li>◦ <i>Wanted: Best Friends</i></li> <li>◦ <i>The True Story of the Three Little Pigs</i></li> </ul>	<p><u>Oral Language</u></p> <ul style="list-style-type: none"> <li>◦ Name game</li> <li>◦ Role playing conflict resolutions</li> <li>◦ Seeing multiple perspectives</li> </ul>
<p><u>Social Studies</u></p>	<p><u>Physical Education/Movement</u></p>	<p><u>Written Language</u></p>

<ul style="list-style-type: none"> <li>◦ What are our similarities in our class?</li> <li>◦ Role-play how to greet and meet new people.</li> <li>◦ How we can be friends with people who are different</li> <li>◦ Conflict Resolution</li> </ul>	<ul style="list-style-type: none"> <li>◦ Ball toss</li> <li>◦ String Game</li> <li>◦ Yes/No Human Comparison</li> </ul>	<ul style="list-style-type: none"> <li>◦ Class Book</li> <li>◦ Friendship Poem</li> <li>◦ Pen-Pals</li> <li>◦ Personal Experiences with conflict</li> </ul>
<u>Science</u>	<u>Math</u>	<u>Music</u>
<ul style="list-style-type: none"> <li>◦ Skin Color Experiment (Inquiry)</li> </ul>	<ul style="list-style-type: none"> <li>◦ Classroom Quilt</li> <li>◦ Venn diagram of similarities and differences.</li> <li>◦ Cookies About Differences</li> </ul>	<ul style="list-style-type: none"> <li>◦ “How Do You Do?”</li> <li>◦ “Happy To Meet You!”</li> <li>◦ “Make New Friends.”</li> <li>◦ “The More We Get Together.”</li> </ul>
<u>Art</u>	<u>Social Skills</u>	<u>Culminating Activity</u>
<ul style="list-style-type: none"> <li>◦ Classroom Quilt</li> <li>◦ Classroom Book</li> <li>◦ Talking Crayons</li> <li>◦ Multi-Cultural Crayons/Markers</li> </ul>	<ul style="list-style-type: none"> <li>◦ Express feelings in a variety of ways.</li> <li>◦ How to initiate and maintain friendships.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Classroom Quilt</li> </ul>

## **Organization and Subject Matter Overview/Goals and**

**Objectives:** This unit is organized thematically to answer the question “What makes a Friend?” At the beginning of this unit, students will get to know their peers with a focus on similarities. Week 1 will include activities that will help students get to know each other and build classroom community. During Week 2 students will encompass friendship building in the areas of making new friends, learning what they can do to be a good friend, and recognizing that people can be friends regardless of differences. In Week 3, our goal is to present students with

numerous strategies for resolving conflicts in a productive manner by role playing various situations from different perspectives in order to understand multiple views. In Week 4, students will look at a wider spectrum of friendships throughout history and in a global community through pen pals, classroom guests, and researching famous friendships.

Through these learning activities students will learn the National Standards from the National Council of Social Studies which are the following: Standard 1e: Give examples and describe the importance of cultural unity and diversity within and across groups; Standard 4f: Explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions; and Standard 4h. Work independently and cooperatively to accomplish goals. More specifically, students will also meet requirements for Utah State Core Standards in the areas of: Standard 1, Objective 3a: Recognize and express feelings in a variety of ways (eg, draw, paint, tell stories, dance and sing); Standard 2: Students will develop a sense of self in relation to families and communities; Standard 2, Objective 1d: Recognize that choices have consequences which affect self, peers, and family; Standard 2, Objective 1e: Describe behaviors that initiate and maintain friendships; Standard 2, Objective 2a: Practice democratic processes (eg, follow family and classroom rules, take turns, listen to others, and share idea).

Approximately forty-five minutes to one hour each day will be spent on the lessons and activities for this unit on Friendship. Some activities are whole class activities in which the room will need space enough to accommodate all students sitting in a circle facing each other. At other whole group activities students will need the space to sit in a semi-circle around the board. For many activities,

students will gather in small groups of 4 to 5 students to work on a particular task. Not only will this aid in completing the task, but in giving the students more opportunities to get to know each other, experience cooperative learning, and practice the social skills in this unit. It is important that the teacher mix groups up from time to time to allow students to work with a variety of others. A wide variety of children’s literature about friendship will be available to students in the reading corner on a shelf or small table. All read alouds will also be placed here for students to further explore. It is important that there is ample wall space for the display of class, group, and individual projects throughout this unit.

### **Overview Chart**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>
<b>Topic</b>	Getting to Know Each Person in Our Classroom Community	Making Friends in our Classroom	Resolving Conflict	Making Friends in our Global Community
<b>NCSS Standards</b>	<ul style="list-style-type: none"> <li>◦ Give examples and describe the importance of cultural unity and diversity within and across groups.</li> <li>◦ Explore factors that contribute to one’s personal identity such as interests, capabilities, and perceptions.</li> <li>◦ Work independently and cooperatively to accomplish goals.</li> </ul>			
<b>Utah Objectives</b>	S2: Students will develop a sense of self in relation to families and community.	S2O1e: Describe behaviors that initiate and maintain friendships.	S2O1d: Recognize that choices have consequences which affect self, peers, and family	S2O2a: Practice democratic processes (eg, follow family and classroom rules, take turns, listen to others, and share ideas).

<b>Learning Activities</b>	Exceptional Apple Study. Students will examine similarities and differences between apples and themselves.	Sharing Lesson and teach song, "Make New Friends."	Read <i>The True Story of the Three Little Pigs</i> and multiple perspective lesson.	Read <i>Wilford Gordon McDonald Partridge</i> . Letter and drawings to grandparents.
<b>Day One</b>				
<b>Day Two</b>	Yes/No Human Comparison of likes and dislikes.	Ball toss activity in which students share what they have in common with a classmate.	Role playing solving conflict situations.	Global Pen-pals through e-mail.
<b>Day Three</b>	Name Game for spot lighting each student. Role play meeting and greeting others.	Diversity Cookie Lesson Plan in which students will understand the importance of cultural unity and diversity within groups, especially in our classroom.	Mini-Lesson on <i>Enemy Pie</i> and Writer's Workshop on a problem you had with a friend and what happened?	Classroom Guests: Police Officer, Firefighter, or other community "friend".
<b>Day Four</b>	Skin Color Experiment matching multicultural paint to each skin color in the classroom.	Students practice what they've learned about sharing and playing together on playground.	Classroom Rules Discussion	Famous Friendships. Share with the class famous friendships throughout history.
<b>Day Five</b>	Classroom Book with each student	Read <i>Together</i> and do poetry	Classroom Quilt Introduction	Finishing Classroom Quilt

	comtributing a drawing and things about themselves.	writing about things they like to do with friends.		
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## Learning Activities Bank:

### **Title of Lesson: Diversity Cookies**

**Teacher:** Rebecca Garrido

**Date:** October 26, 2004

**Time Allotted:** 30 minutes

**Grade Level:** First Grade

**Number of Learners:** whole class

**Unit Theme:** What Makes a Friend?

**Standards Met:** (See Below)

**Goals:** Students will be able to give examples and describe the importance of cultural unity and diversity within and across groups, according to the National Council of Social Studies Standard 1e.

**Objectives:** Given the materials and activities listed below, students will explore the many ingredients in cookies and what happens when ingredients are missing and how this is similar to our classroom community in that every culture matters in order to continue to develop a sense of self in relation to families and communities, especially in our classroom community, according to Utah Core Curriculum, Standard 2.

**Materials:**

Premade cookies, napkins

Refer to Venn diagram previously made of similarities and differences in the classroom.

**Motivation:** Teacher will display the 2 batches of cookies.

**Procedures:**

1. Before presenting this lesson the teacher will need to make or buy 2 batches of cookies. One batch should be made with all ingredients. The other batch should be made without any sugars.
2. Tell the students that you have cookies to share with the class. Each student will get one cookie from the missing ingredient batch.
3. Have students eat the cookies. Or, at least try the cookies.
4. The cookies will not taste good because they lack sugar. The students' reaction should be "yuck!"
5. Ask the students why they think that these cookies did not taste good.
6. Discuss how each ingredient in a recipe for cookies is important in order to make good cookies.
7. Make the connection with students that our world is full of wonderful ingredients and point out some of those uniquenesses from the Venn diagram the class has previously made.

8. If our world were missing any of these ingredients, it would not be complete. Just like the cookies.
9. These cookies didn't taste, look, or hold together like a real cookie. By leaving out just one ingredient the cookie fell apart. This is how our world would be if we lost just one of our many different cultures. Our differences are what holds us together and makes us a better "cookie" or world.
10. Now give each student a complete cookie and have them eat it.
11. Have the students compare the two cookies. Ask students which cookie they liked better.

**Accommodations:** Have students with learning disabilities brainstorm with a friend what some of the uniquenesses are in the class. Allow students time to refer to the Venn diagram of the class's similarities and differences. Provide a working definition of the word diversity.

**Closure:** End the lesson by asking the students, Who makes our world complete?

**Assessment/Evaluation:** Listen to the responses of the students to the closure question to see if they made the connection between the cookies and the world and if they understand that it is diversities that make our real world complete.

**Extension:** This activity is a whole class activity in which students will be working together until completion of the activity.

**Teacher Reflection:**

### **Cookie Recipe: Neiman's \$250 Cookie Recipe**

1 C. Butter	1C. Sugar
1 C. Brown Sugar	2 Eggs
1 teas. Vanilla	2 C. Flour
2 1/2 C. Blended Oatmeal	1/2 teas. Salt
1 teas. Baking Powder	1 teas. Baking Soda
12 oz. Chocolate Chips	1 1/2 C, Chopped Nuts

Other options: m-n-ms, coconut, butterscotch chips

Cream butter and sugars. Add eggs, vanilla, flour, oatmeal(measured first then blended into oat flour), salt, baking powder, and baking soda. When well mixed, add chips, candy, and/or nuts. Drop with ice cream scoop onto ungreased cookie sheet. Bake at 375 for 8 minutes.

**Title:** **Exceptional Apples**

**Teacher:** Rachelle Healey

**Date:** October 22, 2004

**Time Allotted:** 45 minutes

**Grade Level:** 1<sup>st</sup> or 2<sup>nd</sup>

**Number of Learners:** Whole class

**Unit Theme:** What Makes a Friend?

**Standards Met:**

National- Standard 1e: Give examples and describe the importance of cultural unity and diversity within and across groups

State- Standard 2, Objective 1e: Describe behaviors that initiate and maintain friendships

**Goal:** The learners will be able to recognize similarities and differences amongst their classmates and understand that differences are attributes.

**Objectives:** Given the apple activity, the learners will be able to see that all apples have similarities and differences, in order to relate this understanding to people and realize that all people also have similarities and differences. They will realize that differences are assets, not deficits.

**Materials Needed:**

- 1 apple per student (variety of shapes, kinds, sizes, color, etc.)
- Knife (teacher use only)
- Paper for students to write on

**Motivation:** There will be a big basket of apples sitting in front of the classroom which will spark the students curiosity and interest.

**Procedures:**

1. Have students sit in a circle.
2. As a class discuss the definitions of similarity and difference.
3. Give each student an apple.
4. Explain to the students that they are going to make up a story about their apple focusing on the way it looks and possible reasons their apple looks the way it does.
5. Have some of the students share their stories about why their apple looks a certain way.
6. Have the students pair up with a partner and talk about/write similarities and differences between their apples.
7. Have the students put their apples on the table at the front of classroom.
8. Mix the apples up.

9. Have 4 students come up and find their apple. Encourage them to use the similarities and differences they wrote on their paper as an aid.
10. After those 4 take their seats, ask the students “How did you know it was your apple?”
11. As a class, talk about how the apples relate to people and in particular, your classroom.
12. Allow the students a couple minutes to pair-share similarities and differences among people.
13. Let the students discuss what they have come up with in small groups of 4.
14. Make a list of their responses on the board and discuss why it is important to have similarities and differences. Make the point that differences shouldn't get in the way of friendship. By making friends with someone who is different than us, we get to learn new things and share new ideas.
15. Conclude by saying our class may look different on the outside, but we each have a star in us.
16. Cut the apples, not the usual way, but sideways. The students will then see the star inside the apple formed by the seeds.

**Accommodations:** Students with needs may talk about differences and similarities rather than write them down. English Language Learners may draw a picture of what happened to their apple to make it look the way it does rather than writing it. Fast finishers can go on to illustrate and color their story.

**Closure:** Expound on the idea that we are all the same inside no matter what we look like on the outside. Toss a small stuffed animal (like the talking stick used in class meetings) to a child and they will tell one thing they've learned that day. They will then toss it to another student who will do the same. Do this for 3-5 minutes.

**Assessment/Evaluation:**

- ❑ Look at students' papers to see if they wrote stories about their apples and whether they included similarities and differences between apples.
- ❑ Listen to the students' discussions to see if they understand the definitions of similarities and differences.
- ❑ Ongoing observation of students to see if a classroom community is forming.

**Extension:** The students can share a story about a friendship they have with someone that is different from themselves.

**Teacher Reflection:**

**Title of Lesson: About Us**

**Teachers: Camey White**

**Date:** October 26, 2004

**Time Allotted:** 45 minutes

**Grade Level:** 1<sup>st</sup>

**Number of Learners:** Whole Class

**Unit Theme:** Friendship: What Makes a Friend?

**Standards Met:** See Below.

**Goal:** The students will be able to give examples and describe the importance of cultural unity and diversity within and across groups (NCSS 1e), and explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions (NCSS 4f).

**Objectives:** Given the materials listed below the students will play a game about likes and dislikes, in order to develop a sense of community within the classroom (Utah Core- Standard 2).

**Materials Needed:**

- Two sheets of colored paper (Yes/No).
- Yes/No questions prepared
- 10 sheets of paper
- Overhead of the words to the song, "The More We Get Together."

**Motivation:** Have students stand up in the center of the classroom. Point out the two signs saying yes and no on opposite sides of the classroom without explaining them.

**Procedures:**

1. Explain to students that you will be asking a series of questions and they will go to the sign that best fits their answer.
2. Ask students yes and no questions. Ex: Do you like ice cream? If yes, go to the yes sign, if no go to the no sign.
3. Ask about 20 questions or until the students appear to be losing interest. (Base questions on likes, family life, feelings, interests, characteristics, physical similarities, and differences).
4. Allow time for discussion at the signs. You may want to bring up some questions for them to talk about. Ex: Ask the students at the yes sign to find out what kind of ice cream all the other children like? If they're at the no sign, ask what they'd rather eat instead?
5. Next have the students sit in a big circle. Send around 10 different papers with various categories on them. Ex: Do you like recess? Have them sign their name on the question they can answer yes to.
6. After all the lists have gone around, read the names from the list and have the students guess what category it may be.
7. Sing the song, "The More We Get Together." Reference: *Because We Can Change the World* by Mara Sapon-Shevin.
8. Have students get into groups of four and write their own verse to the song based on their similarities and differences.

**Accommodations:**

Allow students enough thinking time to make their decision and enough time to move. Have a buddy help students who are struggling. Children with physical disabilities, who have difficulty moving around the classroom, could hold up a sign with yes on one side and no on the other.

**Closure:** Have students volunteer to share their version of “The More We Get Together.” Discuss how everyone likes different things and that is what makes each of us unique.

**Assessment/Evaluation:** Observe group and classroom discussions: Is only one student answering all the questions? Do they all seem to have an understanding of similarities and differences? Observe how students are interacting with each other in the classroom and on the playground.

**Extension:** Students who finish early may write in their journals answering one of the following questions: How can we become friends with those that are different from us? What are the similarities and differences we have with children from other countries? (You may have students in your classroom that are from other countries).

**Assessment:** Because our unit is about friendship and what makes a friend, one of the greatest tools we will have for assessment is the observation of students' behavior in class and on the playground. We can observe how they interact with each other and whether that interaction looks more like a classroom community throughout the lesson. Some specific things to look for would be to notice whether students are expanding their circle of friends to include those that are different from themselves, especially the students from different cultural backgrounds. Another behavior would be to see if students are practicing the qualities of what makes a friend. Are they sharing with others and taking turns with toys and speaking in groups? Are they respectful of each other and show empathy and kindness towards others? Can they cooperate with others in learning groups? Are they all participating in these groups and giving everyone a turn to speak? The students' behavior towards one another throughout this unit will be one of the strongest assessments for us as teachers.

Another assessment in behavior will be to observe the role playing activities the students engage in. We will be looking for genuineness in their actions and thoughtfulness in regards to how to solve problems. Do these activities that involve productive conflict resolution transfer over to their own lives when a conflict arises in class or on the playground? Are they able to relate the role playing to real life situations? In addition to role playing, students will also be participating in activities that require looking at other people's perspectives. Are the students able to see both sides of an issue and be open-minded towards different facts and opinions?

We can also use writer's workshop for an assessment tool. In the students' writing pieces and drawings, we will be looking for an understanding that differences are a positive thing and that people can be friends despite any differences they may have. We look for an understanding in these samples about the attributes of friendship such as sharing, being an active listener, cooperating with others, etc. These qualities should also be present in the language they use with their pen pals.

Of course, each lesson plan will have a specific assessment for that particular day and the assessment will include all the different methods like observation, writing samples, and projects. Most important, the assessment process for this unit will be integrated throughout the day and will be an ongoing process throughout the unit and the rest of the year.

## **Appendix:**

### **Children's Literature:**

Brown, Marc. Arthur Series

Berenstain, Stan & Jan. Berenstain Bear Series

Henkes, Kevin (1988) *Chester's Way*. New York, NY: Scholastic Inc.

Henkes, Kevin (1991) *Chrysanthemum*. New York, NY: The Trumpet Club

Marshall, James. George and Martha Series

MacDonald, Amy (1990) *Little Beaver and The Echo*. New York, NY: The Trumpet Club

Bluthenthal, Diana Cain (1997) *Matilda The Moocher*. New York, NY: Orchard Books

Pfister, Marcus (1992) *The Rainbow Fish*. New York, NY: North-South Books Inc.

Dr. Seuss (1961) *The Sneetches and Other Stories*. New York, NY: Random House

Lyon, George Ella (1989) *Together*. New York, NY: Orchard Books

Delton, Judy (1974) *Two Good Friends*. New York, NY: Crown Publishers, Inc.

Monson, A.M. (1997) *Wanted: Best Friend*. New York, NY: Scholastic Inc.

Fox, Mem (1985) *Wilford Gordon McDonald Partridge*. Brooklyn, NY: Kane/Miller Book Publishers

**Teacher Literature:**

Lee, E. Menhart, D. & Okazawakey, M. (eds) (2002) *Beyond Heros and Holidays: A Practical Guide to K-12 Anti-Racist, Multicultural Education and Staff Development*.

Allington, Richard L. & Cunningham, Patricia M. (2003) *Classrooms That Work*. New York, NY: Harcourt Brace & Company

Yager, Jan *Friendshifts: The Power of Friendship and How It Shapes Our Lives*

Rubin, Kenneth H., PhD. & Thompson, Andrea *The Friendship Factor: Helping Our Children Navigate Their Social World-- And Why It Matters for Their Success and Happiness*

Elman, Natalie Madorsky & Kennedy-Moore, Eileen *The Unwritten Rules of Friendship: Simple Strategies to Help Your Child Make Friends*

Korgen, Kathleen Odell *Crossing the Racial Divide: Close Friendships Between Black and White Americans*

Sapon-Shevin, M. (1999) *Because We Can Change the World: A Practical Guide to Building cooperative, inclusive classroom communities*. Boston, MA: Allyn and Bacon

Ladd, G.W, Kochengerfer, B. J., & Coleman, C. C. (1996). Friendship quality as a predictor of young children's early school adjustment. *ChildDevelopment*, 67, 1103-1118.

Berndt, Thomas J., Children's Friendships: Shifts Over a Half-Century in Perspectives on Their Development and their Effects. *Merrill-Palmer Quarterly*, 50.

