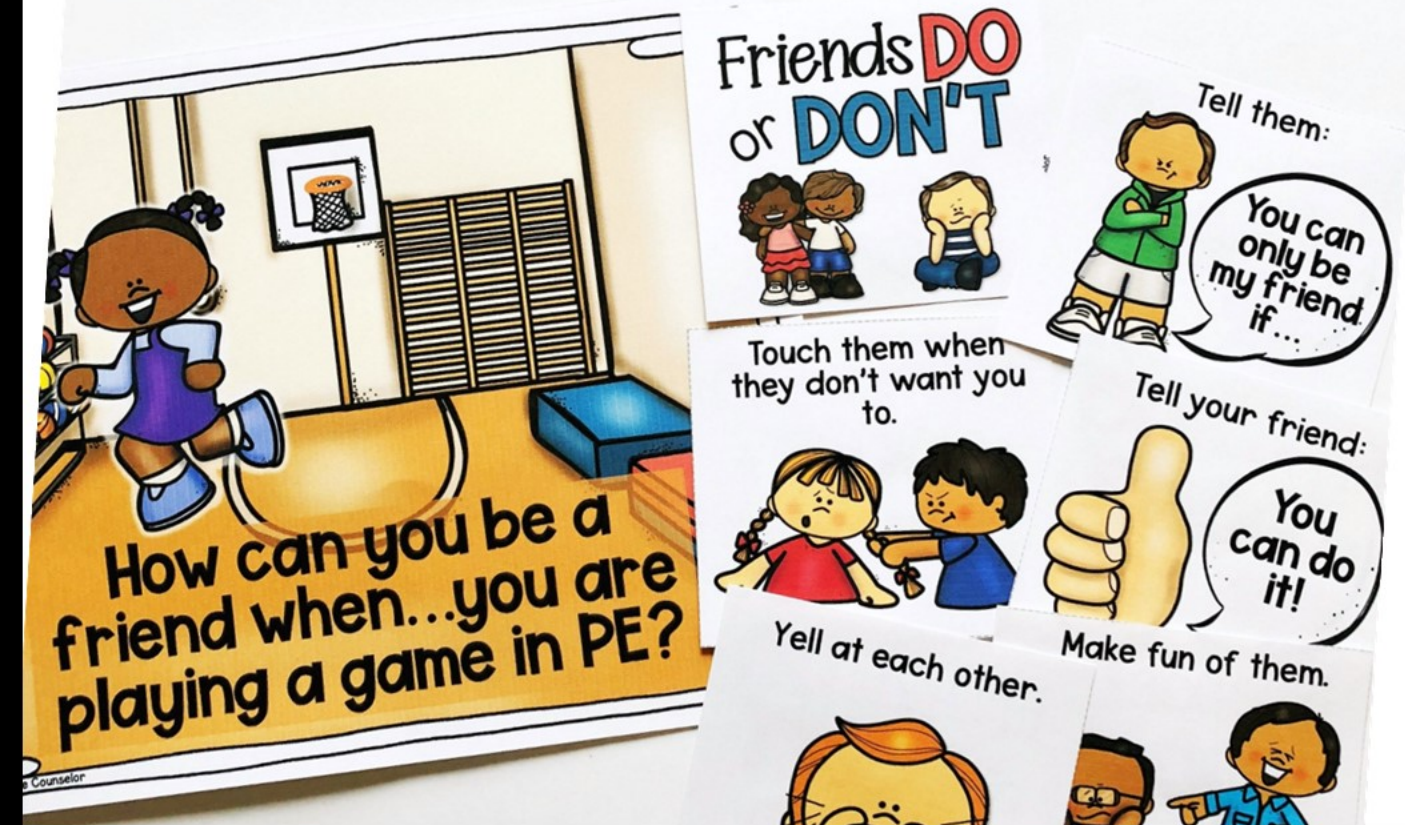


What does it mean to be a FRIEND?



- For grades K-2nd!
- Printable OR digital
- Use with or without a friendship storybook

slideshow

Slideshow includes:

- ▶ Four corners opening activity
- ▶ Two friendship short stories
- ▶ Scenario discussion scaffolding

The image shows a digital slideshow interface. The top screen displays a 'Four corners' activity with the central question: **What does it mean to be friends with someone?** Four colored circles represent different corners, each with a letter and a statement:

- A** (Green circle): You dress the same.
- B** (Blue circle): You agree on everything.
- C** (Orange circle): You feel happy when you are together.
- D** (Pink circle): You only hang out with each other.

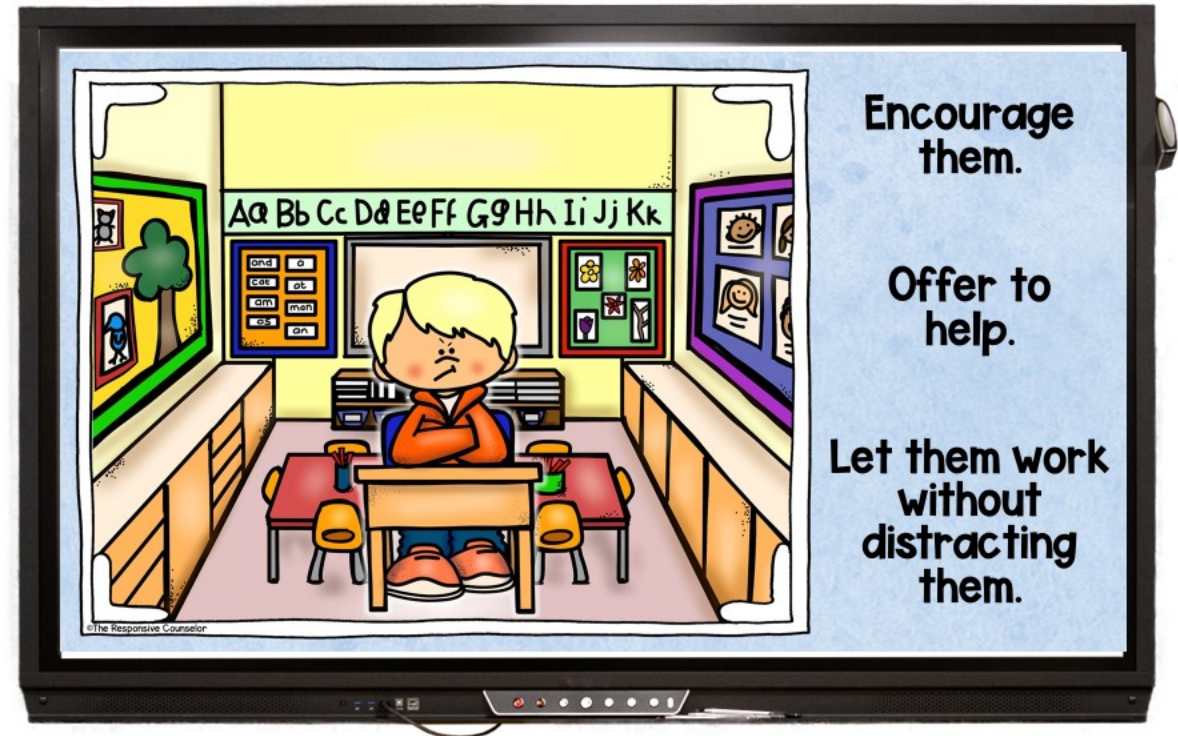
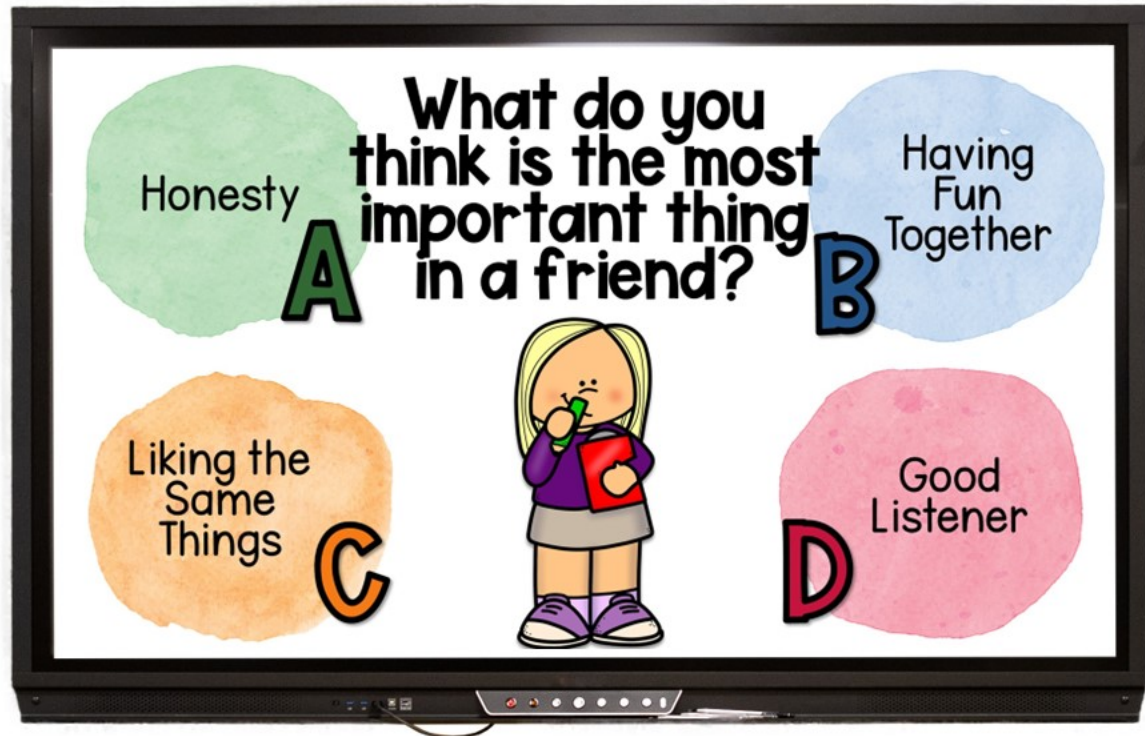
In the center of the top screen is an illustration of three diverse boys standing together. The bottom screen shows a short story with a blue border and a dotted line. The text reads:

...friend anymore" and then Jenay ignores Elizabeth for the rest of the day.

...Their favorite thing to do at recess is making up dance routines to their favorite songs. They have a lot of fun doing that, but if Elizabeth isn't in the mood and tries to do something else, Jenay grabs her arm and tries to pull her over to make her do it. They're next favorite thing is playing tag. Elizabeth is super fast, and every time she tags Jenay, she yells out "Gotcha, slow poke!"

At the bottom right of the bottom screen is an illustration of two girls: one sitting on the ground looking sad and another standing over her.

slideshow



friendship stations

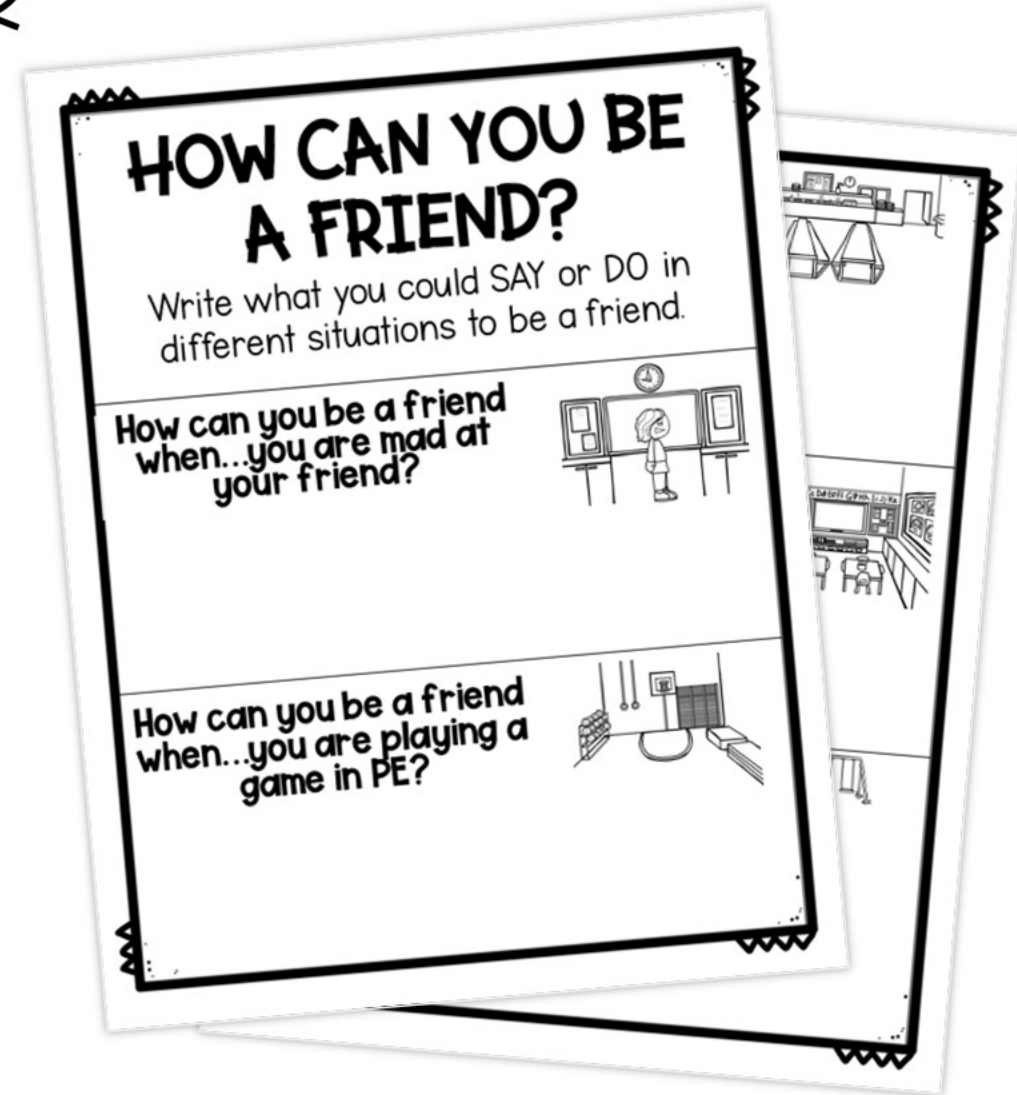
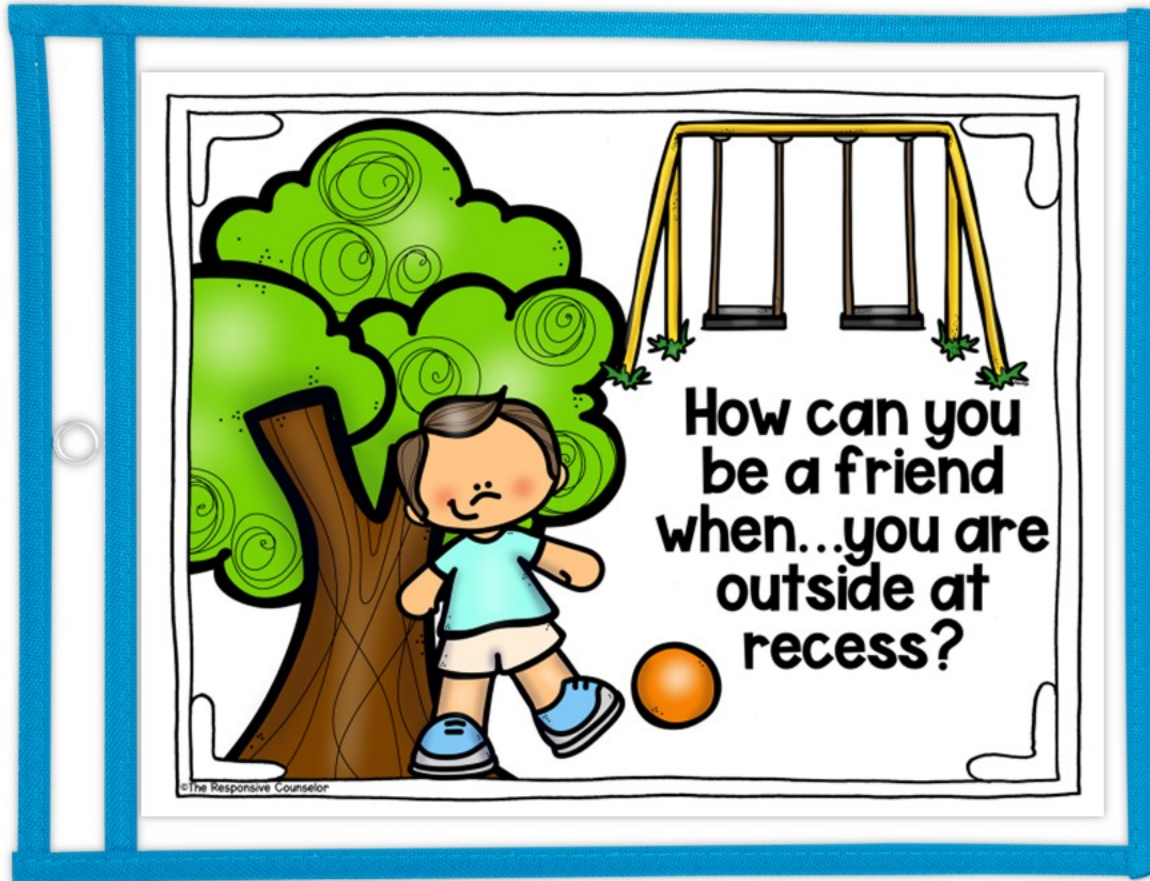
Students travel in small groups to discuss how they can be a friend in five different situations

- ▶ When friend is stuck on work
- ▶ In the cafeteria
- ▶ At recess
- ▶ When you're mad at your friend
- ▶ Playing a game in PE



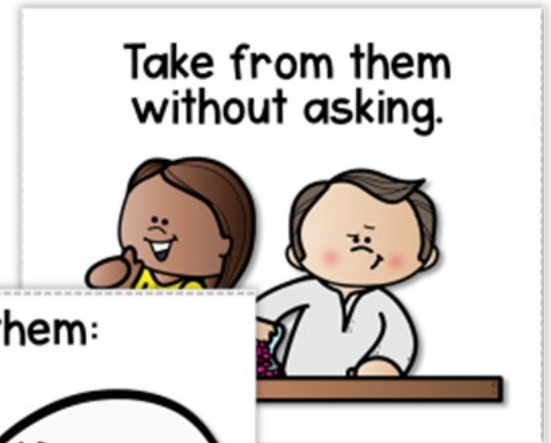
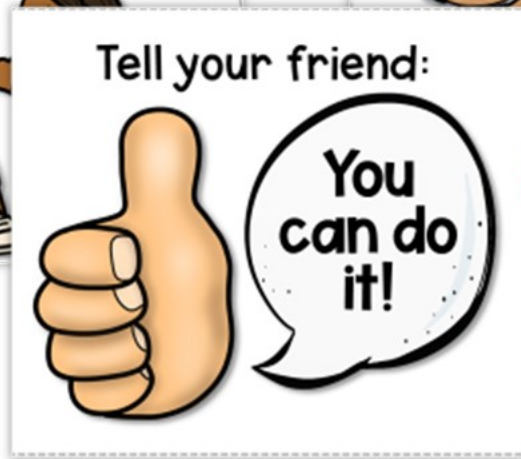
friendship stations

Activity can be purely discussion, OR
students can document their ideas

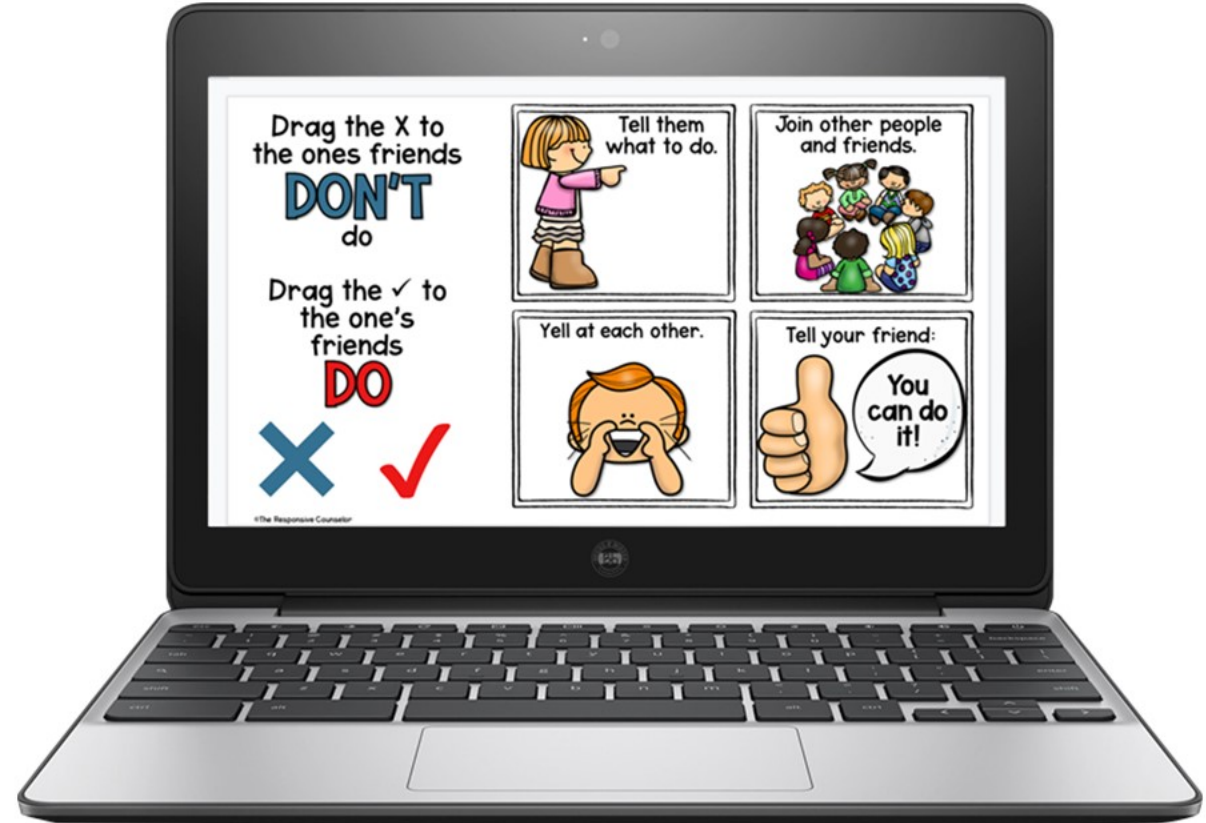


do's and don'ts

Lesson also includes sorting cards for whole group or small group practice deciding what friends "do" and "don't" (18)



google slides™



Digital version of the lesson is
included as Google Slides™

teachers, counselors, and therapists are saying...



"This was a great resource. A clear positive message and easy to use resource. Very little prep and it was fun for my students as well. Thank you!" -Laura P.

"My students were engaged during the lesson and were able to relate to the scenarios! I found this resource to be very interactive, engaging, and loved how it helped my students understand what actions and words are kind and friendly!" -Kayla K.



lesson plan

ASCA and CASEL aligned lesson plan

Outline breakdown with activity directions

HOW CAN YOU BE A FRIEND?

OBJECTIVE(S): Students will share their beliefs about friendship, identify positive and negative friendship behaviors, and show how to show friendship in various situations.

CASEL DOMAINS: Responsible Decision Making, Relationship Skills

OUTLINE:

- These activities work in both class lessons or small groups!
- Intro: Four Corners
 - Explain that you will be asking them some multiple choice questions that they will answer by moving to a specific spot in the room. Designate one corner in the room for each of the answers. Walk around the room as you explain, leaving a letter card in each "corner" to help students know which space is which. Ask students the four questions on the first set of slides. Students respond by moving to whichever corner represents their answer choice. They can stay at these corners for the next question or move back to a central location before the next one. After the first one, explain there are no right or wrong answers for the next three.
- Read and discuss the two short friendship stories. Consider using "turn and talk" for students to discuss with a partner first.
 - What were some of the problems in Jenay and Elizabeth's friendship? What were some of the things that were not good about their friendship?
 - What were some of the great things about Diego and Ben's friendship? What did they do that was being good friends?

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MATERIALS: PPT (or four corners question slides printed out), friends do vs. don't sorting cards, station visuals

ASCA MINDSETS/BEHAVIORS: Create positive and supportive relationships with other students; Demonstrate social maturity and behaviors appropriate to the situation and environment

OUTLINE (CONT.):

- If you are using this resource as a companion to a children's book about friendship, you could read that here in place of the PPT short stories.
 - Friends Do vs. Friends Don't Sort: All together or in small groups, students sort actions and words into "Friends Do" and "Friends Don't Do".
 - What would a friend do?
 - In small groups, students travel to five different stations. Each station is a setting/scenario. Students read the prompt and discuss "how can you be a friend" in that situation.
 - Accountability sheet included if you want students to document their responses as they rotate through.
 - Allow 3-5 minutes for station.
 - Once all groups have gone around, gather together whole group to discuss responses and ideas.
- OR
- Use the slides in the PPT to only discuss the prompts whole group (best for when short on time, with fewer independent readers/writers, or for groups that may have a tougher time generating ideas on their own without adult scaffolding)

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Hi, I'm Sara! I create resources for elementary students, counselors, and teachers that improve social emotional learning and help students be their best selves. My focus is creating resources that are *effective* (using research-based best practices) and *engaging* (through collaborative learning and relevant scenarios) for all types of learners and populations.

Education

B.A. from Michigan State University
Psychology and Anthropology

M.S. from Vanderbilt University
Community, Research, and Action

M.Ed. From Vanderbilt University
Human Development Counseling:
School Counseling & Mental Health

Experience

I'm a former school counselor from a large southeastern school district with a wonderfully diverse group of students. I created and implemented a data-based comprehensive school counseling program while helping classroom teachers and administrators implement schoolwide SEL and restorative practices. Now, I share my ideas and resources to reach students and help educators across the world!



the **RESPONSIVE**
counselor

Let's Connect:

