

Learning to Be a Friend

This modelling the tools is incorporated into critical challenges at Kindergarten, however, it can be adapted for use at all grade levels.

Overview

The detailed activities that follow help students learn how to better support others who feel unwelcome by displaying qualities of a friendly person. Students work in small groups to suggest possible responses to an upsetting situation depicted in a picture. After developing criteria for actions of friendly and nonfriendly persons, students review the suggested responses in light of these criteria. Students then role-play each suggested response. Finally, students draw a picture of the situation and their recommended response. As an extension, students apply the lessons learned about friendly responses to an actual incident at school or home.

Preplanning

Select a picture.

- Locate one or more pictures from a teacher resource or picture book that depict a child who feels unwelcome or rejected.

Session One

Explore the picture.

- Display one of the pictures. Invite students to describe the scene portrayed and how the child shown is likely feeling. Encourage students to imagine how they would feel if they were this child. With caution regarding potentially sensitive information, invite students to share experiences where they may have been upset because of something that others did to them.

Propose solutions.

- Ask students, in pairs or small groups, to suggest how they might help the child in the picture feel better. Call on each group to share one action with the rest of the class. Record suggestions on the chalkboard or chart paper.

Develop criteria for friendly responses.

- Invite students to think about what it means to be a friendly person by posing the following questions: How do I know when someone is my friend? What does it look like when a person is being friendly to me? Create a chart with three columns. Invite students to brainstorm the actions of a friendly person and record these in the middle column. For each action, ask students to indicate what this action reveals about the person performing

the action; i.e., what qualities are revealed by each action. Ask, for example, If someone smiles at you, does this suggest he or she likes you or hates you? If someone shares his or her toys with you, does this mean he or she wants you to feel happy or sad? Record qualities of a friendly person in the first column. Use these implied qualities to help students generate other actions of a friendly person. Ask, for example, Besides smiling at me, how else might a friend show that he or she likes me? How else, besides sharing his or her toys, can a friend make me feel good? Use these questions to expand the list of actions of a friendly person. After a number of suggestions, ask students to describe what it looks like when a person is not showing friendly qualities. Record these comments in the third column. If necessary, generate more actions in this column by returning to the qualities of a friendly person and asking students to suggest how a person who did *not* have these qualities might act. Ask, for example, Beside not letting me join in, how else might a person show that he or she does not care about my feelings?

Recognizing Friendly People		
Qualities of a Friendly Person	Actions of a Friendly Person	Actions of a Nonfriendly Person
<ul style="list-style-type: none"> • <i>shows that he or she likes you</i> • <i>makes you feel good</i> • <i>cares about your feelings</i> 	<ul style="list-style-type: none"> • <i>smiles at you</i> • <i>shares toys</i> • <i>encourages you</i> 	<ul style="list-style-type: none"> • <i>says mean things to you</i> • <i>ignores you</i> • <i>doesn't let you join in</i>

Introduce the critical challenge.

- Return to the earlier for generated responses, the distressing situation in the picture and present the critical question:

Which of the suggested responses best reflects the qualities of a friendly person?

Ask students to evaluate the suggested solutions against the qualities listed in the chart to choose the best response.

Role-play possible responses.

- Invite each of the original pairs or small groups to role-play the situation in the picture and their suggested response. Invite the slighted student, in each role-play, to describe his or her feelings while portraying the character in the upsetting situation and his or her feelings after the friendly response. Invite students to role-play additional responses and add these suggestions to the list of friendly actions.

Respond individually.

- Distribute an enlarged copy (e.g., 11" x 17") of [A Friendly Action](#) to each student. Invite students to think about the situation depicted in a picture that you provide or about an actual situation where they were treated in an unfriendly manner. Ask students to draw the problem and describe the person's feelings. They should then list (with help, if needed) two possible responses and then draw a picture of the action that best shows a friendly person. Encourage students to refer to the qualities of a friendly person when explaining why their proposed action is the better response.

Evaluation

Assess friendly responses.

- Assess students' ability to select friendly responses, using the rubric [Assessing Friendly Responses](#). The sources of evidence and the two criteria for this assessment are listed below:
 - Use students' suggested possible actions offered in class and recorded on [A Friendly Action](#) to assess their ability to offer appropriate responses.
 - Use students' choices for the better response and supporting reasons recorded on [A Friendly Action](#) to assess their ability to select a reasonable option.

Reaching the basic understanding level on the rubric may be appropriate for many primary students.

Assess empathy.

- Assess students' ability to imagine another person's feelings while experiencing an identified problem, using the rubric [Assessing Empathy](#). The sources of evidence and the two criteria for this assessment are listed below:
 - Use students' responses to the picture and their identification of the distressing situation, recorded on [A Friendly Action](#), to assess their ability to identify the personal problem in a situation.
 - Use students' oral descriptions of the picture and their role-play of the proposed response to assess their ability to imagine the feelings of a person who has been slighted.

Reaching the basic understanding level on the rubric may be appropriate for many primary students.

Extension

Introduce other situations.

- Display other pictures or describe scenarios that involve bullying, exclusion and similar problems. Invite students to describe the distressing situation, brainstorm a list of possible responses, role-play the options and select the action that best reflects the qualities of a friendly person.

Refer to the chart.

- When classroom situations arise where students treat each other in an unfriendly manner, invite offending students to use the chart as a source of ideas for friendly actions they might have taken or actions they might take to readdress the situation.

Credits

This lesson is taken from *I Can Make Difference*, edited by Mary Abbott, Roland Case and Jan Nicol (Richmond, BC: The Critical Thinking Consortium, 2002, ISBN 0-86491-262-5). Permission granted from The Critical Thinking Consortium for use by Alberta teachers.

Documents

The following documents are referenced in the above modelling the tools. They can be adapted for your needs and re-saved.

Graphic Organizers

- [A Friendly Action](#) 

Assessment

- [Assessing Friendly Responses](#) 
- [Assessing Empathy](#) 