

<p><b>Unit 1 Title:</b> Friendship Is The Perfect Blendship</p> <p><b>Lesson Title:</b> How Does A Friend Act? <span style="float: right;"><b>Lesson 1 of 4</b></span></p> <p><b>Grade Level:</b> K</p> <p><b>Length of Lesson:</b> 30 minutes</p> <p><b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> PS.2: Interacting With Others in Ways That Respect Individual and Group Differences</p> <p><b>Grade Level Expectation (GLE):</b> PS.2.A.0K Demonstrate how to be a friend</p> <p><b>American School Counselor Association (ASCA) National Standard:</b> Personal/Social Development A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.</p>
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**Materials (include activity sheets and/ or supporting resources)**

2 puppets, Student Activity Sheet), writing utensil for each student

**Show Me Standards: Performance Goals (check one or more that apply)**

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

	Perseverance		Integrity		Problem Solving
	Courage	X	Compassion		Tolerance
X	Respect		Goal Setting		

**Lesson Measurable Learning Objectives:**

The student will categorize four interpersonal interactions as either positive (something a friend would do) or negative (something a friend would not do).

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE.**  
**Assessment can be question answer, performance activity, etc.**  
 Students will successfully complete the Student Activity Sheets.

**Lesson Preparation**

**Essential Questions:** How does a friend act?

**Engagement (Hook):** Bring in two puppets. Introduce them as Juan and Jill. Show the puppets interacting, with one grabbing at a toy to keep it away from the other puppet. Instruct the students, “Show thumbs up if you think these two are acting like good friends.” Wait for the response from the students. Next show the puppets being kind to each other. Instruct the students, “Show thumbs up if Juan and Jill are acting like good friends.” Wait for response from students. Then say, “Today, Jill and Juan are going to help us learn about friends.”

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
1. Counselor says, “Hold up your thumb. You will hold up your thumb when I tell about something a friend would do. Point your thumb down. You will point your thumb down when I tell about something a friend would NOT do.”	1. Children follow directions.
2. Counselor says, “Juan shares his cookies with Jill. Would a friend do that?”	2. Children show thumbs up.
3. Counselor says, “Jill says, ‘Thank you, Juan!’ Would a friend do that? Show thumbs!”	3. Children show thumbs up.
4. Counselor says, “Juan gets mad at Jill for playing with Travon. He hits Jill. Would a friend do that?”	4. Children show thumbs down.
5. Counselor says, “Juan sees that Jill falls down at recess. He goes over to help her up. Would a friend do that?”	5. Children show thumbs up.
6. Counselor says, “Jill pushes Juan out of	6. Children show thumbs down.

<p>line so she can be first. Would a friend do that?"</p> <p>7. Counselor says, "Jill is on her way to the bathroom. She runs down the hall and crashes into another student. Would a friend do that?"</p> <p>8. Counselor says,"Juan is angry because he doesn't get to play with the truck at recess. He is crying. Jill goes over and pats him on the back and tells him she is sorry he is sad. Would a friend do that?"</p> <p>9. Counselor says, "Juan hits Tom for taking a ball away from him at recess. Would a friend do that?"</p> <p>10. Counselor says, "Jill tells Juan that his picture is really neat. Would a friend do that?"</p> <p>11. Counselor says, "Juan tells Jill he likes her and is glad she is his friend. Would a friend do that?"</p> <p>12. Counselor picks two students to come up. Each child takes a puppet. Counselor says, "What would good friends say to each other? _____ (name the child holding Juan), what is a good friend thing Juan could say to Jill?" Affirm correct response or guide child to an appropriate response. Then say, "_____, (name of child holding Jill), what is a good friend thing Jill could say to Juan?" Affirm correct response or guide child to an appropriate response.</p> <p>13. Counselor says, "Give Jill to another student who is sitting crisscross with hands in lap, and has been listening. Give Juan to another student who is sitting crisscross with hands in lap, and has been listening."</p> <p>14. Continue with this procedure until all</p>	<p>7. Children show thumbs down.</p> <p>8. Children show thumbs up.</p> <p>9. Children show thumbs down.</p> <p>10. Children show thumbs up.</p> <p>11. Children show thumbs up.</p> <p>12. Children respond appropriately.</p> <p>13. Children respond appropriately.</p> <p>14. Children continue demonstrating</p>
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<p>children have had an opportunity using a puppet and saying kind things.</p> <p>15. Counselor shows puppets being kind to each other and saying nice things. Counselor says, “You have helped Juan and Jill learn what a friend does. Now you are going to get a paper to work on at your desk to show me how much you have learned. Please go to your seat and sit down.”</p> <p>16. Counselor hands out the Student Activity Sheets and demonstrates /directs students to write their names at the top.</p> <p>17. Counselor says, “You will circle the picture if it shows what a friend would do, draw an “X” on the picture if it shows something a friend would not do.”</p> <p>18. Counselor collects the papers.</p>	<p>appropriate responses.</p> <p>15. Children go to their seats.</p> <p>16. Students write their names.</p> <p>17. Students circle the three pictures that show what a friend would do, and draw an “X” on the picture that shows the children fighting.</p> <p>18. Students hand in their papers.</p>
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**Teacher Follow-Up Activities**

Teacher can review pictures with the children and discuss skills needed for a friendship.

**Counselor reflection notes (completed after the lesson)**

**Student Activity Sheet**

Name \_\_\_\_\_

**DIRECTIONS:**

Put an "X" on the picture if it shows something a friend would not do.

Circle the picture if it shows what a friend would do.

