

**Unit 1 Title:** Friendship is the Perfect Blendship

**Grade Level:** K

**Number of Lessons in Unit:** 4

**Time Required for each lesson:** 30 minutes

**Best time of year to implement this Unit:** Any time of year

**Lesson Titles:**

Lesson # 1: How Does a Friend Act?

Materials/Special Preparations Required

2 puppets

Student Activity Sheet

Writing utensil for each student

Lesson # 2: How Do I Act Like a Friend?

Materials/Special Preparations Required

2 puppets

Scenario Activity Sheet, cut into strips

Friendship song

Lesson # 3: How We Are Alike And Different

Materials/Special Preparations Required

2 clear glasses

One half pint of white milk

One can of caramel colored soda

Chart paper and markers/dry erase board/ SMART Board or other visual display

Teacher Activity Sheet

*Stand Up, Sit Down* song

Lesson #4: Feeling Faces

Materials/Special Preparations Required

Puppet

*4 Basic Feeling Faces* Activity Sheet

Student Activity Cards strips

*Feelings* poem

**Missouri Comprehensive School Counseling Big Idea:**

SE.2: Interacting with Others in Ways that Respect Individual and Group Differences

**Grade Level Expectations (GLEs):**

SE.2.A.0K: Demonstrate how to be a friend. (DOK Level - 2)

SE.2.B.0K: Identify similarities and differences between self and others. (DOK Level - 2)

SE.2.C.0K: Identify feelings of others. (DOK Level - 1)

**American School Counselor Association (ASCA) Mindsets and Behaviors:**

Social/Emotional Development
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**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: Gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate 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 5. Reason inductively from a set of specific facts and deductively from general premises.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 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
X Mathematics	3. Data analysis, probability and statistics
Social Studies	
X Science	3. Characteristics and interactions of living organisms
Health/Physical Education	
Fine Arts	

**Unit Essential Questions:**

How can I be a good friend to others? How do we recognize and show feelings?
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**Unit Measurable Learning Objectives:**

<p>The student will categorize four interpersonal interactions as either positive (something a friend would do) or negative (something a friend would not do).</p> <p>The student will identify one positive action in response to one scenario.</p> <p>The student will identify three likes, dislikes, and/or traits.</p> <p>The student will act out one feeling in response to a scenario.</p> <p>The student will identify at least five feelings as acted out by classmates.</p>
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**Unit Instructional Strategies/Instructional Activities:**

<p><input checked="" type="checkbox"/> Direct (Compare &amp; Contrast; Guided &amp; Shared – reading, listening, viewing, thinking)</p> <p><input checked="" type="checkbox"/> Indirect (Problem Solving)</p> <p><input checked="" type="checkbox"/> Experiential (Games, Role Playing)</p> <p><input checked="" type="checkbox"/> Independent Study (Assigned Questions)</p> <p><input checked="" type="checkbox"/> Interactive Instruction (Role Playing; Discussion; Problem Solving)</p>
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**Unit Summative Assessment (acceptable evidence):**

**Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.**

Students will demonstrate how to be a friend; identify likes, dislikes, and/or traits; and identify the feelings of others.

**Brief Summary of Unit:**

Students are introduced to friendship by focusing on things friends say and do. Children are introduced to differences between themselves and their classmates. They are also guided to be aware of the ways they are like their classmates. The students are guided to act out the four basic feelings, and then given instruction on how to tell what others are feeling by watching facial expressions.

**Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?**

Students need to have been introduced to basic feelings, and have some knowledge of the concepts of alike and different.