

UNIT 1

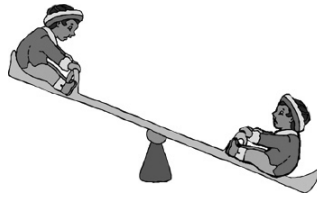
Discovering Social Skills

The skills needed to make positive friendships should be taught to all children and are skills that will help them interact in relationships throughout their lives. Often, defining and discussing who friends are and the importance of friendship will help increase children's appreciation of their friends. The children will then make attempts to strive for better friendships with the friends they already have. Teaching the skills in this unit will build a basis of understanding for children of why we want to learn the skills in the following units. Building better relationships and having friends is the reason we want to learn to use kind words, look at our friends, and listen to our friends; learn how to play games; and learn to work in a group.

SOCIAL GOALS

- Child will initiate and respond to greetings and salutations from peers and adults without prompting.
- Child will restate himself or herself when not understood and will ask others to repeat themselves when he or she does not understand.
- Child will physically show appreciation of others by including others and sharing.
- Child will invite a peer to play with her or him.
- Child will use a system to clearly communicate his or her wants, needs, and ideas to others.

Lesson 1.1



What Are Social Skills?

Introduction/Overview

The introduction of this unit begins with defining both *friend* and *friendship*. This allows children to think more specifically about what a friend means and what they need to do to build friendships with others. Begin using the term *friend* whenever you are referring to others in the group. Children may not necessarily consider each child a friend, but they will benefit from using positive friendship skills whenever they interact with others.

Teaching Concepts

- We need to include others in what we do in order to build friendships.
- Things are more fun to do when we are with our friends.
- A friendship can begin with the first hello.

Attitudinal Approach

- Observing the children and complimenting their attempts at using positive friendship skills is the best way to reinforce the concepts we want them to learn.
- Even the children who prefer to be by themselves will benefit from learning these concepts for when they have to interact with others.
- Support the children with positive verbal reinforcement if they need to be encouraged to include others and think of them as friends.

Lesson Objectives

- Children will list what they need to say and do to make friends with others.
- Children will participate in making a list of ways to include others in their games and activities.
- Children will learn phrases and actions that make being a friend fun.

Lesson Introduction

Brainstorm for Key Concepts

Have children develop lists to refer to by asking specific questions. Use the directions found on page 11 in the “How to Use This Book” section. *Time:* 10–15 minutes.

- What is friendship?
- Who are your friends?
- What are fun things to do with friends?
- Why are friends great?

For nonreaders: Use stick figures to represent the friends on the children's lists with names written above. For the list of things we do with friends, use the pictures of toys from the "Picture Flashcards" (page 179) in Appendix B.

Activities



1.1A Friendship Collage

Time: 15–20 minutes

Purpose: This activity will expand on the ideas children think of to do with their friends. Children will often choose only one or two things to play. Using pictures can help them think of fun new things to play.

Materials: Old toy catalogs and children's magazines, scissors, glue sticks, large piece of $8\frac{1}{2} \times 11$ pieces of white paper, letters cut out of construction paper to spell *friendship*

Preparation: Gather supplies.

Procedure:

1. Explain that the children are to look through the catalogs or magazines for pictures of toys, games, or children playing together.
2. Have them cut out the pictures they find. Help with the cutting if necessary.
3. The pictures can then be glued on individual sheets or on one large sheet of paper if children are working as a group.
4. You can have them glue the pictures onto the *friendship* letters first, and then glue the letters on the poster.
5. Write a heading on the poster. Example: "Things We Do With Friends."



1.1B Friendship Acrostic Poem

Time: 15–20 minutes

Purpose: Brainstorming friendship words will begin to help the children think of all the ways to be a good friend. This activity can either be done as a group or individually.

Materials: Large paper for poster, construction paper, or white $8\frac{1}{2} \times 11$ paper

Preparation: Cut the letters to the word *friendship* out of construction paper and hang them vertically down a poster-size piece of paper, or write the word *friendship* vertically down an $8\frac{1}{2} \times 11$ piece of paper for each child.

Procedure:

1. Have children brainstorm as a group or individually think of friendship words that begin with each letter of the word *friendship*. Often, using books about friendship can also help them be more creative in the words they may choose.

2. Use the lists that were made in the lesson introduction as reminders of friendship words.
3. Write the words next to the letter, using it as the first letter in the word.
4. Hang the poster or individual poems in the room as reminders of friendship.



1.1C Friends 2-by-2 Game

Time: 10–15 minutes

Purpose: This is a great game for the children to begin interacting with other children, find out something about a friend, and become more comfortable with pretending.

Materials: Equal number of cards with 2 of each animal written on individual cards.

Example: 2 lions, 2 bears, 2 dogs, etc.

Preparation: Make the animal cards. If reading is still challenging, write the words and have a picture of the animal.

Procedure:

1. Have each child pick a card.
2. Make sure all the cards are used so each child is matched with another child.
3. Explain that they must act out the animal on their card and find a friend who is being the same animal they are. They cannot ask their friends; they have to figure it out by what the other children are doing.
4. Once they find their “twin” animal, they can talk. They must find out one thing about the other child. You may need to help by giving them a category or question.

Example: “What is your favorite TV show?”

“What is your favorite game?”

5. When they have finished finding out the answer to the questions, have the children share what they found out about their friend with the group.



1.1D Friendship Cards— Discovering Social Skills

Time: 15 minutes

Purpose: The friendship cards are used as a visual reminder for the children to reinforce the concept that has been taught.

Materials: Friendship Cards in Appendix A:

- Friendship
- Why Friends Are Great

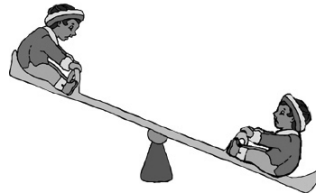
Preparation: See directions in “How to Use This Book” on page 12.

Procedure: See directions in “How to Use This Book” on page 12.

Generalization and Consistency

- Use the term *friend* whenever you are referring to the children interacting with their peers. This will encourage the thoughts that we want to make friendships and that friends are fun.
- Verbally acknowledge all positive interactions and point out all use of friendship skills when children are interacting.
- Make all activities opportunities to build friendships.

Lesson 1.2



Making New Friends

Introduction/Overview

The way we interact with new friends can be very different from how we interact with friends we have known for a while. This lesson will help the children initiate interactions and friendships and learn how to differentiate these relationships from friendships that they have already made with others.

Teaching Concepts

- Using greetings initiates interactions with others.
- We need to say certain things to make friends.
- We need to do certain things to make friends.

Attitudinal Approach

- Friendship skills need to be taught and modeled.
- Just because the children may not know the things to do or say to be a friend does not mean they do not want to make friends.
- Even though some children may play alone, they will benefit from learning how to make friends.

Lesson Objectives

- Children will learn different ways to make friends.
- Children will learn different places to look for friends and ways to tell if others want to be their friend.
- Learning things about others is a way to make friends.

Lesson Introduction

Brainstorm for Key Concepts

Have children develop lists to refer to by asking specific questions. Use the directions found on page 11 in the “How to Use This Book” section. *Time:* 10–15 minutes.

- What are ways to say hello?
- What are ways to say good-bye?
- What are the words to say to introduce yourself?

Activities



1.2A Meatball

Time: 5–15 minutes

Purpose: Children will spend time asking questions about the people in their group. It will help them find out more about the other children.

Materials: Small ball, polyspots or sit-upons (if needed)

Preparation: Set up spots in a circle for children to sit on.

Procedure:

1. With all children sitting in a circle, have them take turns passing the ball to one another.
2. Have children then say the name of the person they are passing to and ask that person a question about herself or himself.
3. Give suggestions of what to ask if the children are having trouble thinking of what to say. Examples: Name, favorite food, person who threw the ball, that person’s favorite food, or the person they are going to throw the ball to next.



1.2B Friend, Friend, What Do You See?

Time: 15–30 minutes

This activity can be broken up into two to three parts if the attention span of the group is an issue.

Purpose: This activity is based on the book *Brown Bear, Brown Bear, What Do You See?* by Eric Carl. Do the activity as explained and then adapt the activity to allow the children to look at their friends and notice things about them.

Materials: The book *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr., and Eric Carle, Worksheet 1.1 “Puppets for Brown Bear” (page 166) in Appendix B, sticks for the puppets, crayon or markers, scissors, and tape

Preparation: Make copies of the puppets, enough for each child to color at least one.

Procedure:

1. Read the “Brown Bear” book.
2. Have each child color and cut out at least one puppet. Make sure you have at least one of every animal in the story.
3. Tape the puppets to a stick.
4. Reread the story. Every time a new animal is mentioned, have the children raise their puppet. The children are usually very familiar with the story and enjoy saying the story while you read.
5. Then have the children take turns saying, “Friend, friend, what do you see?” looking at one of the children in the group.
6. The child they are looking at must then say one thing he or she sees when he or she looks at the other child.

Example: “I see a happy smile looking at me.”

“I see blonde hair looking at me.”

7. If the children have started to learn things about each other, encourage them to say the things they know about the other child.

Example: “I see a kid who loves cars looking at me.”



1.2C Introduce Yourself

Time: 10–15 minutes

Purpose: Using the words we know to say hello and let people know we want to be friends. Learn that we say hello differently to different people in different places.

Materials: “People Flashcards” and “Place Flashcards” found in Appendix B

Preparation: Cut out cards in the appendix. Draw pictures on cards or help the children to read the cards for their turn.

Procedure:

1. Have each child take a turn and pick a card from the people pile and the place pile.
2. Role-play saying hello, pretending another child is that person.
3. Discuss the different places and appropriate interactions for each place.



1.2D Making Friends Worksheet

Time: 10–15 minutes

Purpose: This activity is suited for use in a group or one-to-one session. The statements or questions listed will help the child begin to think of who he or she might want to attempt being friends with and what to say when he or she decides to try to make a friend.

Materials: Worksheets 1.2 (Making Friends) on page 171 and 1.3 (You and Your Friend) on page 172 in Appendix B

Preparation: Make copies of both worksheets for each child.

Procedure:

1. Give each child a set of worksheets.
2. Explain the questions or statements. Give suggestions for possible responses.
3. Also explain that the person they are thinking of may be someone they have talked to before or someone who they just think it might be fun to be friends with.
4. Have them draw a picture of themselves and that person on the last page doing something fun together.



1.2E Lifestories Game by FNDI Limited Partnership

Time: See game rules.

Purpose: This is a great game to find out more about other people. Different questions encourage players to share stories and facts about themselves and their families. Basic reading is helpful. If there are some stronger readers in the group, encourage the children to ask each other for help reading if they need it.

Materials: Game

Preparation: Read the directions to be able to explain to the children. Sometimes this is a great opportunity to let the children learn how to play on their own as a group activity.

Procedure: Follow the directions included in the game.



1.2F Friendship Cards— Discovering Social Skills

Time: 10–15 minutes

Purpose: The friendship cards are used as a visual reminder for the children to reinforce the concept that has been taught.

Materials: Friendship Cards in Appendix A:

- Ways to Say Hello
- Ways to Introduce Yourself

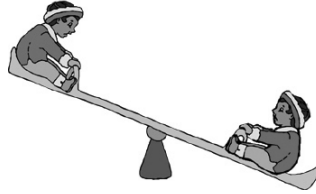
Preparation: See directions in “How to Use This Book” on page 12.

Procedure: See directions in “How to Use This Book” on page 12.

Generalization and Consistency

- Acknowledge any attempts of the children to interact with someone new.
- Provide opportunities for the children to get another child's attention by calling his or her name. This will help the children to learn the names of the other children.
- Remember interesting facts about the children and use them during conversations so they will see how great it is to know things about people to make friends.

Lesson 1.3



Building Friendships

Introduction/Overview

Teaching the skills to build friendships is as important as teaching how to make friendships. It takes effort to keep friendships going and to try to make deeper relationships with others. This lesson expands on the skills learned in the first lesson to build friendships with peers.

Teaching Concepts

- Making friends is fun.
- Making friends takes effort.
- Thinking about our friends helps to make friendships.
- Finding out about our friends is part of making friends.

Attitudinal Approach

- Making the extra effort to be a friend needs our positive guidance and support.
- Friendship skills need to be taught step by step.
- Help children to learn the importance of friends by talking about the friendships in our lives.
- Acknowledge children when they are using positive friendship skills with others.

Lesson Objectives

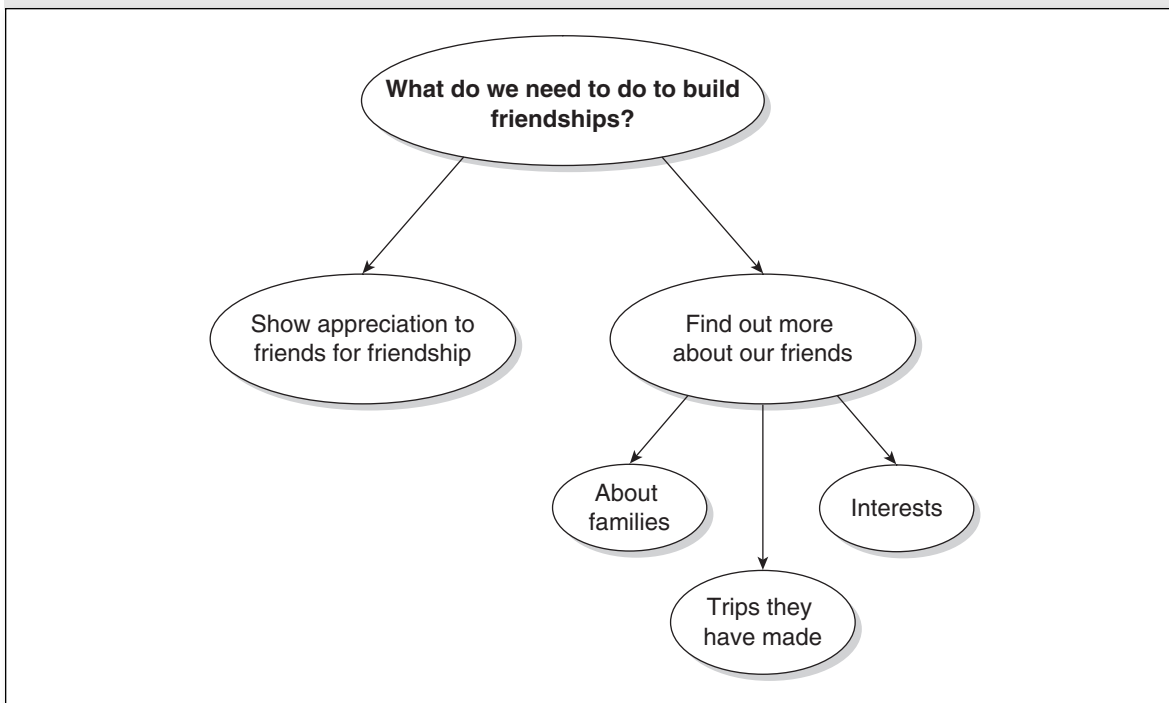
- Children will learn the step-by-step skills needed to make friendships.
- Children will learn the benefit of making the extra effort to build friendships.
- Children will learn questions to ask to build friendships.

Lesson Introduction

Concept Map—What Do We Need to Do to Build Friendships?

Have the children help develop a concept map (see Figure 1.1) by asking leading questions. Use the directions found on page 11 in the “How to Use This Book” section.
Time: 10–15 minutes.

Figure 1.1 What Do We Need to Do to Build Friendships Concept Map



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Activities



1.3A Friend Bingo

Time: 10–15 minutes

Purpose: This activity helps children learn questions to ask to make friends and find out more things about our friends.

Materials: Worksheet 1.6 Friend Bingo on page 175 in Appendix B, markers or crayons

Preparation: Add pictures to the bingo sheet to help the children who are not reading yet.

Procedure:

1. Give each child a worksheet and a marker or crayon.
2. Have the all the children walk around and ask the other children who has things on the sheet or who has done the things on the sheet.
3. They can either ask until they have four in a row or fill the whole sheet.



1.3B Gift of Friendship

Time: 10–15 minutes

Purpose: To have children think of special things they can do or say to friends to show their appreciation for their friendship. This activity can focus on building friendships within the group and also help the children to think of other friendships in their lives.

Materials: Worksheet 1.7 Gift of Friendship on page 176 in Appendix B, marker or crayons

Preparation: Make copies of the worksheet.

Procedure:

1. Discuss or make a list of different things to say or things to do to say thank you to a friend for being a friend.
2. Encourage children to use words of appreciation as gifts instead of toys.
3. Have the children think of a friend they want to give a gift to and decorate the gift with the words and any additional decoration they want to add.
4. You can use this activity again at holidays or for birthday celebrations.



1.3C Charades for Kids by Pressman

Time: See game rules.

Purpose: This is a great game to help young children build confidence about interacting with friends so they can have the confidence to approach others to make friendships grow.

Materials: Charades for Kids board game

Preparation: None

Procedure: Play the game using the instructions included with the game.



1.3D Write a Letter to a Friend

Time: 5–10 minutes

Purpose: This activity is a great reflection of what children appreciate about the friends they have just made. It can be used after the children have been together for a short while or a whole school year.

Materials: Copies of the Worksheet 1.8 Letter to a Friend on page 177 in Appendix B

Preparation: Make copies of the worksheet.

Procedure:

1. Explain the purpose of the letter and that this is a time to thank the friend or friends for the opportunity of meeting them and becoming friends.
2. If working with a group of children, encourage them to choose someone from that group.
3. Collect all the letters at the end and hand them out later or put them in backpacks to take home.
4. Explain that we want to keep who we wrote to or how many letters we got to ourselves.
5. This helps to minimize the possibility of hurting the feelings of children who did not receive as many letters.
6. Note who did not receive any letters and use this as an opportunity to teach more friendship skills.



1.3E Friendship Cards— Discovering Social Skills

Time: 10–15 minutes

Purpose: The friendship cards are used as a visual reminder for the children to reinforce the concept that has been taught.

Materials: Friendship Cards in Appendix A:

- Ways to Show Appreciation
- Things We Can Find Out About Friends

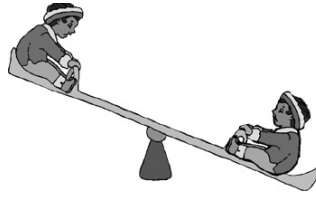
Preparation: See directions in “How to Use This Book” on page 12.

Procedure: See directions in “How to Use This Book” on page 12.

Generalization and Consistency

- Finding out information about the people we want to be friends with is a great way to make friends. Prompt the children with questions to ask others to find out more about them.
- Working in pairs encourages friendships and helps children find out more about the other children.
- Use the common interests of the children as ways of linking them to each other. Example: Group by “dinosaur lovers” for an activity.

Lesson 1.4



Relationships With Different Types of Friends

Introduction/Overview

Children have the opportunity to meet friends in different places and to make friendships with different types of friends. Some people are easier to be friends with than others, and we also have different types of relationships with different friends. Also, having different types of friends and different types of relationships requires us to think about what things we want to do or say with which friends.

Teaching Concepts

- There are different types of people in the world, and relationships may be different too.
- We want to look for certain qualities in friends.
- We want to have certain qualities to be a good friend.
- Treating others with kindness is the best way to be a friend.

Attitudinal Approach

- Some of the children may not understand that they need to think about appropriate interactions depending on who they are interacting with and where they are.
- Everyone has positive qualities.
- Everyone can learn to be more positive when making friends.

Lesson Objectives

- Children will learn the different types of friends.
- Children will discover positive qualities in themselves.
- Children will learn what positive qualities to look for in others to build friendships.

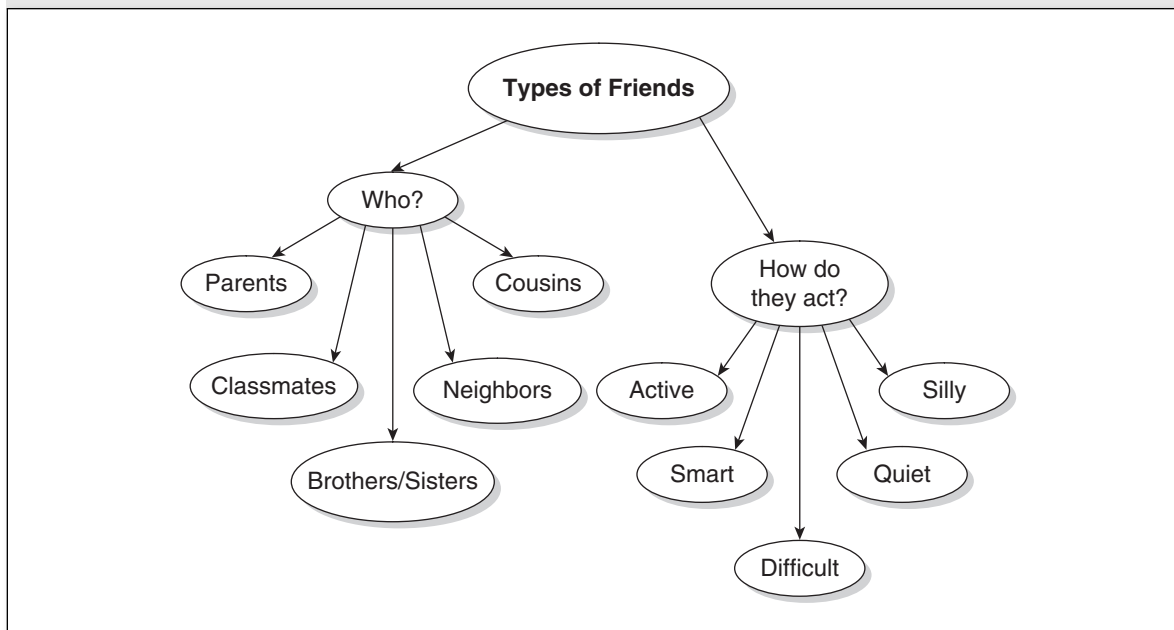
Lesson Introduction

Concept Map—Types of Friends

Have the children help develop a concept map (see Figure 1.2) by asking leading questions. Use the directions found on page 11 in the “How to Use This Book” section.

Time: 10–15 minutes.

Figure 1.2 Types of Friends Concept Map



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Activities



1.4A School Friends and Best Friends Cartoons

Time: 15–20 minutes

Purpose: To help children think of new and different things to say and do with friends. This will also help them differentiate how well we know people and what it means to be a best friend.

Materials: Worksheets 1.4 (Best Friends) on page 173 and 1.5 (School Friends) on page 174 in Appendix B, markers, crayons

Preparation: Make copies of the worksheet.

Procedure:

1. Either brainstorm lists or talk about the things we do with our friends at school and the things we do with our best friends.
2. Refer back to the concept map in the lesson introduction to talk about different types of friends and how they act.
3. Have each child think of something she or he would do with each type of friend and what she or he would be saying.

4. Have the children color a cartoon for each.
5. Older children may want several cartoon boxes to make a comic strip.



1.4B Friendship Quilt

Time: 15–20 minutes

Purpose: This activity will introduce the concept of positive qualities. You may need to define positive qualities to the children. You can also substitute “good things we like about others” or “great ways to be a friend” to help children think about the wonderful positive friendship qualities they have and their friends have.

Materials: Worksheet 1.9 Friendship Quilt on page 178 in Appendix B, markers, large paper

Preparation: Make copies of the quilt squares.

Procedure:

1. Brainstorm the great things about the children and their friends. You can ask why they like to be friends. Also point out what makes them good friends.
2. Have the children choose a quality, write it on the square, then have them draw a picture of themselves and their friend doing what they have picked.
3. Write “Friendship Quilt” on a large paper and hang it on the wall.
4. When the children finish their quilt square, have them glue it to the quilt.
5. Have the children make several squares to fill the quilt.



1.4C Group It

Time: 10–15 minutes

Purpose: This activity encourages interaction between the children in the group and helps teach the idea that the more we learn about our friends, the more fun we will have with them.

Materials: Index cards with a different category written on each card. Choose a variety of categories so that the children will be able to easily think of an idea.

Preparation: Make the cards. If reading is still challenging, use pictures along with the words.

Procedure:

1. Have a child pick a card and read or tell what the card says.
2. Explain that the children must then walk around and find the other children who like the same thing from that category.
3. If food is the category, then explain that they must all think of their favorite food and find others who like the same thing.



1.4D Friendship Cards—Discovering Social Skills

Time: 10–15 minutes

Purpose: The friendship cards are used as a visual reminder for the children to reinforce the concept that has been taught.

Materials: Friendship Cards in Appendix A:

- Our Friends
- How Our Friends Act

Preparation: See directions in “How to Use This Book” on page 12.

Procedure: See directions in “How to Use This Book” on page 12.

Generalization and Consistency

- Acknowledge any and all attempts children make to show appreciation to a friend.
- When a child does something for another child or for you, show your appreciation for their effort by saying, “Thank you; you are such a good friend to do (whatever he or she did) or say (whatever he or she said).”
- Encourage children to ask questions when interacting with another child. Prompt the idea or the exact words if necessary.
- When children begin to make a friendship, acknowledge it by telling them what they have done to try to be a friend.