

“The Friendship State”

(Outlining & Defining the State of a Friendship)

Purpose: 1. To help students understand that successful friendships are based on both like & rules. 2. To broaden student’s perception of friendship to include the idea that friendship is a place/state that two people come to and in that place rules/laws exist for friends to abide by.

Materials: Overhead projector (optional) & Handout (see attached)

Student Materials: Pencil (only.)

Time: 20 -25 minutes.

Key Concepts: State/Shape of friendship, rules that govern friendship & not everyone we like will turn out to be a great friend.

Introduce/reintroduce: Begin by making sure everyone knows who you are. Review your last lesson to determine what the kids remember and remind/clarify as needed. Introduce today’s activity as another reason why some people might go see a counselor someday.

Part 1:

Ask: Students to take out a pencil.

Distribute: Handout face down.

Tell: Students to leave the paper face down for now and that we’ll be working off the blank page for the first part of the activity.

Tell Students: Number their paper 1-2.

Number 1: Write their name. Then at the top of the page, write 100%, then A+, then a Smiley Face & finally “Great Job!” (this might ensure the paper gets home;)

Number 2. On the rest of the sheet of paper to draw the shape or outline of the state they were born in.

Walk: Around the room and have some fun commenting on their drawings: “Oh yes, the Banana State” or “I didn’t know you thought Texas is shaped like a Potato.”

Ask: Students to create a rule/law for everyone in their state to follow and to write that law either inside of their state or next to it (wherever space permits.) Examples of laws might be: seatbelt laws, no drinking & driving laws, respect private property laws and Taco Tuesday laws;)

Call: On 2-3 volunteers to do a “show & tell” about their drawing and laws. (Be sure to be sensitive to and have some encouraging fun with this...not everyone has artistic ability nor may know the general outline of their state or even knowledge of their state origins.) If known, announce their state’s motto. For example, California: Eureka, NM: Land of Enchantment or New Hampshire: Live free or die!

Part 2:

Have: Students turn their paper (the handout) over (face side up.) If planning on using the projector/Elmo now is the time to proceed. (You may need to create a transparency of handout if you’re using an older overhead projector.)

Ask: Students to write their first name in big letters in the “State of Friendship” pictured at the top of the handout.

Instruct: Students to privately “invite” five classmates into their friendship state (state of friendship) by writing those student’s first names in their state. Those names are to remain confidential at this time.

Review: The 1-10 endorsable items. Make sure kids understand via examples which each item is about.

Ask: Students to put an X or check by their three most important rules/laws of friendship.

Part 3

Ask: Students to stand (or raise hand) whenever one of their top three responses are read.

Begin: Reading aloud items 1-10. Have students sit down again before going onto the next item. Have students notice what areas of friendship are important for their classmates.

Part 4

Ask: Students to underline their Number #1 most important rule/law of friendship. That is, of the three that were endorsed as important, underline THE MOST important one.

Call: On 4-5 students to stand and share the names of the people they invited into their state of friendship and their most important rule of friendship. Be mindful however that some boys and girls will not be invited into other people’s friendship state yet that does not rule out those kids inviting others in the class to be their friends.

Part 5

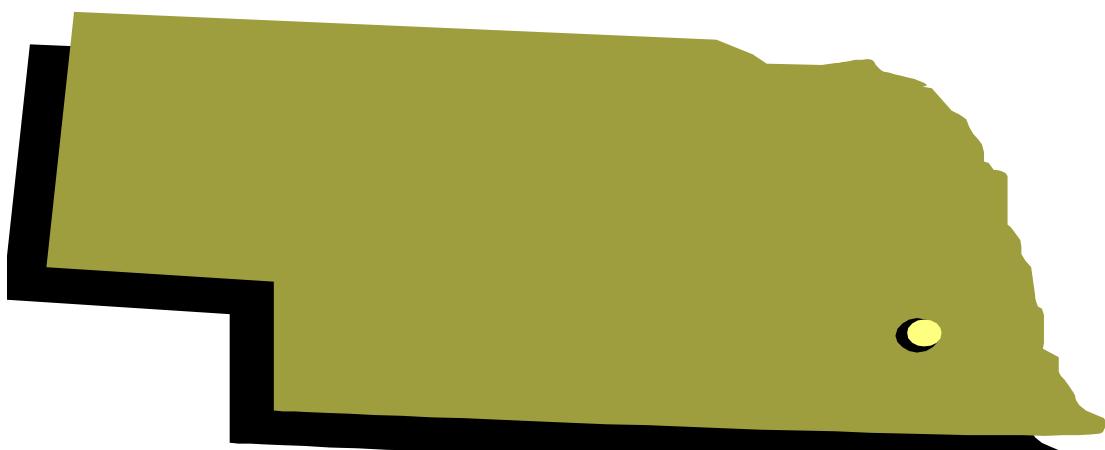
Review: With students some reasons this activity has shown us why some people will go see a counselor:

1. When friendships aren't working very well.
2. Sometimes friends break the rules of friendship and decisions need to be made about those people we like and or relationship (social or personal) we're going to have with them.
3. Not everyone we like turns out to be a best friend.
4. Sometimes the people we like the most break most the rules of friendship.
5. Learning & practicing the rules of friendship.

Remind: Students that some people have trouble following the laws of friendship and as a result, have a hard time making and keeping friends. Helping boys and girls through the use of activities like this one is one of the ways a counselor helps kids & grown ups with friendship problems.

Inform: Students that the reason today's activity was done in pencil is because the names of our friends may change over time during middle school, high school & college BUT you'll always have important rules of friendship.

Ask: Students to take home the activity sheet and attach it to the refrigerator with a magnet. (Since they already got a 100% on it; what's not to like?;))))



"The Friendship State"

1. Write your first name in BIG letters in the state pictured above.
2. Invite up to 5 classmates into your state by writing their first names in the state above.
3. Check or X 3 important laws of friendship & then underline your #1 most important Law.

- _____ 1. Take Turns with your friend.
- _____ 2. Not be the boss of your friend.
- _____ 3. Be a better listener than talker with your friend.
- _____ 4. Encourage & Support your friend.
- _____ 5. Allow your friend to have other best friends even if you aren't friends with those others.
- _____ 6. When disagreeing no yelling, pushing, threatening, or name calling your friend.
- _____ 7. Think about your friend's best interest before your own.
- _____ 8. Share your "Best Friend" with your other friends.
- _____ 9. Work at being truthful with your friend: no lying to or for your friend. Friends DON'T ask friends to lie.
- _____ 10. Promise to keep shared secrets a secret even after you stop being friends. Respect the promise even after the friendship is over