

Grade Levels:	G3-5
Objective	What is a good friend?
Essential Questions	<p>What are the qualities of a “good friend”?</p> <p>How do we (as a group) define words like Friendship, Friend, Empathy, and Respect?</p> <p>How do we identify the qualities of a good friend in other people (even ones we are not friends with, yet)?</p> <p>What are Random Acts of Kindness?</p>
Activities	<ol style="list-style-type: none"> 1. Video: https://youtu.be/ReMq3KX8F94 “Little Voices: What makes a good friend?” (2:00) 2. Small Group: (10:00) <ol style="list-style-type: none"> a. What is a good friend? <ol style="list-style-type: none"> i. 4 activities: <ol style="list-style-type: none"> 1. Word List: Good Friend- Toxic Friend <ol style="list-style-type: none"> a. Students will be given an A3 paper to create a T-Chart. One side will be words that describe a good friend and the other will have words that describe a toxic friend 2. Poster: How to be a good friend <ol style="list-style-type: none"> a. Students will be given a large piece of paper and markers to create a poster that illustrates how to be a good friend using words and pictures. 3. Friendship Web <ol style="list-style-type: none"> a. Students will complete a friendship web that asks what friends “do, say, play”, etc. 4. Dictionary Corner: Define Friendship, Friend, Empathy, and Respect <ol style="list-style-type: none"> a. Students will work together to create definitions for each of these words. They may use the actual dictionary or they may create their own definitions. 3. Share Out: Each group will take turns sharing what they made, discussed, and learned. (5:00) 4. Friendship Chain: (10:00) <ol style="list-style-type: none"> a. Students will each be given one piece of paper with a classmate’s name on it. They will have a few minutes to

	<p>write down the qualities that this person has that make them a good friend. We will not write names on the strips of paper, but once they are all passed in, I will read them aloud for the class.</p> <ul style="list-style-type: none"> b. Then we will create a linked “Friendship Chain” to illustrate the friendship that we are growing. c. This will be displayed in the hallway and will be used in our RAK activity next. <p>5. RAK Tracker: (10:00)</p> <ul style="list-style-type: none"> a. Explain RAKs: <ul style="list-style-type: none"> i. What is a RAK? ii. Who writes the RAKs? b. Give examples: <ul style="list-style-type: none"> i. Pushing in someone’s chair for them, without being asked. ii. Sharing with a classmate iii. Helping to explain something c. Share ideas <ul style="list-style-type: none"> i. What are some ideas you have about RAKs that you could do here at school? d. Show students how to add the RAKs to their friendship chain. <ul style="list-style-type: none"> i. Where will the paper be in their classroom? ii. When can they add RAKs? iii. Reminders to always be thoughtful and considerate when writing/speaking about other people. e. RAK share out: <ul style="list-style-type: none"> i. Students who have a RAK to share may have a few minutes to write it down (and share out, if they like) then add it to the Friendship Chain.
<p>Enduring Understandings</p>	<p>The qualities that make up a good friend. How to be a good friend. How kindness plays into being a good friend. Identifying friendship qualities in people (even if they are not close friends)</p>
<p>Reflections</p>	