



## LESSON

# 2

### Friendship Unit Grade 4 • Ages 9-11

#### TIME FRAME

Preparation: 15 minutes (longer if you prewrite names on chain links)  
Instruction: 30 minutes

#### MATERIALS

Kids Health: Kids Talk About Friendship clip 1:15min. <http://kidshealth.org/en/kids/talkingabout-friends.html>

Chart Paper with "Qualities of a Friend" written at the top

Strips of construction paper for friendship chain. Optional: Write students' names, one on each strip before class for variation.

RAK Journals

[Kindness Concept Posters](#): Caring, Respect, Helpfulness

#### LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.SL.4.1; CCSS.ELA-Literacy.W.4.2; CCSS.Math.Content.4.MD.B.4

Colorado: Comprehensive Health S.3, GLE.1, EO.a,b,e; Reading, Writing and Communicating S.1, GLE.1, EO.a; S.3, GLE.2, EO.a; Mathematics S.3, GLE.1, EO.a, IQ.1,2

[Learning standards key](#)

## Friendship Chains

Students will identify the qualities of a friend and apply them to people in their class.

### Lesson Background for Teachers

This lesson builds on the previous lesson in this unit.

Another variation (particularly if you want to make sure that each student has something written about them) would be to give each student in the room a strip of construction paper with another classmate's name written on it. The student would write what friendship qualities this person possesses, and then link each strip together with other students' links to make a larger friendship chain.

### Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

**FRIEND** Someone you enjoy spending time with and respect.

**CARING** Feeling and showing concern for others.

**RESPECT** Treating people, places and things with kindness.

**HELPFULNESS** Assisting or serving in a kind way.

### TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Referencing the Qualities of a Friend poster or the list created during this activity as they make their chain.
- Helping with the graphing activity; having a special job can help a reluctant learner connect with activity.

### Resources

This can be extended into a math activity through graphing or counting. Literacy extension can be done by connecting the qualities to characters in books.

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

However, each lesson starts with the **Share** step to reinforce learning from previous lessons.



The RAK paradigm is the framework for teaching and building kindness skills.



## Share (3 mins)

Have students share the picture they brought for True Friendship Kindness in Action activity with each other. If only a few students brought a picture, have them present and share it with the class. Alternatively, have students tell each other three things that a true friend would do.

## Inspire

### Qualities of a Friend (10 mins)

We are going to talk today about **friendship**. Let's start with a short video where students talk about what **friendship** means to them.

Watch the **friendship** clip. Which qualities make a good **friend**? What are some other qualities that you think make a good **friend**?

Allow students to brainstorm and write their responses on the chart paper with "Qualities of a **Friend**" written at the top. Alternately, you can break students into groups and have them make their own posters. If students are having trouble by answering with one word answers, like "nice" prompt them by asking, "What does that look like?" or "How do people show that?" Keep this sheet for future activities.

## Empower

### Friendship Chain (10 mins)

Pass out three or four small strips of construction paper that can be easily made into a paper chain. On the strips of paper, have students write the names of their **friends** and what qualities make this person a good **friend**. Explain that they can have as many strips as they like, but to create at least two.

Next, have students take two of the strips, weave them through each other and staple or tape the ends of the strips to make their own individual, short **friendship** chain.

Then have students join their individual **friendship** chains together to make one long classroom chain.

### Wrap Up (5-15 mins)

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

### Evaluation Questions

- What are some qualities that make a good **friend**?
- How do the qualities we listed show **caring, respect** and **helpfulness**?
- What was the most common quality people in your class have?

## Reflection Questions

- What do you think is the most important quality of a good **friend**?
- What do you think makes you a good **friend**?
- How important is **respect** to being a good **friend**?

## Summary

*Today we had the chance to look at a lot of qualities good **friends** have. These are all ways of showing kindness to others. We showed great kindness by telling others how much we appreciate their **friendly** qualities. Even if you don't know a person, you can treat them like a **friend**.*



## Act (2 mins)

### Kindness Minute

*Ask students to write one more **friendship** chain for someone who works in the school. Put your chain together and display it outside your classroom.*

### Kindness in Action

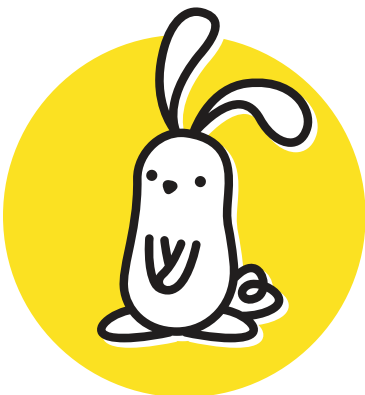
Complete the Home Extension Activity.

Write the return date on the sheet before you distribute it. You may want to distribute the sheet with the Friday folders and have it returned on Monday.

Hand out the Home Extension Activity. *We have been talking about what it means to be a friend and I want you to talk about these ideas with your parent, guardian or another adult who cares for you. Please put this in your folder and return by (date).*

After the students bring back their sheet, ask the following questions:

- What does it mean to be a friend in your family or household?
- What are some ways that you discussed to help develop strong, healthy relationships in your family or household?



# Home Extension Activity

NAME

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PLEASE RETURN BY

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## Background

As part of the Random Acts of Kindness program, we have been talking in class about what it means to be a friend and to have strong relationships with friends and family.

## Vocabulary Words

**CARING** Feeling and showing concern for others.

**RESPECT** Treating people, places and things with kindness.

**HELPFULNESS** Assisting or serving others in a kind way.

## Instructions

Review the vocabulary words listed above. Also ask your student what he or she has learned about what makes a good friend. Then discuss the following questions and write (or have your student write) responses below or on the back and return to school by the date above:

What does it mean to be a friend?

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How can we help develop strong, healthy relationships in our home?

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