



LESSON 4

Friendship Unit Grade 4 • Ages 9-11

TIME FRAME

Preparation: 10 minutes
Instruction: 30-60 minutes

MATERIALS

Friendship and Family Role-Play
Situations, page 16.

RAK Journals

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

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.
SL.4.1, 1b

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

[Learning standards key](#)

Act It Out Role-Plays

Students will observe and participate in role-plays where they examine different friendship/conflict scenarios and how they can be resolved.

Lesson Background for Teachers

This lesson builds on previous lessons in this unit. This lesson can be done over two class periods, one to brainstorm ideas and one to act out and discuss..

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.

FAIRNESS Treating people in a way that does not favor some over others.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Having note cards to remember their lines; if you use, give note cards to everyone so that students who need them will not feel singled out.
- Being reminded about appropriate noise levels during role-play practice; consider having students practice in different areas of the room or reserve space in the gym so they don't get distracted by each other.
- Recording the role-plays while students are practicing and then showing them to the class; might help those students who get nervous performing in front of others.

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.



Share (3 mins)

Share with a partner three top qualities that you feel you have as a friend.

Inspire

Friendship and Family Role-Play Rehearsal

Divide students into groups of three or four and give each group a role-play. Note how many students are needed for each role-play.

Today we are going to do some friendship and family role-plays. Each group has been given a role-play that tells how many students are needed. But you can add and delete characters if you want. You can also change the names and whether it is a boy or girl depending on who is in your group. Feel free to change the situation and to be creative! Everyone needs a part. You will have five minutes to create your role-play and then you will perform it for the rest of the class your role-play should be about two minutes.

As students create their role-plays, go around the room and offer suggestions if necessary. It may be helpful to have students brainstorm different ways of solving the issue and then comparing them to the key terms for the lesson. If students are really struggling, you can discuss the solution as a class, then have the groups act out the solution.

Allow each group to act out their scenario.

After each performance ask the following questions:

- In what way were the actors kind and respectful?
- What friendship qualities did they show in the skit?

Empower

Friendship and Family Role-Plays Discussion (15-25 mins)

After all the skits have been performed, discuss:

- What did the skits have in common?
- What was the hardest part about coming up with a solution to the problem?
- How can you be respectful of your family and friends?
- How can you show caring and respect even if someone is not your friend?

Wrap Up (5 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 qualities are important when solving a problem with a friend or peer?
- What do fairness, respect and caring have to do with problem solving?
- What was the solution and scenario you most agreed with?

Reflection Questions

- If we have a problem or issue with someone who is not our friend, do we resolve the problem the same way we would with a friend?
- Should we treat friends and family differently?
- What should you do if you are acting with respect, but the other person is not?



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





Summary

Today we saw kindness in action. We saw how in difficult situations and scenarios we can respond to others. It's not always easy, but we now have some experience by watching others and acting ourselves.

Act (2 mins)

Kindness Minute

We have a responsibility to be kind to the earth as well as ourselves and others. As an example of being kind to the earth, this afternoon turn the lights off to help conserve energy.

Kindness in Action

Think of one problem in the environment (pollution, lack of water, etc.) and how humans can help to minimize or resolve this problem. Write your answers in your RAK journal.

Friendship and Family Role-Plays

SITUATION #1: (for three people)

Lydia comes into the cafeteria and sees two of her friends, Clarissa and Ivy, sitting in different parts of the cafeteria. They both motion to her to join them. Lydia walks over and sits with Ivy. Clarissa feels very upset that Lydia didn't sit with her. Create a role-play that shows how the friends can work out a solution to both wanting to sit with Lydia. their conflict.

SITUATION #2: (for three or four people)

At recess, a group of friends are playing basketball and another boy, Henry, wants to join them. Some of the boys in the group are friends with Henry and want to include him in their game and some do not want him to play. Create a role-play that shows how the friends can work with the group to successfully include Henry in their basketball game.

SITUATION #3: (for four people)

Lucas and Hayden are twins and best friends. Lucas is very outgoing and popular and Hayden is shy and reserved. At school, Lucas hangs out with a lot of friends and Hayden just wants to be with Lucas. Lucas loves his brother, but doesn't always want to be with him. Hayden feels left out when Lucas hangs out with other students. Create a role-play that shows what the brothers can do to be fair, caring and respectful to each other in this situation.

SITUATION #4: (for four people)

Aisha and Danielle enjoy doing all the same things: they like to play soccer, they like to read, and they love science. Sarah and Ruby like soccer, but when they aren't playing soccer they like to dance and listen to music. When the four friends are together and are tired of playing soccer, it is sometimes difficult for them to find something they all like to do. Create a role-play that shows how the friends can figure out what to play.

