

Differing  
Abilities

# Building Peer Relationships

## Supplementary Resources

- ▶ Handout 1: Giftedness Bingo
- ▶ Handout 2: Good Friendship Behavior
- ▶ Handout 3: Interview with my Family
- ▶ Circles I: Intimacy & Relationships (See Teacher Note)



**Circles I: Intimacy & Relationships Revised Edition** is a sexual health education program developed by Leslie Walker-Hirsch, MED and Marklyn P. Champagne, RN MSW. It can be purchased through James Stanfield Company, Inc. You may also consider checking to see if this teaching kit is available through your local professional resource library or health region.



Some activities in this lesson plan refer to teaching materials contained in the Circles I: Intimacy and Relationships Revised Edition teaching kit. For those who do not have access to a Circles kit, they may adapt the activities outlined here, and use Handout 1: Boundaries Circle Chart (found in the lesson plan on Physical Boundaries) during the instruction.



Ensure that ground rules are established before starting your classes. For classes that have already established ground rules, quickly reviewing them can promote a successful lesson.



## Experience

*Students will identify several qualities that are important in a friendship.*

Choose one or two of the following options that best suit the level of your students.

### Option 1. Qualities of a Good Friend

Many different qualities draw people together to get to know each other. In this activity, students are to identify qualities they feel are important in a good friendship.

1. Introduce this topic by brainstorming with your students, “what do you look for in a good friend?” List these qualities on the board. If the students are unable to come up with a list, then provide a list for them.

#### Good Friends Are:

Considerate	Dependable	Generous	Honest
Kind	Loyal	Sincere	Unselfish
Funny	Accepting	Cooperative	Energetic
Genuine	Good Listener	Helpful	Patient
Shares	Reliable	Trustworthy	Understanding

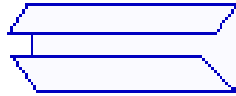
2. Ask your students to talk about specific times when someone has shown one or more of these qualities to them.
3. Discuss with the group what they feel is the single most important quality.
4. Have the students quietly think to themselves if they have that single most important quality in being a friend to others.
5. Write this quotation on the board: "To have a friend, you need to be one." Ask your students to explain what that means. Do they think this is true?

## **Option 2. Friendship Lanterns**

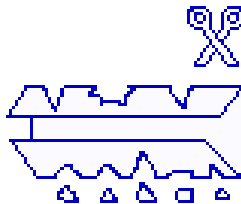
The Friendship Lantern was inspired by the International Peace Lantern Exchange Project, which encourages children to create, exchange and float lanterns to promote world peace. This version, which is somewhat different, can be made to catch the beauty of light, which can symbolize friendship.

Materials: poster board / paper, art tissue paper, scissors and glue.

1. Have each student create his / her friendship lantern using the instructions below.
  - a. Hold a rectangular piece of paper horizontally.



- b. Fold the 2 long sides over towards the middle.
  - c. Cut out shapes along the folded edges, creating openings in the paper.



- d. Open flat. Glue pieces of art tissue paper to cover the openings. Overlapping these will create new colors when the light shines through.
  - e. Turn over and decorate the lantern with their images and thoughts of friendship. You might include the statement: HOW TO BE A GOOD FRIEND.
  - f. To assemble, just glue short sides together, making a circular shape. For a handle, glue two ends of a strip of paper to the inside, at the top.
  - g. Hang in a window or near a light to see the beautiful colors of the Friendship Lanterns.

► *The Friendship Lantern project is from the PEACE PALS ACTIVITY GUIDE \* (see [peacekidz.com](http://peacekidz.com) for more information)*

## Information

Students will know how to initiate and develop friendships.

Choose one or two of the following options that best suit the level of your students.

### **Option 1. Your Personal Handshake**

In order to make new friends, students need to be able to introduce themselves and start a conversation. It is important that students learn social skills that enable them to develop relationships. Meeting new people can be exciting and scary at the same time. But making a new friend is worth the risk.

1. To begin this activity, ask your students to draw their hand by placing it on a light colored piece of paper and drawing an outline of it.
2. Ask each student to write his / her name in the center of the drawing.
3. On each finger, have him / her write a quality that makes the student special. (*Ex. kindness, listens well*) Try to steer your students away from writing down skills.
4. Then have your students cut out their drawings to have it posted on a wall.
5. Debrief with your students:
  - a. What makes each handprint unique?
  - b. What makes each person unique?
  - c. What makes people feel good about themselves?
6. Then divide your students into pairs. Reinforce that standing an appropriate distance from a person is important. (*This is discussed further in "Respect for Oneself and Others: Physical Boundaries."*)
7. Then have the pairs stand about an arm's length away from each other. Each student in each pair will then introduce him / herself to the other. Remind your students to use good eye contact, listen, be friendly and discuss the qualities they wrote on their hand drawings.
8. Then have your students stand closer as they talk to each other. Discuss how uncomfortable they feel being so close.

### **Option 2. Giftedness Bingo**

In this activity, students are to name one student for each gift given on the card and to name every student at least once.

1. Distribute Handout 1: Giftedness Bingo to each student.
2. Have the students interview each other to find out what qualities they have that are on the Bingo Card. They should write the student's initials in the box that describes his / her gifts. The students should not compare their bingo cards.
3. Ask students not to mark the same person's initials in more than 2 boxes (depending on class size).

### **Option 3. Contacting a Friend**

1. Brainstorm with your students:
  - a. How do you know when a person wants to be your friend?
  - b. How do you know when a person does not want to be your friend?
  - c. How can you ask a friend for their phone number?
  - d. What would you say to start the phone call?
2. Using 2 old phones, role-play with another adult on how you would start a conversation on the telephone. Then invite your students to take part in a role-play as well.
3. Continue with the discussion:
  - a. While on the telephone, how would you ask a friend to join you for an activity?
  - b. If a friend says “yes”, then what?
  - c. If a friend says “no”, what does that mean? How would you answer? Can you still be friends with that person?
  - d. How do you end the phone call?
4. There are unspoken rules about contacting a friend on the phone. Brainstorm with your students about the social etiquette of calling someone.
  - a. When calling a friend on the telephone, what should be the limit on the number of phone calls you make in a day?
  - b. When is it too late in the day to call a friend?
  - c. When is it too early in the morning to call a friend?
  - d. Are there times in the day that are not a good to call a friend? (*for instance, dinner time*)
  - e. Does it make a difference what time it is if it is on Tuesday or on Saturday?

### **Option 4. Tips to Make a Friend**

1. Have students develop a postcard / poster / flyer that tells new students where they can meet people. They should include activities in their school and community.
2. Before your students develop their flyers, brainstorm with your students to assist them in creating them:
  - a. How does it feel when you are in a new place? For instance if you are new to a class, school or neighborhood, what are your feelings?
  - b. Where would you go to make new friends in our school? Your community?
  - c. In our school, what activities can you do to meet people?
  - d. What is available in our community to help people meet new friends?

## **Application**

*Students will explore ways of dealing positively with common issues related to friendships.*

Choose one or two of the following options that best suit the level of your students.

### **Option 1. Good Friendship Behavior**

Have students participate in a Pair Square Share Cooperative Learning Activity to discuss good friendship behavior. Stress that good friendship behavior does not mean accepting a person's behavior no matter what.

1. Cut up the list of scenarios found on Handout 2: Good Friendship Behavior, and put them in an envelope.
2. Have pairs of students pick a scenario from the envelope and give them time to discuss and write down their thoughts or ideas about the scenario.
3. Then have the pair share their ideas with another pair (square). Have the group probe one another to ensure complete understanding.
4. If time permits, the group can pick one of the scenarios and act out a role-play with the ideas they have generated.
5. Debrief with the class after each role-play:
  - a. Was this a positive or harmful way to deal with the situation?
  - b. Is it easy or hard to make some of these choices with friends?
  - c. What would you do (or where would you go) if you wanted help on a choice or if you make a bad choice and needed help?

### **Option 2. Interview with my Family**

1. Give students a copy of Handout 3: Interview with my Family.
2. As a homework assignment, have students interview their parents or guardians about the qualities in their friends and the qualities they would like to see in their child's friends.

### **Option 3. Create a Friendship Poem / Song**

1. As a homework assignment, ask students to write a poem or song about friendship or a special friend. They can do this with their families.

### **Option 4. Television Show Friendships**

1. Have students watch a television program with their families.
2. Together, have them write about one of the characters.
  - a. Is that person a good friend to any of the other characters? Explain.
  - b. Would you like to have this character for a friend? Why or why not?



Keep in mind that all students do not live in a “traditional” family nor do they have equal opportunities for open discussion with their “family.” Although it is best for students to complete this assignment with a supportive parent or guardian, it may not be possible. Be sensitive to the needs of your students.

## **Option 5. Videos**



Using videos as part of teaching about friendship can be very helpful. Teachers often have access to some excellent videos through their local school board or public library. Listed here are some titles of good videos on this topic that may be available to you.

### **Being A Friend: What Does it Mean?**

This program will reassure students that the bumpy social process they are going through is not unique to them. It will help them understand the role that peers play in their lives by dramatizing familiar conflict and asking provocative questions. Suggest important steps to be taken in becoming responsible friends and in building constructive friendships.

### **Best 10 ¼ Tips for Making Friends**

Is making friends a skill that can be taught? Is it important to choose the right friends? This program is centered around a common sense, safe way to make and keep friends. (Best 10 ¼ Tips)

### **Choosing Your Friends**

This program helps students develop the skills to examine their choices in making friends. Interwoven stories show middle-school kids grappling with a variety of friend-orientated issues ranging from what happens (and why) to friendships as you older to the idea that there are some people you just shouldn't be friends with.

### **Cliques and Shunning**

Being part of a clique can be a way for teens to cope with feelings of isolation. What happens when it goes too far and cool turns to cruel? Emily's friendship with Jesse is tested when a group of girls shun her. (You, Me and the Kids – the Teen Years)

### **Should I speak Up? Building Character**

From the earliest years, children are taught that they should always tell the truth. As they get older, go to school and develop relationships with other children, they begin to encounter situations where telling the truth isn't always easy. They find themselves having to decide whether to tell the truth and get a friend – or themselves – in trouble. They know that being a tattletale will make them very unpopular, but sometimes situations arise which are unfair, or even dangerous, and they must decide whether or not to tell the truth.

## **Action**

*Students will practice some of the skills needed to develop and maintain friendships.*

Choose one or two of the following options that best suit the level of your students.

### **Option 1. Circles I: Intimacy and Relationships**

*To show how a relationship can change from a stranger to a friend. To create opportunities to practice the social skills related to friendship.*



**Circles I: Intimacy & Relationships Revised Edition** is a sexual health education program developed by Leslie Walker-Hirsch, MED and Marklyn P. Champagne, RN MSW. It can be purchased through James Stanfield Company, Inc.. You may also consider checking to see if this teaching kit is available through your local professional resource library or health region.



Some activities in this lesson plan refer to teaching materials contained in the Circles I: Intimacy and Relationships Revised Edition teaching kit. For those who do not have access to a Circles kit, they may adapt the activities outlined here, and use Handout 1: Boundaries Circle Chart (found in Physical Boundaries) during the instruction.

The *Circles* videotapes present live actors who are seen in “real” situations meeting different people who they would encounter on a daily basis. There are activities that coincide with each videotape story. Also, there are more in-depth questions that can be asked after each story.

Story #13: Becoming Friends

Tape #2: Green Far Away Hug Circle

The **Green Far Away Hug Circle** (friends) includes people who may come to your birthday party, that you have known since you started school, who you see during and after school, that may share your interests like sports, computers, crafts, etc., and you know each other’s likes and dislikes. You usually enjoy being with your friends and your friends enjoy being with you. A far away hug can be a non-body hug, a one-arm hug, a pat on the back, etc. Emphasize that friendships are mutual.

1. Inform the students that today they will see a story about how a person who was in Susan’s red stranger space moved through her circles to become her friend in the Green Far Away Hug Circle.
2. Show Story #13: “Becoming Friends”, pausing when the story is concluded.

#### **Summary of the Story:**

Susan recounts the process by which Emily, her best friend, moved from Susan’s red stranger space through many of the CIRCLES to her current position in the green far away hug circle. Susan explains that as she got to know Emily, saw her more often, shared experiences with her, learned about her life and developed friendly feelings for her, they achieved a closer circle relationship. When Susan acknowledges her friendly feelings for Emily and Emily reciprocates, they become friends. That is as much as Susan wants their relationship to progress.

3. Ask the students to describe what the events of the story were. Use the laminated figural icons to trace the development of this relationship and to show how the characters progressed through the Circles.

4. Process with students the level of touch, talk and trust that has changed from circle to circle.

**Touch:** The closer Susan and Emily's relationship became, the friendly their touching became. Susan and Emily both agreed to have friendly touch as part of their relationship.

**Talk:** The closer their relationship became, the more caring and friendly their conversation became. Susan and Emily can talk about personal events and daily news.

**Trust:** The closer they became, the greater the amount of trust Susan had for Emily. Susan knows that Emily is considerate of her feelings.

5. Replay the video segment to remind the students of the development of the kind of touch, talk and trust that constitutes a green far away hug relationship.

*Adapted from: Circles I: Intimacy & Relationships Revised Edition 1993, pages 62 - 64.*



## **Additional Resource Activity Books**



Teachers often have access to some excellent resources through their local school board or public library. Listed here are some titles of good activity books on this topic that may be available to you.

1. Life Skills Activities for Special Children by Darlene Mannix
2. The Winner's Circle Yes I Can: Self - Esteem Lessons for the Secondary Classroom by Clare LaMeres
3. Room 14: A Social Language Program by Carolyn C. Wilson
4. That's Life! Social Language by Nancy McConnell and Carolyn LoGiudice
5. Social Skills Activities for Special Children by Darlene Mannix
6. Life Skills Activities for Secondary Students with Special Needs by Darlene Mannix
7. Teaching Friendship Skills Intermediate Version by Pat Huggins, Larry Moen and Donna Wood Manion.



## **References**

Champagne, M.P. and Walker-Hirsch, L. (1993). **Circles I: Intimacy & Relationships Revised Edition**. James Stanfield Company, Inc.

Peace Pals. **Friendship Lanterns**. <http://www.peacekidz.com/dinopals/project1.htm>

Yukon Government (2001). **Choices and Changes**.



# GIFTEDNESS BINGO

NAME: \_\_\_\_\_

## How to Play:

- ▶ Talk to each person in your class to find out which gifts each person has.
- ▶ Write the person's initials in the boxes that describes his / her gifts. Try not to mark the same person's initials in more than 2 boxes.
- ▶ When you have initials in the boxes that form any straight line across, down, or diagonally, yell **Bingo!**

HAS A NICE SMILE	ENJOYS MUSIC	IS UNDER- STANDING	HAS A GOOD IMAGINATION	IS FRIENDLY
LIKES TO SPEND TIME ALONE	CARES ABOUT HOW OTHERS FEEL	ENJOYS SCHOOL	HELPS OTHERS	LIKES MAKING CRAFTS
IS KIND TO OTHERS	WORKS HARD	<b>FREE SPACE</b>	LIKES TO PLAY	LIKES PHYS ED
IS ARTISTIC	DOESN'T GIVE UP WHEN THINGS ARE TOUGH	IS A GOOD FRIEND	IS HELPFUL	LIKES TO DANCE
SEES THE GOOD IN EVERYONE	IS A GOOD SPEAKER	LISTENS WELL	ALWAYS SMILING AND HAPPY	FINISHES ALL THEIR WORK

# Good Friendship Behavior

-----  
You hear some kids talking about your friend behind his back. A friend would ...  
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-----  
Your friend is on the brink of failing a class and begs you to help him cheat on the final exam. A friend would ...  
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-----  
You are upset that your best friend has been hanging out with another person who you do not get along with. A friend would ...  
-----

-----  
You notice that your friend has come to school with her shirt on inside out and she has not noticed yet. A friend would ...  
-----

-----  
Two friends of yours are at odds with each other. They demand that you choose between them. You do not want to lose either of them. A friend would ...  
-----

-----  
Your best friend invites you to go to a movie but you are already going to that movie with another friend. A friend would ...  
-----

-----  
Your friend wants to spend more time with you than you want to spend with her. You like this person very much but you want more freedom to see other friends. A friend would ...  
-----

-----  
You go to the store with your friend to buy a snack. You have only \$2.00 with you. When you arrive, your friend notices that he forgot to bring money. A friend would ...  
-----

-----  
You and your friend find a pack of cigarettes on the kitchen table. Your friend takes them and asks you if you would like to try one. A friend would ...  
-----

# Interview with my Family

*"The best way to have a friend is to be one" Peggy Jenkins*

Name of Student: \_\_\_\_\_

*Interview one of your parents/guardians for their responses to these questions:*

Who are your best friends?

What qualities do your friends have that make them your friends?

Name three things I can do to be a more friendly person.

What are the qualities you feel would be important in my friends?

How can I be friendly with someone without being "best friends"?