

5th/ 6th Grade N.E.S.T. Plans

Healthy Friendships

Coming up this week: Healthy Friendships

This week 5/6th grade scholars will be discussing Healthy Friendships. These lessons focus on the issues scholars face surrounding friendships during adolescence. This topic is important because while friendships are vital throughout life, peer groups and social relations among friends gain increasing importance during puberty and adolescence. As the peer group becomes a more significant source of influence, friendships begin to take on new meaning. During puberty, children will be making new friends at school and in social settings, and many will also be coping with evolving friendships from their earlier childhood. Friendships are often put to the test during senior elementary and secondary school. Children struggle to maintain relationships with peers who may be changing in a variety of ways. Problems can occur when children form “cliques,” begin to “hang out” with different crowds, or when they simply grow apart from previous friends. Peer pressure can be a problem for adolescents. For example, sometimes young people who choose to use drugs and alcohol try to persuade their friends to do the same. Inevitably, the friends children choose will shape their experiences in critical ways. These lessons are designed to compel students to think about their own criteria for positive friendships, to discuss ways to evaluate friendships and to explore ways to deal with difficult situations in their friendships. Lessons provided by Changes In Me: A Puberty and Adolescent Development Resource for Educators

Routine Reminder

Students should walk into the meeting area and answer the DAILY NEWS on the board(s), get into their CIRCLE, and listen to the morning announcements. After morning announcements, students GREET each other and then begin to check-in. Mondays are all about the CHECK-IN. It is important to really scaffold students to get them sharing as much as possible. Once each student has had the opportunity to check-in the group may begin the ACTIVITY. 5 minutes before transition, the group may REVIEW the answers on the daily news board and/or REFLECT on the activity.

Day One

OBJECTIVE: Students will share details about their weekend.

Materials Needed: none

1. **Daily News:** List one thing you like about your closest friend.
2. **Greeting:** Everyone Greets and is greeted (students sit in a circle)
3. **Formal Sharing/ Check-in:** Ball Toss Sharing (students sit in a circle)

A student is selected to begin and is given a ball. She begins sharing, once finished she picks who she wants to toss the ball to and that person begins sharing. Students should track only the person who is holding the ball. Many advisors are already using this method to share and check in. It is a good way to structure this part of N.E.S.T..

Sharing Questions:

- What did you do this weekend?
- What is one thing you accomplished last week that you are proud of (ie. Completing 100% of your homework, passing a test/quiz, doing well on classwork/group work.)
- Look at the Daily News responses- Discuss why they value that characteristic.
- Share with students that this week we will discuss healthy friendships.

5. Review Daily News and Discuss:

Ask the following questions to guide students in reflection:

□ Done during share out.

Day Two

Objective: Students will participate in a brainstorming session on healthy friendships and then reinforce concepts with a learning game.

Materials Needed: none

1. **Daily News:** How important are your friendships to you (1-5)
2. **Greeting:** Everyone Greets and is greeted (students sit in a circle)
3. **Whip check in:** 1-5
4. **Activity:** Healthy Friendship Qualities

Description

Procedure

Activity One: Class Discussion Regarding Friendships - 15 minutes

- Tell your students that you will be discussing friendships during today's lesson. Encourage students to participate frequently during the discussion, as their input on this topic is very important. Here are some ideas you may use to guide your discussion.
 - **What kind of things can we do to begin and keep friendships?**
 - Join a club or a team.
 - Meet a neighbour.
 - Seek out a friend at school.
 - Make contact with the person you would like to know better.
 - Find ways to spend time with him/her.
 - Talk about yourself, sharing more information as time goes by.
 - Talk on the phone, write text and/or instant message or e-mail notes to your friend.
 - **What is a friend?**

- Friends are peoplewe feel close to. Friends are people who have similar interests, people who care about us, and people we can trust. Friends offer support and understanding when we really need it.
- **How do you think self-esteem is related to friendships?**
 - When we feel good about ourselves, we are more likely to choose friends that are good for us. There is a saying that says, “we teach people how to treat us”. In other words, how we behave toward ourselves and other people gives them clues as to how they should behave towards us. If we feel good about ourselves and respect ourselves, and treat others with respect, we are showing people how we would like to be treated.
- **Why is it important to have good friends?**
 - True friendship is important. Friends support one another, listen to each other and give advice. When you and your friend share personal information about yourselves, you can learn from each other and explore what you have in common and what makes you different. Friends can teach us many things like how to play a game or how to make a craft. Friends can introduce us to exciting things like delicious new foods and interesting customs or celebrations. You can also learn about acceptance by appreciating the different qualities that make us unique individuals. When you accept people for who they are, you are being a respectful friend.
- **What kinds of things do you like doing with your friends?**
 - Ideas might include: playing games (video) and sports, hanging out, having lunch together, attending Girl Guides, Boy Scouts or other community groups, going to classes together (e.g., dance, martial arts, music lessons), watching television/movies, using the computer, working on projects and/or doing homework together.
- **How can we be good friends?**
 - Share our interests and activities
 - Trust each other and be honest
 - Share our thoughts and feelings
 - Respect each other’s opinions and beliefs
 - Try to relate to how the other person feels
 - Be sincere with each other
 - Accept each other for who we are
 - Encourage and support each other
 - Commit to the friendship

Activity Two: (2 parts) Part A: Ball Toss - 10 minutes

This is a warm-up activity to help students explore the qualities of healthy relationships. Have the students stand up behind their desks or in a circle at the front of the room. Toss the ball to someone in the group, and ask them to call out a word that represents qualities of a healthy relationship (for example; trust, supportive, kind, fun...). Ask that person to then toss the ball to someone else. Each time a new student catches the ball, ask them to share a new quality... and so on.

5. Review Daily Quote and Discuss:

Guide students in reflection:

□ Have you thought about how healthy your friendships are? Does anything need to be changed within your group of friends? Can you be better friends to each other?

Day Three

Objective: Students will continue to explore healthy friendships. Students will create a “Wanted Poster” creating the ideal friend.

Materials Needed: none

1. **Daily News:** Who was your first friend? For many people, it is a sibling or a family member.
2. **Greeting:** Everyone Greets and is greeted (students sit in a circle)
3. **Whip check in:** 1-5
4. **Activity:** Want Ad for a Friend

Description

Want Ad for a Friend - 20 minutes

Tell your students that you would like them to think about the characteristics that are most important in a friend. Remind students about what was discussed yesterday. Distribute the assignment titled, “Want Ad For A Friend”. Ask your students to complete this assignment individually. Allow students ten to fifteen minutes of quiet writing time.

Share the following EXAMPLE:



Optional: Once students have written the advertisement, ask some students to share their work by reading aloud to the class.

5. Review Daily Quote and Discuss:

Guide students in reflection: What was it about that person that made you want them as a friend?

Day Four

Objective: Students will participate in a Game titled “Friendship Stoplight Game.” The game challenges students to identify healthy signs, warning signs and unhealthy signs when in a friendship.

Materials Needed: none

1. **Daily News:** Famous Friends- Are there friends on social media or on television that you admire? If so, who?
2. **Greeting:** Everyone Greets and is greeted (students sit in a circle)
3. **Whip check in:** 1-5
4. **Activity:** Friendship Stoplight Game - 30 minutes

Here are the instructions to set up the Friendship Stoplight Game. (The Stoplight game cards can be found [here](#)).



- On the top left corner of your board or wall space, use tape or magnets to attach the red stoplight card that reads,

“These are bad signs in a friendship”. Place the corresponding yellow and green stoplights underneath, like in a street stoplight.

- Shuffle the stoplight scenario cards to ensure that they are not in order. The graphic shown below appears on each scenario card.

The object of this game is to decide which scenarios are most compatible with each of the following three statements: “these are **bad** signs in a friendship”, “these are **warning** signs in a friendship” and “these are **good** signs in a friendship”.

- Attach the appropriate answers to the board/wall beside the corresponding stoplight with tape or magnets.

There are several ways that you can play this game.

1. You can read the scenarios aloud and ask students where they think they best belong.
2. You can give scenarios out to groups of students and they can arrive at a consensus.
3. You can place the scenarios on your Smartboard or ask volunteers to give suggestions.
4. You might also consider placing the scenarios around the room and asking for volunteers to place them beside the proper stoplight on the board.

No matter what pedagogical strategy you use to play this game, be sure that you ask students for explanations regarding their choices. The most important part of this activity is the discussion around whether each scenario

constitutes a good, a warning or a bad sign in a friendship. It is in this arena that students will be able to discuss their various points of view. ***Your role in this game is to facilitate and mediate the conversations of your students.*** When there is disagreement, you might choose not to place the scenario beside one statement, but rather choose to set it aside for further debate and discussion. If the scenario clearly represents a bad or warning sign, be sure to make this clear for your students.

- There are fifteen scenario cards. Five scenarios correspond with each colored stoplight: red (unhealthy/bad signs), yellow (warning signs) and green (healthy/good signs).

While there may be some discrepancies, the following is a list of suggested correct answers.

RED LIGHT: These are unhealthy/bad signs in a friendship.

1. You are afraid of your friend's temper.
2. Your friend criticizes you or people you care about.
3. Your friend threatens to hurt you.
4. Your friend bullies and makes fun of you or other kids at school.
5. Your friend pressures you to do things you do not want to do.

YELLOW LIGHT: These are warning signs in a friendship.

6. You are nervous that if you tell your friend something personal, s/he will tell other people at school.
7. Your friend sometimes makes fun of you.
8. You rarely get to plan what the two of you will do together.
9. Your friend tells you not to hang out with certain people.
10. You say that you agree with your friend, even when you really don't. You are afraid they won't be your friend anymore if you disagree.

GREEN LIGHT: These are healthy/good signs in a friendship.

11. You usually feel happy when you are with this person.
12. Your friend respects your feelings and your opinions.
13. Your friend talks to you about his/her feelings.
14. Your friend is happy when good things happen to you.
15. You enjoy being with this person, but you also enjoy spending time with other friends.

Review Daily Quote and Discuss:

Guide students in reflection: What qualities does this friendship have that you admire?

Day Five

OBJECTIVE: January NEST DAY

Materials Needed:

1. **Daily News:** Let's celebrate our NEST relationships!
2. **Greeting:** Everyone Greets and is greeted (students sit in a circle)
3. **Formal Sharing/ Check-in:** (5 minutes)
4. **Activity:**

NEST CHOICE DAY