

## Lesson 2: A Friend Is Someone Who...

### Lesson Overview

**Purpose:** To identify qualities of a good friend and friendship, and how friendship relates to peacemaking.

#### Timing: 60 min



This lesson is designed to take 60 minutes.

#### Objectives



By the end of this lesson, students will be able to:

- Identify actions and words a person uses when being a friend.
- Identify common activities friends do together.
- Connect friendship and peacemaking.

#### Agenda



#### Opening 15 min

Welcome  
Review  
Preview  
Friendship Coins

#### Focus Activities 30 min

A Friend Is Someone Who... (Brainstorm)  
Friendship Bingo

#### Closing 15 min

Reflection (Independent *or* Group)  
Closing Game

#### Supplies



- Large poster with the outline of a jar drawn on it
- Students' coin drawings cut out from last week (3 copies of each)
- Folder to hold blank Friendship Coins
- Tape
- Handout 2-2A: Friendship Bingo
- "Talking chips" (small tokens, popsicle sticks, or other small items)
- Handout 2-2B: Peacemaker Web

**Key Words**

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- **Friend:** Someone who shows they care through their words and actions.
- **Peacemaker:** Someone who cooperates with others, is kind and fair, and helps others.

**Before You Teach**

- Make three copies of each student's Friendship Coin from Lesson 1 and cut out the coins. Keep the coins in a folder where students can access them. Students will use these coins to record acts of friendship that they see by writing what the act was in the outer circle. Then they will tape the coin to the Friendship Coin Jar, which is a poster with an outline of a jar.
- Find a place in the classroom to hang the Friendship Coin Jar poster. (The folder in which the Friendship Coins are kept will need to be located close to the poster.) Think about how and when students will have time to record Friendship Coins during the day. At the end of the semester, students will count up how many Friendship Coins they have collected and get a special "treat"—which could be extra game time, recess time, or another nonfood treat.
- Make copies of Handout 2-2A: Friendship Bingo (one per student).
- Decide which Reflection activity you will have students complete in this lesson: Independent or Group.
- If you select the Independent Reflection option for this lesson, make copies of Handout 2-2B: Peacemaker Web (one per student).
- Write the lesson's agenda on chart paper and post it on the wall.

## Lesson Plan

### Opening (15 minutes)

#### 1. Welcome



**Goal: To participate in an opening ritual to mark the beginning of Peace First time.**

Use your Quiet Signal to get students' attention. Welcome students to Peace First time.

#### 2. Review

**Review** any rules and expectations specific to Peace First from last week with students. You can do this by asking students to name any rules they remember.

**Review** with students what happened during Peace First time last week, including the Name Web game and making Friendship Coins.

#### Ask:

*Who remembers the name of the game we played last week?*

*What did we do in the game?*

*What's one thing we talked about that makes someone a friend*



#### 3. Preview

**Preview** for students what they will learn today by directing their attention to the agenda for today's lesson, "A Friend Is Someone Who..."

#### Say:

*Today during Peace First time we will be focusing on the things that make a good friendship.*



## OPENING CONTINUED (15 minutes)

## 4. Friendship Coins



**Goal:** To be introduced to a tool for sharing and tracking friendly acts in the classroom.

**Gather** students into a circle on the floor.



**Teacher Tip:** One way to transition students is by using birthday months to call students into the circle.



**Ask** students to close their eyes and think of the last time they saw two people being good friends to each other.

**Ask** for a few students to share their examples. If students are having difficulty recalling something, tell them one of your own. Then explain how the Friendship Coin Jar will work.

**Say:**

*You remember that we decorated Friendship Coins last week. We are going to use these to recognize acts of friendship. We want to try to keep track of all the friendly acts that happen in and out of the classroom so that we can recognize and celebrate them.*

**Show** students the Friendship Coin Jar and the folder with the cut-out copies of all of their Friendship Coins from Lesson 1.

**Say:**

*This year, we want to recognize all the acts of friendship that happen in your class. These acts might happen at lunch, during music, art, gym, recess, after school, and/or right here in this room.*

*This Friendship Coin folder will be in this classroom...*

**Point** to and **name** the location.

**OPENING CONTINUED (15 minutes)****Say:**

*...and each time you see a friendly act happen, write it down along the edge of the coin, and then tape the coin to the coin jar. You can do it yourself or ask an adult to help you.*

*During the beginning of our Peace First lesson each week, we will read a few of the new coins that have been added to the coin jar and ask if there are any others that we should hang up. When we fill the jar with Friendship Coins, we will celebrate our acts of friendship with something special.*

**Demonstrate** by adding a friendly act from last week or this week to the coin jar. For example, tell students that you remember that they were really good listeners last week, and that you think they deserve to earn a Friendship Coin.



**Take out** one of the coins, **write** the friendly act on it, and **tape** it to the jar as an example.



**Ask** students if they remember any friendly acts from the past week. Take a few responses, write them on coins, and add them to the coin jar. If there are none, have students brainstorm what they might be looking for in the coming week.

**Remind** students that it is their challenge to fill the whole jar with coins by the end of the semester.

## Focus Activities (30 minutes)

### 1. A Friend Is Someone Who... (Brainstorm)



**Goal: To identify actions that friends perform.**



**Ask** students if they remember what a “brainstorm” is and what it was used for last week.

**Take** a few suggestions, and then **remind** students that it is when people write down all of their thoughts and ideas about something.

**Ask** students if they can remember the two important rules that are used while brainstorming. The rules are:

- Only one person speaks at a time.
- No idea is wrong; all ideas are important.



**Write** the heading, **A Friend Is Someone Who...** on a piece of chart paper or on the board.



**Say:**

*Now we are going to do another brainstorm. This brainstorm is about friendship and things that friends do. We will brainstorm about:*

- 1. The actions/things that people say and do that make you think of them as a friend, and*
- 2. The things that friends do together.*

*You are going to finish the sentence “A friend is someone who...” for the brainstorm.*

**Show** students the talking chips.

**FOCUS ACTIVITIES CONTINUED (30 minutes)**

**Say:**

*This time, everyone is going to have one talking chip. When you want to share an idea, you have to use your talking chip. After you have used your talking chip, you cannot share any more ideas. Everyone has to use his or her talking chip by the time we are done with this brainstorm.*



**Teacher Tip:** Decide beforehand the number of talking chips you will give to students, based on what you know about the students and their willingness to share their ideas. Also, think about how you want students to turn in their talking chips (e.g., put them in a jar, hand them to you, etc.), and if there is some way you will capture the ideas of those who did not get a chance to share all of their ideas.

**Have** students begin by identifying actions/things that people say and do to make someone think of them as a friend.

*Possible answers:*

- Friends listen
- Friends share
- Friends stick up for each other



**Give** students time to think about their ideas before you begin calling on them. After a few minutes, switch the focus of the brainstorm.



**Ask** students about things that friends do together. When you switch to this new topic, you may want to hand out new talking chips to students, depending on how much participation they offered in the last round.

*Possible answers:*

- Play
- Eat ice cream
- Draw



**Teacher Tip:** To focus the brainstorm, encourage students to elaborate on their answers. For example, you could say, “So, when your friend lets you use the toys she is using, that is being a good friend. Good! Now, can you think of a word that means the same thing as what you just said?” so that a student might use the word *share*.

**FOCUS ACTIVITIES CONTINUED (30 minutes)**

Once all of the talking chips have been used, **congratulate** students on a job well done. One way to do this is to have them give themselves a pat on the back.

## 2. Friendship Bingo



**Goal: To find commonalities between themselves and their classmates and to share with others in the class.**



**Explain** to students that a lot of times friends have things in common with each other. This means that they like the same things, like to do the same things, and/or feel the same way about something.

**Ask** students if they can think of things that they have in common with their friends. You can give them an example, such as:

- One of my friends and I both love peanut butter and jelly sandwiches.

**Tell** students that they are going to play a game where they will find out what they have in common with their classmates. Tell students that the name of this game is Friendship Bingo.

**Explain** how to play the game.

**Say:**

*Each person will receive a Friendship Bingo sheet.*

*First, you will fill in your answers for the different squares. For example, where it says "favorite snack," I would write my favorite snack, strawberries, on the first line.*

*Then, you will find someone else in the classroom who has written the same answer you wrote in the square.*



**Teacher Tip:** Depending on the reading and writing levels of your students, you may want to read the Friendship Bingo squares out loud to the class. Not only will this help ensure that students are ready at the same time, it will also ensure that students completely understand the activity.

**FOCUS ACTIVITIES CONTINUED (30 minutes)**



Pass out copies of **Handout 2-2A: Friendship Bingo** to students.

Name: \_\_\_\_\_ Date: \_\_\_\_\_



**Friendship Bingo**

Directions: Fill in your answer on the first line of each BINGO box. On the second line, write the name of the person with whom you have that thing in common.

Favorite Snack: _____ _____	Favorite Sport: _____ _____	Favorite Game: _____ _____
Birthday Month: _____ _____	FREE	Number of Siblings: _____ _____
Favorite TV Show: _____ _____	Favorite Subject: _____ _____	Favorite Book: _____ _____

GRADE 2: PEACEMAKER SKILLS LESSON 2: 2-2A FRIENDSHIP BINGO
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**Allow time** for students to fill in their answers on the first line of each square.

**FOCUS ACTIVITIES CONTINUED (30 minutes)**

**Explain** to students instructions for the second half of the game.

**Say:**

*Now you will walk around the room to find who may have the same answer as you do for the different squares.*

*When you find a person who has the same answer written down in a square as you, write that person's name on the second line. For example, if Kasey wrote "strawberries" for her favorite snack, too, I would write Kasey's name on the second line of the square.*

*You can have another person's name on your Bingo sheet only once.*

*See how many things you find that you have in common with the members of our class.*

**Ask** students if they have any questions about the game. Be sure students have pencils to write with.



**Give** students about ten minutes to walk around and complete their Friendship Bingo sheets.

When it seems that most students are done, use the Quiet Signal to get students' attention and have them return to their seats.



**Debrief** the activity with the students.

**Ask:**

*What did you learn about others in the class?*

*Did you find that you had things in common with others whom you did not think you would? If so, what were those things you had in common?*

*Why do you think we played this game?*

*What does this game have to do with being a good friend? Being a peacemaker?*

*Is it easier to be friends with someone who likes the same things as you? Why/why not?*



**Collect** the Friendship Bingo handouts from students and transition them to the next activity.

## Closing (15 minutes)

### Activity Overview

In the **Independent** Option, students will complete a worksheet as a way to demonstrate their understanding of concepts and skills presented in the lesson. In the **Group** Option, students will share and reflect on these concepts and skills together.

### 1. Reflection (Independent or Group)



**Goal: To connect the lesson's activities with helping to create a peaceful classroom.**



**Praise** the group on a great Peace First session. Where possible, cite specific actions/behaviors that contributed to the success. **Remind** students that Peace First time will always end with a closing Reflection activity (followed by a Closing Game).

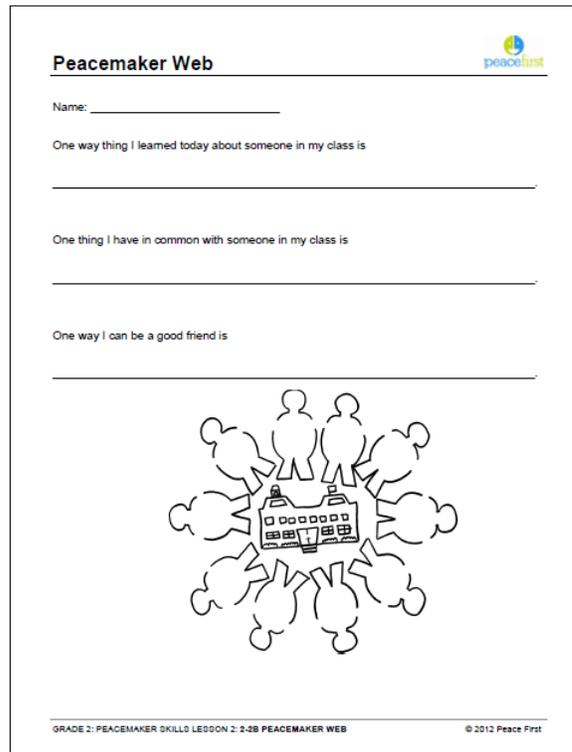
**Guide** students to reflect today using either the Independent or Group Option below.

**CLOSING CONTINUED (15 minutes)**

**1a. Reflection: Independent Option**



Pass out copies of **Handout 2-2B: Peacemaker Web**.



The handout is titled "Peacemaker Web" and features the Peace First logo in the top right corner. It includes a "Name:" field followed by a line. Below this are three prompts, each followed by a horizontal line for an answer: "One way thing I learned today about someone in my class is", "One thing I have in common with someone in my class is", and "One way I can be a good friend is". At the bottom of the form is a large illustration of a schoolhouse with a bell tower, surrounded by a circle of ten stylized human figures holding hands. At the very bottom, there is a small copyright notice: "GRADE 2: PEACEMAKER SKILLS LESSON 2: 2-2B PEACEMAKER WEB © 2012 Peace First".



**Ask** students to write the endings to the sentences on the handout in the space provided at the top of the handout.

When they are done, **tell** students to draw in the arms of the peacemakers.

After students have a chance to write their answers, **ask** if any students would like to share what they wrote with the class.

**CLOSING CONTINUED (15 minutes)****1b. Reflection: Group Option**

**Ask** students to stand or sit in a circle.

**Tell** students that they will have a few seconds to think about their answer to a question, and that they will each have a turn to share their answer. The question is:

- Can you be friends with someone who does not like the same things as you? Why or why not?



**Give** students time to think about their answer to the question, and then have students give their answers, one at a time until everyone in the circle has shared.

**2. Closing Game**

**Ask** students to sit in a circle on the floor if they are not already there.

**Tell** students that in their next Peace First lesson they will learn more about friendship and about what they have in common with their classmates. Now, they will finish with a quick game called **Kudos**.

**Explain** that giving kudos is a way to compliment someone because of something they did or a special quality that they have.



**Give** students time to think about someone to whom they would like to give kudos.



**Teacher Tip:** Giving and receiving praise can be a difficult skill for young students, but it is also a critical part of peacemaking: honoring the skills of the group and appreciating those who take risks, even if they are small ones.



Once students seem ready, go around the circle and **ask** students to say something they appreciate about another person in the circle and why they appreciate that person.

**CLOSING CONTINUED (15 minutes)**



**Teacher Tip:** Give students the option to pass if they do not feel like sharing. The idea is not for students to give forced appreciation.

After kudos have been given, students should say, “Kudos to [name]!” and raise their hands in the air with palms open, and spread their fingers out and shake them silently (the American Sign Language sign for applause).



**Tell** students that now it is time to transition out of Peace First time and into their next classroom activity.

**Use** your Quiet Signal. When you feel students are ready, move on to your next activity.

Name: \_\_\_\_\_

Date: \_\_\_\_\_



# Friendship Bingo

**Directions:** Fill in your answer on the first line of each BINGO box. On the second line, write the name of the person with whom you have that thing in common.

<p>Favorite Snack:</p> <p>_____</p> <p>_____</p>	<p>Favorite Sport:</p> <p>_____</p> <p>_____</p>	<p>Favorite Game:</p> <p>_____</p> <p>_____</p>
<p>Birthday Month:</p> <p>_____</p> <p>_____</p>	<p>FREE</p>	<p>Number of Siblings:</p> <p>_____</p> <p>_____</p>
<p>Favorite TV Show:</p> <p>_____</p> <p>_____</p>	<p>Favorite Subject:</p> <p>_____</p> <p>_____</p>	<p>Favorite Book:</p> <p>_____</p> <p>_____</p>

# Peacemaker Web

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Name: \_\_\_\_\_

One way thing I learned today about someone in my class is

\_\_\_\_\_.

One thing I have in common with someone in my class is

\_\_\_\_\_.

One way I can be a good friend is

\_\_\_\_\_.

