

MAKING FRIENDS

❖ OBJECTIVE:

To apply the skills/steps needed to make a friend

❖ INTRODUCTION:

“Let’s make a big circle. We’re going to use our ears to listen to each other’s names and find out what games others like to play. Friends call each other by their names. Here is a game that will help you make a new friend.” Demonstrate the steps for the children: Look at the person. Smile. Say, “My name is _____. What is your name? What games do you like to play?” Choose some children to practice. When the children begin to remember the steps, have them take turns going around the circle and introducing themselves to the children on both sides of them. “Isn’t it nice to know each other’s names? We learned everyone’s name by listening.”

MATERIALS

S-4
pencil
crayons
music
chairs for every child

❖ ACTIVITY:

Musical Friends: This is a take-off on musical chairs, but no one is eliminated. Find a chair for each child. Arrange the chairs in two rows that face each other. Have children form a circle around the chairs. When the music starts, have children march around chairs. When music stops, have children sit in the seat closest to them and make a friend with the person sitting across from them. (Have them follow the “Making Friends” process from Introduction and S-4.) Repeat three times.

❖ ACTIVITY BOOK:

Complete “Making Friends” activity on page S-4. Assemble work together into a class book. Call the book *The Friendship Booklet*, or brainstorm other title ideas with the class.

❖ CLOSURE:

“Let’s remember to practice the steps to make a new friend.”

TEACHING SUGGESTIONS:

After the activity, have the children introduce their new friend by name and tell what their friend likes to do. The next day, see who can remember what their friend said he or she liked to do.

Ask students, “If a new child comes into your class, how could you become friends? If you were a new child, how could you make new friends?”

❖ ADDITIONAL ACTIVITIES:

- 1a. Tell the children that each of their names has rhythm. Demonstrate this by clapping your hands to your name. (One clap for each syllable.) Clap each child’s name and have children repeat. Teach the children the name chant.
- 1b. After all the rhythm chants are completed, have each child write his/her name on a self-stick note and then put the notes on a chart labeled “How Many Syllables Are in Our Names?” Each child takes a turn to put his/her name in the correct column.

Name Chant
Some names are short;
Some names are long;
Say your name
And clap along!

EXAMPLE:

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
John	Jose	Harrison	Elizabeth
Kim	Keisha	Melissa	

2. Using graph paper cut in two-row strips, pair the children to write names in the squares. Decide whether the name on top has more, fewer or the same number of letters as the bottom name. Have each child compare the names to his/her names. They can cut out and paste to construction paper.

EXAMPLE:

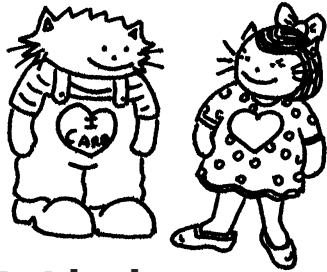
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Our names have 5 letters:

B	R	I	A	N
D	A	V	I	D
S	A	R	A	H



making friends



1. I look at the person.



2. I smile.



3. I say, "Hello, my name is _____ . What is your name?"

Draw and/or write one thing your new friend likes to do.

Large dashed rectangular box for drawing or writing.

My friend's name is _____ .
(friend's name here)

_____ likes to _____ .
(friend's name here)

LISTENING IS IMPORTANT

❖ OBJECTIVES:

- To differentiate between sounds
- To evaluate the importance of being a good listener

❖ INTRODUCTION:

“We are going to play a game now. All of you need to put your heads down on your desks with your eyes closed.” Hide a small portable radio with loud volume somewhere in the room (e.g., cabinet, closet, under table). Tell the children, “lift your heads up.” Pick one child to listen for the radio and find where it is. When the child finds it, he or she hides it and picks another child to find it. Variation: Have one child close his eyes and find the radio. When the child finds it, he or she hides it and picks someone else to find it.

❖ ACTIVITIES:

Pair the children. Assign one to be the listener and one to be the speaker. Give the children a topic to speak about (e.g., My Favorite Movie, My Favorite Book). Reverse the roles so each child has a chance to be the speaker and the listener. The first time students speak, have them speak in a loud voice. (This will be noisy; have a pre-planned signal to get the students to stop.) The next time, have students speak softly. Have them compare and contrast both styles.

Discuss: “Was it easier to talk with each other when we were loud or when we talked quietly? How can you tell when someone listens to you? How can you tell if the person understood what you said?”

Practice paraphrasing. “I’m going to teach you how you can tell that someone’s been listening to you. It is called paraphrasing. Paraphrasing means to repeat what you heard in your own words. Here is how you do it.” Demonstrate by having a child tell you a story. Exhibit good listening skills (looking at the other person, leaning forward, giving non-verbal cues.) and then repeat what the person said. Give children a new topic. Ask for two volunteers to practice paraphrasing in front of the class. Each child will have a chance to speak and listen. Continue with several more pairs. Practice on following days until all children have had a chance.

❖ CLOSURE:

“Isn’t it fun to listen to a friend? Listening is important. Our first I-Care rule is ‘We Listen to Each Other.’ Let’s say it together: ‘We listen to each other.’”

❖ ACTIVITY BOOK:

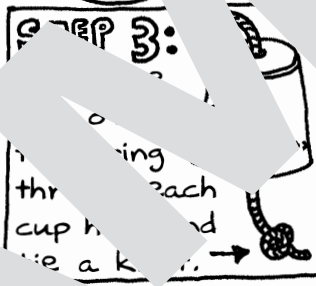
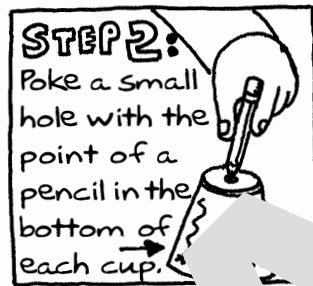
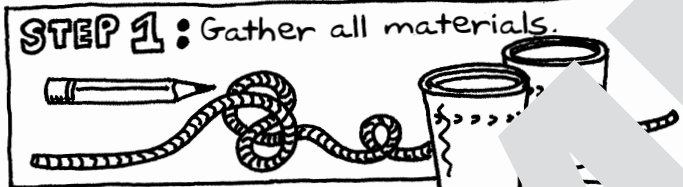
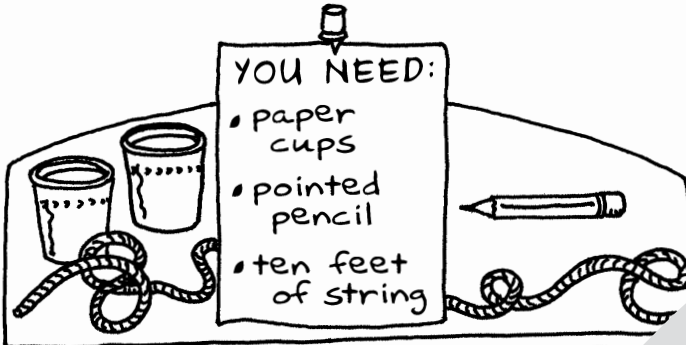
Gather the following materials: a real telephone, a toy telephone, paper cups, a 10-foot string and a pointed pencil. Show the children a real telephone and the one they will make. Tell them they will get to listen to each other with their telephones. Select two children to demonstrate with your telephone. In pairs, have the children make a telephone (S-5) by following steps 1-4. Have them take turns talking and listening with the telephone. The children should then complete the two sentences on page S-5.

❖ ADDITIONAL ACTIVITIES:

1. Sit in a circle and play “The Telephone Game.” One person starts a word, sentence or message. It is whispered in each person’s ear going around the circle. The last person says the message aloud. (It’s always surprising how the message changes!)
2. Graph the answers to “I feel _____” on page S-5 and then discuss the children’s different feelings.
3. Discuss what makes a good listener (e.g., focused, not doing something else, eye contact, etc.). Discuss what makes it hard to be a good listener (e.g., distractions, noise, interruptions, can’t hear well). List on board.

MATERIALS

S-5
radio or tape player



**When someone
listens to me
I feel**

It is important to listen to each other because
