

Lesley Hayman's Character Education Week Long Unit
DAY 3 – MAKING AND LOSING FRIENDS

Objectives:

Students will recognize behavior that will cause the loss or gain of friendship.

Students will provide examples of positive social behavior

Materials needed:

- Completed homework
- Small rewards
- Literature connection: *How to Lose All Your Friends* by Nancy Carlson
- One Venn diagram for each student and overhead for the teacher.
- Blank paper for each student
- Crayons, markers, colored pencils for each student
- Chapter Pages to fill out (by the teacher)

Time: Approximately 45 minutes

Procedure:

1. Teacher will reflect on day two. The class will make a whole group list of what was learned and enjoyed about handling angry situations. Students are welcome to share their homework. All students returning completed homework will receive a small reward for reinforcement.
2. As a whole group, discuss how people can make friends and lose friends. Discuss how being angry at people can cause you to lose friends. Discuss and review what was learned about handling an angry situation so it turns out positive in the end.
3. Present and post the following questions:
 - a. What is a friend?
 - b. Are friends important and why?
 - c. How does anger affect being a friend?

d. What do you look for in a friend?

List and discuss all student ideas.

4. Introduce the literature selection. Present the title and cover illustration. Have students predict what they think the book will be about. Present the question “Why would it be a good idea to know how to LOSE all your friends?”
5. Read through the book (which outlines things children do to lose friends such as: tattling, whining, bullying, never sharing... etc...)
6. Talk about the ending of the book. Present questions such as “do you think the girl in the end will start to make friends?” “Would you want to be a friend to the characters in the book? Why or why not?”
7. Make a class list of some of the things that girls and boys do in the book to lose friends as a literature review. Informal assessment: note student participation and comprehension.
8. Give each student a Venn diagram (included at the end of this lesson). Ask students to fill out the difference between someone who gets friends and someone who loses friends. Give students 10 minutes to fill out the diagram. During the last 5 minutes of the time, allow students to work in partners. Have students volunteer to share their work. List student ideas on the overhead Venn. Collect for a formal assessment.
9. Tell the students that they will be making a class book of how to gain a lot of friends. Read back over the book. Discuss the parts of the book (cover, chapters, bright colorful pictures with only one or two simple explaining sentences, use of white space, etc...) Ask students how they could find a certain chapter easier. (Prompt, how do I know where the chapter called “Do Not Share” starts?) Explain to students that we will make a table of contents to help our reader find chapters. Ask the students to brainstorm with each other some chapter ideas for making friends. This is called “think, pair, share” where students get time to think of something on their own, pair up to discuss ideas, and share their ideas with the whole class. As a group, come up

with 5 or 6 chapters for making friends (share, smile, include, play fair, be a good sport, etc...)

10. Use the chapter pages (included at the end of this lesson) to fill out the student selected chapters in a whole group. Lay these on a counter or table. List the chapters on the board for everyone to see.
11. Look through the literature selection again, pointing out that the author lists small things children do to lose friends that relate to the chapter. (ex. Under the chapter “Be a Bully”, Carlson lists “Push in front of the lunch line.”) Have students look over the list of chapters of how to be a friend. Have students illustrate an idea to go with one or more of those chapters. Have students place their completed pages with the corresponding chapter page. Assessment: Notice if students are able to place there scenarios into appropriate chapters. Make sure scenarios are appropriate to the lesson. If additional time is available, share the student’s ideas.
12. TEACHER NOTE – use the student papers to make a class book for use tomorrow.

Reflections: Reflect on the lesson after it has been presented to the class.

POSITIVES:

NEGATIVES:

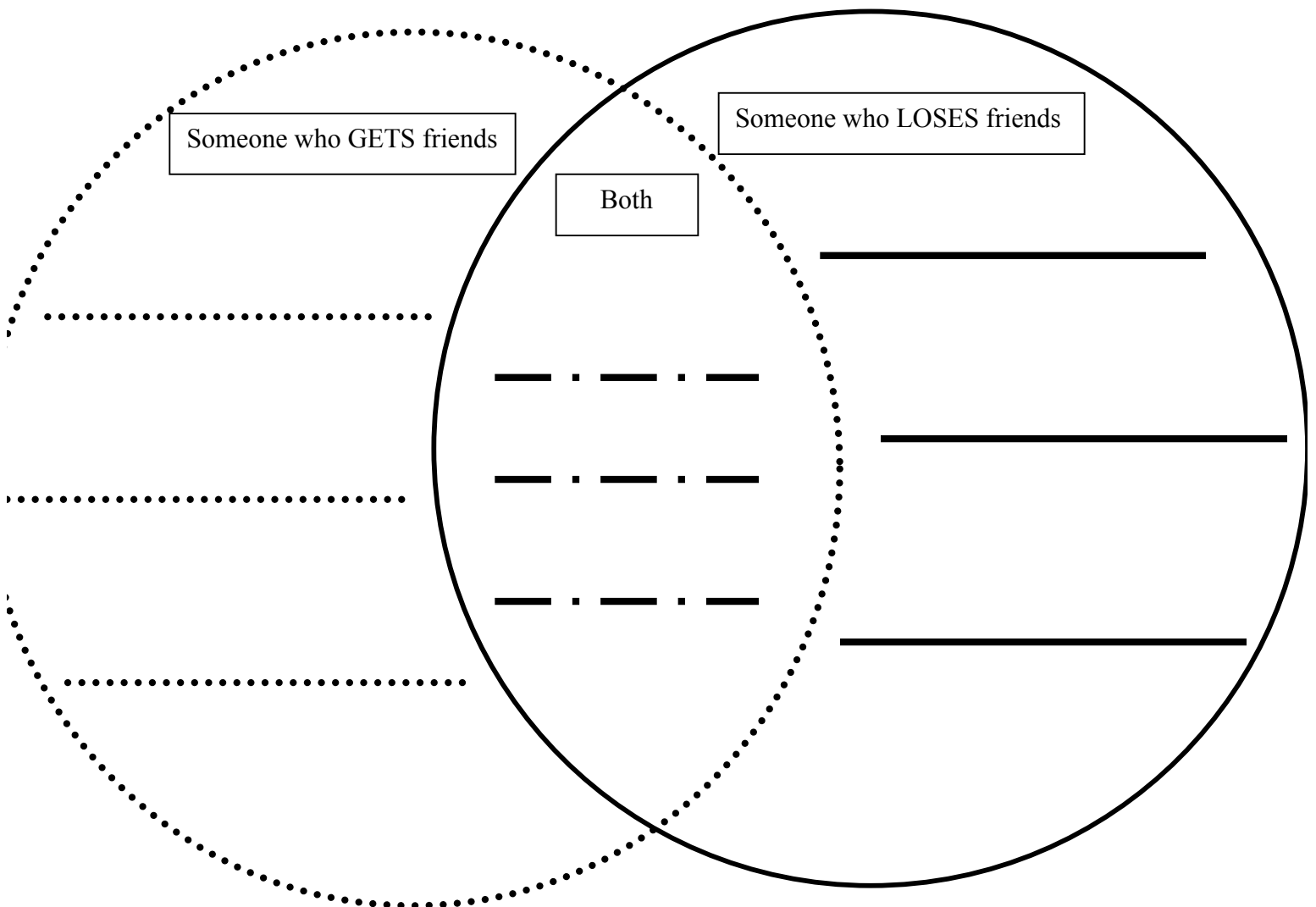
WHAT TO CHANGE:

WHAT TO KEEP:

Name_____#_____Date_____

Getting Friends, Losing Friends

Fill out the Venn diagram. List at least 3 traits of someone who gets friends, and at least 3 traits of someone who loses friends. Can you think of 3 traits that both people may have?



Chapter 1



Chapter 2



Chapter 3



Chapter 4



Chapter 5



Chapter 6



Chapter 7

