

**Unit #1 Title:** Elementary Interactions

**Lesson Title:** Friendship Line Dancing

**Lesson** 1 of 3

**Grade Level:** 1

**Length of Lesson:** 20-30 minutes

**Missouri Comprehensive Guidance Standard:**

PS.2: Interacting with Others in Ways That Respect Individual and Group Differences

**Grade Level Expectation (GLE):**

PS.2.A.01.a.i: Demonstrate the ability to be a friend.

**American School Counselor Association National Standard (ASCA):**

Personal/Social Development

- A. Students will acquire knowledge, attitude and interpersonal skills to help them understand and respect self and others

**Materials (include activity sheets and/ or supporting resources)**

One puppet.

Enough space for students to stand in two lines facing each other.

**Show Me Standards: Performance Goals (check one or more that apply)**

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect		Goal Setting		

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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**Lesson Assessment (acceptable evidence):**

**Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.**

Performance activity: Students will demonstrate various friendship skills with a partner.

**Lesson Preparation**

**Essential Questions:** What does a quality relationship look like and how is it maintained?

**Engagement (Hook):**

Counselor asks puppet why he is feeling bad. Puppet says that he is down because he is having difficulty keeping friends. Counselor lets puppet know that he's in luck because today we are going to be practicing ways of keeping friends.

**Procedures**

<b>Instructor Procedures:</b>	<b>Student Involvement:</b>
<ol style="list-style-type: none"> <li>1. Counselor enters the classroom with puppet. Counselor asks the puppet why he looks sad today. Puppet says that he is having trouble keeping his friends. Counselor says that she/he is sorry that he is feeling sad but that the puppet is in luck because today we are going to practice ways of keeping friends.</li> <li>2. Counselor divides the students into two groups and asks them to form two lines that will face each other.</li> <li>3. Counselor states "I would like the people in the left line to shake hands and say "Hi, my name is _____?" to the person across from them in the right line.</li> <li>4. Counselor has the person in the right line say and do the same thing to the people in the left line.</li> <li>5. Counselor then has a person from the left line move to the end of the line and everyone in the left line moves to the right. Counselor asks the person in the left line to say 'How are you today?' with a smile. The person from the right line answers the</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will observe the short puppet interaction with the counselor.</li> <li>2. Students stand up and form two lines facing each other.</li> <li>3. Students in the left line would shake hands and talk to the students in the right line.</li> <li>4. Students in the right line would shake hands and talk to the students in the left lane.</li> <li>5. Students in the left lane slide one person to the right. Left line students ask the right line students the question of how they are today.</li> </ol>

question.	
6. Counselor then has a person from the left line move to the end of the line and everyone in the left line moves to the right. Counselor has the person on the right pat the person on the left on the back and say, "Are you okay?" The person from the left side answers the question.	6. Students in the left lane slide one person to the right. Right line students ask the left line students if they are okay and pat them on the back.
7. Counselor then has a person from the left line move to the end of the line and everyone in the left line moves to the right. The person on the left line asks the person on the right line, "Would you like to play with us?" The person on the right line says yes.	7. Students in the left lane slide one person to the right. Left line students ask the right line students if they would like to play with them. The students in the right line respond yes.
8. Counselor has students in the left line move to the end of the line and everyone in the left line moves to the right. The person in the right line asks the person in the left line "May I please borrow your markers?" Students in the left line say "yes".	8. Students in the left lane slide one person to the right. Right line students ask the right line students if they can borrow the person on the right line's markers. Students in the left line respond affirmatively.
9. If time permits, counselor can continue having the students practice various other friendship skills in the line.	
10. Counselor then states that today we learned that good friends introduce themselves to others, asks how they are doing, pats their friend on the back, invites them to play, and shares with them.	

### **Teacher Follow-Up Activities**

Teacher will continue doing friendship activities with class and reminding them of the friendship skills when students seem to be having problems keeping their friends.

### **Counselor reflection notes (completed after the lesson)**

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