

# Friendship Partners

**Pillar: Positive Social Environments**

**Division I**

**Grades: K-2**

**Core Curriculum Connections: Language Arts and Social Studies**

## I. Rationale:

*The Berenstain Bears* is an educational children’s program that promotes socio-emotional competence by helping children navigate the complex developmental issues of their personal and social lives. Each episode features at least one socio-emotional issue (such as peer pressure, diversity, fear, or friendship). Resolution of these conflicts provides clear, payoffs for both the series characters—and viewers at home. Social and emotional competence go hand-in-hand for young children as they learn and grow from their expanding web of relationships and interactions. To support their socio-emotional development, kids need access to people and situations that model: effective behavior, healthy expression of emotions, and positive social interactions. To experience these concepts first-hand, children need scenarios in which they can think about and experiment with their own ways of dealing with everyday life challenges.

This lesson explores the concepts of individuality and friendship. The relationship skills involved in making new friends, getting along with others, and learning to acknowledge and appreciate others and their differences are promoted in this lesson. In this episode: "*Ferdy Factual*", Brother learns how to be a friend to someone who is initially perceived as 'different'. He teaches his new friend, Ferdy, that his differences and strengths make him interesting to other children.

## II. Activity Objectives:

*The students will:*

- define the concept of friendship.
- listen to and discuss a story about making a new friend.
- identify friendly and unfriendly behaviors.
- identify strategies for making a new friend and appreciating their special qualities.
- interview a “friendship partner” and discuss both common and different interests.
- share new knowledge about their “friendship partner.”

## III. Curriculum Outcomes:

Language Arts	Social Studies
<p><b>1.2 Clarify and Extend</b></p> <ul style="list-style-type: none"> <li>- Consider others’ ideas</li> <li>- Combine ideas</li> <li>- Extend understanding</li> </ul>	<p><b>K.2 I Belong</b></p> <p>K.2.1 value how personal stories express what it means to belong</p> <p>K.2.2 value and respect significant people in their lives</p>

	<p>K.2.3 appreciate how their participation in their communities affects their sense of belonging</p> <p>K.2.4 examine the characteristics and interests that bring</p> <p>K.2.5 examine ways in which people create a climate of cooperation by exploring and reflecting upon people together in groups</p>
<p><b>2.1 Use Strategies and Cues</b></p> <ul style="list-style-type: none"> <li>- Use prior knowledge</li> <li>- Use comprehension strategies</li> </ul>	<p><b>1.1 My World: Home, School, and Community</b></p>
<p><b>2.2 Respond to Texts</b></p> <ul style="list-style-type: none"> <li>- Experience various texts</li> <li>- Construct meaning from texts</li> </ul>	<p>1.1.1</p> <ul style="list-style-type: none"> <li>-value self and others as unique individuals in relation to their world</li> </ul>
<p><b>2.3 Understand Forms, Elements and Techniques</b></p> <ul style="list-style-type: none"> <li>- Understand forms and genres</li> <li>- Understand techniques and elements</li> </ul>	<p>1.S.5 demonstrate skills of cooperation, conflict resolution and consensus building</p>
<p><b>2.4 Create Original Text</b></p> <ul style="list-style-type: none"> <li>- Generate ideas</li> <li>- Elaborate on the expression of ideas</li> <li>- Structure texts</li> </ul>	<p>1.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community</p>
<p><b>3.1 Plan and Focus</b></p> <ul style="list-style-type: none"> <li>- Focus attention</li> </ul>	<p>1.S.8 demonstrate skills of oral, written and visual literacy</p>
<p><b>3.3 Organize, Record and Evaluate</b></p> <ul style="list-style-type: none"> <li>- Organize information</li> </ul>	<p>1.S.9 develop skills of media literacy</p>
<p><b>3.4 Share and Review</b></p> <ul style="list-style-type: none"> <li>- Share ideas and information</li> </ul>	
<p><b>4.1 Enhance and Improve</b></p> <ul style="list-style-type: none"> <li>- Expand knowledge of language</li> <li>- Enhance artistry</li> </ul>	
<p><b>4.3 Present and Share</b></p> <ul style="list-style-type: none"> <li>- Present information</li> <li>- Enhance presentation</li> <li>- Use effective oral and visual communication</li> <li>- Demonstrate attentive listening and viewing</li> </ul>	
<p><b>5.1 Respect Others and Strengthen Community</b></p> <ul style="list-style-type: none"> <li>- Appreciate diversity</li> <li>- Celebrate accomplishments and events</li> <li>- Use language to show respect</li> </ul>	
<p><b>5.2 Work within a Group</b></p> <ul style="list-style-type: none"> <li>- Cooperate with others</li> <li>- Work in groups</li> </ul>	

### III. Materials:

- book involving new friendships or making a new friend, paper, crayons
- **Suggested Reading:**
  - “The Rainbow Fish” by Marcus Pfister
  - “Will I Have a Friend?” by Miriam Cohen
  - “Why is John Special?” by Roz Grace

- "Ferdy Factual" (a copy of this episode)

#### **IV. Procedure:**

1. Discuss the word "friendship" with the children: What makes a good friend? What are the qualities of a good friend? What things do they like about their closest friends? How did they meet their good friends? What sorts of things do they do together?
2. Read a story to the class about making friends. Identify problems the characters experience and the steps they take to make new friends.
3. Identify "friendly" vs. "unfriendly behavior." Discuss strategies for making new friends.
4. Ask: "Should new friends always be like us: Look the same? Talk the same way? Wear the same type of clothes? Why or why not? Can friends teach us new things?"
5. Explain that when we always pick friends who are the same as us, we often miss out on learning new ideas and new interests. For example: a new buddy may treat us to a tasty new kind of food, have us listen to a great singer we've never heard before, show us new kinds of clothes or get us interested in a new sport or hobby!
6. Tell children that today they will get to learn more about a classmate. They'll be paired with someone outside of their regular group of friends.
7. Pair students up and ask them to interview each other and write down (or have the teacher write) some of their partner's interests: music/TV/movies, school subjects, hobbies, sports, food, etc. (Provide interview questions specific to your students.)
8. Encourage pairs of children to come before the class and describe what they learned about each other. The partners should identify interests that they hold in common and any new interests that they learned about.