



## LESSON 1: INTRODUCTION TO PEER RELATIONSHIPS

### Materials Needed:

- Pencils
- “Characteristics of a Peer Relationship” worksheet
- Bristol board & markers to make chart

### Lesson Objectives:

- Awareness of the importance of peer relationships and how they are beneficial
- Recognizing the basic characteristics of how to be a good friend
- Introduction to different strategies that we use to develop and maintain peer relationships
- Recognizing what characteristics are wanted and unwanted in a friendship

### “Buzzwords” – Vocab to highlight/clarify:

- **Relationship:** a connection between two people
- **Peer:** someone else your age, a friend, or a classmate
- **Peer relationship:** a friendship with someone else your age, a friend, or a classmate
- **Strategy:** a method used to achieve a goal

---

<b>Chronology of lesson</b>	<b>Approx. time to complete section</b>
<b>Part 1 – Benefits of relationships</b>	5 min.
<b>Part 2 – Characteristics of relationships</b>	10 min.
<b>Part 3 – What are these lessons about?</b>	5 min.
<b>Activity</b>	6 - 7 min.
<b>Assessment</b>	10 - 15 min.
<b>Recap of lesson &amp; buzzwords</b>	5 min.
<b>Total time to complete lesson</b>	<b>45 min.</b>

---

**NOTE:** Throughout all classes it is important to constantly engage the students by asking them to provide examples and participate in discussion. Filling out the worksheets should not be silent, individual work. They should be completed as a class with each student providing their own personal examples.

---

## LESSON PLAN

### **PART 1: Benefits of Relationships.**

**Highlight to the class that we have relationships with many people. We have relationships with our parents, siblings, extended family members, and even our friends at home and at school. Having relationships with other people is important, because these connections with other people can make us feel good about ourselves.**

One of the ways that relationships make us feel good is by providing us with someone else to talk to. This is important because it makes us feel like we are not alone. There are many other reasons why relationships make us feel good. *Can anyone give me an example of why relationships are a good thing? (Wait for answers).*

The way that we form connections with other people can also have positive or negative consequences.

- Ex: When we act in a good way towards other people and they act the same way to us, we feel better about ourselves (increased self-esteem) and the other people in the relationship feel the same way too (more likely to keep that relationship, which will continue to increase your self-esteem)

### **PART 2: Characteristics of Relationships.**

**Highlight to the class characteristics of a good and healthy friendship or relationship.**

As we have already learned, having positive relationships with our peers can make us feel good. In order to have positive peer relationships, we must first understand the basic characteristics of being a good friend. *Can anyone give me an example of what a good friendship is made of, or what it means to be a good friend?*

- Ex: Sharing your belongings
- Ex: Giving your peer compliments

Good friendships can be complex because they consist of many different characteristics:

- (1) Having common interests, likes, or hobbies
- (2) Feeling comfortable with sharing private thoughts, feelings, or stories
- (3) Understanding each other
- (4) Conflict resolution
  - Ex: Being able to solve arguments and problems without hurting the relationship
- (5) Being affectionate or caring
- (6) Equality in the relationship
  - Ex: A shared friendship where all members are treated the same; everyone is treated fairly
- (7) Being loyal and trustworthy
  - Ex: Keeping your word in the relationship; actually doing what you say you will
  - Ex: Keeping secrets in the relationship

When learning about peer relationships it is important to keep three questions in mind. These questions are:

- (1) What characteristics can you bring to a peer relationship?
- (2) What characteristics are you looking for in a friend?
- (3) What characteristics are you NOT looking for in a friend?

Keep these questions in mind, as we will come back to them later in the lesson when we complete an activity.

Good friendships are also two-way. This means that it takes two people to form a positive relationship that has all of the above characteristics that we just spoke about. Both people in the relationship must make an effort to make sure that the friendship lasts. In the next lesson we will talk about two-way conversations, which is a very important part of two-way relationships.

### **PART 3: What are these lessons about?**

**Explain to the class what we are doing here and the purpose of these lessons.**

**What are we going to learn from these lessons? Why are peer relationships so important?**

Once we understand what it means to be a good friend, we must then learn how we can develop peer relationships. Making friends and keeping them is something you can do by using different strategies. There are many different strategies that you can use to have peer relationships. Some are positive strategies, and others are negative strategies.

What do I mean when I say I want to give you a ‘strategy’? *Does anyone know what a strategy is? (Wait for answers).*

- A strategy is a method that you use to achieve a goal. It can take time and practice to develop
  - Ex: In soccer, if you want to improve your kick you need to practice shooting at the net every day. The more and more you go to the field and practice this skill, the better you will get. Eventually you will get much better at playing soccer and at scoring goals!
- We are going to learn a variety of strategies and how some can help us develop positive peer relationships, whereas others should be avoided when trying to form positive peer relationships
- These strategies will help us learn how to have appropriate conversations and interact in a positive way with our peers
- Learning how to do this will help us to make friends more easily
- Remember though, it takes practice to learn how to use our strategies more effectively and to make positive peer relationships
- **Everyone can benefit from learning how to be a good friend and practicing using positive strategies to help us initiate and maintain positive relationships with our peers.**

**ACTIVITY: Learn what characteristics are and are not wanted in a peer relationship. Understand how you can bring unique qualities to a peer relationship as well.**

Now that we understand the importance of peer relationships and some of the positive characteristics of these relationships, we are going to complete an activity.

**Worksheet Instructions:**

On the worksheet provided, students should work independently to:

- Write down characteristics that they can bring to a peer relationship. This means that they should write down what characteristics they possess that a peer would be interested in
- Write down characteristics they would want in a peer when looking to form a relationship
- Write down characteristics that they DO NOT want a peer to possess when looking to form a peer relationship

Students may then turn to a partner and discuss their answers.

**ASSESSMENT: Learn to change the way we think about peer relationships. Think about what we should and should not do when trying to form a relationship with a peer.**

**Discussion & Chart:**

- Once the class has finished the above activity, come together as a class to discuss answers
- Create a chart on a piece of bristol board that consists of “Positive Characteristics” and “Negative Characteristics”
- The teacher should fill in this chart based on student responses and class discussion
- The chart should be placed in a spot in the classroom where it is visible to all students
- This chart should be referred to throughout the remainder of the lessons
- Praise children for thinking about peer relationships and sharing thoughts with the class
- Emphasize the importance of possessing the positive characteristics and eliminating the negative characteristics

**CHARACTERISTICS OF A PEER RELATIONSHIP WORKSHEET**

(1) What characteristics can you bring to a peer relationship?

---

---

---

---

---

---

---

---

(2) What characteristics are you looking for in a friend?

---

---

---

---

---

---

---

---

(3) What characteristics are you NOT looking for in a friend?

---

---

---

---

---

---

---

---





## LESSON 2: INITIATING CONVERSATION

### Materials Needed:

- Computer with internet access

### Lesson Objectives:

- Understand the concept of what it means to approach a peer and initiate conversation
- Awareness of the importance of eye contact in initiating conversation
- Learn strategies on how to appropriately trade information with peers in order to find common interests

### “Buzzwords” – Vocab to highlight/clarify:

- **Relationship:** a connection between two people
- **Peer:** someone else your age, a friend, or a classmate
- **Peer relationship:** a friendship with someone else your age, a friend, or a classmate
- **Strategy:** a method used to achieve a goal
- **Trading information:** communicating with another person by exchanging information (e.g., spoken words) back and forth
- **Common interests:** interests, hobbies, or likes that you and your peer both share

Chronology of lesson	Approx. time to complete section
Recap of previous lesson & today’s goals	2 – 3 min.
Part 1 – Eye contact	5 min.
Part 2 – Trading information	10 min.
Activity	10 min.
Assessment	10 min.
Recap of lesson & buzzwords	5 min.
<b>Total time to complete lesson</b>	<b>45 min.</b>

**RECAP and GOALS OF CURRENT CLASS:** Last class we talked about how we have relationships with many different people. We learned that relationships with our peers are very important, as our peers can provide us with many benefits. *Can somebody tell me some benefits that our peers can provide us? (Wait for answers).* Over the next 9 classes we will learn different strategies that will help us develop and maintain relationships with our peers. These strategies will teach us how to properly have a conversation and interact with our peers.

We also mentioned last class that making friends isn’t always easy – we use different **STRATEGIES** that take time and practice to develop. The goal of today’s class is to show you what you should do when you first approach a peer. I am going to explain strategies and give you examples of how they can be used in different situations. Then we will work together to practice using these strategies.

## LESSON PLAN

Lesson adapted from the Program for the Evaluation and Enrichment of Relational Skills (PEERS) Manual by Laugeson & Frankel (2010)

### **PART 1: Overview and explanation of strategy – eye contact**

In order to develop a peer relationship we need to first approach a peer. The first strategy that I will teach you about approaching a peer and developing a positive peer relationship is making **eye contact**. *Can somebody tell me why it might be important to make eye contact when first approaching a peer? (Wait for answers).*

- Ex: So they know you are about to talk to them
- Ex: So they know that you are interested in them

### **PART 2: Overview and explanation of strategy – trading information**

The next strategy I will teach you for developing a positive peer relationship is how to properly **trade information**. Trading information is what makes a relationship “two-way.” *Can anybody remember what I mean when I say that a relationship is “two-way”?* (Wait for answer). After making initial eye contact, the next thing we want to do is to trade information. What does it mean to trade information?

- (1) Talking back and of forth with another person
- (2) Having a conversation in which everyone gets a turn
- (3) A form of communication

Trading information is what two (or more) people do when they are getting to know each other. *In what ways can we trade information with a peer?* (Wait for an answer).

- Ex: We can trade information by speaking about our pets.
- Ex: We can trade information by writing letters to each other.

The goal of trading information is to find **common interests**. Having similar likes, interests, and hobbies is important when forming peer relationships because these things give you ideas about what you might like to talk about or do together.

There are 5 rules for **trading information** when you first approach a peer:

- (1) Ask the other person about him or herself
  - It is polite to first ask the other person about him or herself before you talk about yourself. We can ask a peer about many different topics. *What is something you can ask a peer about?* (Wait for answer). *Why is it important to ask your peer about him or herself?* (Wait for answer).
    - Ex: It is important to ask your peer about him or herself because you can then learn about what they like to do for fun, what they are interested in, etc.
- (2) Staying on the same topic, share something about yourself
  - In order to trade information, both you and your peer must be involved in the conversation. Once your peer is finished speaking, it is your turn to speak. Now is the time to answer your own question (the question you just asked the peer). *Why is it important to answer your own question?* (Wait for answer)

- We need to answer our own questions so our peer can gather information about *our* likes, interests, and hobbies too.

(3) Find common interests

- After trading information, take note of things that you and your peer both like. Identify things you can talk about and do together. *Why is it important to find common interests? (Wait for answer).* You should also pay attention to your peer's dislikes. *Why is it important to know what your peer does not like? (Wait for answer)*
  - Finding common interests allow you to get a sense of what things you and your peer could talk about and do together. Knowing what your peer doesn't like can help you to avoid talking about or doing things that your peer is not interested in.

(4) Share the conversation

- Be sure to share the conversation. *What does it mean to share the conversation? (Wait for answer).* *Why is sharing the conversation important? (Wait for answer).*
  - When we share the conversation it means that we are both getting a turn to trade information. It takes at least two people to trade information, just like it takes two people to form a peer relationship. Trading information goes both ways. It is important that each person gets a chance to ask a question or make a comment.

**ACTIVITY: Learn how to appropriately trade information. Understand how trading information involves finding common interests by asking questions, listening, and then speaking.**

**Video:** This video is a clip of Sheldon and Amy (Big Bang Theory) having a conversation. Take note of who is speaking, the topic of conversation, as well as whether the conversation is interesting for both individuals. <https://www.youtube.com/watch?v=vkSwXL3cGUg>

**Discussion:** Divide the class into small groups of two or three. Make sure groups consist of children that are not very close friends. Have the groups discuss the video. Some questions to start the discussion are:

- Is Sheldon following the rules for **trading information**?
- Does Amy get a chance to speak?
- Is Amy interested in this topic of conversation? How can you tell? (e.g., facial expression, body language, etc.)
- How does Amy react when Sheldon does not stop talking about the specific topic?

After 2 minutes of discussion, have the class come together to discuss whether Sheldon's behavior was appropriate and what he could have done differently.

**ASSESSMENT: Learn to change the way we think about approaching peers and how conversations with peers should be. Think about initiating a conversation and applying the rules for making good eye contact and properly trading information.**

Now that we understand how to approach and start a conversation by using eye contact and the rules of trading information, students will be divided into groups to practice the skills learned.

**Instructions:**

- Keep students in the small groups that have already been assigned. Be sure that the group consists of children who do not know each other very well
- This will give students an opportunity to **trade information** and discover things about peers that they did not already know
- Students may discover that they have common interests with peers who they typically do not interact with
- Be sure to display “**Rules for Trading Information**” sheet on classroom projector so that students can refer to it as need be

**Discussion:**

- After the activity, come together as a class. Each student should share one new piece of information that they learned about their peer with the class
- Praise children for appropriately trading information and their good communicating skills
- Emphasize the importance of asking a question, listening, and finding common interests when trading information while getting to know peers



### LESSON 3: TWO-WAY CONVERSATIONS I

#### Materials Needed:

- “Case Example – Asking Questions” worksheet
- Video recording device (camera, iPad, iPod, etc.)
  - This is **optional**

#### Lesson Objectives:

- Learn strategies on how to appropriately engage in a two-way conversation
- Recognize the difference between positive and negative conversation strategies
- Understand the concept of open-ended, closed, and follow-up questions

#### “Buzzwords” – Vocab to highlight/clarify:

- **Peer relationship:** a friendship with someone else your age, a friend, or a classmate
- **Strategy:** a method used to achieve a goal
- **Trading information:** communicating with another person by exchanging information (e.g., spoken words) back and forth
- **Open-ended question:** A question that leads to more conversation, requires more than a Yes or No answer
- **Close-ended question:** A question that can be answered with a short, simple answer, such as “yes” or “no;” a question that does not lead to more conversation
- **Follow-up question:** A question about a specific topic that leads to more conversation

Chronology of lesson	Approx. time to complete section
Recap of previous lesson & today’s goals	2 –3 min.
Part 1 – Intro to strategies	1 – 2 min.
Part 2 – Overview and explanation of strategies	10 min.
Activity	15 min.
Assessment	15 min.
Recap of lesson and buzzwords	5 min.
<b>Total time to complete lesson</b>	<b>45 min.</b>

**RECAP and GOALS OF CURRENT CLASS:** Last class we talked about approaching our peers. This is the first step in forming a relationship. We learned that to start a relationship with a peer, we must first make **eye contact**. We also learned that after making eye contact we must start to **trade information**. *Can somebody tell me what it means to trade information? (Wait for answer)*. We learned that trading information involves asking questions about the other person and then answering your own questions. This process is what makes a **two-way conversation**. *Can anyone remember why we ask a question and then answer the same question ourselves? (Answer: to find common interests)*.

The goal of today’s lesson is to teach you strategies that can be used to trade information with a peer. This will help you have a good peer relationship. More specifically, today’s lesson will

teach you strategies for **asking questions**. We will also learn about strategies that should not be used when having a conversation with a peer. I am going to explain these positive and negative strategies and give you examples of each. Then we will work together to practice using positive strategies and avoiding using negative strategies when having a two-way conversation.

## **LESSON PLAN**

Lesson adapted from the Program for the Evaluation and Enrichment of Relational Skills (PEERS) Manual by Laugeson & Frankel (2010)

### **PART 1: Introduction to the strategies associated with two-way conversations**

The strategies that I will teach you today involve asking questions. We already know that we should ask our peer a question, wait for an answer, and then answer our own question; however, there are different types of questions we can ask. These are **open-ended** questions, **close-ended** questions, and **follow-up** questions. Two types of questions are positive strategies, and one type is a negative strategy.

### **PART 2: Overview and explanation of both positive and negative strategies associated with two-way conversations.**

First we will talk about **close-ended** questions. What is a close-ended question?

- (1) A question that people answer with a brief response
- (2) A question that people answer with just “yes” or “no”
- (3) A question that does not keep the conversation flowing
- (4) The opposite of an open-ended question

If we ask a peer a question and they simple answer with “yes” or “no,” this does not allow us to trade very much information. *Why might it be a bad idea to ask only close-ended questions? (Wait for answers). Can anybody give me an example of a close-ended question?*

- Ex: What is your favorite food?
- Ex: Do you like the color yellow?

Asking too many close-ended questions is a negative strategy when trying to trade information. We can trade information with our peers better if we ask **open-ended** questions. What is an open-ended question?

- (1) A question that requires more than a simple one-word answer
- (2) A question that leads to more conversation
- (3) The opposite of a close-ended question

We want to try to ask as many open-ended questions as possible when we are speaking to a peer. *Why is it a good idea to ask open-ended questions? (Wait for answers). Can anybody give me an example of an open-ended question?*

When we have two-way conversations we can ask some close-ended questions, but we want to try to ask mostly open-ended questions. We want to keep trading information and keep the conversation flowing. *Which type of question is a positive strategy that allows us to trade information and keep the conversation flowing? (Wait for answer – open-ended questions). Which type of question is a negative strategy that does not help us keep the conversation flowing? (Wait for answer – close-ended questions).*

A second positive strategy we can use to trade information is asking **follow-up** questions. What is a follow-up question?

- (1) A question about a specific topic
- (2) Used to keep the conversation flowing

**ACTIVITY: Learn to recognize the negative strategies that are not appropriate for having a two-way conversation. Understand how to think about the situation and how to replace these negative strategies with positive ones.**

**Case Example:** Give students a copy of the case example worksheet. You can read the passage out loud or instruct students to read silently. Have students work in pairs to complete the worksheet. Discussion is encouraged. Students will need to recognize what strategies were used, in addition to which strategies were positive and which were negative. They should also indicate what could be changed or improved so that the scenario has a more successful ending. After 6-7 minutes, come together as a class to discuss the passage.

Mr. Benoit announced that the class would be having a pizza party on Friday. The whole classroom buzzed with excitement, as the students chatted to one another about the upcoming party. However, a student by the name of James was the only one not speaking about the news, as he is very shy. Tyler, James' peer, noticed how quiet James was and decided that he would try to talk to him about the pizza party. Walking over to James' desk, Tyler said "hey", and James answered with a "hey" as well. Tyler then said, "do you like pizza?" James replied with a simple "yes." Following this question, Tyler asked, "are you looking forward to the pizza party?" Again, James responded with a "yes." Tyler responded to James' answer by saying "I hope Mr. Benoit orders the pizza from Domino's!!" James simply smiled and looked at his desk. Tyler shrugged and walked away.

**ASSESSMENT: Learn to change the way we think about having conversations with peers by avoiding negative question-asking strategies. Think about the positive strategies we can use to ask questions and to have a meaningful two-way conversation.**

Now that we understand what strategies we should and should not use when asking questions in a two-way conversation, students will be divided into groups to practice the skills learned.

#### **Role Play Instructions:**

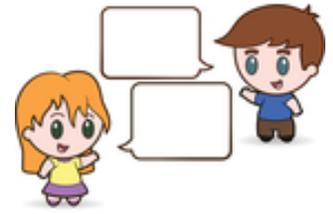
- Divide students into small groups to discuss strategies taught in today's lesson
- Have children create two role-play scenarios; one in which positive strategies are used and one in which negative strategies are used
- Children can record their scenarios in order to show the class what they have created with their peers, or they can re-enact their scenario in front of the class

#### **Discussion:**

- After watching each role-playing scenario as a class, discuss what happened
- Praise children for using the appropriate strategies for having two-way conversations in their video

- If they demonstrated a role-play scenario showing the negative strategy, then ask the students in class to think about how to use a more positive strategy instead (e.g., by asking a different type of question)
- Emphasize the importance of asking open-ended and follow-up questions while avoiding close-ended questions

## CASE EXAMPLE – ASKING QUESTIONS WORKSHEET



You are required to read the following passage:

Mr. Benoit announced that the class would be having a pizza party on Friday. The whole classroom buzzed with excitement, as the students chatted to one another about the upcoming party. However, a student by the name of James was the only one not speaking about the news, as he is very shy. Tyler, James' peer, noticed how quiet James was and decided that he would try to talk to him about the pizza party. Walking over to James' desk, Tyler said "hey", and James answered with a "hey" as well. Tyler then said, "do you like pizza?" James replied with a simple "yes." Following this question, Tyler asked, "are you looking forward to the pizza party?" Again, James responded with a "yes." Tyler responded to James' answer by saying "I hope Mr. Benoit orders the pizza from Domino's!!" James simply smiled and looked at his desk. Tyler shrugged and walked away.

- (1) After reading the passage, what do you think about the interaction that occurred? Was Tyler successful in trading information with James?



---

---

---

---

---

Here are some other questions to think about:

- What types of questions did Tyler ask James?
- Why do you think James did not say much to Tyler, besides the fact that he was shy?
- Do you think the conversation would have been different had Tyler taken a different approach to trading information?

- (2) Think of two questions that Tyler could have asked James that would have lead to more information trading.

---

---

---

---





## LESSON 4: TWO-WAY CONVERSATIONS II

### Materials Needed:

- Computer with internet access
- Video recording device (camera, iPad, iPod, etc.)
  - This is **optional**

### Lesson Objectives:

- Learn strategies on how to appropriately engage in a two-way conversation
- Recognize the difference between positive and negative conversation strategies
- Awareness of inappropriate behaviors involved in two-way conversations, such as being repetitive, an interviewer, or hogging the conversation

### “Buzzwords” – Vocab to highlight/clarify:

- **Peer relationship:** a friendship with someone else your age, a friend, or a classmate
- **Strategy:** a method used to achieve a goal
- **Trading information:** communicating with another person by exchanging information (e.g., spoken words) back and forth

Chronology of lesson	Approx. time to complete section
Recap of previous lesson & today’s goals	2 – 3 min.
Part 1 – Intro to strategies	1 – 2 min.
Part 2 – Overview and explanation of strategies	10 min.
Activity	10 min.
Assessment	15 min.
Recap of lesson and buzzwords	5 min.
<b>Total time to complete lesson</b>	<b>45 min.</b>

**RECAP and GOALS OF CURRENT CLASS:** Last class we talked about different strategies we can use to trade information with a peer. We learned that having a two-way conversation with a peer involves asking questions. We learned three different strategies; two were positive and one was negative. *Does anybody remember which strategies were positive and which was negative? (Wait for answers).* **Open-ended** and **follow-up questions** are positive strategies, and asking **close-ended questions** is a negative strategy.

The goal of today’s lesson is to teach you about negative strategies that you should avoid using when trying to trade information with a peer. I am going to explain these negative strategies and give you examples of each. Then we will work together to practice asking questions and trading information while avoiding the use of negative strategies.

## LESSON PLAN

Lesson adapted from the Program for the Evaluation and Enrichment of Relational Skills (PEERS) Manual by Laugeson & Frankel (2010)

### **PART 1: Introduction to more strategies associated with two-way conversations**

Today I will teach you about negative strategies that should not be used when trading information. Sometimes it can be difficult, but we need to try our best to avoid using these strategies because our peers may not appreciate it. Avoiding these strategies will allow us to properly trade information and to keep peers engaged in the conversation. *What does it mean to keep your peer engaged in the conversation? (Wait for answers).*

To keep peers engaged in conversation we must make sure we do not use these three negative strategies:

- (1) Being a **conversation hog**
- (2) Being an **interviewer**
- (3) Being **repetitive**

### **PART 2: Overview and explanation of the negative strategies associated with two-way conversations.**

Let's talk about the first strategy. Then we will talk about why this strategy is negative and unhelpful. *Firstly, can anybody tell me what it means to be a **conversation hog**? (Wait for answers).*

- Ex: Talking so much that your peer doesn't get a chance to speak

There are certain rules to follow in order to make sure that you are not a conversation hog. What are these rules?

- (1) Do not control the conversation
- (2) Do not brag about yourself
- (3) Let your peer speak
- (4) Try your best to not interrupt when your peer is speaking
- (5) Use the strategies we learned earlier about asking questions

These are all good ways to let your peer have a turn to speak and share information with you. This is the appropriate way to have a two-way conversation. If we do not follow these rules we are being conversation hogs. *Why is being a conversation hog a negative strategy for having a two-way conversation?*

- Ex: Because it doesn't give the other person a chance to trade their information

The second negative strategy is being an **interviewer**. *Can anybody tell me what it means to be an **interviewer**? (Wait for answers).*

- Ex: Asking too many questions

*How do you think your peers would feel if you interviewed them? (Wait for answer).*

There are certain rules to follow in order to make sure that you do not act like an interviewer. What are these rules?

- (1) Do not ask question after question
- (2) Ask your peer some questions but make sure to answer your own questions too

(3) Do not talk about too many different topics at once

It is nice to ask your peer questions in order to find out what they do and do not like, but you must be careful that you do not ask too many questions. *Why is it important not to ask too many questions? (Wait for answer).* If you ask a question and your peer responds, you should then answer your own question and stay on topic. However, if you ask another question in response to your peer's answer, your peer does not find out any information about you. This is because you keep asking questions without sharing any of your likes and dislikes. *Why is being an interviewer a negative strategy for having a two-way conversation?*

- Ex: Because you are not trading information and sharing the conversation with your peer
- Ex: You cannot find common interests with your peer if you do not share information about yourself as well

The third negative strategy is being **repetitive**. *Can anybody tell me what it means to be repetitive? (Wait for answers).*

- Ex: Talking about the same topic over and over

There are certain rules to follow in order to make sure that you are not being repetitive. What are these rules?

- (1) Talk about different things

Just because you and your peer find a common interest does not mean that you should keep talking about this interest. *How could being repetitive and talking about the same thing be a negative strategy for having a two-way conversation? (Wait for answers).*

- Ex: Because your peer may get bored talking about the same thing
- Ex: Your peer may stop trading information with you because there is no new information to trade

**ACTIVITY: Learn to recognize the negative strategies that are not appropriate for having a two-way conversation. Understand how to think about the situation and how to replace these negative strategies with positive ones.**

**Video:** Let's review the Sheldon and Amy (Big Bang Theory) video clip again. Take note of the negative strategies that Sheldon uses when speaking to Amy. <https://www.youtube.com/watch?v=vkSwXL3cGUG>

**Discussion:** Divide the class into small groups of two or three. Have the groups discuss the video. What specific negative strategies does Sheldon use? Does he use any positive ones? After a few minutes, come together as a class to discuss how Sheldon should have acted instead.

**ASSESSMENT: Learn to change the way we think about having conversations with peers by avoiding these negative strategies. Think about what positive strategies we have learned so we can avoid using these negative ones.**

Now that we understand why these strategies should be avoided when having a two-way conversation, students will be divided into groups to practice the skills learned.

**Role Play Instructions:**

- Divide students into small groups to discuss strategies taught in today's lesson
- Have children create two role-play scenarios; one in which the negative strategies are used, and one in which the negative strategies are reversed so as to display a positive two-way conversation
- Children can record their scenarios in order to show the class what they have created with their peers, or they can re-enact their scenario in front of the class

**Discussion:**

- After watching each role-playing scenario as a class, discuss what happened
- Praise children for using the appropriate strategies for having two-way conversations in their video
- Emphasize the importance of asking open-ended and follow-up questions while avoiding close-ended questions



## LESSON 5: CONVERSATION ETIQUETTE

### Materials Needed:

- Video recording device (camera, iPad, iPod, etc.)
  - This is **optional**
- Pencils
- “Voice Volume” and “Personal Space” worksheets

### Lesson Objectives:

- Learn strategies on how to appropriately engage in a two-way conversation
- Understand the concept of conversation etiquette
- Awareness of appropriate behaviors involved in two-way conversations, such as having volume control, body boundaries, and attentive listening

### “Buzzwords” – Vocab to highlight/clarify:

- **Peer relationship:** a friendship with someone else your age, a friend, or a classmate
- **Strategy:** a method used to achieve a goal
- **Trading information:** communicating with another person by exchanging information (e.g., spoken words) back and forth
- **Etiquette:** polite behaviors; using manners

Chronology of lesson	Approx. time to complete section
Recap of previous lesson & today’s goals	2 – 3 min.
Part 1 – Intro to strategies	1 – 2 min.
Part 2 – Overview and explanation of strategies	10 min.
Activity	10 min.
Assessment	15 min.
Recap of lesson and buzzwords	5 min.
<b>Total time to complete lesson</b>	<b>45 min.</b>

**RECAP and GOALS OF CURRENT CLASS:** Last classes we talked about negative strategies that should be avoided when trying to have a two-way conversation with a peer. *Can anybody name these three negative strategies? (Wait for answers).* **Hogging the conversation, interviewing** your peer, and **being repetitive** are all negative conversation strategies that our peers do not like. We need to try our best to avoid these strategies.

The goal of today’s lesson is to teach you more specific strategies for having a proper two-way conversation. This will help have a good peer relationship. We will learn about **conversation etiquette** and strategies for behaving politely when conversing with our peers. I am going to explain these strategies and give you examples of each. Then we will work together to practice these strategies in a two-way conversation.

## LESSON PLAN

Lesson adapted from the Program for the Evaluation and Enrichment of Relational Skills (PEERS) Manual by Laugeson & Frankel (2010)

### **PART 1: Introduction to conversation etiquette and strategies used to have proper etiquette when having two-way conversations**

When we use our manners, it means that we are being polite. We often think of manners as saying “please” and “thank you.” These are both very important examples of being polite, but there are also other ways to be polite, especially during two-way conversations. This is called using **conversation etiquette**. *Does anybody know what conversation etiquette means? (Wait for answer)*

- Ex: using manners when speaking to another person
- Ex: following certain rules so that you are polite when communicating

### **PART 2: Overview and explanation of the strategies used to have proper etiquette when having two-way conversations**

There are many different strategies that we can use to have good conversation etiquette. What are these strategies?

- (1) Using good volume control
- (2) Having good body boundaries
- (3) Listening attentively

Having conversation etiquette makes our peers feel relaxed and comfortable. If our peers feel relaxed and comfortable, they will be more likely to want to talk to us and become our friend.

Let’s start talking about the strategies for being polite and making our peers feel comfortable in a two-way conversation. First let’s talk about **volume control**. *What does it mean to control our volume? (Wait for answers)*

- Ex: Make sure we speak appropriately when trading-information

*Can anybody give me an example of using inappropriate volume? (Wait for answers)*

- Ex: Whispering
- Ex: Yelling

We want to make sure that we do not yell or whisper when trading information with our peers. These are examples of negative strategies for speaking with our peers. *How might our peers feel if we speak too loud? (Wait for answer). How might they feel if we do not speak loud enough? (Wait for answer).*

If we speak too loudly our peers may get annoyed with us, but if we speak too quietly our peers may not understand what we are saying. This may cause our peers to avoid speaking to use in the future. We need to make sure we speak at a level that is in between the two inappropriate levels. Sometimes we may get excited and speak loudly, or may be shy and speak softly. It may be difficult to have good volume control, but with practice we can learn this positive strategy and use it to have good two-way conversations with our peers.

Now let’s discuss good **body boundaries**. *Can somebody tell me what it means to have good body boundaries? (Wait for answer).* This is an example of a positive strategy used to have two-way conversations with peers. Having good body boundaries means that you and your

peer each have your own personal space. *Can somebody tell me what it means to have personal space? (Wait for answer)*

- Ex: feeling like you have enough room to move
- Ex: having a space around your body that no one else can enter

When we have a two-way conversation with a peer we need to be sure that we do not get too close. *Why is it a bad idea to get too close when having a two-way conversation with a peer? (Wait for answers).* Standing too close can cause a peer to feel uncomfortable. This is an example of a negative strategy that we should avoid. We should also make sure that we are not too far away when speaking to a peer. *Why is it a bad idea to be too far away when having a two-way conversation? (Wait for answer).* Trying to speak to a peer when you are too far away is awkward or strange. Your peer may not realize that you are trying to speak to them, or they may think your conversation is too public. A good strategy for maintaining good body boundaries is to stand at about arm's length away from your peer.

Another strategy that we can use to make sure that we are being polite when having two-way conversations with our peers is to make sure that we are **listening** carefully. *Can somebody tell me why it is important to listen carefully when our peer is speaking? (Wait for answer).*

- Ex: You need to make sure you hear what your peer says so you can respond

If we ask a peer a question we should listen to the answer. We need to do this so we can find common interests. *Can somebody tell me what is problematic about not listening to the answer? (Wait for answer)*

- Ex: Your peer may feel like you are not interested in the conversation
- Ex: Your peer may think you do not care

If you ask your peer a question you need to listen to the answer. This is the polite thing to do. You are supposed to know the answer once your peer has responded to your question. You should try your best to not ask the same question twice. *Can somebody tell me why your peer may not appreciate it if you ask the same question twice? (Wait for answers).* When you listen it shows that you care and that you are interested in what your peer has to say.

**ACTIVITY: Learn to recognize the strategies that are appropriate for having a two-way conversation. Understand how our body parts (eyes, ears, body, etc.) are involved in the process of having two-way conversations with peers.**

Now that we understand the importance of conversation etiquette we are going to complete an activity and then discuss our thoughts as a class.

### **Worksheet Instructions:**

On the worksheet provided, students should work independently to:

- Follow the instructions provided to complete worksheet on volume control
- Follow the instructions provided to complete worksheet on personal space (body boundaries)

### **Discussion:**

- Once the class has finished, come together as a class to discuss answers
- Emphasize the importance of good volume control and good body boundaries, as

well as the importance of listening attentively

**ASSESSMENT: Learn to change the way we think about having conversations with peers by using the above strategies in a positive way. Think about the strategies we have learned and how we can apply them to trading information with peers.**

Now that we understand the importance of these strategies when having a two-way conversation, students will be divided into groups to practice the skills learned.

**Role Play Instructions:**

- Divide students into small groups to discuss strategies taught in today's lesson
- Have children create two role-play scenarios; one in which the strategies are used positively, and one in which the strategies are used negatively
- Children can record their scenarios in order to show the class what they have created with their peers, or they can re-enact their scenario in front of the class

**Discussion:**

- After watching each role-playing scenario as a class, discuss what happened
- Praise children for using the appropriate strategies for having two-way conversations in their video
- Emphasize the importance of good volume control and good body boundaries, as well as the importance of listening attentively

# Voice Volume

# ACTIVITY SHEET 12

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

Put a check under the voice volume that is appropriate for each situation.

	Soft	Normal	Loud
Studying at the library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cheering at a basketball game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shopping in a store	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Playing outdoors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Playing indoors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When someone is taking a nap	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When someone is on the phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When you are on the phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On the school bus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talking in the lunchroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watching a movie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



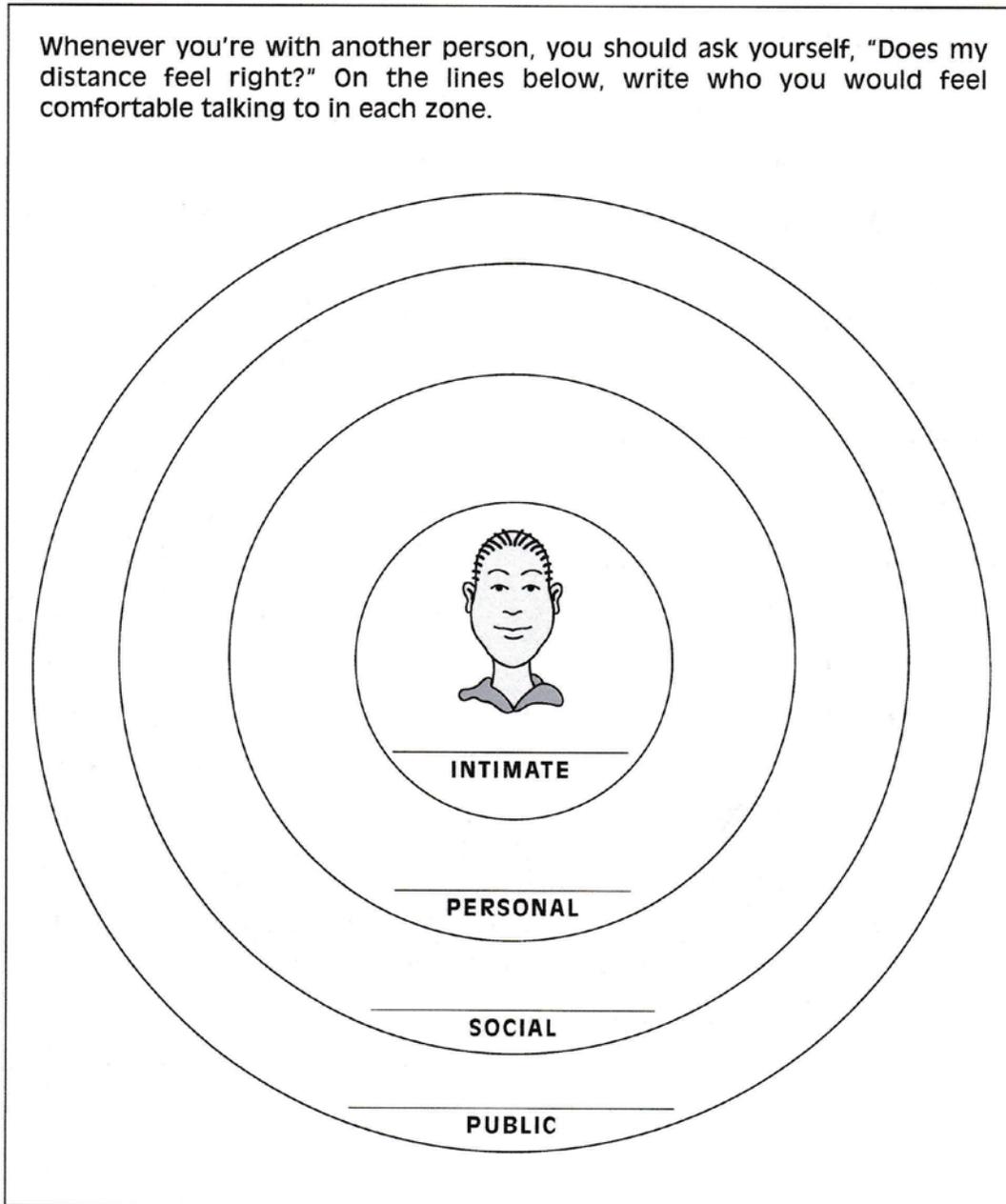
Choose two of the situations above and tell why you would use a soft, normal, or loud voice.

---

---

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

Whenever you're with another person, you should ask yourself, "Does my distance feel right?" On the lines below, write who you would feel comfortable talking to in each zone.





## LESSON 6: SHARING AND TURN-TAKING

### Materials Needed:

- Internet access
- Computer
- Projector or smart-board

### Lesson Objectives:

- Learn strategies on how to appropriately share with others
- Learn proper ways to take turns with peers
- Understand that sharing and taking turns are positive behaviours that we engage in even if sometimes we may not want to
- Awareness of the benefits of sharing and turn-taking in creating and maintaining healthy peer relationships

### “Buzzwords” – Vocab to highlight/clarify:

- **Peer relationship:** a friendship with someone else your age, a friend, or a classmate
- **Strategy:** a method used to achieve a goal
- **Sharing:** have a portion of (something) with another person or others
- **Taking turns:** to speak, do, etc. one after another in regular order

Chronology of lesson	Approx. time to complete section
Recap of previous lesson & today’s goals	2 – 3 min.
Part 1 – Overview and definition of strategies	10 min.
Activity	10 min.
Assessment	15 min.
Recap of lesson and buzzwords	5 min.
<b>Total time to complete lesson</b>	<b>45 min.</b>

**RECAP and GOALS OF CURRENT CLASS:** Last class we talked about **conversation etiquette**. *Can anybody remember what conversation etiquette means? (Wait for answers.)* We learned that conversation etiquette involves being polite when trading information. We also learned that being polite during a conversation means that we use good volume control, have good body boundaries, and we must listen attentively. *Can anybody give me an example of each of these strategies? (Wait for answers).* We need to try our best to keep these positive strategies in mind when trading information with peers.

The goal of today’s lesson is to expand on what you have already learned about playing and interacting with your peers in a positive way. As you will learn today, **sharing** and

**turn-taking** are positive strategies to use when forming peer relationships. Today we will learn about different ways we can share with our friends and also learn to take turns while doing so. We will also learn about behaviours that we should avoid if we want to share and practice taking turns with our friends. Then we will work together to practice using the positive strategies and avoid using the negative ones when interacting with peers.

---

## LESSON PLAN

### **PART 1: Overview and definition of the sharing and turn-taking strategies in relation to peers.**

The first strategy that I will teach you today involves **sharing**. Learning how to share with our friends is very important. *Can anyone tell me what you think “sharing” might mean? (Wait for answers).*

Encourage students to share their thoughts first. Then review the definition of sharing provided in the vocabulary and the example provided.

**Sharing** means that you have a portion of (something) with another person or others

- For example: There are two friends, Tommy and Jackeline. Jackeline would like to use colored pencils to work on her art project but she forgot hers at home. Tommy, whom is sitting next to Jackeline, notices that she may need some colored pencils for her drawing. Tommy decides to **share** some of his colored pencils with Jackeline so she may continue her art work. *Tommy is sharing a portion of something that is his with Jackeline.*

*Can anyone think of a similar example in which two or more people are sharing?*

*Can anyone think of a time when it was really hard to share with someone (friend, brother, sister)?*

*Can anyone tell me why is good share with others?*

Some key words may include: make friends, share our things that others may not own, be nice, be helpful, be polite, work together on task/activity, opportunity to invite others to play with you

Another strategy to better interact with our peers is **turn-taking**, which is also very important. *Can anyone tell me what you think “taking-turns” might mean? (Wait for answer).*

Encourage students to share their thoughts first. Then review the definition of sharing provided in the vocabulary and the example provided.

**Taking turns** means to speak, do, etc. one after another in regular order.

- For example: Both Sylvia and Stefan wanted to use the class computer. There is only one computer and only one student can use it at a time. After a bit of thinking, Sylvia and Stefan decide one could use it first and the other would use it

after. They decided that Sylvia would use it for 20 minutes and then Stefan would use it for 20 minutes after her. *Sylvia and Stefan are **taking turns** using the class' computer.*

*Can you think of examples of a time when you took turns to do something?  
How do you take turns in your family?*

*Can anyone tell me why is good to take turns?*

Some key words may include: respect for others, helps when playing games, helps us communicate, play, and interact better when taking turns

*Can anyone tell me a way we can take turns?*

Possible answers: pick name out of a hat, paper-scissor-rock, picking a number from 1-10

**Recap:** Sharing and taking turns are good social skills needed in day-to-day life. **Sharing** with others helps us maintain good relationships with friends, allows us to give someone something they don't have, it makes us feel good, and opens communication with others. **Turn-taking** is necessary when it comes to developing friendships, communicating with others and playing games.

Turn taking is not something that is easy to do. We have to learn to take turns with others and practice turn taking in the classroom, at home with our siblings, with our parents, and with our friends.

If you wish to share something with someone and you are finding it difficult to, suggest to the person that you can take turns using whatever it is you wish to share.

#### **Note to teachers:**

**For a small group** - Play a quick game of rock-paper-scissors, or choose a number between one and 10 (but make sure you write it down!) –person guessing closest to the number gets to go first. Alternating who goes first for each new activity is also another good option.

**For a larger group** - When teaching turn-taking skills it is very important to make sure there is enough time for everyone to get a turn in every activity (which might take some pre-planning). If not, kids will learn that they have to always try and be first or they may miss out. If you take turns alphabetically, make sure you start at the end or the middle of the list once in a while. As someone whose last name starts with a W can get frustrated or sad that they're always picked last. Drawing names out of a hat or basket also works well. As a teacher you can model turn taking behaviours in the classroom and students will learn from this.

<b>ACTIVITY: Learn to take turns with your friends by way of cooperative storytelling.</b>
--

For today's activity we will be doing something called Cooperative Storytelling.

#### **Instructions:**

- Divide the class into equal groups
- Each person in the group will take turns telling part of a story
- Once you are in your groups, the people in the group have to choose who starts the story first
- You will write down the strategy you used to decide who goes first
- Once you know who will start first, that person will start the story by saying the first sentence of the story
- Then the next person (to the right) will say a sentence that must follow in order to make a story
- No one can offer his/her suggestions for how the story goes and ideally no one should get mad if the story takes a different direction than the original story-teller imagined. This can be modified to having each person say several sentences or even trickier is each person can only say one word.

**Discussion:**

- Come together as a class to discuss how the process of working with others and taking turns creating a story made them feel
- Ask students to explain how they decided as a group who would go first. *Was this a fair strategy (why or why not)? Why was it a good idea taking turns telling the story?*

**ASSESSMENT: Learn to change the way we think about behaving toward our friends. Think about the positive benefits of sharing and turn-taking.**

**Video:** Show the class this video of two friends learning to take turns while speaking during a conversation. <https://www.youtube.com/watch?v=3RjRZ9jMfs0&list=PL0fuLMvYxYE4fGDU5Y0vNzoqcNkKpTTBh&index=2>

**Discussion:**

- Ask students the following: *Were the two friends in the video taking-turns at first? What did Jonathan do that did not show good turn-taking behaviour (answer may be: did not let his friend speak, talking too much)? How did Jonathan's behaviour made his friend feel? What did Jonathan do the second time around that made the situation better (he took turns with his friend talking about his dog)?*
- Discuss that there are plenty of activities one can do every day that incorporates turn taking
- Prompt students to think about a moment when you were doing something with your friend or perhaps cooking dinner with your parents. This was a time where you probably took turns measuring ingredients, putting them in the bowl, mixing the ingredients together, etc. Then you shared the food that you all cooked together
- Taking turns and sharing have many positive benefits, some of which we talked about earlier today. *Can anyone tell me some of these benefits? Why is it good to share and take-turns? (Wait for answers).*
  - Ex: making friends, sharing things that others may not have

- Ex: opportunity to invite others to play, opportunity to play games





## LESSON 7: GOOD SPORTSMANSHIP

### Materials Needed:

- Variety of board games

### Lesson Objectives:

- Learn strategies on how to appropriately play with peers
- Recognize the difference between positive and negative sportsmanship strategies
- Understand the concept of what it means to be a good and bad sport

### “Buzzwords” – Vocab to highlight/clarify:

- **Peer relationship:** a friendship with someone else your age, a friend, or a classmate
- **Strategy:** a method used to achieve a goal
- **Sportsmanship:** being fair, respectful, and polite when playing with others
- **Good sport:** being fair, respectful, and polite when playing with others
- **Poor sport:** being unfair, disrespectful, and impolite when playing with others

Chronology of lesson	Approx. time to complete section
Recap of previous lesson & today’s goals	2 – 3 min.
Part 1 – Intro to strategies	1 – 2 min.
Part 2 – Overview and explanation of strategies	10 min.
Activity	15 min.
Assessment (discussion only)	10 min.
Recap of lesson and buzzwords	5 min.
<b>Total time to complete lesson</b>	<b>45 min.</b>

**RECAP and GOALS OF CURRENT CLASS:** Last class we talked about **sharing** and **turn taking**. We learned about different ways we can share with our friends. *Can somebody give me an example of sharing with a peer? (Wait for answer).* We also learned to take turns while sharing. *Can somebody give me an example of taking turns with a peer? (Wait for answer).* We also know that there are many behaviors that we should avoid if we want to share and practice taking turns with our peers.

The goal of today’s lesson is to expand on what you have already learned about playing and interacting with your peers in a positive way. As you already know, sharing and turn taking are positive strategies to use when forming peer relationships. Today we will learn about different strategies that you should use in order to have **good sportsmanship**. We will also learn about strategies that should not be used when interacting with peers, as these will make you have poor sportsmanship. I am going to explain these positive and negative strategies and give you examples of each. Then we will work together to practice using the positive strategies and avoiding the negative ones when interacting with peers.

## LESSON PLAN

Lesson adapted from the Program for the Evaluation and Enrichment of Relational Skills (PEERS) Manual by Laugeson & Frankel (2010)

### **PART 1: Introduction to sportsmanship, what it means to be a good sport within a peer relationship, and the strategies associated with sportsmanship.**

Today I will teach you strategies about being a good sport. *Can somebody tell me what it means to be a good sport? (Wait for answer).* Our peers like it when we are good sports. *Why is it important to be a good sport in a peer relationship? (Wait for answers).* Some strategies that I will teach you are positive and some are negative. *Does anybody remember what a strategy is? (Wait for answer)*

- Ex: a method used to achieve a goal

There are different strategies we can use in order to be a good sport. What are these strategies?

- (1) Praise your friend
- (2) Share and take turns
- (3) Always say “good game”
- (4) Do not referee
- (5) Do not be a coach
- (6) Do not gloat or sulk

Three of these strategies are positive and three of these strategies are negative. If we use the positive strategies, we are being a good sport. However, if we use the negative strategies, we are being a poor sport. *Can somebody tell me what it means to be a poor sport? (Wait for answer).*

- Ex: Getting upset with a peer because you lost the game

We do not want to be poor sports because our peers will not want to interact with us.

### **PART 2: Overview and explanation of both positive and negative strategies related to sportsmanship within a peer relationship.**

We will learn about the positive strategies for being a good sport first. Being a good sport means that we have good sportsmanship.

The first step to being a good sport is giving your peer **praise**. *Can somebody tell me what it means to praise your peer? (Wait for answer).* *Why is it a good idea to praise your friend when you are playing games or sports? (Wait for answer).*

- Ex: So your peers enjoy interacting with you
- Everything remains fun.

*Can somebody give me examples of ways they can praise a peer? (Wait for answers).*

- Ex: “Nice move!”
- Ex: Thumbs up

The next strategy for having good sportsmanship is **sharing** and **taking turns**. We learned about this in last week’s lesson. *Can anybody tell me why sharing and turn taking are important for being a good sport? (Wait for answer)*

- Ex: Because your peers will feel like they belong

The final strategy used for being a good sport is always saying “**good game.**” This is a positive strategy that should be used after every game you play with a peer. *Can somebody tell me why it is important to say “good game” at the end of a game? (Wait for answer).*

- Ex: It shows that you are a good sport
- Ex: Your peer will feel good and want to play with you again

The next set of strategies I will teach you are negative strategies. *Should we use or avoid negative strategies? (Wait for answer).* If we use negative strategies then we are being a poor sport.

The first negative strategy we will learn about is called **referring**. *Can somebody tell me what it means to be a referee? (Wait for answer)*

- Ex: Someone who calls plays during a game

This is a negative strategy because our peers do not like interacting with people who call the shots and try to direct the game. This can be annoying and make the play less fun.

A second negative is **coaching**. *Can somebody tell me what it means to be a coach? (Wait for answer)*

- Ex: Giving advice in a game like a coach would (e.g., during a basketball game)  
*Why might it be a bad idea to act like a coach when playing with peers? (Wait for answer)*
- Ex: Children do not like when peers tell them what to do

Even though you may only be trying to help, you could come off as being bossy. Your peers will not appreciate being bossed around.

In order to be a good sport we also want to avoid **gloating** and **sulking**. Gloating when we win a game and sulking if we lose a game are both negative strategies. *Can somebody tell me what it means to gloat? (Wait for answer). Can somebody tell me what it means to sulk? (Wait for answer). What are examples of both gloating and sulking? (Wait for answers)*

- Ex: Gloating – saying “ha, ha I won the game, that means I am the best” or jumping up and down, cheering for yourself
- Ex: Sulking – saying, “Hey, no fair, you beat me.”

**ACTIVITY: Learn to recognize the positive and negative sportsmanship strategies taught in today’s lesson. Understand how to replace these negative strategies with positive ones.**

Now that we have learned about what it means to be a good and bad sport, students will be divided into groups to practice the skills learned.

**Activity Instructions:**

- Have a variety of board games set up
- Divide students into small groups of four-six, depending on the number of players required for each board game

- Instruct students to be conscious of their sharing and turn-taking behaviors and language. Also have students take note of their peers sharing and turn-taking behaviors and language they use.

**Discussion:**

- After the allotted time, come together as a class to discuss the board game experiences
- Emphasize the importance of sharing and turn-taking and how these positive strategies makes having peer relationships easier and more fun for everyone involved

**ASSESSMENT: Learn to change the way we think about peer relationships by engaging in good sportsmanship behaviors. Think about these strategies when interacting with peers.**

The skills learned in class will now be generalized to places other than the classroom.

**Homework Instructions:**

- Students are required to document real life examples of good and bad sportsmanship for a week. This can be done on a single sheet of paper
- These examples can come from things seen on TV, at an extracurricular activity, among family members at home, etc.
- Students are encouraged to reflect on why their examples illustrate good or bad sportsmanship

**Discussion:**

- After the homework assignment is completed, students will come together as a class to discuss what they have observed
- Praise students for recognizing examples of sportsmanship and for understanding how examples of poor sportsmanship can be turned into good sportsmanship



## LESSON 8: MAINTAINING RELATIONSHIPS

### Materials Needed:

- Pencil and paper

### Lesson Objectives:

- Learn about positive strategies to maintain healthy relationships
- Learn to appreciate our friends and care for them
- Understand the negative strategies that should be avoided when trying to maintain our relationships
- Awareness of use of positive strategies to maintain relationships in daily life

### “Buzzwords” – Vocab to highlight/clarify:

- **Peer relationship:** a friendship with someone else your age, a friend, or a classmate
- **Strategy:** a method used to achieve a goal
- **Maintain:** to care for, to preserve, to keep in appropriate condition
  - *To maintain good relations with our friends; maintain good health*

Chronology of lesson	Approx. time to complete section
Recap of previous lesson & today’s goals	2 – 3 min.
Part 1 – Intro to strategies	1 – 2 min.
Part 2 – Overview and explanation of strategies	10 min.
Activity	15 min.
Assessment	10 min.
Recap of lesson and buzzwords	5 min.
<b>Total time to complete lesson</b>	<b>45 min.</b>

**RECAP and GOALS OF CURRENT CLASS:** Last class we talked about **good sportsmanship**. *Can anybody remember what it means to have good sportsmanship? (Wait for answer).* We also learned what it means to be a good and bad sport, as well as some of the positive and negative strategies associated with being either a good or bad sport. *Can anybody remember these strategies? (Wait for answers).* Ex: saying “good game!”

The goal of today’s lesson is to expand on what you have already learned about playing and interacting with your peers in a positive way. Today we will learn about different strategies we can use to help **maintain** our peer relationships. We will also learn about behaviours that we should avoid if we want to maintain a healthy relationship with others. Then we will work together to practice using the positive strategies and avoiding the negative ones when interacting with peers and maintaining relationships.

## LESSON PLAN

**INTRODUCTION: Overview and explanation of the strategies used to maintain peer relationships. A review of behaviours to be avoided if we wish to maintain our peer relationships is also provided.**

**Note to teacher:** You may ask students what each (or some) strategy might mean before explaining them (if time allows). The key words of each strategy (bolded) may be written on the board so the students can refer to them throughout the lesson.

Today I will teach you two positive strategies that we can use to help maintain your relationships. What are these strategies?

- (1). Keeping your friendship rewarding
- (2). Being a good friend when things get tough

*Can anybody tell me what these two strategies might mean? (Wait for answers).*

- Ex: making sure that your relationship is always fun
- Ex: being there for your friend/supporting your friend when they are having a bad day

**PART 2: Overview and explanation of both positive and negative strategies related to maintaining relationships with our peers.**

To maintain a relationship by **keeping friendships rewarding** we can use a variety of strategies. For example, we can:

1. Show appreciation
  - Sometimes we know a friend for a really long time that we forget to appreciate them. Try to thank your friend when they do something for you, return favors when your friend goes out of his way to do something for you. It can be as simple as saying to them: *“Hey, thanks for always being there for me. I appreciate it.”*
2. Showing interest in your friend’s life and what he/she likes
  - This means being a good listener when your friend is telling you about something going on in his/her life. Good relationships are built on communication; so don’t ignore your peers. Take time to really hear what they are saying. This will make them feel understood and they’ll notice that you care. If your friend is involved in an activity they care about, then offer to go to one of their games, or recitals.
3. Building trust
  - Don’t engage in gossip about your friend. This may hurt your friends feeling and have negative effects on the relationship. Keep your promises and don’t go behind your friend’s back. *What does this mean?* Keep secrets safe—if your friend shares something personal, don’t tell other people.
4. Having fun together
  - Sometimes we get too caught up in our problems that we forget to have some fun with our friends. Do things together that you and your friend enjoy. Learn something new- take Zumba classes or pottery making class.

In order to maintain a relationship we also need to **be a good friend when things get tough**. Some strategies we can use to do this are:

1. Support each other when things get rough
  - Sometimes our friends may experience problems in their own life, and it is up to you to be there to support them through these hard times. Offer to listen to them if they need to talk to someone about their problems. You may also provide distractions, like taking them out to do something they like so they don't stay at home worrying about their problems all day long. You can go out to eat, see movie, or even just go for a walk.
2. Encourage each other
  - Say nice words to each other to keep yourselves motivated. If your friend did really well on an exam you may say something like: *"Hey good job on your math exam. You worked so hard and look at the grade you got!"*
3. Help your friend find solutions
  - If you know your friend is struggling, do what you can to help. If they have difficulty solving a math problem perhaps you can help them work through the problem
4. Handle conflicts maturely
  - When you and your friend have a conflict, don't scream or get angry at them. Don't raise your voice, instead sit down calmly and talk through your problems by listening to both sides of the story. Using "I" statements will help with this: *"I feel left out when you invite all your friends out to play ping pong but you don't invite me."* Respect each other at all times during your resolution of the conflict. Apologize if you realize you did something wrong.
5. Maintain contact
  - If your friend moves far away, try and keep in touch with them. Call your friend once in a while to see how they're doing. Try writing to them or visiting them where they now live

There are also a few behaviors we want to **AVOID** when we have relationships and we wish to maintain healthy interactions. These are:

1. Peer pressure – getting someone to do something you want when they don't want to
2. Saying hurtful things – saying mean things and making the other person feel bad about themselves
3. Ignoring – not paying attention when your friend is talking to you, or not including him/her in the activities, or games you play

**ACTIVITY: Recognize examples of the strategies we use to maintain relationships in our daily life.**

For today's activity we will come up with examples to the different strategies we use to maintain our relationships and our friendships.

**Instructions:**

- Each student should pick one of the strategies that were discussed from sections 1 and 2 above. For example “*encourage each other*” may be one of them
- Have each student come up with an example of a way they would encourage their friend or if they have done so in the past to explain how they did so. They may write their strategy and example on a sheet of paper.

**Discussion:**

- Come together as a class and ask students to share their examples
- Students can also come up with new examples if they wish

<p><b>ASSESSMENT: Learn to use strategies to maintain our relationships with others in a positive way. Think about the positive benefits of maintaining relationships.</b></p>
--

**Instructions:** Students should work independently to:

- Reflect on strategies that may be used to maintain their relationships with others
- Students should identify (write down on a separate piece of paper) their top 5 strategies that they already use to maintain their friendships with others
- After doing this, students will work in pairs to identify if they have chosen similar strategies.

**Role-play:**

- Each pair of students will choose one of their strategies to work on
- They will work on a one-minute skit of a situation in which they would use such strategy with their friend
- They should write their skit on paper to be collected by teacher at the end of class

**Discussion:**

- Have student volunteers share their skit using their strategy with the class. Ask them—why they chose the strategy they picked and whether they use this strategy often with their friends to help maintain their friendships.
- Ask students – *What are the benefits of maintaining relationships with our friends?* Maintaining relationships takes time, energy, and care for others. It is not an easy task but one that will create long-lasting friendships that are healthy, enjoyable and respectful of each other’s thoughts and actions
- Ask students – What are the benefits of maintaining relationships with our friends?



## LESSON 9: RECOGNIZING UNHEALTHY RELATIONSHIPS

### Materials Needed:

- “Unhealthy Peer Relationships” worksheet
- Friendship Stoplight Game cutouts

### Lesson Objectives:

- Learn the positive elements that help make healthy relationships
- Learn about what makes a healthy relationship
- Understand the negative behaviours to avoid in order to develop a healthy relationship
- Learn to recognize these unhealthy behaviours in others

### “Buzzwords” – Vocab to highlight/clarify:

- **Peer relationship:** a friendship with someone else your age, a friend, or a classmate
- **Strategy:** a method used to achieve a goal

• Chronology of lesson	Approx. time to complete section
Recap of previous lesson & today’s goals	2 – 3 min.
Part 1 – Intro to strategies	10 min.
Activity	15 min.
Assessment	10 min.
Recap of lesson and buzzwords	5 min.
<b>Total time to complete lesson</b>	<b>45 min.</b>

**RECAP and GOALS OF CURRENT CLASS:** Last class we talked about **maintaining relationships**. We learned that in order to maintain relationships with our peers we must keep our friendships rewarding and be a good friend when things get tough. *Can anybody give me an example of both? (Wait for answers).* We can maintain relationships with our peers by using different positive strategies, but there are also strategies that we should avoid, such as saying hurtful things or ignoring our peers, for example.

The goal of today’s lesson is to expand on what you have already learned about playing and interacting with your peers in a positive way. Today we will learn about different elements that help form **healthy relationships**. We will also learn about behaviours that we should avoid if we wish to have healthy relationships with others, as well as recognizing these behaviours in others to help recognize **unhealthy relationships**. Then we will work together to practice using the positive behaviours and avoiding the negative ones when interacting with peers.

## LESSON PLAN

**PART 1: Overview and explanation of the key elements that help make a healthy relationship. A review of behaviours to look out for and recognize in an unhealthy relationship are also provided.**

1. Healthy Relationships
  - In today's class we will focus on developing healthy relationships with friends, family members, neighbors & any other people you may encounter in your life
  - We will talk about key elements that help make a healthy relationship
  - But we will also talk about behaviours that you should look for in order to recognize an unhealthy relationship
  - First let's talk about what makes a healthy relationship
2. *What are some characteristics of a healthy relationship?(ask students, wait for responses)*
  - a. **Respect** – respect each other as an individual. A healthy friendship means learning about the other person and valuing what's important to them, what they like.
  - b. **Trust** – it means that you feel that you can count on each other and that the other person will be there for you. You feel that you can say anything to that person and they will understand you and also that they will not tell anyone else. Trust is earned over time and can be lost with a broken promise.
  - c. **Honesty** – be honest about thoughts and feelings that you have with your friend. Show the 'real you', this is who your friend wants to get to know. You also need to tell the truth about problems and/or other things that may happen in the relationship.
  - d. **Communication** – constant communication and talking it out is how we show respect, trust and honesty to our friends. It requires listening, sharing thoughts and feelings with each other.
3. Characteristics of healthy relationships vs. unhealthy relationships
  - a. Now I will go over some characteristics of healthy relationships and unhealthy relationships
  - b. This will help you recognize some behaviours that are negative and you should try to avoid in a relationship (may write these on the board, making a clear distinction between the two columns)

HEALTHY RELATIONSHIPS	UNHEALTHY RELATIONSHIPS
You feel good about yourself when you're around the other person.	You feel sad, angry, scared, or worried.
You do not try to control each other. There is equal amount of give & take.	You feel that you give more attention to them than they give to you. You feel controlled.
There is communication, sharing, and trust. You feel safe and trust to share secrets.	You don't communicate, share or trust.

This requires listening.	
You like to spend time together but also enjoy doing things apart.	You feel pressured to spend time together and you feel guilty when you're both apart from each other.
It's easy to be yourself when you're with them.	You feel the need to be someone that you are not.
You Respect each other's opinion. You listen and try to understand their point of view even if you don't always agree with them.	You feel there is no respect for you or your opinion. You're not able to disagree.
There is not <u>fear</u> in your relationship.	You feel <u>fear</u> in your relationship.

**ACTIVITY: Recognize examples of positive and negative behaviours related to healthy and unhealthy relationships.**

**Purpose:** the purpose of this activity is to explore friendships using a stoplight analogy

- RED** = Stop! These are bad signs of a friendship!
- YELLOW** = Caution! These are warning signing on a friendship!
- GREEN** = Go! These are good signs in a friendship!

**Materials:** 3 color stoplights (red, yellow, green) and 15 friendship scenario cards

**Instructions:**

- Divide students into equal groups and share the Friendship Scenario Cards evenly among the groups
- Give each group the 3 color stoplights (red, yellow, green)
- Post the 3 stoplights on the board as well so is visible to all students and can refer to it during the discussion period
- Ask the students match the scenario cards they received with one of the stoplights

**Discussion:**

- Once the students are finished matching their scenario cards, discuss the choices that students made as a class
- You can ask each group to go up to the board with the scenario card and to place them under the appropriate stoplight
- Make sure all teams participate and all the scenario cards have been placed on the board by the end of the activity. Some questions to ask while doing this activity are:
  - Why do you think this scenario goes here?*
  - How would you feel if a friend behaved like this?*

**ASSESSMENT: Learn to recognize examples of people who engage in negative behaviours that lead to unhealthy relationships.**

**Instructions:**

- Pass out the “Unhealthy Peer Relationships” worksheet out to each student in the classroom.
- *Say: On this worksheet you have a description of someone who is not behaving as a good friend (left column), and on the other side you have the behaviour that they are engaging in (right column). What you have to do is match the person to the behaviour (by writing the letter in the appropriate line). Then we will discuss as class.*
- This activity can be done individually or in smaller groups as well

**Discussion:**

- When the students have finished completing the worksheet, come back as class in order to discuss the responses together.
- **Answers:** 1 (H), 2 (E), 3 (F), 4 (B), 5 (A), 6 (D), 7 (J), 8 (H), 9 (G), 10 (C)
- Some questions to ask the students are:
  1. *Do these behaviours make you feel good or uncomfortable?*
  2. *Would you like to have relationships with people who engage in these behaviours?*
  3. *Why or why not?*
  4. *What could you do if you notice that a friend is acting in this way?*

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

### **Unhealthy Peer Relationships Worksheet**

*Match the person to the behaviour (by writing the letter in the appropriate line).*

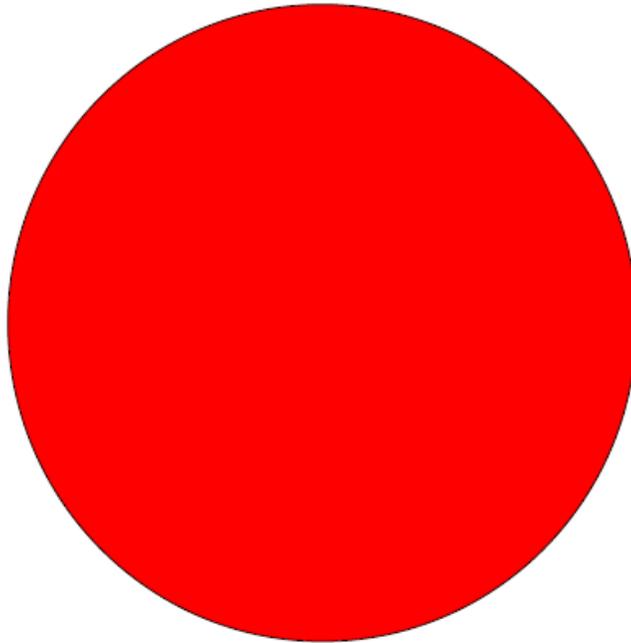
1. The abuser ____	A. Continuously seeks approval from others.
2. The distancer ____	B. Supports others harmful behaviours.
3. The controller ____	C. Needy and dependent.
4. The enabler ____	D. Tries to fix other people's problems.
5. The people pleaser ____	E. Emotionally unavailable to others.
6. The fixer ____	F. Possessive, jealous.
7. The promise breaker ____	G. Only thinks about himself/herself.
8. The liar ____	H. A person who is abusive.
9. The self-centered ____	I. Does not tell the truth.
10. The clinger ____	J. Is not reliable.

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

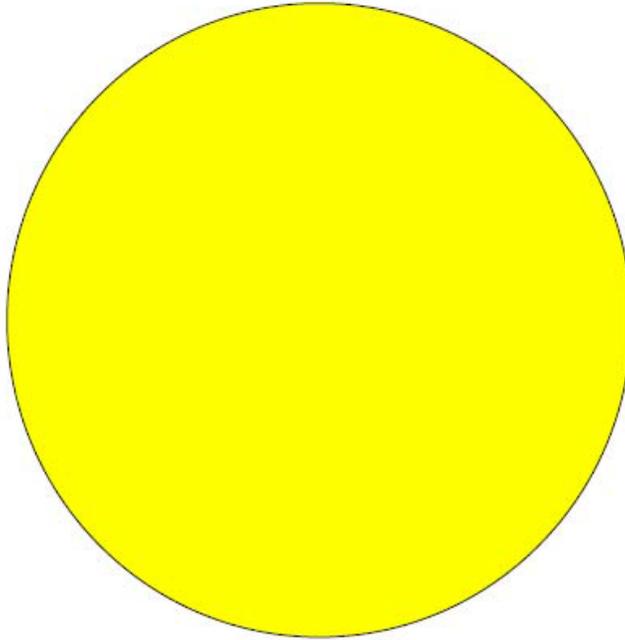
**Friendship Stoplight Game**

*Print the following and provide groups the necessary materials for the activity.*

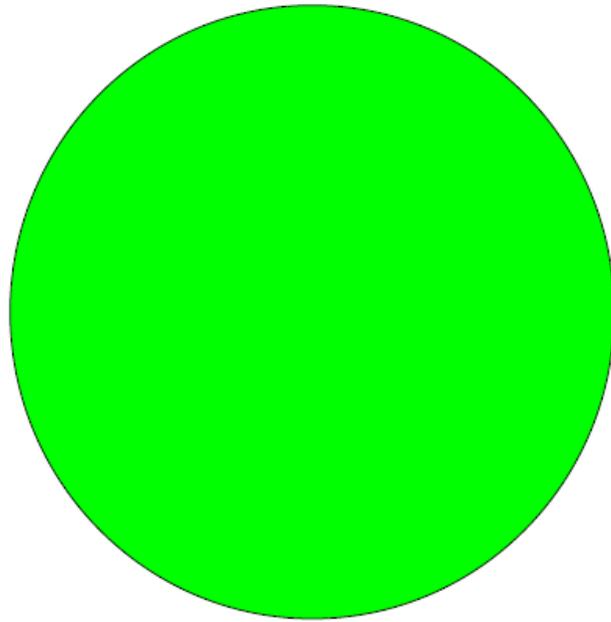
**STOP! These are bad signs in a friendship!**



**CAUTION!** These are warning signs in a friendship!



GO! These are good signs in a friendship!



 <p>You are afraid of your friend's temper.</p>	 <p>Your friend criticises you or people you care about.</p>
 <p>Your friend threatens to hurt you.</p>	 <p>Your friend bullies and makes fun of other kids at school.</p>
 <p>Your friend pressures you to do things you do not want to do.</p>	 <p>You are nervous that if you tell your friend something personal, s/he will tell other people at school.</p>
 <p>Your friend sometimes makes fun of you.</p>	 <p>You rarely get to plan what the two of you will do together.</p>
 <p>Your friend tells you not to hang out with certain people.</p>	 <p>You enjoy being with this person, but you also enjoy spending time with other friends.</p>
 <p>You usually feel happy when you are with this person.</p>	 <p>Your friend respects your feelings and your opinions.</p>



Your friend talks to you about his/her feelings.



Your friend is happy when good things happen to you.



You say that you agree with your friend, even though you really don't. You are afraid they won't be your friend anymore if you disagree.