



SENSE OF SAFETY & Beyond! Lesson Plan

Topic to teach: How to be a Friend

Length of lesson: 30 min

Goal: Teach students how to be a friend.

Objectives:

- Learn and practice what friends say and do
- Practice receptive and expressive communication (listening and speaking with kindness)
- Learn what to do if someone is hurtful or mean to you.

Vocabulary:

Discuss these terms prior to the lesson:

Sharing
Kindness
Trusted adult

Materials:

1. "I Can" statement printed and cut out
2. Sense of Safety & Beyond Activity book - Pages 20 and 21
3. Crayons and pencils
4. (Optional) Projection of lesson

"I Can" statement:

Display and read the "I Can" statements before and after lesson delivery.

I can be a friend!
I can say kind words!
I can identify trusted adults!

Attention Grabber

Tell the students to listen very carefully to the story about Rocket. You will be asking what SENSES he used in the story.

Rocket was so excited to be at his friend's birthday party. He loved cake and games. The first game was guessing the number of gumballs in a jar, and guess what... Rocket WON! That meant he got to keep the WHOLE jar of gumballs! As he looked around, he saw a few kids looking a little disappointed. He decided to share his prize! Rocket walked around and let each person choose a gumball. Everyone was smiling, and that felt better than having all those gumballs to himself!

Rocket even invited one little girl to pass out the rest of the gumballs with him. The games at the party were fun, but making friends was the best part for Rocket and his new friend.

Ask the students to put their thumbs up if Rocket used the sense to be a friend or thumbs down if he didn't use the sense.

- Did Rocket use smell? (Thumbs down) Did Rocket use hearing? (Thumbs up)*
Did Rocket use touch? (Thumbs down) Did Rocket use sight? (Thumbs up)
Did Rocket use taste? (Thumbs down) Did Rocket use his 6th sense? (Thumbs down)



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Lesson: Activity Book, Pages 20-21

Lesson

Everyone likes to have a friend AND be a friend! Rocket knows some easy ways to make new friends and show your friends you are thinking of them.

First, we should listen when our friends share stories and feelings. Ask for a volunteer and have them come to the front of the room. Ask the volunteer to tell you a story. Tell the rest of the class to watch as you listen to the story and tell if you're being a good listener or not. *Act like a "bad" listener first. (Yawn, look around, interrupt, move around a lot with body not facing child talking)* Discuss specifically why this did not look like good listening. Now, ask the volunteer to tell you the story again. This time, lean in, nod, keep your eyes on the person talking. Discuss with the class why this does look like good listening. Have students turn to page 20 in their activity books to look at all of Rocket's friendship tips.

Page 20: Point out the first box to students and explain what it means to LISTEN to your friend about his or her feelings. (Eyes on your friend, body still, mouth closed, respond with kind words to their questions and feelings, offer help if needed) In the second box, discuss kind words students can say to friends. Brainstorm words for community, school, and home. In the 3rd box, discuss sharing (when, why and what we can share). In the last box, discuss who a "trusted adult" may be in the lives of your students. Guide students through completing the worksheet.

Page 21: Draw a line from Rocket's heart to the nice things he says.

2nd grade: Let's brainstorm what we can do if someone is not being a kind friend to us or someone around us. (Ask if they are having a good day, demonstrate or model HOW to be a good friend, or tell a trusted adult)

Extended Thinking

- How can you tell if someone around you needs a friend? (They may be alone and look sad)
- What does it look like to be a good listener? What does it sound like?
- What are some things that can easily be shared?
- Why should we say nice things to people?
- What are some kind things to say to people?
- Who at our school may be a trusted adult?

Standards

5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

CCSS.ELA-LITERACY.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

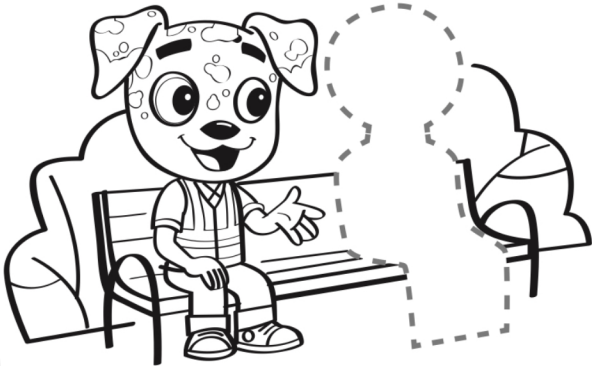
CCSS.ELA-LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

HOW TO BE A FRIEND



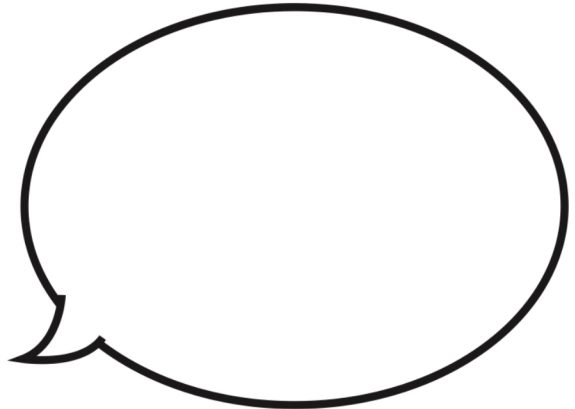
Listen to others.



Draw yourself listening to your friend Rocket.



Say kind words.



Write something kind you can say to a friend.



Share with your friends.



Draw something you can share.



If someone says or does something mean or hurtful, tell a trusted adult.



NAME

Draw a trusted adult that you can talk to and write their name.



Were You Kind Today?

Be nice to everyone.
Use kind words.



Draw a line from Rocket's heart to the nice things he says.



I can be a
friend!

VOCABULARY

Sharing

Kindness

Trusted adult

Congratulations!

For Completing the lesson
How to be a Friend

You're a Rocket Rules
Safety Super Star!



Instructor signature _____

Signature Rocket  _____ Date _____