

SEL COMPETENCY

Relationship Skills

SKILLS communication, resolving conflicts, seeking help**MATERIALS**

- ✓ Discovering Projectable 3.7.1
- ✓ Student Journals
- ✓ Family Connection take-home worksheet

CLASSROOM CONFIGURATION

- 1 pairs 2 whole class
- 3 pairs 4 individuals

OBJECTIVES

Students will

- ✓ learn the difference between inclusive and exclusive behaviors;
- ✓ describe and practice ways to use inclusive behaviors to improve relationships and make new friends.

★ COMMON CORE CONNECTION

This lesson addresses the following Common Core Standards:

SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION

- ✓ SL.7.1, SL.7.2

SPEAKING AND LISTENING: PRESENTATION OF KNOWLEDGE AND IDEAS

- ✓ SL.7.5

SKILLS Progression

LAST YEAR, students learned effective strategies for dealing with intimidation and bullying behaviors.



THIS YEAR, students will learn about cliques and new strategies for making friends by performing a role-play.



NEXT YEAR, students will use ASK to decide if they should avoid certain situations.

From Cliques to Clicking

Understanding the importance of inclusive behaviors helps students discover and practice relationship skills as well as becoming more successful at making new friends.

1 DISCOVERING 10 MINUTES

Lesson Link

ACTIVITY 1

State that today's lesson is about ways to include people and make new friends. Ask students to think about a time when they felt included in a group of friends. Display **Discovering Projectable 3.7.1**. Invite volunteers to read the statements and ask pairs to briefly discuss the friendship attitudes described in each statement. Give volunteers the opportunity to share with the class.



ASK: *What might be some reasons it is difficult to form new friendships?*

Acknowledge that fear of rejection and not knowing how to approach new people may make it difficult to make new friends. Reassure students that everyone has these feelings from time to time.

2 CONNECTING 10 MINUTES

INSTRUCTION

ASK: *What are some obstacles to reaching out to people we don't know? What do you think are some reasons that people might be afraid to try to join a new group? Afraid to accept new people into their group?*

Introduce using inclusive behaviors to make friends

Write the word *clique* on the board and define it as “a small group of people who interact mainly with each other.” Explain that the difference between a clique and a group of friends is that cliques have rules that exclude other people from joining. Explain to students that inclusive behaviors welcome people and make them feel comfortable instead of awkward or lonely. As a class, brainstorm behaviors that welcome and include people. Examples include introducing oneself to others, inviting others to participate in activities, introducing others to another group of friends, asking questions to find out common interests, sharing one's own interests, etc. Now, ask students to describe some exclusive behaviors. Examples include ignoring, shunning, making fun of, and bullying others. Ask students when an exclusive behavior might be helpful, such as protecting our safety. Ask students to describe the general benefits of being inclusive when making friends.

Model inclusive behaviors

Invite students to watch a role-play in which you are a student who is reaching out to another student who you may not know well. Have a student volunteer assist you by playing the student to whom you are reaching out.

SAY: *When I see that there is someone I don't know, I introduce myself and learn his or her name.*

Approach the student volunteer and offer a polite wave.

SAY: *I don't think we've met. My name is _____. What's yours?*

Wait for a response, repeat his or her name to emphasize the importance of listening to a new friend.

SAY: *Pleasure to meet you. Do you like games? My friends and I are about to play a game. Would you like to join us?*

If the student says “yes,” respond with the following:

SAY: *Excellent! I'll introduce you to my friends, [use two or three names of students in your class or make up other names].*

If the student says “no,” respond with the following:

SAY: *That's okay! It was nice meeting you. Maybe tomorrow we'll hang out and you can meet my friends and I can meet yours.*

End the role-play and thank the student for helping you. Check for understanding by asking the whole class the following question:

ASK: *Do you think I made the student I was reaching out to feel welcome? Do you think we might have become friends?*

3 PRACTICING 15–20 MINUTES

ACTIVITY 2

Explain the Inclusion Role-Play activity

Explain that pairs will perform a role-play in which a new student has transferred to school and is meeting people for the first time.

This inclusion role-play activity is one example where welcoming and inclusive behavior are important. Pairs will take turns being the new students. Tell them that the setting for the role-play is the school cafeteria and that they will think about how they would act and what they would say when meeting someone new for the first time. Remind them to use inclusive behaviors to make friends.

Students practice using inclusive behaviors

Have students pair with the same partners from the Discovering activity to take advantage of the trust that has already been established between pairs. Have pairs decide who will play the new student first. Have them role-play for about two minutes. Ask students to change roles and continue the role-play for about two minutes. Help students get started by supplying generic questions that they can ask people they don't know. Examples of questions include:

- What is your name?
- Are you new here? Where are you from?
- What sports (or clubs or activities) did you do in your old school? What would you like to join here?

Finally, ask students to evaluate their use of inclusive behaviors and decide what they could have done differently to be more inclusive.

Community Connection

Have students interview and write a short news piece about how a specific community member, such as a teacher or manager of a store, has used inclusive behaviors not only to make friends but also to strengthen a project or the community in which he or she works. Encourage students to read some news articles to see samples of tone for these kinds of news pieces. In their writing, be sure students address who they interviewed and how they and the community benefitted from inclusive behaviors.

Family Connection

Have students talk with a family member about friendships and his or her experiences with making or keeping friends. Invite the family member to talk about a time when he or she felt like the “new” kid and what happened that made the situation better. Send home the Family Connection take-home worksheet called **Inviting Friends In**.

Applying Across the Curriculum

LANGUAGE ARTS Write poetry inspired by friendship. Introduce a form of poetry that is appropriate for your students, such as haiku, and have them describe an admirable quality or treasured moment with a friend. Invite volunteers to share their work with the class. Consider making a folder of student work on friendship that students can refer to throughout the year.

DRAMA Have a group of students write a comedic play about friendship. Encourage them to rehearse until they are comfortable and can perform the play well and then have them perform the play for the class. Consider performing the play for other classes or groups. If time permits, invite students to have a discussion about the friendship issues raised in the play following the performance. Encourage students to be humorous, but warn them against using inappropriate language or references.

Reflecting Resource:
Student Journal p. 42

Applying Resource:
Student Journal p. 43

Reflecting

Students use their journals to reflect individually and as a class on what they learned in this lesson.

What?	What are inclusive behaviors? Name some specific inclusive behaviors.
So what?	What did you learn about being inclusive? What is the difference between inclusive and exclusive behaviors?
Now what?	Which inclusive behaviors would you like to practice with new people you meet? How will using inclusive behaviors help you be a better community member? When will you use inclusive behaviors in the future?

4 APPLYING 5 MINUTES

Have students monitor their use of inclusive and exclusive behaviors over the next few days. Then have them complete the Applying page in their Student Journals.

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) As students role-play, take note of how well students understand the importance of using inclusive behaviors.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review the Applying page in the Student Journals to assess how well students apply the use of inclusive behaviors beyond the classroom.

BUILDING SKILLS BEYOND THE LESSON

Picture It!

PRACTICING Have students draw a cartoon in which one character uses inclusive behaviors on another character. For example, one character may invite another character to play basketball. Invite volunteers to share their cartoons.

Act It Out!

APPLYING Have students write and perform a brief skit about a time when someone they didn't know well used inclusive behaviors with them. The beginning of the play might show the main character as nervous, and the middle might show how the inclusive behaviors helped the student make friends. Then encourage students to write the ending of their play about a time when they used inclusive behaviors to make a new friend.

REINFORCEMENT

Make an Ad!

PRACTICING Have pairs create an advertisement about making friends. Ads should show an understanding of inclusive behaviors as a means to make friends. Hang these posters on the wall as a reminder and revisit the concept throughout the year.

Create It!

APPLYING Have small groups develop an ice-breaking activity that they can use to help new students feel more welcome. Invite students to practice the activity on each other to see if it accomplishes the desired goals.

ENRICHMENT