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

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

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.
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**

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

<table>
<thead>
<tr>
<th>What?</th>
<th>What are inclusive behaviors? Name some specific inclusive behaviors.</th>
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<tbody>
<tr>
<td>So what?</td>
<td>What did you learn about being inclusive? What is the difference between inclusive and exclusive behaviors?</td>
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<tr>
<td>Now what?</td>
<td>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?</td>
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**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.

**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.