Unit 1: Friendship Skills

Content Area: **Guidance**
Course(s): **21st Century Skills**
Time Period: **Marking Period 1**
Length: **3 Weeks**
Status: **Published**

Unit Overview

Friendship is a key factor in bully-prevention because it buffers a student from becoming the target of a bully; however, conflict is a normal part of friendship. In this unit, students will build upon the friendship and conflict-resolution skills they have acquired. They will evaluate behaviors that help to establish strong friendships, such as looking for the good in others and examining friend's motives or intentions before making rash judgments. Perspective-taking, compromise, brainstorming solutions, and making amends are new behaviors they can add to their cadre of conflict-resolution skills. Students will understand how silence between friends during conflict can damage a friendship and may result in behind-the-back bullying. As a consequence of this unit, students will gain a deeper appreciation of their friendships and will practice the skills necessary to keep friendships respectful and strong.

Standards

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.

Essential Questions

- What does respectful behavior look like?
- Why is trust a respectful behavior?
- How does one build trust with a friend?
- How does compromise strengthen friendship?
- How does silence between friends who are in conflict hurt the friendship?
- Why must one use conflict-resolution skills in school and eventually on the job?

Application of Knowledge and Skills...

Students will know...

- that compromise is a fair way to resolve conflict
- that looking for the "good" in friends fosters trust in friendship
- that silence between friends in conflict will damage the friendship
- the definition of intention, compromise, and amends
- the distinction between an apology and an amend
- the importance of considering a friend's point of view as a way of resolving conflict respectfully

Students will be able to...

- brainstorm ways to solve a problem
- demonstrate compromise as a solution to conflict
- demonstrate self-talk as a way of managing angry feelings during conflict
- demonstrate the steps used to clarify a friend's intentions
- distinguish an apology from an amend
- evaluate the perspective of another
- list ways to build trust in a friendship
- use a problem-solving model to manage conflict

Assessments

- Friendship Skills Pretest Diagnostic: Written Test Student knowledge of social skills as they relate to conflict resolution will be assessed on a written test.
- Role Play: Conflict between Friends Formative: Dramatization Students will be given specific conflict scenarios and will work with a partner to role-play the resolution. Students will demonstrate appropriate body language.
- "I-messages" Formative: Instructional/Assessment Focus Students will write "I-messages" to specific conflict scenarios.
- Unit 1 Test: Friendship Skills- Course Mid-Term Exam Summative: Benchmark Assessment Students will respond to questions that will assess their knowledge of conflict-resolution strategies, the formation of "I-messages", reflective listening skills, compromise, and making amends.

Activities

- Friendship Calls for Trust and Respect: Students will review the six *Pillars of Character* and will identify and define the importance of trust and respect in friendship.

- Conflict between Friends: Students will identify alternate forms of the "I-message" they learned in Grade 4. They will write other forms of "I-messages" in given scenarios. They will role-play their "I-messages" with a partner.
- Perspective Taking: Students will work in groups to outline the perspectives of both sides in a conflict.
- "Are You Mad at Me?" Students will view and discuss a video clip which underscores the importance of dialog in conflict between friends. They will discuss the consequences of non-communication between friends in conflict.
- Role-Plays: Students will demonstrate conflict-resolution strategies in given scenarios. They will be expected to role-play the following conflict-resolution strategies: identifying the problem, stating the problem in "I-messages", listening to and reflecting their partner's perspective, and brainstorming solutions to the conflict.

Activities to Differentiate Instruction

- Performing Arts: Students will role-play conflict scenarios using appropriate verbal and non-verbal communication skills.
- Language Arts: Students will write "I-messages". Students will write a one-paragraph description of the qualities of a best friend.
- Career Development: Students will write a short essay (two or three paragraphs) describing the importance of conflict resolution skills for future career success.

Integrated/Cross-Disciplinary Instruction

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Resources

- Committee for Children's: Steps to Respect, A Bully Prevention Curriculum

1. parent letters

2. handouts: role plays, photo cards

3. video clips

- Teacher-made tests and performance rubric