FRIENDSHIP

GROUP CURRICULUM

12 Sessions, Handouts, Student Workbook, K-3

12 SESSIONS

223 PAGES





Bright Path Sped

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This is a fillable PDF

- Open it in a PDF reader (Adobe Acrobat Reader, Preview, or your browser), click into a line or a box, type, and Save As.
- The notes box on every lesson plan, the family letters, the attendance records, the planning pages and the forms are type-in fields. The student pages print and are done by hand; the writing lines and boxes on them are also type-in fields for a student who types.
- It works offline. No account, no subscription, no internet connection needed after you download it.

Print at 100 percent

Turn off fit to page and shrink to fit so the tracing lines, the cut pieces and the ruled lines stay the size shown. The Look and Color sheets are black and white to save ink. Every student page is readable in black and white inside a colored border.

Student names

A filled-in record, check-up or family letter carries a real student's name. Keep it in your own data folder, and use a first name only on any page that leaves your hands.

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If a field will not behave or a page will not print the way you expect, use Ask a Question on the product page. Every question is read, and a fix ships as a free update.

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PREVIEW

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My name _____

Friendship Check-up: at the start



Circle how it is for you.

	not yet	getting there	I can!
I can say hello to a classmate.			
I can take turns.			
I can share.			
I can listen to a friend.			
I can use kind words.			
I can say sorry and fix it.			

PREVIEW

Session 1: Being a Friend - Family Letter

Fill in the top, add a note at the bottom, and send it home after the session.

Student _____ Date _____ Group leader _____

Dear family,

This week our friendship group learned a skill: **I can be a good friend.** We use six short steps, the same way every time. Saying the same steps at home helps your child do the skill in both places.

1. Say hello and smile.
2. Share and take turns.
3. Use kind words.
4. Listen when a friend talks.
5. Help a friend.
6. Say sorry when I hurt a feeling.

Ask your child: What does a good friend do?

Try it at home: Say hello to someone in your family and smile. Tell them one thing a good friend does.

Words we used: friend, kind, share, listen, help.

We tried it at home this week (check each day)

Mon	Tue	Wed	Thu	Fri
☐	☐	☐	☐	☐

A note from the group leader

From home (optional): what happened when you tried it

Thank you for helping your child practice. The Poster for this session is on page 18 of the leader's copy.

PREVIEW

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My name _____

Try it at home.



Do it at home. Color a star each day.

Say hello to someone in your family and smile. Tell them one thing a good friend does.

Monday	☆	I tried it with _____
Tuesday	☆	I tried it with _____
Wednesday	☆	I tried it with _____
Thursday	☆	I tried it with _____
Friday	☆	I tried it with _____

Draw what happened.

PREVIEW

Preview - Bright Path Shed

My name _____

Make a friendship quilt.



Draw a picture for each word. Cut the patches. Glue them together.

hello	**smile**	**name**
ask	**listen**	**wave**





1. Draw a picture for each word. Cut the patches apart.
2. Glue them edge to edge on a big sheet of paper.



PREVIEW

Preview - Bright Path Sped

My name _____

I can listen to my friend.

Color the picture. Draw you doing it.



Draw you doing it.

I did it! ☆ ☆ ☆ Color a star each time.

PREVIEW

Session 4: Taking Turns - Attendance and What We Learned

One row for each student in the group. Write the feeling word from the Check-in (page 70), mark how the student used the skill (take turns), and write one thing the student said they learned.

Group _____ Group leader _____ Date _____

Student name	Here	Feeling check-in (one word)	Used the skill: alone, prompted or not yet	What I learned (the student's own words)

PREVIEW

What we learned today (the group's words)

_____

_____

_____

_____

_____

Next time (who needs a step again, what to bring)

_____

_____

_____

_____

_____

My name _____

What I can do.



Circle how it is for you.

I can wait for my turn.


not yet


getting there


I can!

I can keep my hands to myself.


not yet


getting there


I can!

I can say your turn.


not yet


getting there


I can!

I can say thank you.


not yet


getting there


I can!

PREVIEW

Preview - Bright Path Shed

My name _____

How would they feel?



Circle a face. Tell your group why.

Cam shares his markers with a friend.


sad


proud


angry

Sue asks to use a ball. Her friend says yes.


happy


scared


angry

Raj sees friends playing with blocks and he has none.

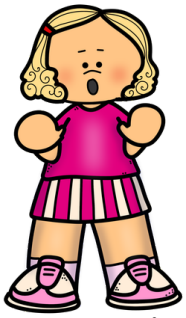

excited


proud


sad

A friend gives Pia a surprise card.


angry


surprised


sad

PREVIEW

Preview - Bright Path Sped

My name _____

I can ask to join in.



Trace the words. Then copy them.

I can ask to join in.

I can ask to join in.

Check each step you did.

- [ ] 1. Watch the game.
- [ ] 2. Walk over.
- [ ] 3. Wait for a good time.
- [ ] 4. Ask, can I play?
- [ ] 5. If yes, say thanks and play.
- [ ] 6. If no, ask someone else or try later.

I did it! ☆ ☆ ☆ Color a star each time.

PREVIEW

Session 7: Using Kind Words - Role-Play Cards

Print and trim along the dashed lines. Keep the four cards in an envelope. A student draws a card, you read it aloud, and the group acts it out.

Card 1



A friend tells Tom, I like your shirt.

Act it out: use the six steps from the Poster (page 120).
Talk about it: how does the child feel? One likely answer: happy. What else could they feel? What could a friend do?

Card 2



A kid says Hana's drawing is bad.

Act it out: use the six steps from the Poster (page 120).
Talk about it: how does the child feel? One likely answer: sad. What else could they feel? What could a friend do?

Card 3



Rosa gets a note that says, you are a good friend.

Act it out: use the six steps from the Poster (page 120).
Talk about it: how does the child feel? One likely answer: proud. What else could they feel? What could a friend do?

Card 4



Dev said something mean and his friend looks down.

Act it out: use the six steps from the Poster (page 120).
Talk about it: how does the child feel? One likely answer: worried. What else could they feel? What could a friend do?

PREVIEW

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My name _____

What I learned.



Draw and write.

Today I learned...

My favorite part was...

This week I will try...

Draw it.

PREVIEW

Preview - Bright Path Shed

My name _____

I can notice how my friend feels.



Draw what happens. Write a word.

First

Next

Then

Last

PREVIEW

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My name _____

I can help a friend.



Write four steps. Use the word bank.

Word bank: see ask wait help glad

1. _____

2. _____

3. _____

4. _____

I did it! ☆ ☆ ☆ Color a star each time.

PREVIEW

Friendship Group - Session 10

WHEN WE DISAGREE



I can work it out with a friend.

1. Stop and wait a moment.
2. Use a calm voice.
3. Say what I want.
4. Listen to my friend.
5. Think of a fair plan.
6. Try the plan together.

PREVIEW



Session 11: Saying Sorry

I can say sorry and fix it.

Poster page 188 - Sheets A, B and C pages 190, 191 and 192 - Family letter page 185

1 Stop and think.	**2 Look at my friend.**	**3 Say sorry and say what I did.**
4 Ask how I can fix it.	**5 Listen to my friend.**	**6 Try again to be kind.**

Objective

By the end of the session, students can say sorry, say what happened and ask how to make it better.

Materials

A toy that can be bumped or dropped for a role play, the Poster page.

1 Open

Ask: what does sorry sound like? What does it look like? Take answers.

2 Teach

Read the six steps on the Poster. Act out a bump with a sorry that sounds cross and a sorry that sounds real. Ask what the friend needs to hear.

3 Practice and close

Pairs act out a small accident, say sorry with the steps and ask how to fix it. Hand out the Check-in and the sheets. Close by naming one way to fix a small mistake.

Say this: Sorry is more than a word. It is looking, saying what happened and asking how to help.

Every page for this session

Poster p. 188 - Check-in p. 189 - Sheet A p. 190 - Sheet B p. 191 - Sheet C p. 192 - Put the steps in order p. 193 - Craft p. 194 - How would they feel p. 195 - Draw it p. 196 - Reminder bracelets p. 197 - Try it at home p. 198 - I can p. 199 - What I learned p. 200 - Family letter p. 185 - Record p. 186 - Role-play cards p. 187

Answer key, Put the Steps in Order (page 193): the six steps above, 1 to 6, are the correct order. The cut strips print mixed up. Row by row they are steps 5, 3, 6, 2, 4, 1.

Teacher notes (type or write)

PREVIEW

Preview - Not for Sale

My name _____

✂ Cut the strips. Color them. Tape one around your wrist.



Say sorry. Fix it.

My name _____



Say sorry. Fix it.

My name _____



Say sorry. Fix it.

My name _____



Say sorry. Fix it.

My name _____



Say sorry. Fix it.

My name _____



Say sorry. Fix it.

My name _____

PREVIEW

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My name _____

Put the steps in order.



Cut the steps. Glue them in order.

Use kind words.	Say sorry when I need to.	Say hello each day.
Do kind things for friends.	Take turns and share.	Say thank you.

Glue the steps here, 1 to 6. Look at the poster on page 205.

1	2	3
4	5	6

PREVIEW

Preview - Bright Path Shed

I CAN BE A GOOD FRIEND!

My name

Color a star for each friend skill I learned.

- ☆ Be a good friend
- ☆ Listen to my friend
- ☆ Share
- ☆ Use kind words
- ☆ Help a friend
- ☆ Say sorry and fix it
- ☆ Say hello and start a talk
- ☆ Take turns
- ☆ Ask to join in
- ☆ Notice how a friend feels
- ☆ Work it out with a friend
- ☆ Keep my friends



PREVIEW