Being a friend in deed

Critical Challenge

Critical task
Which of the suggested responses best reflects the qualities of a friendly person?

Overview
This challenge helps students learn to support others who are upset or have been slighted. Students work in small groups to suggest possible responses to an upsetting situation depicted in a picture from the Second Step series or another relevant resource. After developing criteria for recognizing the actions of friendly and non-friendly persons, students review the suggested responses in light of these criteria. Students then role-play each suggested response. Finally, students draw a picture of the situation and their recommended response. As an extension, students apply the lessons learned about friendly responses to an actual incident at school or home.

Objectives

Broad understanding
Students can comfort others who are upset by responding in manner that reflects the qualities of a friendly person.

Requisite tools

Background knowledge
- knowledge of ways of helping others
- knowledge of feelings of others

Criteria for judgment
- qualities of a friendly person (e.g., shows concern for others, helps others feel better)

Critical thinking vocabulary

Thinking strategies
- comparison chart
- role-play

Habits of mind
- empathy
Suggested Activities

**Pre-planning**

➤ Locate one or more pictures from the Second Step (see References) or other picture sources that depict a child feeling unwelcome or slighted.

**Session One**

➤ Display one of the selected pictures and invite students to describe the scene portrayed in the picture and how the slighted child is likely feeling. Encourage students to imagine how they would feel if they were this child. Invite students to share experiences where they may have been upset because of something that others did to them.

➤ Ask students to suggest how they might help the slighted child in the picture feel better. Organize students in pairs or small groups to discuss possible responses. Call upon each group to share one action with the rest of the class. Record their suggestions on the chalkboard or chart paper.

➤ After students have presented their proposed actions, invite them to think about what it means to be a friendly person by posing the following questions: “How do I know when someone is my friend? What does it look like when a person is being friendly to me?” Invite students to brainstorm the actions of a friendly person and record these in a list titled, *Actions of a friendly person*. For each action, ask students to indicate what this action reveals about the person performing the action (i.e., what qualities are revealed by each action). Ask, for example, “If someone smiles at you, does this suggest they like you or hate you?” “If someone shares her toys with you, does this mean she wants you to feel happy or sad?” Record the implied qualities of a friendly person to the left of the actions, and label this column, *Qualities of a friendly person*. Use these implied qualities to help students generate other actions of a friendly person. Ask, for example, “Besides smiling at me, how else might a friend show that he likes me?” “How else besides sharing her toys, can a friend make me feel good?” Use these questions to expand the list of actions of a friendly person. After a number of suggestions, introduce the actions of an unfriendly person by asking students to describe what it looks like when a person is not showing friendly qualities. Record these comments in a third column, titled *Actions of a non-friendly person*. If necessary, generate more actions in this column by returning to the qualities of a friendly person and asking students to suggest how a person who did not have these qualities might act. Ask, for example, “Besides not letting me join in, how else might a person show that she does not care about my feelings?”
Recognizing friendly people

<table>
<thead>
<tr>
<th>Qualities of a friendly person</th>
<th>Actions of a friendly person</th>
<th>Actions of a NON-friendly person</th>
</tr>
</thead>
<tbody>
<tr>
<td>• shows that they like you</td>
<td>• smiles at you</td>
<td>• says mean things to you</td>
</tr>
<tr>
<td>• makes you feel good</td>
<td>• shares toys</td>
<td>• ignores you</td>
</tr>
<tr>
<td>• cares about your feelings</td>
<td>• encourages you</td>
<td>• doesn’t let you join in</td>
</tr>
</tbody>
</table>

➤ When the class has generated lists of friendly and non-friendly actions, invite students to use this chart to help them recognize whether or not someone is a friendly person. Return to the earlier generated responses to the distressing situation in the picture and present the critical question:

Which of the suggested responses best reflects the qualities of a friendly person?

Ask students to match the suggested solutions against the qualities listed in the chart. Which action best shows the qualities of a friendly person?

➤ To help students make up their minds, invite each of the original pairs or small groups to role-play the situation in the picture and its suggested action. Invite the slighted student in each role-play to describe his or her feelings before and after the proposed response (i.e., to describe the feeling while portraying the upsetting situation depicted in the picture and the feeling after the friendly response). Invite students to role-play additional responses and add these suggestions to the list of friendly actions.

➤ After role-playing all the proposed actions, distribute a copy of A friendly action (Blackline Master #1) to each student. Invite students to illustrate the situation depicted in the picture, or choose one of their own in which they were treated in an unfriendly manner. Ask students to draw the problem and describe the person’s feelings. They should then list two possible responses and then draw a picture of the action that best shows a friendly person. Encourage students to refer to the qualities of a friendly person when explaining why their proposed action is the better response.
Assess students’ ability to select friendly responses using the two criteria on the rubric *Assessing friendly responses* (Blackline Master #2). The sources of evidence and the two criteria for this assessment are listed below:

- use students’ suggested possible actions offered in class and recorded on *A friendly action* (Blackline Master #1) to assess their ability to offer appropriate responses;

- use students’ choices for the better response and supporting reasons recorded on *A friendly action* (Blackline Master #1) to assess their ability to select a reasonable option.

Reaching the “basic understanding” level on the rubric may be appropriate for many primary students.

Assess students’ ability to imagine a person’s feelings while experiencing an identified problem using the rubric *Assessing empathy* (Blackline Master #3). The sources of evidence and the two criteria for this assessment are listed below:

- use students’ responses to the picture and their identification of the distressing situation recorded on *A friendly action* (Blackline Master #1) to assess their ability to identify the personal problem in a situation;

- use students’ oral descriptions of the picture and their role-play of the proposed response to assess their ability to imagine the feelings of a person who has been slighted.

Reaching the “basic understanding” level on the rubric may be appropriate for many primary students.
**Extension**

- Display other cards in the *Second Step* series involving bullying, exclusion and other similar problems. Invite students to describe the distressing situation, brainstorm a list of possible responses, role-play the options and select the action that best reflects the qualities of a friendly person.

- When classroom situations arise where students treat each other in an unfriendly manner, invite offending students to use the chart, *Recognizing friendly people*, as a source of ideas for friendly actions that they might have taken or that they might take to readdress the situation.

**References**

A friendly action

Problem

The problem is ____________________________________________

This makes the person sad because __________________________________

Possible actions

Two things I might do to help are: 1) ____________________________________

2) ____________________________________

Most friendly action

The most friendly action is ____________________________________________

because ___________________________________________________________
<table>
<thead>
<tr>
<th>Understanding</th>
<th>Sophisticated understanding</th>
<th>Extended understanding</th>
<th>Basic understanding</th>
<th>Pre-recognition</th>
<th>Partial recognition</th>
<th>Pre-recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selects the friendlier response</td>
<td>Selects the friendlier solution</td>
<td>Offers two marginally appropriate solutions to the identified problem.</td>
<td>Offers two appropriate solutions to the identified problem.</td>
<td>Can offer any friendly response.</td>
<td>Friendly solution</td>
<td>Friendly solution</td>
</tr>
<tr>
<td>Selects the friendlier solution</td>
<td>Selects the friendlier solution</td>
<td>Identifies the friendly solution.</td>
<td>Identifies the identified problem.</td>
<td>Identifies the identified problem.</td>
<td>Friendly solution</td>
<td>Friendly solution</td>
</tr>
<tr>
<td>Selects a response that does not meet the criteria for a friendly solution.</td>
<td>Selects a response that does not meet the criteria for a friendly solution.</td>
<td>Solution without offering any explanation.</td>
<td>Solution without offering any explanation.</td>
<td>Solution without offering any explanation.</td>
<td>Friendly solution</td>
<td>Friendly solution</td>
</tr>
<tr>
<td>Unlikely to select one friendly response.</td>
<td>Unlikely to select one friendly response.</td>
<td>Unlikely to select one friendly response.</td>
<td>Unlikely to select one friendly response.</td>
<td>Unlikely to select one friendly response.</td>
<td>Friendly solution</td>
<td>Friendly solution</td>
</tr>
</tbody>
</table>

**Comments:**

Name: ___________________________________________________
### Assessing Empathy

<table>
<thead>
<tr>
<th>Understanding</th>
<th>Pre-recognition</th>
<th>Partial recognition</th>
<th>Basic understanding</th>
<th>Extended understanding</th>
<th>Sophisticated understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeling in a given situation</td>
<td>Feeling in an obvious situation</td>
<td>Feeling in an obvious situation</td>
<td>Feeling in a given situation</td>
<td>Feeling in a given situation</td>
<td></td>
</tr>
<tr>
<td>Identifies obvious problems</td>
<td>Identifies obvious problems</td>
<td>Identifies obvious problems</td>
<td>Identifies obvious problems</td>
<td>Identifies obvious problems</td>
<td></td>
</tr>
<tr>
<td>Can imagine what it means to identify</td>
<td>Can imagine what it means to identify</td>
<td>Can imagine what it means to identify</td>
<td>Can imagine what it means to identify</td>
<td>Can imagine what it means to identify</td>
<td></td>
</tr>
<tr>
<td>Understands what it means to imagine</td>
<td>Understands what it means to imagine</td>
<td>Understands what it means to imagine</td>
<td>Understands what it means to imagine</td>
<td>Understands what it means to imagine</td>
<td></td>
</tr>
<tr>
<td>Imagines</td>
<td>Imagines</td>
<td>Imagines</td>
<td>Imagines</td>
<td>Imagines</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

Name: ___________________________________________________ Blackline Master #3