

Being a Good Friend

Overview:

It can be hard to be the new kid, and this exercise will help students think about how to ease this awkward time for a recent arrival. It also provides an opportunity to reflect upon what makes a good friend and to create a caring community.

Materials:

- Copy of *Being a Good Friend* worksheet

Handouts:

- [Being a Good Friend](#)

Procedure:

1. Talk about the ways in which the class is a group, and how everyone contributes to it.
2. Ask students to think about when they have been new to a group (such as a sports team, summer program, etc.) Were they nervous? What were their worries?
3. Once you have a few listed on the board, ask them what others in the group did to make them feel welcome. Did it work?
4. Ask them if they have ever had a hard time fitting in. Were there other students who made it hard to belong? How did that make them feel?
5. Have students complete the *Being a Good Friend* worksheet.
6. Ask students to share their ideas for making Harry feel welcome.
7. Explain that as a group, everyone is responsible for making sure it is a caring group. What can they do to show they want to be a good friend? What do their friends do that shows caring? How can they be a better friend?

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This lesson was created by the Curriculum Department at the Josephson Institute. Lessons like this are a regular feature in Josephson Institute's monthly e-newsletter, the *Character Educator*. To subscribe, visit the CHARACTER COUNTS! website: <http://www.charactercounts.org/chron/>

McREL standards

Life Skills

Communication in Groups

Benchmark 9. Contributes to the development of a supportive climate in groups

Knowledge/skill statements

1. Knows the characteristics of a supportive group climate
2. Works to ensure a supportive group climate

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