

Habits of Friendship



Communication

I can communicate clearly and concisely.

Dear Parents and Teachers:

The Habits of Friendship lessons are meant to be taught over a 5-day period. Lessons are scripted and require little preparation time. Notes to you, the teacher, are given in dark blue. The script is written in black. Before each lesson, gather or print any materials listed. Then, simply read the lesson aloud and follow the blue instructions.

As the week progresses, lessons increase in the level of developmental depth. The first lessons focus work on concrete skills, mid-week lessons work on skills requiring more awareness, and lessons at the end of the week work toward total competence in this social skills area.

Day One: Eye Contact

Today we are going to start a new unit of study together called Habits of Friendship. We will be working on six social skill areas that will help us build meaningful, lifelong relationships. Each week we will work on a new skill. This week's skill is Communication. Can you say communication? Display title poster and repeat word.

Each of these skills has a matching mantra. Point to the mantra on the title poster. The mantra is a sentence that helps us remember the meaning of this skill. The mantra for Communication is "I can communicate clearly and concisely." Can you say that mantra with me? Repeat mantra. Nice work. I can tell you are going to do very well in this unit study.

We will learn about this mantra all week, but let's make sure we know what this mantra means. Clearly is when we say what we really mean. Concisely means to speak briefly, with confidence.

MATERIALS BY DAY:

1. Title poster with mantra, eye contact poster, and eye contact game.
2. The book: *Harrison P. Spader, Personal Space Invader* or link to the book <https://www.youtube.com/watch?v=bUcjOOhDXvs>. Book poster.
3. Active listening poster
4. Nothing
5. Sheet of blank paper for each student, coloring items, and emotion paper slips from resources.



Day One Continued

One way we can be clear and concise is to have excellent eye contact. Any guesses about what eye contact might mean? [Take definitions from the students. Write them down on a paper or board.](#)

Those are some great ideas. I see things on this list like looking someone in the eyes and smiling. [Name others as needed.](#) This is a great place to start. I would like to share some tips with you that will make you a great eye-contact communicator!

[Get out eye contact tips poster.](#) When we start talking to someone we want to look them in the eyes and smile right away! But, it can make people uncomfortable if we stare at them the whole time we are talking. We don't

want someone to feel uneasy! So when we are talking, we want to look at them about half the time and when they are talking we want to look at them most of the time. That's right, it's okay to "rest" your eye contact.

So it goes like this... look, smile, look, rest, look, rest, look, rest! We can look to someone else in the group or look at things we are talking about. You might do this naturally or you might need to practice it. Let's play a game to practice.

[Get out the "eye contact" role-play game and follow the directions.](#)

Well done! Let's wrap up by saying the mantra one more time "I can communicate clearly and concisely." Perfect!

Use the 50/70 rule. To maintain appropriate eye contact without staring, you should maintain eye contact for 50% of the time while speaking and 70% of the time while listening. This helps to display interest and confidence.

Role-Play Tips

- Always play out the positive side of the skill.
- After the role-play, provide feedback on how the situation was portrayed.
- Keep reversing the roles of the participants.
- Stress the process, not the results. This is not Broadway, just practice the skill in a fun and loving way.
- Sometimes it is hard to get students to truly engage in a role-play. If this is the case, consider offering a reward for a job well done.

Day Two: Personal Space

Welcome back to Habits of Friendship: Communication. Let's get our minds focused by saying our communication mantra. Repeat after me! "I can communicate clearly and concisely." [Have students repeat the mantra while you point to the poster.](#) Excellent!

Yesterday we talked about eye-contact. We learned to look, smile, look, rest, look, rest, look....! Today we are going to learn our next most important communication skill. It is called personal space. Have you ever been talking with someone and they just feel a little too close to you? [Wait for a few responses, but don't allow a lot of stories. Just yes, head nods, etc. I know I have!](#)

When someone is too close to you when they are talking, playing, or just hanging out it can make you feel uncomfortable. We don't want to make this mistake. We would never want someone to be uncomfortable!

I have a book that I would like to share with you that will help you understand personal space. This book is called *Harrison P. Spader, Personal Space Invader*. [Read the book to your students or listen to the online reading. Pay special attention to the pictures pointing out when Harrison is in someone else's personal space.](#)

Harrison learned his own personal space mantra in this book. Do you remember how it went? [Wait for responses.](#) Yes! Let's say it together: "Arms out front then out real wide. Now place your arms back at your side." Nice work.

That little saying lets you know about how far to stand from someone else when you are talking, playing, or hanging out. If you want to get any closer, its best to ask first. Harrison also taught us that sometimes places get crowded and your personal space shrinks. Can you think of a crowded place? [Listen to a few answers.](#) Right! Now what did Harrison's Dad tell us to do in that situation? [Look for answers about keeping hands, feet, body, and objects to self.](#) Smart answers!

I am so glad Harrison could help us learn this lesson today. Let's say our mantra one more time: "I can communicate clearly and concisely."



Day Three: Active Listening

Welcome back to Habits of Friendship: Communication. Can you say the mantra without my help? [Help as needed, but try to let the students say it without you.](#) Great!

Today we are going to be talking about something called active listening. Great communicators are even better listeners. When you listen well, people know you care.

When you were little your parents might have taught you three easy words to cross the street safely. Anyone remember these words? [Wait to see if someone comes up with the correct response.](#) [Guide as needed.](#)

That's right. Before you cross the street, you STOP, LOOK, and LISTEN. We are going to build on those three key words today so we can become amazing active listeners. We will add just one word to this list: STOP, LOOK, LISTEN, and ASK. [Display the active listening poster.](#)

Let's talk about what each of these steps means. STOP: Stop your mind from thinking about other things. Think about what the other person is talking about. Check your brains right now: Are you thinking about what I am talking about? Give me a thumbs up or thumbs down! [Pause.](#) Good, let's keep our minds on my words.

Next up is LOOK. Remember what we learned about eye contact? You are masters of this step already!

Now we will LISTEN! Both our body and mouth will show that we are listening. Can I have a volunteer to demonstrate? [Have a student join you at the front of the group.](#) As I am talking, I want you to show me with your body that you are listening. [If needed, prompt them to be calm, lean towards you, and have an open and inviting arm position.](#) Do you see how she is leaning a little towards me and how her arms are open/at her side? That is some good listening!

Now show me with your mouth that you are listening. [If needed, prompt them to make listening sounds like: hum, oh, wow, huh, wow, neat, cool, oh man, etc.](#) Those are some great listening sounds. This is wonderful active listening. Active listening is DOING somethings. Your body and your mouth show you are listening.

(Continued on the next page.)

Manageable Pieces

Breaking down hard tasks or new skills into manageable pieces can make something overwhelming more attainable.

Hundreds of books, videos, blog posts, and lectures have been given on active listening. This waterfall of information would paralyze a student or adult. In this active listening lesson, the skills needed are broken down into four manageable pieces.

- STOP
- LOOK
- LISTEN
- ASK

If a student can cross a street safely (stop, look, and listen) then they can learn how to be an amazing active listener.

[STOP](#) reminds students to stop their mind from wandering to other ideas. Focus on what the speaker is saying.

[LOOK](#) cues students to use great eye contact. Remember the 70% listening rule?

[LISTEN](#) helps students to be aware of their body and mouth. Active listening is not quiet. Don't interrupt, but engage your body and voice.

[ASK](#) indicates that it is time for students to ask open-ended question. Some great-for-all-situations questions are given as examples in the lesson.

With these four steps, active listening becomes easy and natural instead of overwhelming and intimidating.

Lessons Learned From The Telephone Game

When playing the Telephone Game a message is given to the first person in a line of people. They pass the message on by whispering it in the ear of the next person in line. The message goes from person to person until it reaches the end of the line, and that person announces the message to the group.

In most cases, the message that is announced to the group is significantly different from the message that was originally given to the first person in the line.

While the game is entertaining, it also teaches us important lessons that people often forget.

1. Speak clearly, slowly, and with confidence.
2. For accurate communication, fewer words is often better than many words.
3. Information passed from one to another often gets confused or changed.
4. Gossip is one of the worst forms of communication.
5. Listening is just as important as talking.
6. Asking for clarification is a key step to understanding.
7. If you don't have anything nice to say, it may be best not to say anything at all.
8. Make sure your words mean what you think they mean.

Day Three Continued

Finally, ASK. We can really take our listening to the next level by asking some good questions after the person is done talking. We don't interrupt and we ask open questions like: "Can you tell me more about that? OR How did you feel? OR What did you do then?" These let people know you care and want to know more.

Let's practice. Would someone like to come to the front and tell us about their favorite vacation? You can use any topic desired. Thank you.

As she talks I am going to be looking for active listeners. I will also show my best listening skills.

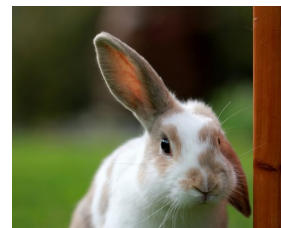
As the student is telling their story, watch the other students for active listening skills. Watch for specific things you can praise after the student is done talking. You may need to prompt the students to ask some open ended

questions at the end. If you are one-on-one with your student, simply demonstrated active listening yourself, then switch roles.

Wonderful story. Now, I saw.... Praise specific active listening skills you saw.

We have learned a lot today. But, it can be as easy as crossing the street. How does it go? Yes, STOP, LOOK, LISTEN, ad ASK!

Let's say our Communication mantra one more time: "I can communicate clearly and concisely."



Day Four: Straight Talk

As we near the end of our Communication lessons, I hope you can say the mantra without my help. Can you do it? Have the students say "I can communicate clearly and concisely," without your help. Wow, you (almost) did it! Nice work!

We learned in our first lessons that **clearly** is when we say what we really mean and **concisely** means to speak briefly, with confidence. Today, we are going to really see why this mantra is so important.

I have two phrases written down. They mean the same thing, but they are said in very different ways. We will play the telephone game to see which phrase is better communication.

Phrase one: I was thinking that you are a very nice person and that's pretty cool and I like you and I think, maybe, we might want to be friends.

Phrase two: Can we be friends?

Play the telephone game. If you need instructions, see the sidebar. When you use the first phrase also say it a little fast and not that clearly. When you use the second phrase say it slowly and clearly. As the students pass the phrase around the circle, encourage them to do their best to say just what you said, how you said it. Also, on the first phrase don't allow them to ask any clarifying questions, but on the second round allow them to double check, if needed.

Once the phrase has gone around the circle, see how close the last message was to the original phrases. The second phrase should be close to or spot-on to the original.

The first phrase was not clear or concise. The second phrase was very clear and concise. Everyone knew the last phrase and was able to understand as it was passed around our circle. Also, I let you ask questions the second time. That was a big help! When you really want someone to understand what you are trying to communicate: remember to be clear and concise. If you are listening, and don't understand, ask questions.

In other words: say what you mean, briefly and with confidence. Remember our communication mantra: "I can communicate clearly and concisely." Nice work today!

Day Five: Nonverbal Communication

Today is the last day we will be talking about Communication. Let's get our brains focused one last time by saying our mantra: "I can communicate clearly and concisely." Excellent. Today we are going to talk about nonverbal communication. That means the things our body, face, and eyes are doing while we are talking and listening.

We have learned a lot about nonverbal communication already. We talked about eye-contact on the first day. We read a great book about personal space on Tuesday. We even talked about leaning in with open arms on Wednesday when we practiced: Stop, look, listen, and ask.

So why talk more about nonverbal communication? Did you know that a really smart scientist found out that 93% of our communication is nonverbal! Wow, that's a lot! If people are really going to understand us and we are going to understand them, we better NAIL this nonverbal communication thing!

To practice we will do a little activity and game. I am going to give you an emotion, you will take a few minutes and draw a picture of someone showing that emotion with their face and body. Then we will come back together and see if our classmates can guess our emotion. (continued below)



Dr. Albert Mehrabian, author of Silent Messages, performed several studies on nonverbal language. He found that body language accounts for 93% of a message. Who knew our physical mannerisms could speak such loud volumes?

Supply the students with an emotion from the resources pages. Take care, to give younger or more immature students easier emotions and older students more difficult emotions. If you are doing this one-on-one, you can each choose to do a few emotions. Once the students have finished their drawings, come back together for the game.

Nice work on your drawings, let's see if we can figure out, just from your drawing, what emotion you were given. Give everyone a turn to show their drawing. Point out facial features of each drawing that will help students understand the feeling that person drew.

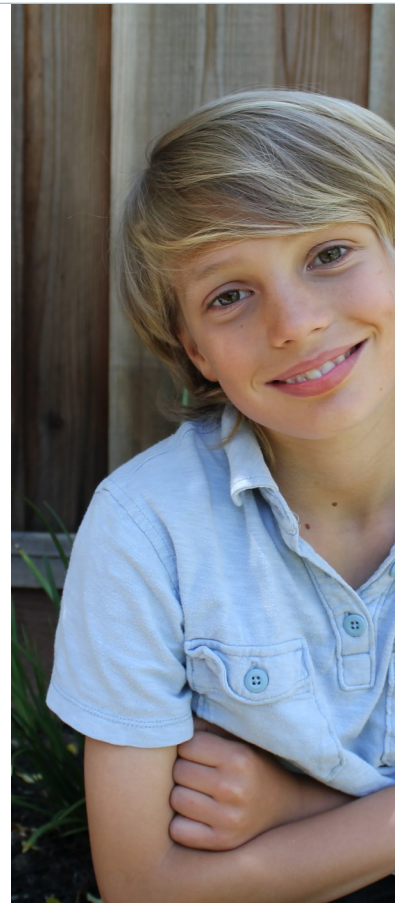
Well done. I think you all did a nice job with your drawings. We have just started learning about nonverbal communication. As you do the exploration activities. You will continue to learn more.

Let's wrap-up our communication week by saying our mantra one more time! "I can communicate clearly and concisely."

Exploration Resources

- ⇒ Copywork pages
- ⇒ Quote memorization (or complete as copywork)
- ⇒ Scripture memorization (or complete as copywork)
- ⇒ Memorize the included poem
- ⇒ Read and then narrate from one of the books on the reading list
- ⇒ Complete the Hymn Study for "Sweet Hour of Prayer"

Detailed instructions and needed worksheets for each exploration activity are given in the resource packet.



A One-Room Schoolhouse

The Habits of Friendship © program was inspired by the formation of *A One-Room Schoolhouse: A Hybrid Homeschool Academy*. As the Schoolhouse program took shape, the founder, Genevieve Peterson, knew the program needed a pro-active habit training curriculum to help shape her children and those that would join them. Her desire to instill the social skills needed for meaning, life-long relationships with simple, daily instruction and practice inspired The Habits of Friendship © program.

Follow our journey on Facebook & Instagram @aoneroomschool

Genevieve blogs weekly at www.aoneroomschoolhouse.com

A One-Room Schoolhouse A Hybrid Homeschool Academy

Building Faith, Knowledge, and Character

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A One-Room
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Habits of Friendship ©

Welcome to Habits of Friendship, the companion module of Habits of Learning. In Habits of Friendship, we will explore the social skills needed for meaningful, lifelong relationships. After Habits of Learning took shape in my mind, I began to realize it was an incomplete program. Our lives are not just about learning, they are about more than that.

As I reflected upon this void I was reminded of a Bible verse that has driven much of my life: Luke 2:52. *And Jesus increased in wisdom and stature, and in favour with God and man.* In this verse we see that as Jesus grew from child to man, he developed in four areas of his life:

- Wisdom: Learning and education
- Stature: Physical health and wellness
- Favour with God: Spiritual development
- Favour with man: Social and emotional development

Habits of Learning focuses on the “wisdom” part of that verse. Habits of Friendship focuses on “favour with man.” To complete the Habits training program: Habits of Living and Habits of Worship follow Habits of Learning and Friendship.

Habits of Living and Habits of Worship will be designed for in-home use, whereas Habits of Learning and Habits of Friendship can be taught in the home or school.

As these four modules come to fruition, the Habits program will be complete as inspired by Luke 2:52. This will allow the parent or teacher to directly teach each area of personal development, as modeled by Jesus Christ, to their child of any age.

The Habits of Friendship focuses on six different fundamental social skill areas as they grow over three levels of developmental progression. As students learn these broad social skills, they will be guided to learn the supporting skills needed to be competent in each skill area. The Habits of Friendship curriculum will guide students through the developmental levels of social skill acquisition from concrete, to awareness, and finally to competence.

The lessons can be taught over a six-week period, but are designed to be repeated as often as needed. A nondenominational Christian perspective is intertwined throughout the lessons. All scripture references are taken from the King James Version of the Bible. Lessons and activities are designed to be used in a multi-age classroom setting but can also be done one-on-one.

This program of personal development is based on the most current research in behavior intervention, historical wisdom of great educators, and years of practical experience in both the educational and therapeutic settings of the author.

Specifically, Positive Behavior Intervention and Support (PBIS) heavily influenced this work as it provides a process to understand and develop positive behavior in students that is based on both values and empirical research.

Both the models of classical education and the work of Charlotte Mason are melded together when considering teaching methods and behavioral development. Finally, the author's years of professional experience as a school physiologist, education director, and special education teacher honed this curriculum.

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