

Habits of Friendship



Groups

When I am in a group, I can share, care, and lead others to do the same.

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 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: Sharing, Trading, and Giving

Welcome back to another week of Habits of Friendship. This week we will learn all about working and playing in Groups. Let's learn the mantra that goes with this skill. The mantra reads, "When I am in a group, I can share, care, and lead others to do the same." Now, can you say it with me? [Repeat mantra](#). Nicely said.

Working and playing in a group can be the best AND it can be the worst! Have you ever had an assignment to work in a group that did not go well? Can you tell me about it? Have you ever been playing with a group and a problem happened? Can you tell me about that? [Listen to a few short experiences](#). If no one has an experience to relate, give one from your own life.

One of the problems I am hearing you talk about (when it comes to group work and play) is that sometimes there is not enough of something to go around.

MATERIALS BY DAY:

- 1) *Four Feet, Two Sandals* by Karen Lynn Williams; Sharing, Trading, and Giving poster.
- 2) *Wrecker or Builder* poem and corresponding poster.
- 3) A device to watch the *Lessons from Geese* video. Print off the lessons posters.
- 4) A place to write down the "unwritten rules".
- 5) The book or a video link to *Miles McHale, Tattletale* and the poster with the pledge.



Day One Continued

Sometimes you don't have enough materials, toys, or books for everyone to do what they want. Although this is not the only problem that can happen in group work, it is one that happens a lot.

When there is not enough to go around we must think about our options. We can share, take-turns, trade, or give. Different things work at different times. [Display poster with these options.](#)

I would like to share a story with you about these options. This story is called "Four Feet, Two Sandals."

In this book, two girls meet in a refugee camp in Pakistan after fleeing their homes in Afghanistan. Refugees are people that must leave their home because it is not safe any more. This is often due to war or persecution. Sometimes they must go live in a camp (sometimes for a long time) until they can find a safe place to live. Look for ways these two

girls find ways to share, take-turns, trade, and give.

[Read book or watch the video.](#) The video has some commentary that can be skipped. Start the video at about 1:05, if desired.

Wow! Some pretty hard things happened in this story. Can you tell me some ways the girls worked out their problem? [Listen to answers and discuss.](#)

The two girls started out sharing, taking turns, and trading. As they got to know each other, it become easier to share. By the end, they had a special friendship and both WANTED to give. When we work in a group starting with sharing, taking turns, and trading is a good place to start. But, as we get to know people and build a friendship we might start caring enough to want to give.

Let's close by saying the mantra again. [Repeat mantra.](#)

"Or am I a wrecker who walks the town, Content with the labor of tearing down?" Edgar Guest

Builder or Wrecker?

by Edgar Guest

I watched them tearing a building down,
A gang of men in a busy town.
With a ho-heave-ho and lusty yell,
They swung a beam and a sidewall fell.

I asked the foreman, "Are these men skilled,
The men you'd hire if you had to build?"

He gave me a laugh and said, "No indeed!
Just common labor is all I need.
I can easily wreck in a day or two
What builders have taken a year to do."

And I thought to myself as I went my way,
Which of these two roles have I tried to play?

Am I a builder who works with care,
Measuring life by the rule and square?
Am I shaping my deeds by a well-made plan,
Patiently doing the best I can?

Or am I a wrecker who walks the town,
Content with the labor of tearing down?

Day Two: Builder or Wrecker?

Welcome back to Habits of Friendship: Groups. I hope you liked that story we read yesterday. It is one of my favorites. Let's get focused by saying our mantra: "When I am in a group, I can share, care, and lead others to do the same." Nice work.

Today I would like to share a poem with you. This poem is called "Builder or Wrecker?". Before I read you this poem, based on the title, what do you think this poem might have to do with working in a group? [Listen to answers and summarize them back to the group.](#)

Thank you for your ideas. As I read this poem to you, think about ways you can be a builder or a wrecker when you are working and playing in a group.

[Read the poem.](#) The text is in the left side bar and a poster copy is in the resource material.

So, how do Builders act? How are Builders different from Wreckers? [Guide your discussion based on the age and maturity of your students.](#) You may choose to write down the descriptions on the "Builders and Wreckers" poster provided. You can also add in the words in the notation below.

Wreckers in life are good at discouraging, depressing, demoralizing, depreciating, and destroying. They know how to ruin friendships, wreck homes, and undermine peace and unity. Wreckers gossip, accuse, and are critical. God desires that we be builders. [Replace the word "God" if you are teaching in a secular environment with some like "I, parents, or teachers"](#)

Builders in life are skilled at encouraging, edifying, educating, enlightening, energizing, and elevating. They know how to say good words and offer a helping hand. Builders share, care, and lead others to do the same.

As we wrap up, I want you to think of one way that you can be a builder today. Keep it in your heart. Think hard! [Pause.](#) Do you have it? Thumbs up if you know how you will be a builder today! [Wait for all thumbs up.](#)

Wonderful, let's close by saying our mantra one more time. [Repeat mantra.](#)



Day Three: Leadership *Lessons from Geese*

Are you as smart as a goose? [Wait for answers](#). Well we will see today. Geese might be smarter than you think! After what I have learned about geese, I think they have mastered the mantra that goes with our skills of working in a Group. Can you say the mantra without my help?

[Repeat mantra with your students](#). Wow! I think you might have it!

Have you ever seen a group of geese flying in the sky? What does it look like? What does it sound like? [Wait for answers](#), students might arrive at the concepts that geese fly in a V pattern for support and honk encouragement to each other.

Wow, you already know a few things about geese. I would like to show you a video where we can learn a few more things that might help us as we learn to work and play in a group. [This video](#) is actually a series of slides with images and words. If you have young or slower readers, be prepared to read these slides aloud as they play.

[View the video](#). The text is listed on the right hand sidebar for your references. In a pinch, you could just read [this information](#) to your students.

So, do you have as much sense as a goose? Let's summarize these lessons we have learned from nature. Give me a thumbs up or a thumbs down if you think you can learn each of these lessons. [One-by-one post the lessons from geese posters](#). Read them aloud as you post them and get a thumbs up or down vote.

Lesson One: Work as a team.

Lesson Two: Let others help you.

Lesson Three: Take turns.

Lesson Four: Encourage others.

Lesson Five: Care about others.

As you continue to learn about working and playing in a group, see if you can be as smart as a goose! Let's close by saying the mantra one more time!

Five Lessons Learned From Geese

Fact One: As each goose flaps its wings, it creates an uplift for the birds that follow. By flying in a V formation, the whole flock adds 71% greater flying range than if each bird flew alone.

Lesson One: People who share a common direction and sense of community can get where they are going quicker and easier because they are traveling on the thrust of each other.

Fact Two: When a goose falls out of formation it suddenly feels the drag and resistance of flying alone. It quickly moves back into formation to take advantage of the lifting power of the birds in front of it.

Lesson Two: If we have as much sense as a goose, we'll stay in formation with those headed where we want to go. We are willing to accept their help and give our help to others.

Fact Three: When the lead goose gets tired, he rotates back in the formation and another goose flies point.

Lesson Three: It pays to take turns doing the hard tasks and sharing leadership.

Fact Four: The geese flying in formation honk to encourage those up front to keep up their speed.

Lesson Four: We need to make sure our honking is encouraging.

Fact Five: When a goose gets sick, wounded, or shot down two geese drop out of formation and follow it down to help and protect it. They stay with it until it dies or is able to fly again. Then, they launch out with another formation or catch up with the flock.

Lesson Five: If we have the sense of a goose, we will stand by each other in difficult times as well as when we're strong.

"Lessons from Geese" was transcribed from a speech given by Angeles Arrien at the 1991 Organizational Development Network and is based on the work of Milton Olson.

Unwritten Rules

- Watch out for and be considerate of younger kid or those with different abilities.
- Take care of toys, sports equipment, and tools you are working and playing with.
- Use polite language.
- Stay away from dangerous areas like the street, waterways, or construction sites.
- Include those that are being left out or struggling to keep up.
- Negotiate through disputes.
- Compromise to resolve conflicts. (Do-overs, take-turns, or share)
- Get adult help when someone is hurt or in a dangerous situation.
- When possible, find a way to play together without tattling.
- Never play or work to hurt someone or leave someone out.
- Apologize right away when you make a mistake or hurt someone.
- When in doubt: let others go first, allow the do-over, and say sorry.

Day Four: Unwritten Rules of Play

Welcome back to Habits of Friendship. We have learned a lot so far about working and getting along in a group. We have talked about sharing, caring, taking turns, and being a wise leader. We will continue our study today, but let's get focused by saying our mantra together. "When I am in a group, I can share, care, and lead others to do the same."

Nicely done. When we are working and playing in a group, often we don't have a list of rules to follow. When you go over to a friend's house do you see backyard rules posted on the fence? *Smile, and shake your head no!*

Of course not! Often in a classroom or in your home, you might have a few rules posted to help everyone get along a little bit better. But, most of the time, we don't have a list of posted rules to help us know how to behave.

This is real life! One hard job of growing up is figuring out the unwritten rules of working and playing in a group. Today and tomorrow we will explore these rules and how we figure them out.

Today, we will brainstorm some of these rules. You probably have figured a lot of these rules out and might not even know you know these rules!

I'll get you started with some ideas and then

you can add to the list.

One rule that I can think of is that you should watch out for and be considerate of younger kids or those of different abilities when playing and working together.

Another one I can think of is to take care of your toys, sports equipment, and tools you are working and playing with.

Can you think of any other rules or guidelines you follow when you are working or playing in a group?

These may be hard for children to brainstorm on their own without significant support. You can always give them rules/non-rules and ask for a thumbs up or down vote. See the left sidebar for possible ideas.

Well done, we have a pretty good list of rules of playing and working in a group. I think, as we have said many times before, all of our actions should follow the Golden Rule.

It is very good, however, to think specifically about our actions and behavior so we can always: "share, care, and lead others to do the same."

What did I just quote? Yes, our mantra. Let's wrap-up by saying our mantra together. *Repeat mantra.*

"Play allows children to create and explore a world they can master, conquering their fears while practicing adult roles."

— American Association of Pediatrics



Day Five: Unwritten Rules & When to Tell

This is our last day of Habits of Friendship: Groups. Playing and working in a group can be fun but it can also be hard sometimes. Let's get ready for our last day of learning by saying our mantra. [Repeat mantra together](#). Nice work! You said it without my help.

Yesterday we talked about the unwritten rules of play. These are rules we all follow when we are playing and working well in a group. They are not written down anywhere, lots of times we don't even talk about them, but they are rules that we learn as we play and work with others.

But, what happens when these rules are not followed? Maybe someone has not picked up on one of these rules, maybe someone is playing down right mean, or maybe someone is just in a bad mood. What should you do? Any ideas? [Listen to ideas](#).

Yes, sometimes we might need to tell an adult. But when is the right time to tell an adult? If we tell an adult about every little thing that is called being a tattletale. But, if we don't tell an adult when we need to, someone could get hurt!

How do you know when to tell and when not to tell? [Listen to ideas](#). Wow, you guys are pretty smart and have lots of good ideas already. Can I share a book with you that might help you learn even more about when to tell? [Read or listen to the video of Miles McHale, Tattletale](#).



“Therefore all things whatsoever ye would that men should do to you, do ye even so to them: for this is the law and the prophets.” Matthew 7:12

Thanks for listening. In this book, they had a pledge that was very useful. [Hang pledge poster](#). This should be something we can memorize so that we know when to tell and when not to tell.

I would like to add one thing to this pledge. Sometimes our feelings are getting big and we might need to talk. Coming and talking to an adult about your feeling is always a good idea. Even if we are having big feelings about something pretty small. It is never tattling to talk about how you are feeling.

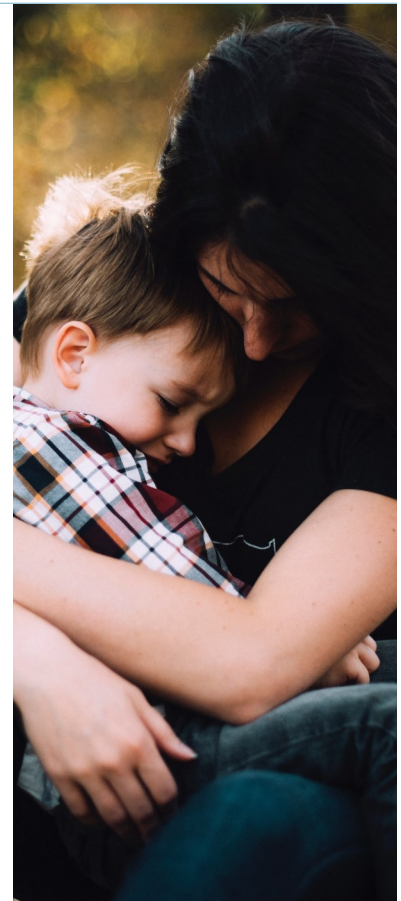
For example, you might say: “I am feeling so annoyed at Sam because he is chewing on his pencil. I don't know what to do. I think I might yell at him or hit him. AHHHH! What should I do?” Although telling on someone for chewing on their pencil would be tattling, asking for help to deal with your feelings is not. In this situation I would help you problem solve a solution without hitting or yelling.

Thank you for enjoying this unit with me. We have one more section of Habits of Friendship to wrap up this habit study. Let's finish up today by saying our mantra one more time. [Repeat mantra](#).

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 “Come Thou Fount Of Every Blessing”

[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 meaningful, life-long relationships with simple, daily instruction and practice inspired The Habits of Friendship © program.

Follow our journey on Facebook & Instagram @aoneroomschoolhouse

Genevieve blogs weekly at www.aoneroomschoolhouse.com

A One-Room Schoolhouse A Hybrid Homeschool Academy

*Building Faith, Knowledge, and
Character*

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Habits of Friendship ©

Welcome to Habits of Friendship, the companion module to 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 will 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 psychologist, education director, and special education teacher honed this curriculum.

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