

Friendship Game

Version 1.0

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Created by Peg Clemans

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Friendship Game-First Grade

This game was played within the context of a friendship unit.

Objectives:

1. Students will be able to discuss specific behaviors for making and keeping friends, "friendship skills", and specific behaviors that block friendships, "blockers".

2. Students will state a relationship between: a. the number of friendship skills and the number of friends b. the number of blockers and the number of blocked friendships.

3. Students will be introduced to the concept of reinforcing relationships. In this game, students will experience the concept that practicing their friendship skills could not only lead to a friendship, but could also make more friendships likely. The same relationship will be seen when blocking behaviors could block a friendship and could make future friendships less likely. (See attached Causal Loop Diagram)

Materials:

* 6 yellow cloth strips-belts for skill people

* 6 brown cloth strips-belts for blocker people

another color for the classmates (number will vary-everyone gets a belt)

construction paper for student made posters of friendship skills/blockers

butcher paper

****using belts is optional***

Pregame Objective 1:

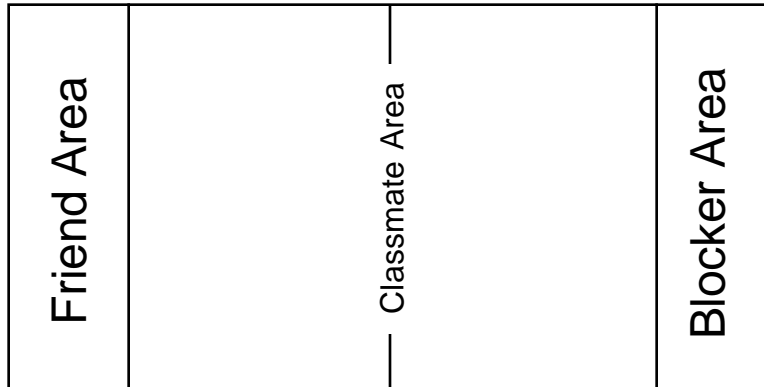
1. Brainstorm friendship skills and friendship blockers with students. Skills might include talking nicely, respecting each other, sharing, joining in, allowing others to join in games, helping someone, being polite, etc. Blockers might include saying mean things, hitting-not keeping hands to yourself, not sharing, not allowing others to play etc.

2. Have students illustrate each idea on a piece of construction paper.

3. Use the butcher paper to make two wall murals-one with the skill illustrations and one with the blocker illustrations. These can be displayed and reviewed before starting the game.

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Playing Area



Objective 2:

The idea of the game is to have a certain number of students acting as friendship skill people (yellow belts) and other students acting as friendship blockers (brown belts). The remaining students will act as classmates (3rd color belts). One side of the playing area is determined to be the friendship side and the other side will be the blocker side. Classmates sit in a row down the middle of the playing area (see diagram). Choose 6 friendship people and 3 blocker people. This worked well with a class of 23 students. Have the students predict the outcome of round 1. When the starter gives the go signal, the friendship people and the blocker people power walk to the center area where all of the classmates are sitting, tag a classmate and bring them back to their side. The round is over when there are no classmates left sitting on the center line. Discuss results with class. You may want to use pictographs or behavior-over-time graphs (BOTGs) to record data. Round two will be the reverse of round one (3 friendship people and 6 blocker people). Have students predict the outcome based on the first round. Continue playing and changing the numbers of skills and blockers until everyone has had a chance to be a skill or blocker. Discuss after each round having students state a relationship between the number of skills and blockers. Record on

BOTGs.

Game procedure:

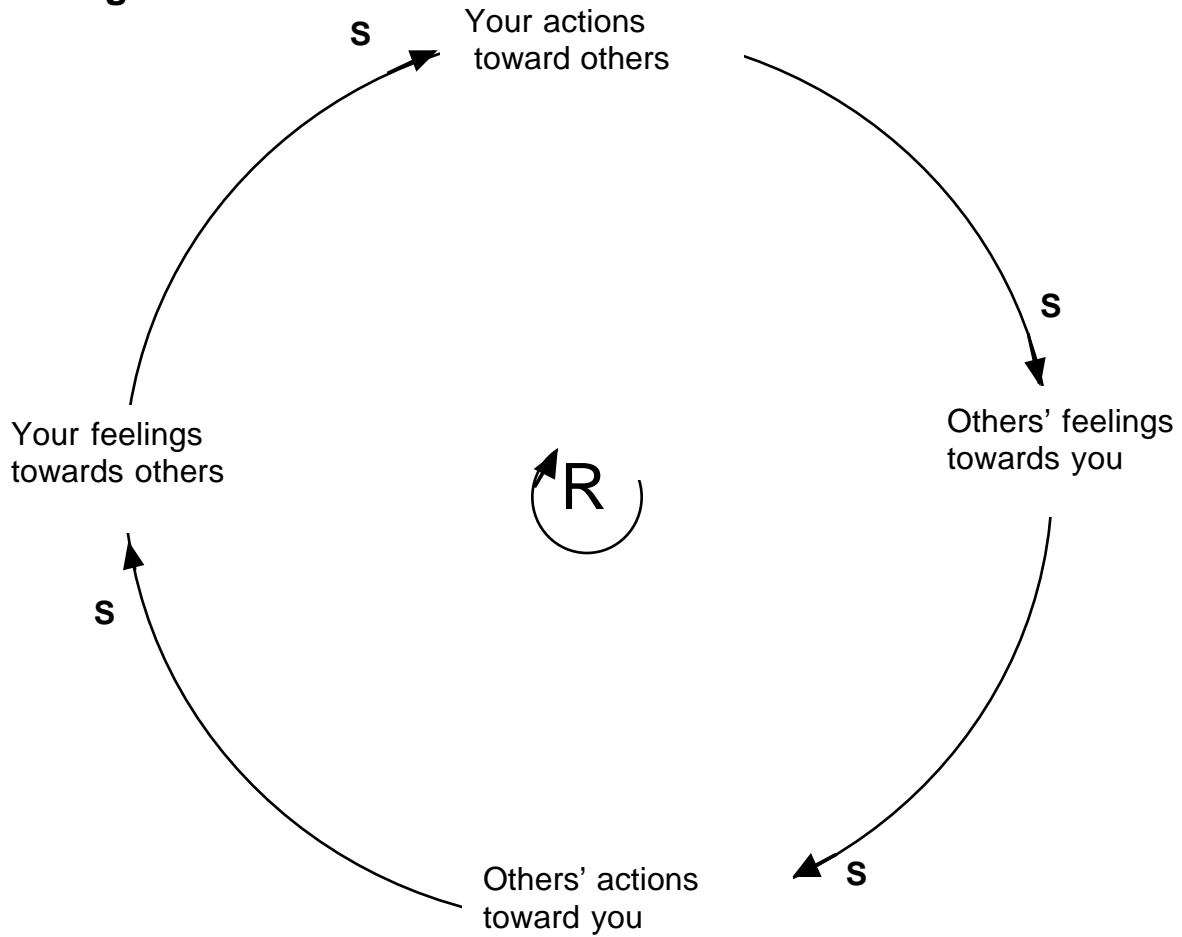
1. Review their ideas/posters of skills and blockers.
2. Explain the idea of the game.
3. Determine the friendship area, the blocked friendship area and the classmate area.
4. Choose skill and blocker people (6 skill, 3 blocker to start).
5. Model the appropriate way to tag and what to do if you are tagged. A two finger tag is used and if you are tagged you must go with that person to their side. The students get very excited, so for safety's sake have students power walk instead of run.
6. Predict the outcome.
7. Play round 1.
8. Discuss and analyze with students.
9. Record the results as a pictograph(we used small pictures of people for a symbolic graph) or use a BOTG.
10. Play round 2 using the same procedure.

Objective 3:

To introduce the children to the concept of reinforcing relationships (having a friend could lead to more friendships, blocking a friendship could lead to more blocked friendships), extend the game by allowing each classmate tagged by a friendship person or a blocker person to return to the center classmate line and bring back one more person to their side. Discuss and analyze with students. We found that this version of the game worked better when played with another class (more children helped the results to be more dramatic).

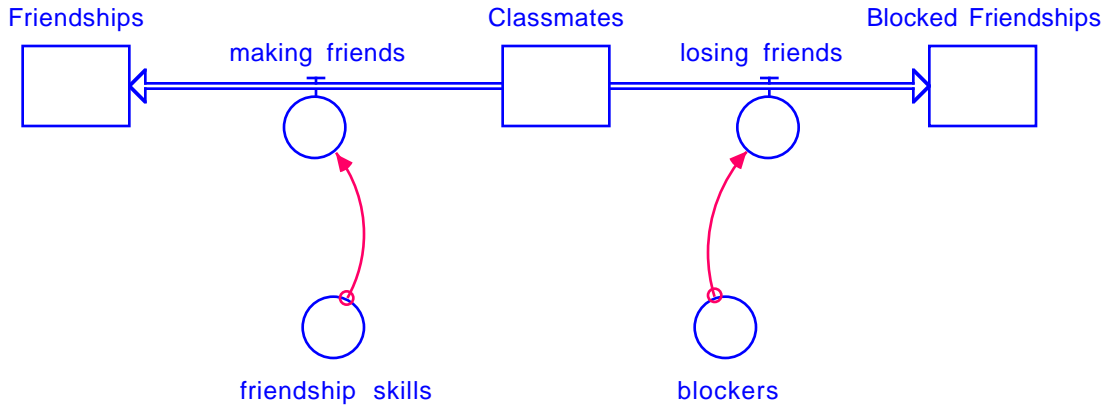
Causal Loop Diagram

Emphasizes the reinforcing nature of actions and feelings.



Stock and Flow Planning Maps

Objectives 1 and 2



Objective 3

