

Approach the student volunteer and offer a polite wave.

SAY: *I don't think we've met. My name is _____. What's yours?*

Wait for a response, repeat his or her name to emphasize the importance of listening to a new friend.

SAY: *Pleasure to meet you. Do you like games? My friends and I are about to play a game. Would you like to join us?*

If the student says "yes," respond with the following:

SAY: *Excellent! I'll introduce you to my friends, [use two or three names of students in your class or make up other names].*

If the student says "no," respond with the following:

SAY: *That's okay! It was nice meeting you. Maybe tomorrow we'll hang out and you can meet my friends and I can meet yours.*

End the role-play and thank the student for helping you. Check for understanding by asking the whole class the following question:

ASK: *Do you think I made the student I was reaching out to feel welcome? Do you think we might have become friends?*

3 PRACTICING 15–20 MINUTES

ACTIVITY 2

Explain the Inclusion Role-Play activity

Explain that pairs will perform a role-play in which a new student has transferred to school and is meeting people for the first time.

This inclusion role-play activity is one example where welcoming and inclusive behavior are important. Pairs will take turns being the new students. Tell them that the setting for the role-play is the school cafeteria and that they will think about how they would act and what they would say when meeting someone new for the first time. Remind them to use inclusive behaviors to make friends.

Students practice using inclusive behaviors

Have students pair with the same partners from the Discovering activity to take advantage of the trust that has already been established between pairs. Have pairs decide who will play the new student first. Have them role-play for about two minutes. Ask students to change roles and continue the role-play for about two minutes. Help students get started by supplying generic questions that they can ask people they don't know. Examples of questions include:

- What is your name?
- Are you new here? Where are you from?
- What sports (or clubs or activities) did you do in your old school? What would you like to join here?

Finally, ask students to evaluate their use of inclusive behaviors and decide what they could have done differently to be more inclusive.

Community Connection

Have students interview and write a short news piece about how a specific community member, such as a teacher or manager of a store, has used inclusive behaviors not only to make friends but also to strengthen a project or the community in which he or she works. Encourage students to read some news articles to see samples of tone for these kinds of news pieces. In their writing, be sure students address who they interviewed and how they and the community benefitted from inclusive behaviors.

Family Connection

Have students talk with a family member about friendships and his or her experiences with making or keeping friends. Invite the family member to talk about a time when he or she felt like the "new" kid and what happened that made the situation better. Send home the Family Connection take-home worksheet called **Inviting Friends In**.

Applying Across the Curriculum

LANGUAGE ARTS Write poetry inspired by friendship. Introduce a form of poetry that is appropriate for your students, such as haiku, and have them describe an admirable quality or treasured moment with a friend. Invite volunteers to share their work with the class. Consider making a folder of student work on friendship that students can refer to throughout the year.

DRAMA Have a group of students write a comedic play about friendship. Encourage them to rehearse until they are comfortable and can perform the play well and then have them perform the play for the class. Consider performing the play for other classes or groups. If time permits, invite students to have a discussion about the friendship issues raised in the play following the performance. Encourage students to be humorous, but warn them against using inappropriate language or references.