

MERRELL'S

Grades
K-2

STRONG START

A Social &
Emotional
Learning
Curriculum

SECOND EDITION



Sara A. Whitcomb
Danielle M. Parisi Damico
Foreword by Hill M. Walker





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Merrell's Strong Start—Grades K-2

A Social & Emotional Learning Curriculum
Second Edition

by

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· P A U L · H ·
BROOKES
PUBLISHING CO.®

Baltimore • London • Sydney



Paul H. Brookes Publishing Co.

Post Office Box 10624
Baltimore, Maryland 21285-0624
USA

www.brookespublishing.com

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Typeset by Absolute Service, Inc., Towson, Maryland.

Manufactured in the United States of America by Sheridan Books, Inc., Chelsea, Michigan.

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Source for Chapter 1 extract: From “Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning,” by M.T. Greenberg, et al., *American Psychologist*, 2003, 58, pp. 466–474.

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Library of Congress Cataloging-in-Publication Data

The Library of Congress has cataloged the print edition as follows:

Names: Whitcomb, Sara A., author. | Parisi Damico, Danielle M., author. | Merrell, Kenneth W. Strong start.

Title: Merrell's strong start, grades K-2 : a social and emotional learning curriculum / Sara A. Whitcomb, Ph.D., University of Massachusetts, Amherst and Danielle M. Parisi Damico, Ph.D., Amplify Education, Brooklyn, New York.

Description: Second edition. | Baltimore, Maryland : Brookes Publishing, 2016. | Series: Strong kids |

Revised edition of: Strong start / Kenneth W. Merrell. c2007. | Includes bibliographical references and index.

Identifiers: LCCN 2015038140 | ISBN 9781598579703 (paperback)

Subjects: LCSH: Affective education. | Education, Primary. | Social learning. | Child development. |

Emotional intelligence. | Education—Social aspects.

Classification: LCC LB1072 .W549 2016 | DDC 370.15/34—dc23 LC record available at <http://lcn.loc.gov/2015038140>

British Library Cataloguing in Publication data are available from the British Library.

2020 2019 2018 2017 2016

10 9 8 7 6 5 4 3 2 1

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Being a Good Friend

SEL Competencies Addressed in This Lesson



Purpose and Objectives

The purpose of this lesson is to teach students basic communication and friendship-making skills.

- Students will discriminate between a nice voice and a not so nice voice.
- Students will practice listening skills.
- Students will learn the importance of eye contact and body language when relating with others.
- Students will learn how to initiate and maintain friendships.

Teacher Notes

Materials Needed

- Henry (stuffed animal mascot)
- Chart paper
- A book from the literature list (or one of your choice)
- Supplements 8.1–8.2 (PDF documents)
- Drawing paper
- Crayons
- Strong Start* Bulletin

Running Short on Time?


This can be a lengthy lesson. Consider segmenting the lesson into parts. You might read a book from the literature list and

engage students in a friendship discussion. On another day, you could consider the class book or writing prompt and the extension activity.

Instructor Reflection

To prepare for this lesson, think about your own friendships. Consider some of your friends' characteristics that you value. How do they listen to you? How do you spend time together? How do you try to be a kind friend? Think about your students, too. What do friendships look like in your classroom? What are the ways in which the students help each other out or show kindness?

Review

-  2 MINS. To activate prior knowledge, review and discuss previous topics and main ideas. Obtain three to five adequate ideas from the previous lesson. Make sure to provide feedback.

Sample Script

During our last meeting, we learned about being worried. Raise your hand if you can tell me an important idea we learned from this lesson.

Introduction

-  2 MINS. Communicate clearly the lesson's purpose and objectives.

Sample Script

Today, we will be learning about how to be a good friend. We will learn how to use our words, eyes, ears, and bodies to help us make friends. We will also talk about how to work together with friends.

Optional Focusing Activity

Sample Script

Let's get focused for today's lesson. Sit crisscross applesauce or put both feet on the floor [for students sitting in chairs]. Place your hands on your lap and close your eyes. Let's try five balloon breaths today.

Read a Book from the Literature List

- ⌚ 10 MINS. Read a book from the following list of examples or choose your own book to share with students.



- *Peanut Butter & Cupcake* by Terry Border
- *How To Grow a Friend* by Sara Gillingham
- *Enemy Pie* by Derek Munson
- *Yo! Yes?* by Chris Raschka
- *My Best Friend* by Mary Ann Rodman

Be sure to point out all of the actions or ways in which the characters behave as good friends. Use the following questions to guide your discussion:

- Which people were friends in the story?
- How did they talk to each other?
- How did they become friends?
- What were some of the things they did together?

Talking and Listening

- ⌚ 8 MINS. Communicate the necessary body clues for talking nicely, and give examples and nonexamples of a friendly voice. *Note:* It is important to remember that there are cultural differences in social interaction and children may be taught to interact in different ways. Please use other more appropriate examples as you see fit.

Sample Script

Today, we're going to learn about how friends talk and listen to each other. To be a kind friend, we should smile and use a nice voice. A nice voice is soft and gentle and not loud like yelling.


- Model an example and a nonexample of a nice voice.
- Have children turn to their neighbors and practice their nice voices.
- Communicate the necessary body clues for listening, and give examples and nonexamples of being a good listener.

Sample Script

When friends talk to each other, they use a nice voice. Friends are also good listeners. When we listen, we use our eyes, ears, and bodies. We look at the person who is talking, we keep calm bodies, and we hear what the person is saying.

- Model an example and a nonexample of being a good listener.
- Have children turn to their neighbors and practice their listening skills.

Approaching Others


-  10 MINS. Explain how to begin a friendship or an activity with friends.

Sample Script

When we're friends, we listen to each other and use nice voices. Part of being a good friend is noticing others as they come up to you and showing them that you care. When you move close to another person and smile and say hi, you're taking notice. When you ask someone to play, you show that you care and want to be a friend. Sometimes, it can be hard to know how to join in with others or ask someone to play. Let's make a list of different things we can do or say to show others that we want to be friends.

On chart paper, make a list of ways to show others that you want to be friends. If someone provides an idea that is not appropriate, be sure to state that there are some better ways to show you want to be a friend.

Sharing and Working Together


-  5 MINS. Explain the importance of maintaining friendships through sharing and working together. Elicit from the students some examples of sharing and working together.

Sample Script

It is important to always treat our friends with kindness so that we can stay friends. We should try our best to listen to our friends and use a nice voice. It is also important to share and to work together. Sometimes two people will want to use the same thing or play with the same toy. Friends work together, use nice talk, and listen to each other to figure out a way to both be happy. One time, Henry and I both wanted the purple marker. Instead of fighting about it, we decided that Henry would use it first. Then, I would get my turn. Can any of you share a time when you worked together or shared with your friends?



Make a Class Book

-  5 MINS. As a closure activity, have the students each make a page for a class book. Use Supplement 8.1, and ask students to dictate or write examples of what a good friend does. Then have them draw a picture. If time permits and students are willing, have a few children share their drawings with the class.



Closure

 1 MIN. Gather your students together and review the lesson objectives.

Sample Script

Today, we learned how to be a good friend. We can use our words, eyes, ears, and bodies to help us make friends. It is also important for us to treat our friends nicely and work together so that we can stay friends.

Applying What We Learned

Anticipate

Encourage your students to look and listen to one another and to use nice voices. Prompt them before social times (e.g., recess, lunch, free play, partner activities).

Remind

If you notice a student who is not using his or her friendship skills, remind him or her to listen, to use a nice voice, to share, and to work together. It might be necessary at first for you to role-play what these skills look like when providing these reminders.

Acknowledge

If you see your students using their friendship skills, be sure to recognize their efforts (e.g., “I like how you asked Mary to play. You used a nice voice and had a smile on your face!”).

Extension Activity: Feelings Journal Writing Prompt



Share the following Henry scenario with your group.

Sample Script

Henry's friend Olive is telling him about a special art project that she and her brother are working on at home. Henry is having a hard time listening. He wants to talk about the field trip to the science museum that is happening tomorrow. He keeps interrupting Olive when she is talking. He is also feeling very wiggly in his body and is not looking at Olive's face when she is talking.

Here are some writing prompt suggestions (feel free to model, scaffold, and/or scribe as appropriate for your learners):

- How do you think Henry’s behavior is making Olive feel inside?
- Is he being a good friend?
- Let’s give Henry a “re-do.” What is one thing he could do differently to show his friend Olive that he cares about what she is saying?

Extension Activity: Animal Friends

Purpose and Objective

The purpose of this lesson is for students to practice initiating interactions with others with whom they do not usually interact.

Materials Needed



- PBS *Nature* documentary: “Animal Odd Couples” (see <http://www.pbs.org/wnet/nature/animal-odd-couples-full-episode/8009/>)
- Supplement 8.2 (variety of coloring pictures)
- Construction paper
- Scissors
- Tape
- Crayons
- Glue sticks

Materials to prepare ahead of time:

- Cut strips of construction paper to fit around students’ heads (approximately 4 inches wide by 24 inches long).
- Copy and cut out each picture in Supplement 8.2.
- Use the list of ways to show others you want to be friends (created earlier in Lesson 8).

Sample Script

Remember how we learned about how friends should talk and listen to each other. When we talk to others, we should smile and use a nice voice. A nice voice is soft and gentle and not loud like yelling. Let’s look at our list of different things we can do or say to show others that we want to be friends.

We might be surprised who wants to be our friend.

Procedure

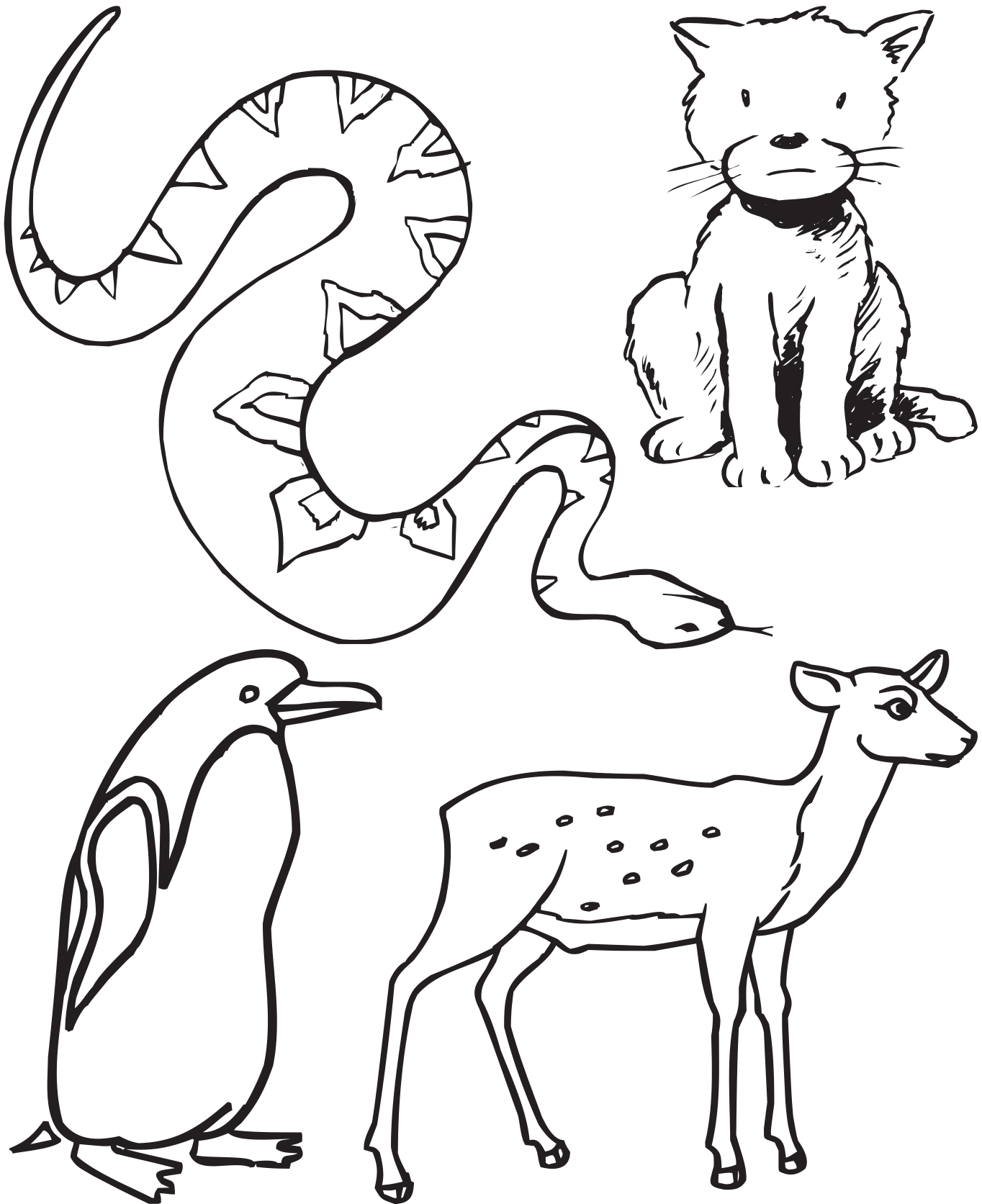
1. Show students a clip of the PBS *Nature* documentary “Animal Odd Couples.”
2. Ask students some of the following questions about the video clips:
 - What surprised you most about the pairs of animal friends?
 - Did the animal friends share and play together?
 - What did the animal friends do together that you and your friends do together?
3. Next, have students create Animal Headbands using Supplement 8.2 by 1) coloring an animal picture, 2) forming a headband with the long strips of construction paper 3) gluing the animal pictures to the front of the headbands.
4. Instruct students to find someone with a headband that would be an unlikely friendship match to their own animal headband. Give students examples (penguin and snake) and nonexamples (dog and dog). Prompt students to initiate a conversation by asking at least three questions (e.g., Where do you live? What do you like to eat? What do you like to do?) and showing that they are listening to the responses.
5. Close the activity with questions for the students. Ask students if they used the same friendship skills with their unlikely friend as with their regular friends.

What Does a Good Friend Do?

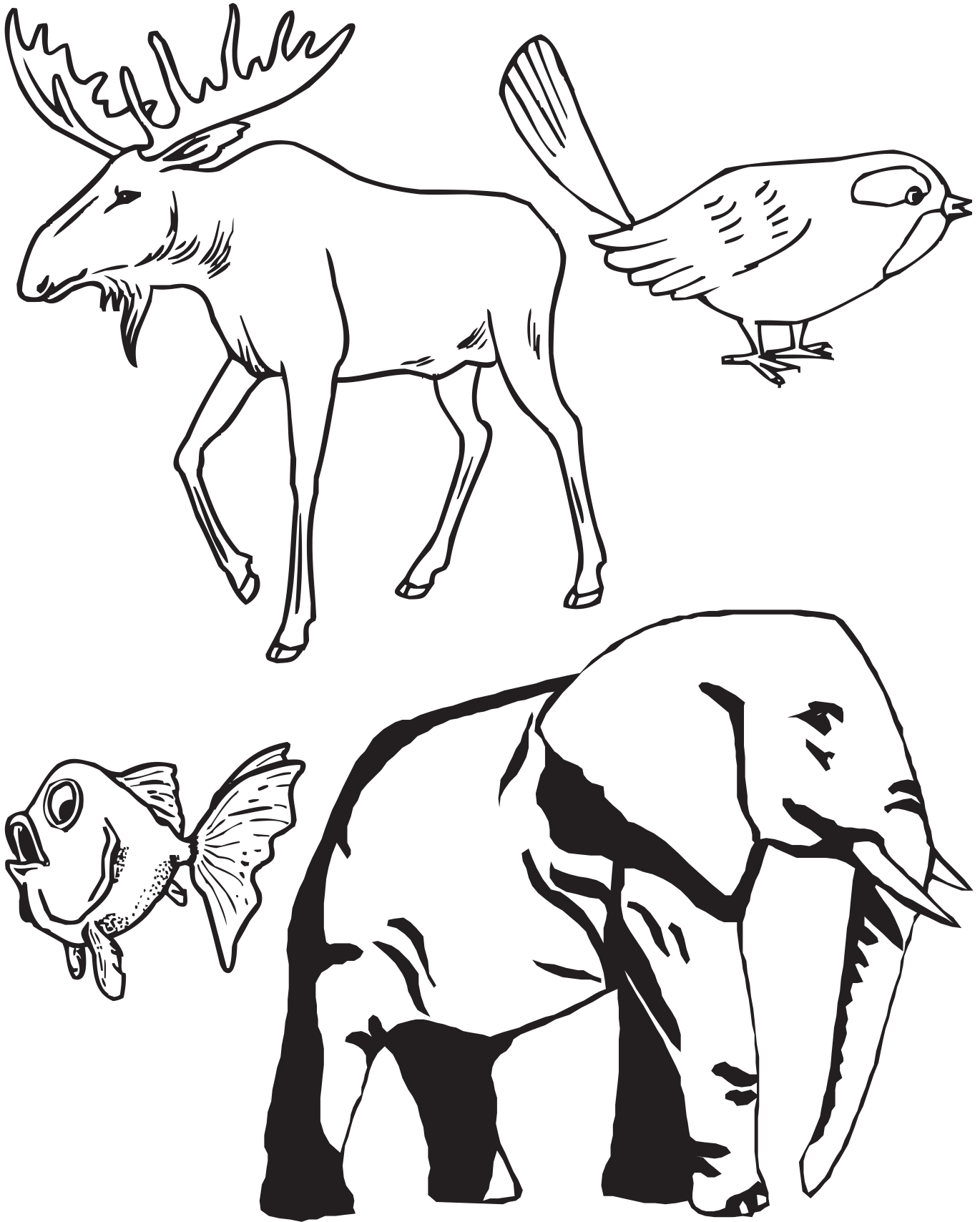


A good friend:

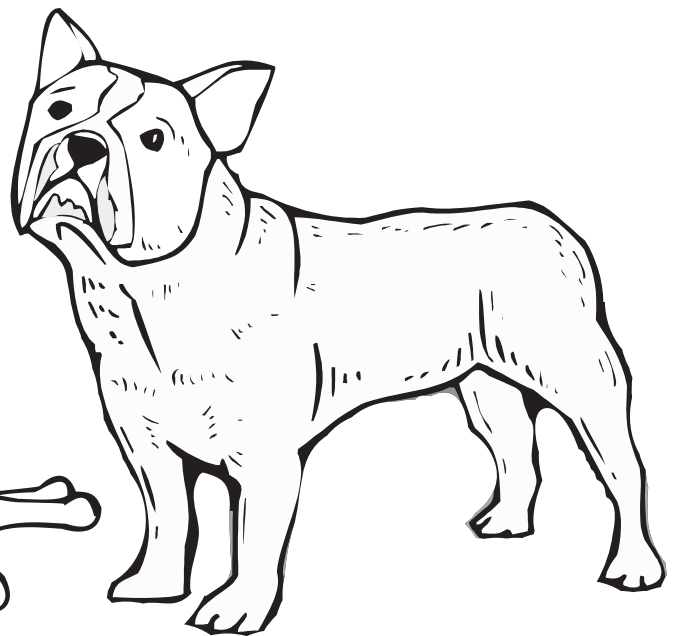
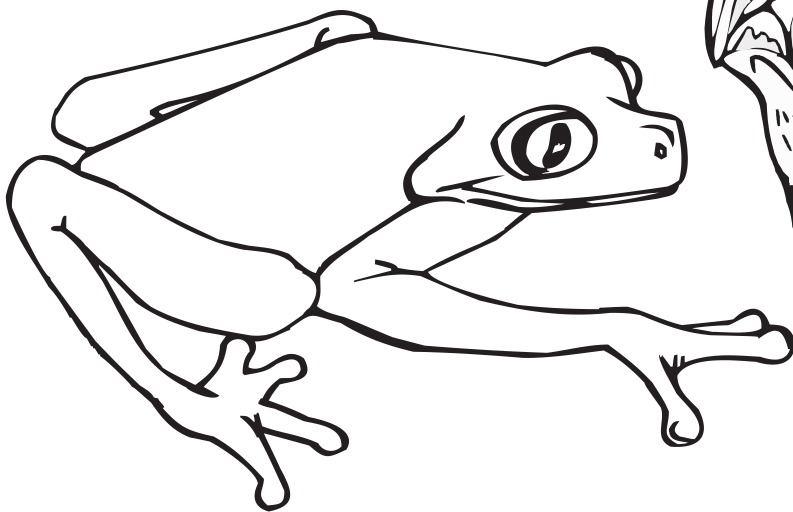
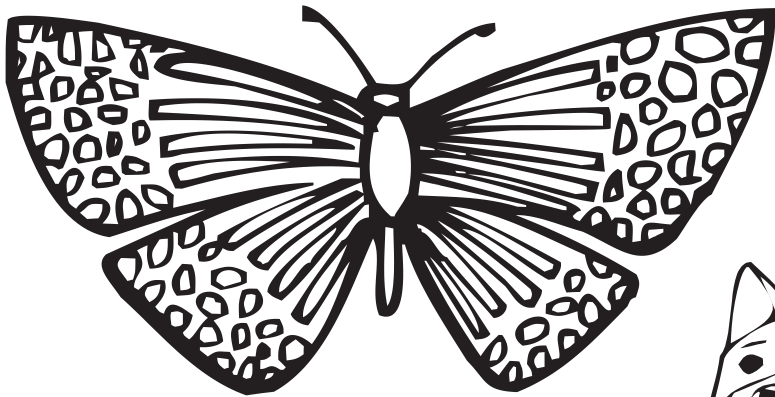
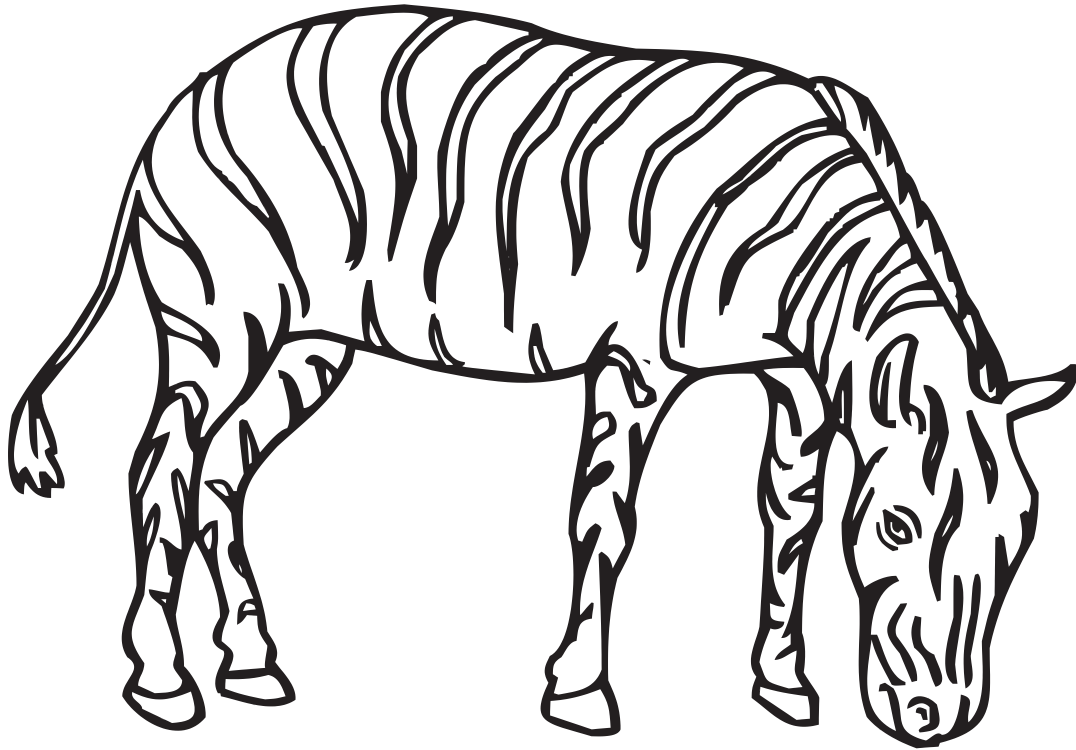
Coloring Pages



(continued)



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**STRONG
KIDS™**

Strong Start Bulletin

Dear Family,

This week, our **Strong Start** lesson focused on how to be a **good friend**. We discussed how friends should talk with a **nice voice** and actively listen to each other by maintaining eye contact, keeping a calm body, and hearing what others have to say. Part of being a good friend also includes noticing others as they approach and showing them that we care. Finally, we talked about how important it is to **share** and **work together** with our friends. The lesson was complete when children compiled a book of words and pictures depicting good friends.

To better understand how to be a good friend, we read:

The following are great examples of relevant stories that you may want to read at home:

Frog and Toad Together by Arnold Lobel

The Giving Tree by Shel Silverstein

George and Martha by James Marshall



At home, help your child to do the following:

- Use a nice voice.
- Use eyes, ears, and bodies to show good listening.
- Take notice of others by saying hi or inviting them to play.
- Take turns and share.

Making and keeping friends can be hard work. Thanks for supporting your child as he or she learns these important skills. Your guidance and acknowledgment will help your child to be a good friend to others.

Fidelity Checklist



I. Review

- Refer to the previous lesson, **When You're Worried**.
- Review using the **ABCs of Positive Thinking** and the **Stop, Count, In, Out** strategy when worried

II. Introduction

- Communicate that students will talk about being good friends.
- Communicate that students will learn about how to use words, eyes, ears, and bodies to help make friends.

III. Read a Book from the Literature List

Book Title/Author: _____

- Help students to identify characters' behaviors as they became friends.
- Use relevant questions to guide the discussion about being a good friend.

IV. Talking and Listening

- Encourage students to use a nice voice (soft and gentle) when talking to friends.
- Encourage students to use their eyes, ears, and bodies to show that they are listening to friends.
- Use Henry to model examples and nonexamples of using a nice voice and being a good listener.

V. Approaching Others

- Explain how to begin a friendship or activity with friends.
- Brainstorm a list of ways to show others that you want to be a friend.

VI. Sharing and Working Together/Activity

- Explain that good friends share and work together.
- Model sharing with Henry.

VII. Closure

- Review concepts related to being a good friend (e.g., using nice voices, listening ears, kind words).
- Review the idea that being a good friend makes it easier to work together and share.