

TOPIC

Friendship

LEVEL

Second Grade

THEME

Being a Good Friend

LEARNING OUTCOMES

At the end of the lesson, the students are expected to:

- Understand the qualities of a good friend and practice ways to be kind and caring to others.

MATERIALS

- Feelings chart
- “Frog and Toad are Friends” by Arnold Lobel (or similar book about friendship)
- Container for paper slips
- Paper scenario slips
- Whiteboard or chart paper
- Poster paper and markers

ESSENTIAL QUESTIONS

- What does it mean to be a good friend?
- How can I be a good friend to others?

CHECK-IN / WELCOME (5 MINUTES)

Say: “Today we’re going to talk about something really important, friendship! Aevidum is all about having each other’s backs, and being a good friend is one of the best ways we can show that.”

Show the class a visual feelings chart.

Say: “Before we start, let’s check in. Point to the face or share a word that shows how you’re feeling today. Remember, it’s okay to feel more than one thing at the same time!”

- Have each student share how they’re feeling.

GUIDED DISCUSSION / TOPIC INTRODUCTION (10 MINUTES)

Ask: “What does it mean to be a good friend?”

Discussion: “Why do friendships matter? What happens when we treat others with kindness?”

Read-Aloud: “Frog and Toad Are Friends” (or similar book about friendship).

Discussion Questions (ask during or after the story):

- “Why do you think Frog and Toad are good friends?”
- “How do they help each other?”
- “Is it okay to not always agree with your friends? Why?”
 - Clarify: Friends don’t have to agree all the time, but they should always be kind and respectful.
- “What’s something fun you like to do with your friends?”
- “Why is your best friend a good friend to you?”

Encourage students to share short, real-life examples.

ACTIVITY: FRIEND CHOICES (20 MINUTES)**Instructions:**

- Say: "Now we're going to look at different choices friends might make. We'll decide if they are Good Friend Choices or Not Good Friend Choices."
- Create the T-Chart on the board:
 - Left side: Good Friend Choice
 - Right side: Not Good Friend Choice
- Have students volunteer to pull scenario strips out of a bag or container.
- After each scenario: say: "Take a moment. Think about it and talk to your partner. Would this go under Good Friend Choice or Not Good Friend Choice?"
- Invite a volunteer to tape the strip to the correct side.
- Briefly discuss why it belongs there.
- Continue until all the scenario slips are on the board.
- Say: "Now, let's make a Friendship Pledge to remind us how we can be good friends every day."
- Pair students.
- Prompt: "Talk with your partner about one important quality of a good friend."
- Partners agree on one quality to share.
- Form a circle with pairs sitting together.
- Each pair shares their chosen quality aloud.
- On poster paper titled "Our Friendship Pledge," write: "We promise to be good friends by..."
- Add all qualities mentioned by the students.
- Students take turns signing their names around the pledge.
- Display the pledge in the classroom.

WRAP-UP (5 MINUTES)

Say: "Today we learned that good friends are kind, helpful, and caring. They don't always agree, but they always support each other."

Ask:

- "What's one thing you learned about friendship today?"
- "What's one thing you will do to be a good friend this week?"

Challenge:

"Your Aavidum challenge this week is to do one thing that shows you are a good friend."