

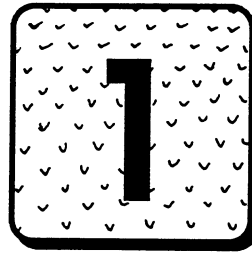
ontents

Acknowledgments	5
Introduction: Why Friendship?	6
SECTION I FOR THE TEACHER	11
1 Qualities of Friendship	13
2 Sharing in the Friendly Classroom	18
SECTION II FOR THE CHILDREN	31
3 Friendship for Young Children	33
4 Communication	36
Respect	37
Nonverbal Communication	37
Reflective Listening	38
I Messages	40
5 Cooperation	43
Cooperative Learning in a Second Grade Class	44
Positive Interdependence	49
6 Conflict Resolution	50
Conflicts in School	51
Global Conflict	56
Step-by-Step Conflict Resolution	58
Teacher as Mediator	60
Releasing Unwanted Feelings	62
Creative Problem Solving	63
7 Friendship in the Curriculum	69
Rainbows of Feelings	70
Planting Love	74
Alphabet Qualities	78
Friendly Helpers	84
8 Friendly Holidays	86
Halloween	87
Thanksgiving	90

❖ Contents

	Christmas and Channuka	93
	Chinese New Year	96
	Valentine's Day	101
	May Day	104
9	Learning Friendship through Books	107
10	<i>The Friendship Tree</i>	115
SECTION III FOR THE WORLD		121
11	A World of Friends	123
12	Our Human Family	126
	One People	126
	Culture Contacts	130
	Make-Believe Travel	132
	<i>People</i>	136
	<i>Miss Rumphius</i>	142
13	Friendship Quilt Project	144
	Planning the Project	145
	Methods	147
	Assembling the Quilt	149
	Follow-Up Activities	152
	How to Get Quilts to the Soviet Union	153
14	Child's Play	154
	Papua, New Guinea	155
	Liberia, Africa	157
	Eskimos, Alaska	158
	Bali	159
	Australia	160
	!Kung Tribe, Southwest Africa	160
15	Evaluating the Development of Friendship	163
16	Conclusion	165
Appendix		167
	Blackline Masters	168
	Resources	201

QUALITIES OF FRIENDSHIP



*Little friends
may prove
great friends.*

—Aesop

When children are young they learn by imitating others. One of the best ways to teach children the skills of friendship is to be a friend to them. In this chapter we will explore the teacher/child friendship, what it might look like and why it is important.

Friendship between a teacher and a child is not the same as friendship between two adults. Teachers do not depend on children for emotional support or share private experiences with them. Nor should teachers become so concerned with children's liking them that they hesitate to maintain discipline or structure in the classroom.

In a healthy friendship between teacher and child, the teacher models and extends the qualities of friendship to the child. Before looking more closely at the teacher/child friendship, take a few moments to explore your personal conception of friendship in the following activity.

❖ Qualities of Friendship

A C T I V I T Y

Think about an adult friend with whom you have a special connection. Write down the qualities that are present in this relationship. How do you feel and act toward your friend? What do you value in this relationship?

Here is a list of qualities that my best friend and I developed together. If you feel our words reflect your own idea of friendship, be sure to add them to your list.

- | | | |
|---------------|---------------|----------------|
| respect | love | caring |
| happiness | joy | trust |
| faith | integrity | honesty |
| empathy | communication | sympathy |
| consideration | gratitude | patience |
| forgiveness | acceptance | humor |
| willingness | understanding | nurturance |
| sharing | compassion | responsibility |
| sincerity | hope | kindness |
| courage | dependability | openness |

Each of us has an individual conception of friendship. It is important to note that friendship is not a static list of defined qualities but a process or way of being that changes as we change.

How many of these qualities could be present in a teacher/child relationship? Although five- and six-year-olds may not be able to exhibit some of these qualities, they are all accessible to the teacher's interactions with children. Bringing these qualities to classroom life assists rather than detracts from the teacher's role as guide in a structured learning environment.