



Friendskills

Building Classroom Community

Activities to support students with SEL skills, Empathy, Friendship and Classroom Community.



SEL for Friendship and Empathy in Your Classroom

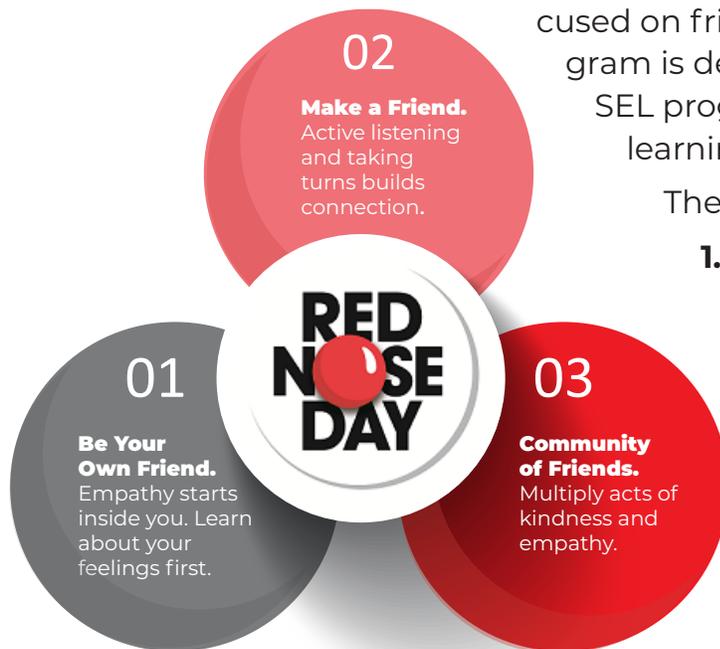
Red Nose Day in School knows this year more than ever, classrooms need an extra burst of resources to help children's social and emotional learning (SEL) skills. Research from CASEL shows students in SEL classrooms experience increased academic performance by 11 percentile points. Students participating in SEL programs also showed improved classroom behavior, an increased ability to manage stress and depression, have positive relationships and better attitudes about themselves, others, and school.

Many students experiencing a disrupted school year may have additional emotional wellbeing needs, particularly in social awareness and relationship skills. Students returning to school may need extra support making friends and re-starting relationships.

Red Nose Day in School, in partnership with Six Seconds Emotional Intelligence Network, created evidence-based lessons focused on friendship. The **FriendSkills** program is designed to support your existing SEL program with adaptations for online learning to meet the moment.

The 3 parts of the program:

- 1. Be Your Own Friend-** Learn self-empathy and develop emotional literacy skills.
- 2. Make a Friend** - Practice listening and connecting with a friend.
- 3. Community of Friends** - Create more empathy in your class by learning how to take kind actions.



SEL RESOURCES FOR TEACHERS

Six Seconds offers free SEL activities and case studies for educators: www.6seconds.org/education
CASEL researches SEL to improve best practices advancing SEL <https://casel.org/impact/>



IN SCHOOL

Ready to Make a Friend Today?

Red Nose Day in School wants to help your students have a positive year of friendship and connection, whether learning in person at school or virtually.

Your students can strengthen friendships and community while developing key SEL skills like empathy and emotional literacy with this flexible **FriendSkills** program.

Since community-building happens all year, you can use these activities anytime during the school year - but they can also be used to support key learning moments on the calendar, such as the ones below.

Find everything you need at RedNoseDayinSchool.org

SEPT AND OCT Emotions Alphabet



Kick off the year focused on friendship. Start being a friend to yourself by learning about your emotions.

[Download the Emotions Alphabet Lesson](#)

NOV Celebrate World Children's Day Nov 20!

Make friends in your classroom and with children around the world by hosting a POP-UP Festival for UNICEF World Children's Day.

Get free empathy activities and resources for POP-UP Festival at 6sec.org/popup



JANUARY Friendship Juggle



Want to deepen friendships mid-year? Develop student's active listening skills with a game to build empathy with **Friendship Juggle**.

[Download the Friendship Juggle Lesson](#)

MARCH Celebrate #SELDay

#SELDay



On March 11, join the movement to support social emotional learning (SEL).

Students learn how to think, feel and act with empathy by creating their **Empathy Hearts** and make a class gallery to share with the community.

Take Home Version: Students can do this activity at home with a special **Empathy Hearts Family Lesson**.

[Download the Empathy Hearts Lesson](#)
[Download the Empathy Hearts Family Lesson](#)

APRIL AND MAY Red Nose Day

Students can turn learning into action by using the empathy skills and classroom community they've developed to fundraise together for Red Nose Day.



[Visit RedNoseDayinSchool.org](https://RedNoseDayinSchool.org) to learn more

Red Nose Day In School has more free and fun activities to help students build empathy, develop literacy skills, and recognize their power to help others. Visit RedNoseDayinSchool.org to learn more!



Emotions Alphabet



Start being a friend to yourself by learning about your emotions | FOCUS: EMOTIONAL LITERACY

Objective

Students will develop emotional literacy skills as they identify different emotions in their lives. Learning to recognize and name emotions is the key to building self awareness.

Time

45 minutes

Materials

Emotions Alphabet activity sheets
Crayons or colored pencils
Scissors
Gluestick

Teacher Resources for SEL

Explore the 8 emotions with the Plutchik Model 6sec.
org/a/plutchik

Get the emotions list
6sec.org/a/emotion

For more empathy-building activities visit:
RedNoseDayinSchool.org

VIRTUAL CLASSROOM

Lesson can be adapted to use breakout rooms for small group discussion for reflection questions or journal responses.

ENGAGE

In this activity, we will spend some time getting to know ourselves and especially our emotions. *Why is learning about our emotions important?* Getting better at knowing ourselves and developing **SEL (Social and Emotional Learning) skills** is key to future success. SEL is important for establishing healthy relationships with friends and adults. SEL skills are a set of learnable and measurable skills just like math or reading. The SEL skill we are developing today is **Emotional Literacy**.

ACTIVATE

The first step to learning Emotional Literacy is learning the ABCs of emotions.

- Ask students: *What are some feeling words they already know?* (e.g., mad, sad, happy...)
- Let students know that researchers have identified 8 basic emotions that every person experiences: JOY, TRUST, FEAR, SURPRISE, SADNESS, DISGUST, ANGER, ANTICIPATION
- Invite students to learn about the **Emotions Alphabet** by answering questions on Worksheet A to help them consider the 8 emotions in their lives.
- For younger students the teacher can read the questions and students can write or draw their answers.

- Cut, color, paste and fill in the Emotions Alphabet Worksheet B focusing on your emotions.

For the finished product, students can lift the flap on each section of the circle to reveal the answer beneath.

This page can be saved in a student journal as a reference during the year for more SEL lessons.

REFLECT

Have students pair up and share their **Emotions Alphabet**. Ask them to reflect on this experience:

- *What was fun about identifying emotions?*
- *Were some emotions harder to talk about than others?*
- *What are some ways we can use the **Emotions Alphabet** in the future?*
- *How can the **Emotions Alphabet** help welcome new students into the class? Or help you as a new student?*

Emotions Alphabet



ANTICIPATION (color orange)
Think of a special day of the year that you look forward to. What animal do you feel like when you wake up on that morning?

JOY (color yellow)
What song or kind of music makes you want to jump up and dance? How do you show your friends your happiness?

TRUST (color light green)
Think of a special friend in your life with whom you can share your feelings and thoughts. When you are with them, what does it feel like?

FEAR (color dark green)
What are some things that make you a little scared? How do you help yourself feel safe again? Where is a place that you feel safe and cozy?

SURPRISE (color light blue)
When have you been surprised? If surprise were an ice cream flavor, what would it taste like?

SADNESS (color dark blue)
When you feel like crying, where do you feel it in your body? What helps make that feeling start to lift off of you?

DISGUST (color purple)
What food tastes bad or disgusting to you? Can you imagine having to swallow it? What face do you make when you taste it?

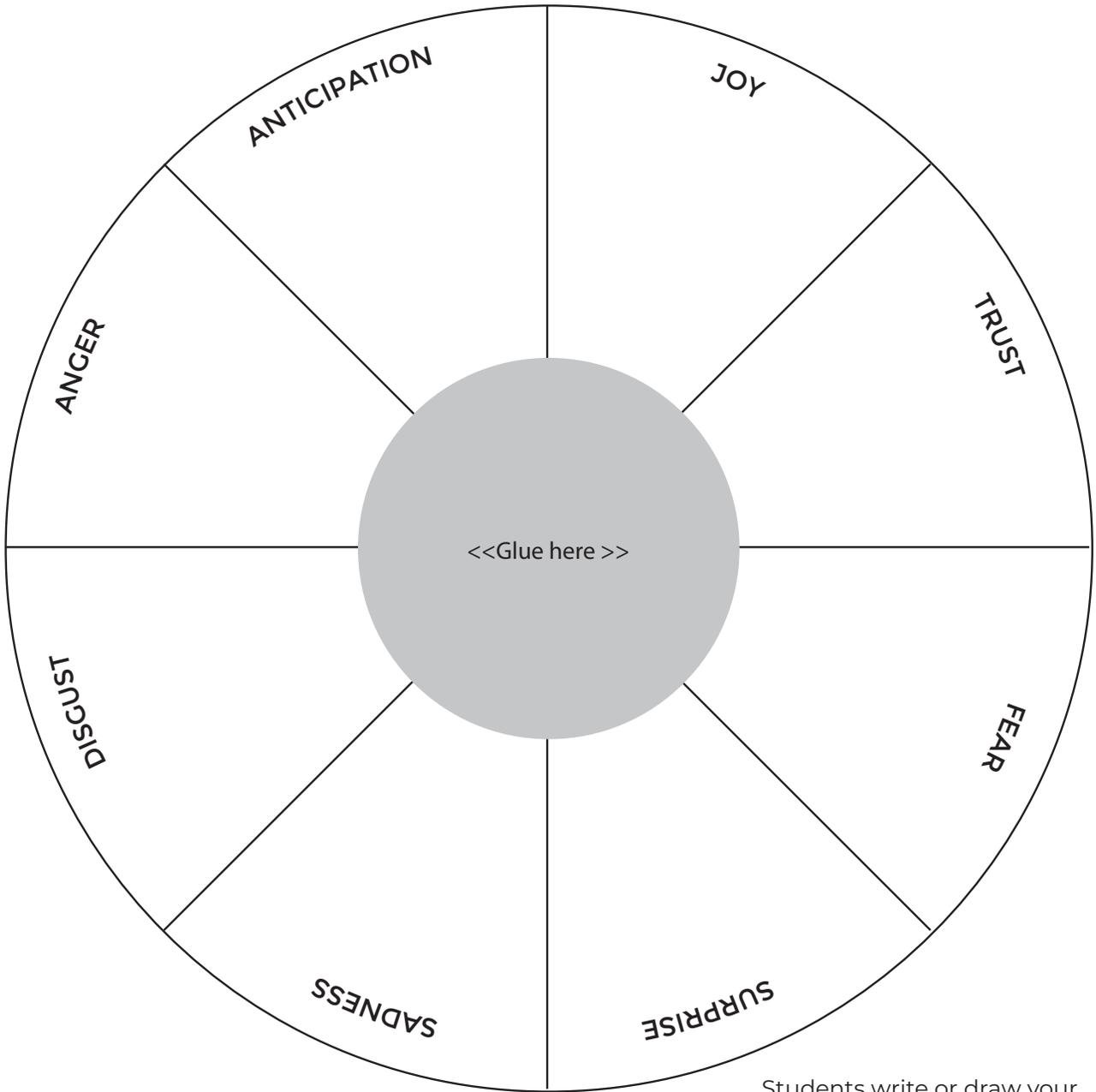
ANGER (color red)
What makes you mad? Can you rank those mad moments from just a little mad to super mad? What is one way you can cool off your angry feelings?

name
Emotions Alphabet

Students color and cut this sheet.

1. Read the questions in each section on **Template A** and draw or write your answers on **Template B**.
2. Color each section of the wheel on **Template A** following the color guide.
3. Cut each section on the dotted lines on **Template A** **** stop at the center circle- don't cut through!****
4. Use gluestick on **Template B** center circle, line up both **Template A** and **B** and glue them together.
5. Great job! You finished making an **EMOTIONS ALPHABET** lift-the -flap wheel! Keep this in your learning portfolio or display on a bulletin board.

Emotions Alphabet



Students write or draw your answers on this sheet.

INSTRUCTIONS:

1. Read the questions in each section on **Template A** and draw or write your answers on **Template B**.
2. Color each section of the wheel on **Template A** following the color guide.
3. Cut each section on the dotted lines on **Template A** **** stop at the center circle- don't cut through!****
4. Use gluestick on **Template B** center circle, line up both **Template A** and **B** and glue them together.
5. Great job! You finished making an **EMOTIONS ALPHABET** lift-the -flap wheel! Keep this in your learning portfolio or display on a bulletin board.

Friendship Juggle



Play a simple game with a partner to practice friendship skills | FOCUS: EMPATHY & ACTIVE LISTENING

Objective

Students will increase empathy skills as they practice sharing similarities and differences and active listening in this ball toss game. Learning to take turns and build common ground are important to building relationship skills.

Time

45 minutes

Materials

Bean bags or rolled up socks (optional)
Blank paper
Crayons or colored pencils

Extension

Pairs can create and perform a special handshake or greeting to the class.

Pairs can draw a special flag with symbols to show connection and display it.

ENGAGE

Making a new friend is easier when we learn something special about them. Did you know that making conversation with people can be hard even for adults? How do you know what to share about yourself or what to ask the other person? Actively listening by tuning in to the other person takes practice we call this active listening.

3 A's of Active Listening:

ATTENTION- Listen to not just the words but also pay attention to the speaker's face and body language.

ATTITUDE- Be open and encouraging so the speaker will share with you.

ADJUSTMENT- Adjust to the style of the speaker. Try matching your energy level to show empathy for the speaker.

In this activity we will toss bean bags and take turns speaking and listening to a partner. The skill we are developing today is Empathy.

ACTIVATE

The two important building blocks of friendship are the ability to care about another person (**Empathy**), and the willingness to take turns (**Reciprocity**). An important skill of Empathy is **Active Listening**. This kind of listening takes a lot of focus. Tossing a bean bag can help students get into a rhythm and also practice taking turns asking a question and answering with their whole attention.

- Pair up students and provide pairs with bean bags or rolled up socks and **Friendship Juggle Questions**

on **Sheets 1 or 2**. First person holding the bean bag asks their partner an open-ended question.

- Second person catches the bean bag and answers the question, then asks their partner a new open-ended question.
- Use a bell or other signal to stop the action and call out questions or display questions on a screen. If needed, use a timer to give equal time to each student to answer the question.
- Pairs take turns answering and tossing the bean bag. As students get the rhythm of tossing and answering and actively listening to their partner, the teacher can stop timing and display remaining questions as appropriate.



VIRTUAL CLASSROOM

If you are teaching virtually:

- Ask students to find socks at home and make a sock ball.
- To take turns, call out the first student's name and pretend to "toss" a ball to them. They can pretend to "catch" the ball (tossing the socks in their room). Then the student answers the question.
- Continue "tossing" and taking turns answering questions.
- Students can go into small breakout rooms if appropriate to practice active listening.

Virtual Classroom Extension

Pairs create a virtual "greeting" handshake with emoji or silent signals with hands.



Friendship Juggle



Play a simple game with a partner to practice friendship skills | FOCUS: EMPATHY & ACTIVE LISTENING

REFLECT

After all the groups have finished the activity, ask reflection questions in the whole group or have them write a reflection in their journal.

- *How did it feel to have someone actively listen to you? And in reverse-- how did it feel to really focus on another person and actively listen?*
- *What's harder for you: speaking about yourself or listening to your partner?*
- *What's something you learned about yourself in **Friendship Juggle**?*
- *What is one thing you learned about your partner?*
- *How does **Friendship Juggle** help you make friends?*
- *What skills here can you use later for making friends?*

Share with students the idea of a “**Friendship Mindset**” A friendship mindset is the perspective that anyone can be a friend. Not everyone will end up becoming a close friend, but we can get along with most people if we try. What if we shifted our thinking to a “Friendship Mindset?”

In a **Friendship Mindset**:

- *Everyone here is a potential friend.*
- *Friends can be different from us.*
- *Being friendly encourages others to be friendly.*

When you have a **Friendship Mindset** when you are with others, you might be surprised sometimes that people are friendlier. And you may discover new friends in people you didn't expect. Let's look for opportunities to make friends with people who are different from us.

Using Empathy, Active Listening and **Friendship Mindset** can help you make friends.

EVEN MORE LEARNING

Now that your students have an understanding of the building blocks of friendship, you can deepen their engagement with one another and foster empathy-building with Red Nose Day in School's **Everyday Heroes Classroom Routine**.

This flexible routine honors students who are showing empathy and kindness every day. Students nominate a classroom Everyday Hero each week, and the child that's selected receives a certificate and their name on the classroom poster. This activity will build classroom community while helping students recognize the goodness in each other. **You can download this free routine at [RedNoseDayinSchool.org](https://www.rednosedayinschool.org).**



Grades 2-5

Lesson 2
MAKE A FRIEND
Questions Sheet 1

Friendship Juggle



cut on line give questions to each group

FRIENDSHIP JUGGLE QUESTIONS FOR YOUNGER STUDENTS

- If you were a superhero, what would your superpower be?
- If you could be invisible for one day only, what would you do?
- If you could rename fruits, what would you call them?
- What makes a nice friend?
- If you could create a new color, how would it look? What would you call it?
- What foods do you love and why?
- What's the first thing you want to do when you're at the beach?
- What makes you awesome?

cut on line give questions to each group

FRIENDSHIP JUGGLE QUESTIONS FOR YOUNGER STUDENTS

- If you were a superhero, what would your superpower be?
- If you could be invisible for one day only, what would you do?
- If you could rename fruits, what would you call them?
- What makes a nice friend?
- If you could create a new color, how would it look? What would you call it?
- What foods do you love and why?
- What's the first thing you want to do when you're at the beach?
- What makes you awesome?

cut on line give questions to each group

FRIENDSHIP JUGGLE QUESTIONS FOR YOUNGER STUDENTS

- If you were a superhero, what would your superpower be?
- If you could be invisible for one day only, what would you do?
- If you could rename fruits, what would you call them?
- What makes a nice friend?
- If you could create a new color, how would it look? What would you call it?
- What foods do you love and why?
- What's the first thing you want to do when you're at the beach?
- What makes you awesome?



IN SCHOOL

Friendship Juggle



cut on line give questions to each group

FRIENDSHIP JUGGLE QUESTIONS FOR OLDER STUDENTS

- What are some of your top traits? Why those?
- What's the difference between smart and wise?
- If you could change the world, how would you do it?
- What are you looking forward to the most about growing up?
- Where is your favorite place to spend time?
- Did you ever get your feelings hurt? How did you deal with it?
- Out of everything you learned as a kid, what do you think you'll find most useful as an adult?

cut on line give questions to each group

FRIENDSHIP JUGGLE QUESTIONS FOR OLDER STUDENTS

- What are some of your top traits? Why those?
- What's the difference between smart and wise?
- If you could change the world, how would you do it?
- What are you looking forward to the most about growing up?
- Where is your favorite place to spend time?
- Did you ever get your feelings hurt? How did you deal with it?
- Out of everything you learned as a kid, what do you think you'll find most useful as an adult?

cut on line give questions to each group

FRIENDSHIP JUGGLE QUESTIONS FOR OLDER STUDENTS

- What are some of your top traits? Why those?
- What's the difference between smart and wise?
- If you could change the world, how would you do it?
- What are you looking forward to the most about growing up?
- Where is your favorite place to spend time?
- Did you ever get your feelings hurt? How did you deal with it?
- Out of everything you learned as a kid, what do you think you'll find most useful as an adult?



3A's of Active Listening:

ATTENTION

Listen to not just the words but also the face and body language.

ATTITUDE

Be open and encouraging.

ADJUSTMENT

Adjust your listening to the style of the speaker.

Friendship Mindset

Everyone here is a potential friend.

Friends can be different from us.

Being friendly encourages others to be friendly.

With a **Friendship Mindset**:

People are **friendlier**.
You **may discover friends** you didn't expect, even with people who are different from you.



Empathy Hearts



Learn how to connect with others through empathy. | FOCUS: EMPATHY & KIND ACTIONS

Objective

Students will increase empathy skills as they identify and choose an emotional response to a friend. Learning to show empathetic caring is a key friendship skill and important to building relationship skills.

Time

45 minutes

Materials

Empathy Hearts handout
Crayons or colored pencils

Teacher Resources

Empathy articles
6sec.org/t/empathy

Intro to the neuroscience of empathy
6sec.org/a/mirror

VIRTUAL CLASSROOM

- Teaching virtually:
- Use whiteboard software for whole group brainstorm.
 - Use breakout rooms for small group discussion to answer reflection questions. Alternatively, ask students to write or draw reflection question responses as journal entries.

ENGAGE

We know we should care for our friends, but how do we show care for others? What is an appropriate response? Can you come up with multiple options and choose? Feeling **empathy** for our friends takes practice. Together we can create more ideas and increase **empathy**.

To start this activity, ask the students to imagine a classmate named Zee who is sitting alone on the playground because their best friend just moved away.

How does Zee look? What is Zee's energy level? Why do you think Zee is feeling this way?

Take notes on board as students share their thoughts. (e.g., Zee misses the friend, Zee doesn't want to be alone, Zee needs the friend's help, Zee wants to play).

Can you feel for a moment with Zee? What are some feelings that you can imagine Zee is feeling?

Take notes on board as students share their feelings. (e.g., lonely, mad, scared, worried, sad).

What are some things you might do to help Zee feel cared about?

Take notes on board as students share their action ideas (e.g., invite Zee to join the game, go over and sit with Zee, share snack with Zee, talk with Zee about their missing friend).

ACTIVATE

Direct students to think about their own experience accepting empathy from friends. What kinds of things do they prefer when they want to feel cared for? Showing empathy and care for our friends is important, but it can be hard to help in the right way that feels best.

Discuss 5 different categories for ways friends can show kindness, defined as the **5 Empathy Hearts**.

What are the **5 Empathy Hearts**?:

 **Kind Words**- kind or reassuring words from your friends

 **Time Together**- spending time together doing something you like

 **Thoughtful Giving**- getting a small gift that is meaningful to your friendship

 **Comforting Presence**- holding hands or sitting nearby someone to give comfort

 **Helpful Acts**-- performing small acts of kindness for your friend

*What kind of **Empathy Heart** do you have?* Using the **Empathy Hearts** sheet, ask students to create their own **Empathy Hearts** by drawing and writing the ways they prefer their friends to show empathy. If time allows, the students can meet in small groups or as a class to share their **Empathy Hearts**.

Display student **Empathy Hearts** in the hallway or classroom so students can see themselves representing empathy in their learning community.



Empathy Hearts



Learn how to connect with others through empathy. | FOCUS: EMPATHY & KIND ACTIONS

Extension:

Role Play Scenario:
Ask for student volunteer to play Zee and another student volunteer to approach Zee.
Have them practice showing empathy. Ask class to identify what kind of Empathy Heart was expressed. Repeat with more students.

Family Learning

Extension:

Send the Empathy Hearts Family Activity lesson home to take this learning further. Be sure to send extra Empathy Hearts sheets and Family Letter home with students.

REFLECT

After all the students have finished the activity, ask reflection questions in whole group or have them write a reflection in their journal.

- *What did you discover about yourself in this activity?*
- *What did you discover about friends?*
- *How can this activity help you take action to show empathy?*
- *Who is a character or real person that could be an empathy role model for you?*

Did you know?

Researchers have learned there's more to empathy than we first understood. Here's a quick review of the three kinds of empathy:

Cognitive Empathy:

Thinking or imagining another person's point of view or experience. Example: "putting yourself in another person shoes."

Emotional Empathy:

Sharing feelings or emotions with others. Example: when we are moved to tears in a book or movie because we are connected to that character.

Behavioral Empathy:

Moving into action to respond to help someone. Example: sitting with a friend who is alone.

For more information:
6sec.org/empathy

EVEN MORE LEARNING

Now that your students have a greater understanding of empathy and are developing these skills, you can deepen their engagement through Red Nose Day in School's Everyday Heroes program.

Red Nose Day's goal is to help children living in poverty. The **Everyday Heroes** lesson plans will help your students understand the impacts of poverty on children in the US and around the world, help them develop empathy for others, and inspire them to take action to help - all while building important literacy skills.

Better yet, these supplemental lessons are tied to key learning moments on the calendar including the 100th Day of School, Reading Month and April Fool's Day. Visit **RedNoseDayinSchool.org** to download this **free** program today!



Empathy Hearts



Learn how to connect with others through empathy. | FOCUS: EMPATHY & KIND ACTIONS



Circle your Empathy Heart

-  **Kind Words**
-  **Time Together**
-  **Thoughtful Giving**
-  **Comforting Presence**
-  **Helpful Acts**

INSTRUCTIONS:

1. Think about a time when you were lonely and sad like Zee.
2. What are some ways a friend could help show kindness and empathy for you?
3. Circle the Empathy Heart that shows the way you prefer to receive comfort and acts of kindness.
4. Draw or write acts of kindness and empathy in the heart picture that you would like friends to try.

“What’s your Empathy Heart?”



5 Empathy Hearts

**KIND
WORDS**



**TIME
TOGETHER**



**THOUGHTFUL
GIVING**



**COMFORTING
PRESENCE**



**HELPFUL
ACTS**



IN SCHOOL

Dear Families,

I am writing to let you know about the program **FriendSkills** to teach friendship and Social and Emotional Learning (SEL) skills like empathy. We have been talking about emotions and learning friendship skills.

Recently we learned tips for practicing empathy and kindness with our friends. We did an activity called **Empathy Hearts** that I would like to invite you to try with your child. This activity may open up a conversation with your child about how each of you likes to show empathy and how you prefer to receive comfort and acts of kindness. I encourage you to let your child lead you through the experience so that you can learn more about each other and have a new shared conversation about emotions. Remember, you are a vital part of their social and emotional learning and development.

Sincerely,

Empathy Hearts Family Activity

Think about a time when you felt a little sad or lonely. What kinds of things did others do to help you to feel cared for?

Here are different ways friends can show kindness, which we are calling "Empathy Hearts" in this activity.

5 Empathy Hearts:

- **Kind Words**- kind or reassuring words from your friends
- **Time Together**- spending time together doing something you like
- **Thoughtful Giving**- getting a small gift that is meaningful to your friendship
- **Comforting Presence**- holding hands or sitting nearby someone to give comfort
- **Helpful Acts**- performing small acts of kindness for your friend

What kind of Empathy Heart do you have?

1. Using the Empathy Hearts sheet, you and your child can create your own Empathy Hearts.
2. Draw and write the ways you prefer friends or family to show empathy.
3. When you are done, take time to share your Empathy Hearts with your child.
4. Display your Empathy Hearts in your home to help remind your family how you can best support each other with empathy.

All About Empathy

Researchers have learned there's more to empathy than we first understood. Here's a quick review of three kinds of empathy:

Cognitive Empathy:

Thinking or imagining another person's point of view or experience. Example: "putting yourself in another person shoes."

Emotional Empathy:

Sharing feelings or emotions with others. Example: when we are moved to tears in a book or movie because we are connected to that character.

Behavioral Empathy:

Moving into action to respond to help someone. Example: sitting with a friend who is alone.

For more information:
6sec.org/empathy



Dear Families,

I am writing to you about an opportunity to support your child(ren) by bringing one of our classroom lessons into your home. For many children, the past year was challenging, especially for their social and emotional development.

This year we want to focus on positive opportunities to reconnect and develop healthy relationships with classmates, teachers and friends. We are using a program called **FriendSkills** from Red Nose Day that teaches friendship and Social and Emotional Learning (SEL) skills such as empathy. We will be talking about emotions and learning friendship skills in class, and would like to share an activity with you to try at home.

Making new friends (especially after the pandemic) can be hard. It may feel overwhelming to your child after living through disruption to think about their friendships. Here are some tips for supporting your child:

- Take time for reflection and acknowledge the emotions we are having.
- Practice self-empathy. Learning to take care of our emotional wellbeing can help us have healthy relationships.
- Open communication between a child and a trusted adult can help them take a social risk like inviting a new friend to play.
- Tell your child that it's normal to feel uncomfortable at first being around people outside of your home again.
- Let your child know that they aren't alone, they are ok, and that many other children are also trying to make new friends and reconnect.

Please let me know if you have any questions, and thank you for joining our class to develop more friendship, empathy and SEL skills at school and at home.

Sincerely,

WHAT IS...

SOCIAL EMOTIONAL LEARNING (SEL) is the process through which children and adults grow skills with emotions. SEL includes strategies and best practices that build community for student wellbeing. Learn about SEL at 6sec.org/sel

EMPATHY is connecting with and appropriately responding to feelings. It's an essential skill for positive relationships.

EMOTIONAL LITERACY means naming and understanding feelings. It is the first step to emotional management for yourself and others.

For more resources about parenting with SEL:
6sec.org/parents

