

FRIENDSHIP BENCH TEACH TO Lesson Plan



Friendship Bench Behavior

GOAL: Students will be able to utilize the friendship bench appropriately when they have no one to play with or respond to students looking for a playmate on the playground..

RATIONALE: The friendship bench will facilitate inclusive student behavior.

Expected Behavior:

	Friendship Bench
RESPECT yourself and others	<ul style="list-style-type: none"> Jackson students respect others by being CARING: show empathy, compassion and respect to students that do not have anyone to play with.
Own your COMMITMENTS	<ul style="list-style-type: none"> Jackson students are COMMITTED to one another by being OPEN-MINDED and APPRECIATING or being TOLERANT of differences when they include others in their groups.
Act with EMPATHY	<ul style="list-style-type: none"> Jackson students show EMPATHY when they consider the feelings of students that have no one to play with and include students seeking a playmate in your playground activities.
Radiate INTEGRITY	<ul style="list-style-type: none"> Jackson students show INTEGRITY by playing fair and including rather than excluding others.

Identify **Positive**, **Negative**, and **Almost-But Not Quite** examples

Positive: Show this video. How to Use the Friendship Bench	Negative	Almost-But Not Quite
<ul style="list-style-type: none"> When you go out to recess, look for someone to play with. Ask to play with someone and join in. If you can't find someone to play with, take a seat on the friendship bench and look for someone to meet. If two people sit on the bench, they can both get up and play together. If you see someone at the bench, ask them to play. Be a bench watcher. If you are sitting on the bench and someone asks you to play, the answer is always YES. 	<ul style="list-style-type: none"> Sitting on the bench at the beginning of recess without trying to find someone to play with. Sitting on the bench when you get mad at your friends rather than trying to solve the problem. If you are sitting on the bench and someone asks you to play; but you say no. Noticing someone sitting on the bench; but choosing not to ask them to play. Two students are sitting on the bench, but they do not go play with each other. Ridiculing or making fun of someone sitting on the friendship bench. 	<ul style="list-style-type: none"> You are sitting on the bench and asked to play and say yes, but you tell the group you don't want to play what they are playing. You ask someone sitting on the bench to play, but you don't let them fully participate in your game (i.e., they have to watch your soccer/football game; they have to be part of your "audience" for a dance group)

Provide Practice Opportunities....

- Model-** (I do) [How to Use the Friendship Bench](#) Use this video to demonstrates use of the buddy bench.
- Lead-** (We do) Teacher and students demonstrate behavior
- Test-** (You do) Student demonstrates behavior

When students follow guidelines....

- Verbal Praise-** "Thank you for trying to find someone to play with before sitting on the friendship bench."
"Thank you for noticing _____ sitting on the friendship bench and asking them to play."

When students forget guidelines....

- Prompt-** "Make sure you are watching the friendship bench to see if someone needs a playmate."
"Did you try to find a playmate before sitting down on the friendship bench."

When students are noncompliant... **Revisit the Teach To Lesson**