



# FRIENDSHIP

GRADE 4 – GRADE 6

Teacher Guide



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# FRIENDSHIP

celebrate similarities and differences



Friendships are essential to everyone's well-being. For young people, developing healthy relationship skills helps them to feel supported, connected and valued. Finding common ground through shared experiences builds strong connections, while respecting differences fosters appreciation for diversity and the unique qualities each person brings. When students practise friendship rooted in empathy, communication, and respect, they strengthen the skills needed to support success both in school and outside the classroom.

Animals can play an important role in nurturing these skills. Caring for and connecting with animals fosters empathy, responsibility and the importance of belonging. Extending these connections with the environment helps students understand that balance, care and interdependence are essential for the well-being of every living thing.

## Discussion Questions:

Present the poster to the class and discuss the following questions. Encourage students to share thoughtful answers and remind them to listen to their classmates.

- What is friendship? What does it mean when someone is your friend?
- How do your friends make you feel, and how do you make them feel?
- How do you maintain your friendships?
- What similarities do you have with your friends? What differences do you have? How do your similarities and differences impact your friendship?
- What does it mean to 'celebrate' similarities and differences? Do you agree? Explain.
- What do you do when you have a conflict with a friend? What strategies can you use to resolve the conflict? *Communicate respectfully, negotiate and compromise, reflect on actions taken, take personal responsibility, etc.*
- What are the benefits of being friends with those who are different from us? *Learning new things, trying different experiences, expanding our understanding of the world, fostering empathy for others, etc.*
- What animals do you see on the poster? *An alpaca and a chicken.* What do you know about these animals?
- What similarities and differences do they have? *Similarities: They are farm animals, they depend on people to meet their needs, etc. Differences: They look different, make different sounds, eat different food, people have them for different reasons, etc.*
- How can you be an animal friend? *Treating them with kindness and respect. For domestic animals (farm and companion), this means ensuring their Five Needs are met. For wild animals, this means not disturbing them, giving*

*them space, and protecting their habitat.*

- Why is it important to be an animal friend?
- What does it mean to be a 'friend' to the environment? *Putting litter in its place, reusing items, recycling, etc.* Why is this important?
- What are the similarities and differences between being a friend to people, animals and the environment?

## **Activities:**

### **1. Making a Friendship Garden**

**Objective:** Students will reflect on what it means to be a good friend and identify positive qualities they have that contribute to beginning and maintaining friendships.

#### **Materials:**

- Pencil
- Construction paper\* (various colours)
- Pencil crayons, crayons or markers
- Scissors

*\*This activity describes using paper as the main material; however, it can be adapted to other art forms such as fabric arts, sculpture or painting.*

#### **Instructions:**

Ask students to imagine their favourite plant or flower, then ask: What does this plant need to grow? Water, sunlight, nutritious soil, air, space, etc. Explain that just like a garden, friendships grow when we give them time, attention and care – both result in something beautiful. Inform them that they will be creating their own Friendship Garden.

As a class, create a definition of friendship, then list examples of qualities a good friend should have. *E.g. kind, honest, fair, respectful, caring, loving, funny, fun, playful, compassionate, generous, gentle, patient, trustworthy, responsible, etc.*

Then, brainstorm a second list of the qualities a good friend to animals should have. *E.g., kind, respectful, gentle, caring, patient, responsible, etc.*

Compare the lists and discuss similarities and differences.

Discuss with students how the qualities of a good friend stay the same whether we are talking about friendships with people or with animals. We should also treat the animals in our lives with kindness, respect, love, patience and compassion.

Next, have students choose five qualities that describe themselves that help them be a good friend – to people and animals!

Provide students with various colours and textures of paper and have them create the center of a flower and at least five petals to go around it. Once cut out, students will write one quality on each petal as well as their name and 2–3 sentences on why it is important



to be a good friend on the centerpiece. Then have them assemble their flower by gluing the petals around the centerpiece and adding a stem.

Encourage students to add details to their flowers, such as drawings or patterns, while keeping the words clear and legible.

Display flowers on a bulletin board to create a Friendship Garden. Involve students in creating the display.



## 2. Animal Companions

**Objective:** Students will reflect on human-animal relationships and develop an understanding of how to nurture friendships with pets and other domestic animals.

### Materials:

- *Five Needs of Animals – Positive Interactions* Video (5:14)
- Pencils
- Pencil crayons, crayons or markers
- Access to research materials (books, internets, etc.)
- Access to Google slides, Canva or other presentation tools (optional)
- Poster paper (optional)

### Instructions:

Explain that animals, just like people, have needs that help them live healthy and happy lives. Domestic animals (pets and farm animals) depend on people to meet their Five Needs: nutrition, environment, behaviour, health and positive interactions. To help meet their need of positive interactions, it is important we are always kind and gentle with animals.

As a class, watch the *Five Needs of Animals – Positive Interactions* video, then discuss the following:

### Post-Viewing Discussion Questions

- How would you feel if someone you didn't know came into your personal space? Do you think animals feel the same?
- What are some ways you can let someone know if you don't feel comfortable in a situation?
- What are some ways animals show they don't feel comfortable in a situation? *Body language, growl, bare teeth, bark, bite, etc.*
- Why do you think animals learn better with rewards like treats, gentle pets, toys, etc.? *Animals will learn to associate that behaviour with a positive experience (receiving a treat) and therefore will be more likely to express that behaviour again.*
- Why is it important to let an animal choose if they want to interact? What should we do if they don't want to? *Forcing an animal to interact with*



*someone could lead to the person and/or the animal getting hurt. If an animal does not want to be interacted with, we should leave them alone.*

- Have you ever interacted with an animal in a way they didn't like? What would you do differently now?

Having social awareness – knowing how to interact respectfully with others (animals and people!) – is an important part of forming and maintaining friendships and other healthy relationships. Have students choose a domestic animal and research how to interact in a positive way.

Students can complete one of the following, explaining how to positively interact with the animal and why it matters:

- Write a paragraph
- Create a slide show
- Design a pamphlet/poster

Help spread the message by displaying work in the classroom or around the school. Encourage students to use and cite multiple sources of information to support their findings. Remind them to edit their work for grammar, spelling, and punctuation, and revise for clarity and fluency.

**Extension:** Positive Interactions is one of the Five Needs of Animals. Explore the other needs by watching the 'Five Needs of Animals' video series.

### 3. Common Connections

**Objective:** Students will practise initiating and sustaining positive interactions by discovering shared interests that help build and maintain healthy relationships.

**Materials:**

- Index cards (one per student)
- Pencil

**Instructions:**

We often have more in common with others than we think. When we find these shared interests, it is easier to connect, invite someone to join in, or have a conversation – all of which help build and maintain a friendly, welcoming classroom environment.

Explain to students that finding something in common provides a starting point for conversation. Instead of feeling unsure about what to say, you already have a topic to talk about. Knowing more about classmates' interests can also help us find opportunities to include them – inviting someone to join your group project, sitting with them at lunch, or telling them about an activity they might enjoy. Even small connections, like shared favourite animals or sports, can break down barriers and help everyone feel seen and valued.



Individually, have students write down three things they enjoy or are interested in on an index card. This could include activities or hobbies, music, books, places they like to go or causes they care about.

Have students form two lines facing each other. Students will then have a 90-second conversation with the person across from them, trying to find something from their cards that they have in common. Remind students that the words on their cards do not have to be match exactly – use them as a starting point to converse and explore commonalities.

After 90 seconds, one line shifts down one person, and the activity repeats until students have spoken with multiple classmates.

### **Post-Activity Reflection:**

Individually, in small groups or as a class, have students reflect on the following questions:

- Did you find any common interests with someone you might not usually talk to?
- How does knowing more about the interests of others make it easier to include them in the future?
- Why might focusing on what we have in common be a useful way to start friendships?
- What is one takeaway from this activity that will help you make someone feel more included?
- How can you maintain your individuality while still finding connections with others?



## GRADE 4 CURRICULUM CONNECTIONS

English Language Arts & Literature		
Organizing Idea	Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.	
Guiding Question	In what ways can listening and speaking skills clarify intent and build relationships?	
Learning Outcome	Students examine and demonstrate how listening and speaking support connections and clarify understandings.	
	<b>Skills &amp; Procedures</b>	
	Contribute respectfully to a variety of interactions that involve listening and speaking. Identify opinions or points of view shared in conversations or texts that are listened to.	D,1,2,3 D, 2
Organizing Idea	Comprehension: Text comprehension is supported by applying varied strategies and processes and by	
Guiding Question	How do comprehension processes and strategies enhance understandings of texts?	
Learning Outcome	Students investigate strategies and connections that support text comprehension.	
	<b>Skills &amp; Procedures</b>	
	Combine information from various sources to draw conclusions.	2
	Create personal responses to a variety of literature, informational texts, or other texts by	2
Organizing Idea	Writing: Ideas and information can be articulated accurately and imaginatively through the use of	
Guiding Question	How can development of writing processes and expression support effective communication?	
Learning Outcome	Students construct and organize text to share perspectives and develop creative expression.	
	<b>Skills &amp; Procedures</b>	
	Create written texts for a variety of audiences and purposes.	2
	Share perspectives on a topic in a clear and focused manner.	2
	Edit writing for spelling, punctuation, and grammar.	2
	Select a variety of presentation forms or text features to critically share perspectives.	2
	Access information from a variety of sources to critically answer questions or expand	2
	Choose and cite appropriate sources of information to inform research.	2

## Physical Education and Wellness

Organizing Idea	Safety: A lifetime of optimal well-being is supported by prioritizing health and safety.	
Guiding Question	How can taking responsibility impact safety?	
Learning Outcome	Students analyze and explain responsibility and how it can impact personal and group safety.	
	<b>Skills &amp; Procedures</b>	
	Describe responsibility and its impact on personal and group safety in a variety of contexts.	2
Organizing Idea	Healthy Relationships: Personal well-being is supported through positive relationships built on	
Guiding Question	How can resolving conflict and healthy relationships be mutually supportive?	
Learning Outcome	Students reflect on resolution and explain connections to healthy relationships.	
	<b>Skills &amp; Procedures</b>	
	Describe strategies that can be used to support resolution to a problem, conflict, or challenge.	D
	Explain the significance of acknowledging conflict and taking responsibility when working	D
	Discuss multiple points of view involved in a resolution.	D

## GRADE 4 CURRICULUM CONNECTIONS

<b>Organizing Idea</b>	<b>Growth and Development: Decision making that optimizes personal health and well-being is informed by</b>	
<b>Guiding Question</b>	<b>How is change reflected through development?</b>	
<b>Learning Outcome</b>	<b>Students explore various areas of development.</b>	
	<b>Skills &amp; Procedures</b>	
	Consider how to interact and respond to others in a variety of contexts and situations.	D, 2,3

### Science

<b>Organizing Idea</b>	<b>Living Systems: Understandings of the living world, Earth, and space are deepened by investigating</b>	
<b>Guiding Question</b>	<b>In what ways do the structures of organisms support survival?</b>	
<b>Learning Outcome</b>	<b>Students analyze organisms and relate external structures to functions.</b>	
	<b>Skills &amp; Procedures</b>	
	Demonstrate respect when interacting with plants and animals in local environments.	D,1,2

### Social Studies

<b>Organizing Idea</b>	<b>Citizenship: Understanding local, national, and global issues empowers individual and collective action</b>	
<b>Guiding Question</b>	<b>What is responsible citizenship?</b>	
<b>Learning Outcome</b>	<b>Students investigate rights and responsibilities in Canada.</b>	
	<b>Skills &amp; Procedures</b>	
	Reflect on personal rights and responsibilities.	D, 1, 2, 3

### Art (Level Two)

<b>Component 10 (i)</b>	<b>PURPOSE 3: Students will decorate items personally created.</b>	
B	Details, patterns or textures can be added to the surface of three-dimensional works.	1
<b>Component 10 (i)</b>	<b>PURPOSE 4: Students will express a feeling or a message.</b>	
A	Feelings and moods can be interpreted visually.	1
B	Specific messages, beliefs and interests can be interpreted visually, or symbolized.	1
<b>Component 10 (ii)</b>	<b>SUBJECT MATTER: Students will develop themes, with an emphasis on social concerns, based on:</b>	
A	Plants and animals	1
<b>Component 10 (iii)</b>	<b>MEDIA &amp; TECHNIQUES: Students will use media and techniques, with an emphasis on mixing media and</b>	
E	Fabric Arts: Decorate fabric, using simple stitching techniques, such as running stitch, blanket stitch, cross-stitch, couching, French knot, satin stitch.	1



## GRADE 5 CURRICULUM CONNECTIONS

Language Arts & Literature		
Organizing Idea	Oral Language: Listening and speaking form the foundation for literacy development and improve	
Guiding Question	How can the presentation of ideas and information be enhanced through oral communication?	
Learning Outcome	Students investigate how oral language can be designed to communicate ideas and information.	
	<b>Skills &amp; Procedures</b>	
	Engage in collaborative dialogue when sharing ideas, solving problems, or making decisions.	D,1,2,3
	Contribute to discussions or dialogues by agreeing, disagreeing, and adding to or explaining	D, 2, 3
	Use respectful language when collaborating with others.	D, 3
	Demonstrate adaptability to build consensus when perspectives or opinions within groups	D, 3
Organizing Idea	Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.	
Guiding Question	How does the interpretation of evidence support comprehension of texts?	
Learning Outcome	Students analyze information, contexts, and perspectives using a variety of comprehension strategies.	
	<b>Skills &amp; Procedures</b>	
	Revise or confirm predictions based on new or additional information from texts or additional	2
	Analyze ideas and information in texts to interpret and respond.	2
	Use evidence from texts or additional sources to support responses and interpretations.	2
Organizing Idea	Writing: Ideas and information can be articulated accurately and imaginatively through the use of	
Guiding Question	How does proficient writing enhance communication skills?	
Learning Outcome	Students enhance the accuracy and artistry of expression through creative and critical thinking process-	
	<b>Skills &amp; Procedures</b>	
	Create written texts for a variety of audiences and purposes.	2
	Communicate a clear position supported by relevant evidence.	2
	Revise drafts to improve the fluency, coherence, sequence, and logical support of ideas.	2
	Edit writing for spelling, punctuation, and grammar.	2
	Write to inform, explain, describe, or report for a variety of purposes and audiences.	2
	Develop a main idea or topic supported by facts, details, examples, and explanations.	2
	Evaluate the validity and reliability of information and sources.	2
	Select a variety of relevant sources to inform writing.	2
	Summarize and organize ideas gained from multiple sources using a variety of methods or tools.	2
	Access and use information ethically.	2
Physical Education and Wellness		
Organizing Idea	Safety: A lifetime of optimal well-being is supported by prioritizing health and safety.	
Guiding Question	How can responsibility lead to a desired outcome?	
Learning Outcome	Students analyze responsibility and consider the impact on well-being.	
	<b>Skills &amp; Procedures</b>	
	Reflect on how the results or consequences of personal actions and decisions can affect the	D,2,3

## GRADE 5 CURRICULUM CONNECTIONS

<b>Organizing Idea</b>	<b>Healthy Relationships: Personal well-being is supported through positive relationships built on</b>	
<b>Guiding Question</b>	<b>How might healthy relationships support understanding in various social contexts?</b>	
<b>Learning Outcome</b>	<b>Students acknowledge and connect perspectives of self and others through communication and listening skills.</b>	
	<b>Skills &amp; Procedures</b>	
	Describe how listening and communication skills can support understanding of individual and group perspectives.	2,3
	Identify ways to reach shared understandings when perspectives or opinions within a group are different.	D
	Demonstrate respectful communication skills when working with others on tasks or challenges.	D,3

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## GRADE 5 CURRICULUM CONNECTIONS

Language Arts & Literature		
Organizing Idea	Oral Language: Listening and speaking form the foundation for literacy development and improve	
Guiding Question	What relationships can be made between skillful oration and communication content, style and delivery?	
Learning Outcome	Students connect the quality and efficacy of oral communication to oral language skills.	
	<b>Skills &amp; Procedures</b>	
	Develop and deliver presentations for specific purposes and audiences.	2
	Reflect on and share new, expanded, or adjusted learnings resulting from collaborative	D, 2, 3
Organizing Idea	Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.	
Guiding Question	How do comprehension strategies enhance interpretations of texts?	
Learning Outcome	Students interpret and respond to texts through application of comprehension strategies.	
	<b>Skills &amp; Procedures</b>	
	Respond to texts by summarizing main ideas and providing supporting evidence from the texts.	2
	Make connections between new ideas and information in texts and known ideas and	2
	Analyze ideas and information to support comprehension and interpretation of texts.	2
	Synthesize ideas and information in texts to confirm or expand understandings.	2
	Revise or confirm predictions based on new or additional information and sources.	2
	Analyze ideas and information using text evidence.	2
	Connect perspectives reflected in texts to personal experiences.	2
	Select the information needed to support a perspective.	2
	Share how considering differences in perspectives can develop empathy.	2
Organizing Idea	Writing: Ideas and information can be articulated accurately and imaginatively through the use of	
Guiding Question	How is precise writing influenced by ongoing craft and process development?	
Learning Outcome	Students create texts that reflect personal voice and style through creative and critical thinking	
	<b>Skills &amp; Procedures</b>	
	Create written texts for a variety of audiences and purposes.	2
	Organize writing around clear ideas or positions that are supported by examples or relevant	2
	Relate ideas and connect paragraphs using a variety of transitions.	2
	Revise text for clarity, focus, and audience.	2
	Edit writing for spelling, punctuation, and grammar.	2
	Write to inform, explain, describe, or report for a variety of purposes and audiences.	2
	Support the main idea or topic with relevant facts, details, examples, and explanations from	2
	Summarize and organize ideas gained from multiple sources using a variety of methods or	2
	Analyze the validity and reliability of information and sources.	2
	Access and use information ethically.	2

## GRADE 5 CURRICULUM CONNECTIONS

### Physical Education and Wellness

<b>Organizing Idea</b>	<b>Movement Skill Development: Developing physical literacy through movement and active living</b>	
<b>Guiding Question</b>	<b>How can conflict resolution support engagement in physical activity?</b>	
<b>Learning Outcome</b>	<b>Students analyze and apply conflict resolution in physical activity.</b>	
	<b>Skills &amp; Procedures</b>	
	Practise conflict resolution.	3
	Reflect on practices used to resolve conflict.	3
<b>Organizing Idea</b>	<b>Healthy Relationships: Personal well-being is supported through positive relationships built on</b>	
<b>Guiding Question</b>	<b>How can perspectives influence healthy relationships?</b>	
<b>Learning Outcome</b>	<b>Students consider and describe a variety of perspectives that support the development of healthy</b>	
	<b>Skills &amp; Procedures</b>	
	Demonstrate positive social behaviours to develop and maintain healthy relationships.	D, 1, 2, 3
	Consider ways in which diverse perspectives align or differ.	D, 3
	Identify how the consideration of others' perspectives contributes to empathy.	D, 1, 2, 3
	Examine how empathy toward others with different perspectives supports healthy	D, 2, 3

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