

Guidelines for the Super Friends Activity

STANDARD: ASCA standard - Mindset standard 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.



GRADE 1 ACTIVITY - Super Friends

OBJECTIVE: Student will think about and discuss how having a good friend and being a good friend are connected.

DIRECTIONS: The student will begin by cutting out the squares, reading the statements and sorting them into the column where they belong.

The adult may need to read the statements to the student. As the student is sorting the statements the adult can lead the discussion using the prompts below. Discussing the connection between having good friends and being a good friend is important during this activity. The student can paste the squares in the the column or simply sort them. On the following page they will then draw pictures showing what they are thinking about being a super friend and choosing a super friend.

This activity can be done with a small group or with an adult and a student. There are two parts. In both parts it is important to encourage the student to talk about their own experiences.

If you or your child need support with mental health, reach out to a mental health professional.
You can find resources and assistance at FastTrackerMN.org.



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BACKGROUND INFORMATION: Studies have been done on the effect of friendships on childhood and adult mental health and show a positive correlation. Friendships in childhood allow children to build social skills and develop self-esteem. Both are necessary for good mental health throughout life. However, it is important to promote positive friendships and help children to identify the qualities of a supportive friend. Bullying often happens under the umbrella of friendship so it is important for children to be able to identify the qualities of a positive friendship.

POSSIBLE PROMPTS:

- Do you like it when... (your friends help you, give you compliments, invite you to play, etc.)?
- Can you think of a time when you helped a friend? How did that make you feel? How do you think it made your friend feel?
- Do you think it is okay to ask your friend for help? Why? Why not?
- Can you think of a time when you needed help from a friend? Did you ask them for help?

RESOURCE:

Childhood friendships and psychological difficulties in young adulthood: an 18-year follow-up study, authors: Sakyi KS, Surkan PJ, Fombonne E, Chollet A, Melchior M., ncbi.nlm.nih.gov/pmc/articles/PMC4398590.

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Name _____



Super Friends Activity

Cut out the boxes and sort them into the column about being a good friend or how your friends are super friends. Once they are sorted paste them in the column.

I am a super friend!

My friends know how to be Super Friends!

I help my friend do pick up their crayons.

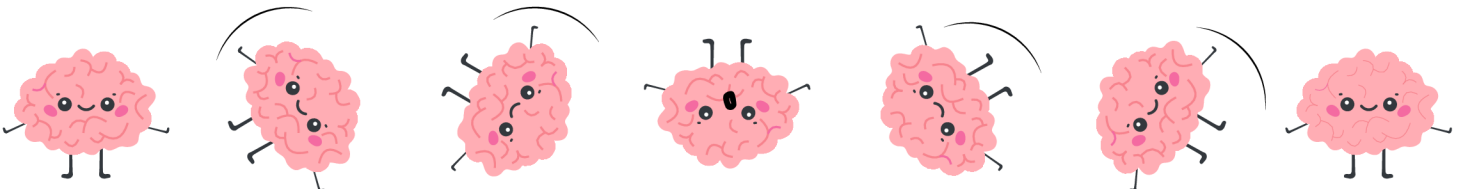
A super friend helps me at school.

A super friend asks me to play at recess.

A super friend tells me they like my drawing.

I thank my friend for helping me.

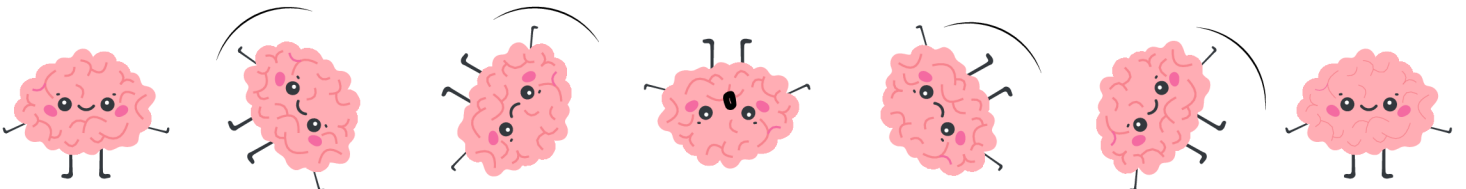
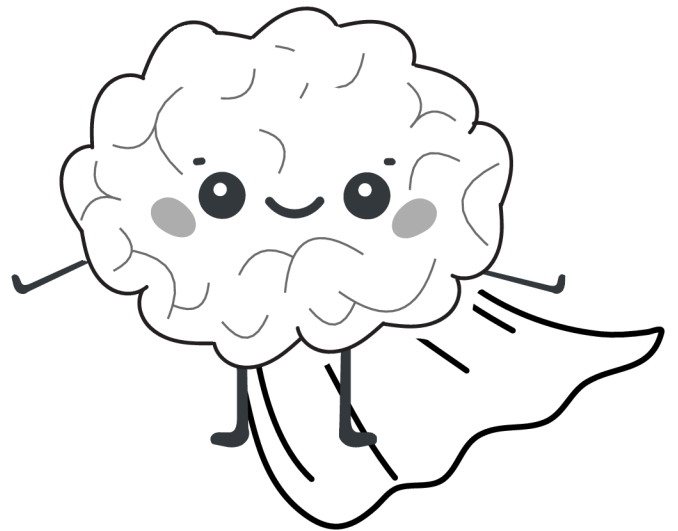
I ask my friend to sit with me at lunch.



Name _____



I Am a Super Friend!



Name _____



I Am a Super Friend!

Draw a picture of something you do to be a super friend.

Draw a picture of a super friend helping you.

