



# lesson two

remain calm, explain what's broken



## OBJECTIVES

To introduce the second step of being a Friendship Fixer, “Remain calm - Explain what’s broken,” educating students how to verbalize their feelings and clearly communicate the problem with their friend.

## MATERIALS

1. FRIENDSHIP FIXER poster
2. large paper or poster board to cover the poster (reveal only Step # 1-2 in this lesson)
3. a book as a prop for the role play

## LESSON AT A GLANCE

### Lesson 2 - REMAIN CALM, EXPLAIN WHAT'S BROKEN

1. Introduce Step 2 of becoming a Friendship Fixer.
2. Reinforce sign language from previous lesson.
3. Establish Biblical foundation for Step 2.
4. Use “watch” prop for visual learning enhancement.
5. Conduct brief role-play situation.
6. Discuss results as a class and in partners.
7. Learn new sign language for Step 2.
8. Play music CD track for Step 2.



# LESSON PLAN



**ASK:** “How do you know when a friendship is broken? What happens or how can you tell there is a problem?”

Elicit responses from students. Students might say, “You aren’t talking to each other,” “They won’t play with you,” “Someone feels left out,” “I’m angry or my feelings are hurt,” etc.

**SAY:** “We have been learning how to help fix broken friendships. Does anyone remember the first step to being a Friendship Fixer?” (FIRST, GO TO YOUR FRIEND)

Let’s practice the sign language again while we say step #1, (Bring pointer fingers together until they touch) FIRST, GO TO YOUR FRIEND.

Today we are going to learn what to do next. Let’s take a look at what the Bible says to do: (if your students are able to, have volunteers read these)

Proverbs 12:18, “Reckless words pierce like a sword, but the word of the wise brings healing.”

Proverbs 15:1, “A gentle answer turns away wrath, but a harsh word stirs up anger.”

Ephesians 4:29, “Do not let any unwholesome talk come out of your mouth, but only what is helpful for building others up according to their needs, that it may benefit those who listen,”

Matthew 5:9, “Blessed are the peacemakers, for they will be called sons of God.”

**SAY:** “All these verses are talking about using your words and what comes out of your mouth for healing and not hurting, helping solve problems, not make them worse.

After going to your friend, the second step of being a Friendship Fixer is to **REMAIN CALM, EXPLAIN WHAT’S BROKEN.**

(Hold up stopwatch.) We’re going to use this stopwatch to help us remember that when we’re fixing our friendship we need to stop, slow down and take the time to talk it out.

**I need two students to act out from a script two friends helping to fix their friendship.”**

(Younger non-reading students can repeat their speaking part after the teacher reads it aloud)

(Upper grade role-play requires 4 students to participate)

# LESSON PLAN (continued)



## Role-Play Script Primary Version

Two students are looking through the classroom library of books for silent reading time, and a conflict happens...

**Student #1:** I'm looking for the book on spiders, what are you looking for?

**Student #2:** I'm not sure yet...I'm just looking for one.

**Student #1:** I really like the book on spiders. It has cool pictures and facts.

**Student #2:** (Finds the book on spiders, stops for a second, then starts to walk off with the book back to their seat.)

**Student #1:** (Notices the other student walking away with the book about spiders and follows that student to their desk) **Hey, that was the book I was looking for.**

**Student #2:** Well, I really want to read it, too. I found it.

**Student #1:** I think we have a problem. I didn't like when you took the book. That hurt my feelings, because you knew I was looking for it.

**Student #2:** I'm sorry. Here - (handing the book to Student #1)

**Student #1:** I forgive you...thank you for the book.

**Student #2:** Can I have it when you are done?

**Student #1:** Sure, or maybe we can look at it together?

**Student #2:** Great! Thanks for sharing.

The students go off to look at the book together.

# LESSON PLAN (continued)



## Role-Play Script Upper Grade Version

Two students are talking about where they want to spend recess together, another student overhears their conversation, and a conflict happens... (4 students needed)

**Student #1: Where do you want to go at recess?**

**Student #2: How about the basketball court? Let's shoot hoops.**

**Student #1: Sure, that sounds great.** (Student #3 is off to the side listening)

**Student #3:** (Walks over and starts speaking to Student #4) **Hey, let's go play basketball today at recess.**

**Student #4: OK. That sounds good. I'll meet you there.**

The whole class makes a sound like the bell ringing...the four students pretend to run to the basketball court, but Student #3 gets there first.

**Student #1:** (Realizes that Student #3 got to the court first) **Hey, we were planning on using the court.**

**Student #3: Well, we're already here, and we wanted to play basketball today.**

**Student #2: I think we have a problem. You heard us talking in class, and knew we were going to go play basketball at recess. You were standing right there. I'm pretty mad that you took the courts, when you knew we were going to play here. That just isn't cool.**

**Student #3:** (Thinks for a second, then says...) **OK, I'm sorry. I just wanted to play, too.** (steps off and starts to walk away)

**Student #1: Hey, don't worry about it...I forgive you...thanks for letting us use the court.**

**Student #2: Hey, do you want to play with us?**

**Student #4: Sure, or maybe we can play 2 on 2? That way we can all play.**

**Student #1: Great! Let's play.**

The students pretend to dribble the ball and go off to play basketball.

# LESSON PLAN (continued) .....



**ASK:** “Do you see how it took both students to help fix the friendship? What would have happened if the first student came running up and grabbed the book away? What if they ran up and started yelling, ‘Hey, that was really mean! You took that book and I was looking for it! You’re not a very good friend!’? That would have made quite a scene...and made their friend defensive.

What if the second student didn’t apologize and give the book back? What if they said, ‘It’s mine! Go get another one! I found it first!’? That would have not solved the conflict but only made it worse, right?

It’s important to remember what the Bible said, ‘a gentle answer turns away wrath,’ and ‘the word of the wise brings healing,’ We don’t want our words to be like swords, piercing our friends! That’s why it’s important to **REMAIN CALM**. Assume the best. Maybe it was a mistake or a misunderstanding. Maybe it was an accident. Maybe a friend made a bad choice, and wants a second chance to make it right. Go to your friend calmly, and explain what’s broken. Say how you are feeling without placing blame.

**It is difficult to stay calm and not let our emotions get the better of us. Why?”**

Elicit student responses. Students may say, “It makes me so mad,” “When I’m hurt I want to cry,” “I don’t know what to say when I’m mad,” etc.

**SAY:** “If you’re not sure what to say, you could try these:” (write on board)

“I didn’t like it when you...”

“It hurt my feelings when you...”

“Can you think of something to complete the sentence? Think of something that’s happened to you that you didn’t like. Pretend you are telling the person next to you, how you felt. You might say, ‘I didn’t like it when you borrowed my markers without asking,’ or ‘It hurt my feelings when you saved a place for your friend in line in front of me.’ Now you try it with your own idea with the person next to you.”

Have students turn to a partner (or share with the whole class) and choose one of the sentences above to complete for practice.

**“To remember to stay calm, we are going to learn the sign language motion for “calm.” Spread your fingers out on both hands in front of you, and slowly move your hands straight down, pausing for a moment as if to show someone is not moving. Try the steps with me.**

**FIRST, GO TO YOUR FRIEND (pointer fingers come together and touch)**

**REMAIN CALM, EXPLAIN WHAT’S BROKEN (spread fingers, hands move down and stop)**

Next time, we are going to learn the third step of being a friendship fixer. Once you’ve gone to your friend, and you’ve explained what’s wrong, then what?”



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## Suggested Extension Activities

• • • • • 15-20 minutes each • • • • •

**1** “**Peacemaker Poster**” - Matthew 5:9 says, “Blessed are the peacemakers, for they will be called sons (and daughters) of God.” Make a classroom declaration poster titled, “We are Peacemakers” and have all the students sign it to represent they are all striving to be peacemakers. Talk about ways to be peacemakers and add them around the edges of the poster.

**2** “**How to be a Friend**” - The key to having a friend is being a friend...so what does it look like? Have students make a mini-book of their own, or assemble all their ideas into one class book on how to be a friend. Each student dictates or writes a sentence or paragraph (age-appropriate) telling how to be a good friend and illustrates their ideas. Afterward, the students can act-out each idea shared in their mini-book or read the class collection of ideas, and have students act them out as you read.

**3** “**Relationship Breakers**” - What are relationship breakers? What actions or behaviors get friendships in trouble? Make a class list of DOs and DON'Ts. Add suggestions to the list from students, and keep posted in the classroom for future conflicts as a resource. For example:

**DON'T**

Make a friend feel left out... instead?  
Brag about what you did... instead?

**DO**

Include them in your game  
Encourage and praise your friend's efforts