

# RECIPES FOR FRIENDSHIPS

**Facilitators Notes - 1- 1½ hours.**

- **OPENING DISCUSSION** (30 min.)

Activity #1: I want you to start by taking a piece of paper and writing out the following information: (5 min)

1. List 3 friends you have had at different periods in your life.
2. List a couple of activities you did with each friend.
3. What qualities attracted you to each friend?
4. Where and how did you meet each friend?
5. Draw a symbol of your relationship with one of the friends

Activity#2: Now get into groups of 3-5 people and discuss the following: (10 min)

1. What did you value/notice about your friendships?
2. Where and how did you meet them?
3. What kinds of things did you and your friends enjoy doing?
4. How would you describe your communication & understanding between you and your friends?
5. Share the symbol with your group and have them guess its significance.

Activity #3: Question: What are some of the conditions that need to be present for friendships to develop? (10 min)

- Share these with the larger group and write them on the chart paper or overhead.

- Share overhead summary: (5 min)

- desire and ability to interact with another person

What can we do to facilitate this?

**1. Sharing Skills** (Peers need to know how to communicate with your student)

**2. Inservice to Peers** (Peers need to know how to interact with your student and to be able to ask questions.)

- refer to sample lesson plans for inservice

- refer to the "Three R's" from grade 7 class: Personal Planning Journals

Recall/Reflect/React

Question: How does your class know and learn about your special needs students? Ask group for examples of inservice they have experienced.

- emotional connections to help support the relationship as it develops

### **3. Peer Support Groups** (short video clip - 5 min.)

Question: How would you go about bringing a peer support group together? Any examples?

- common interests

### **4. Brainstorming Mutual Interests** - Activity 10 min.

- Refer to Clubs and Participation Kits on the website.
- Refer to the sample clubs from the Jobs & Leisure Participation Kits page on the PISP website.

Question: What have you experienced that might be similar to this activity?

- opportunities to be together

### **5. Friends of Club (15 min. video clip)**

Questions to pose prior to viewing and to revisits after viewing:

- How and where was structure created around forming new friendships?
- What are the benefits of organizing social outings with people other than the family?

Classmates need to have the desire and ability to interact with our student.

### **So what is the role of the classroom teacher?**

Teachers can assist by

- providing inservice to classmates
- providing opportunities for active participation (clubs, jobs, using voice output, etc.)
- modeling how the student interacts (e.g., interpreting non-verbal communication or offering choices in front of the class)
- meeting with assistants to plan 1 to 1 interactions with classmates
- encouraging a peer support group or similar activity (e.g., brainstorming mutual interests)

Summarizing Statement...

*Friendships can develop when we*

- *identify mutual interests and*
- *plan activities around these interests!*