## LESSON 1 PLAN Friends and the Friendliness SPICE

## Lesson Outcomes:

- Appreciation that friends and friendships aren't perfect relationships.
- Understand that friendliness represents a group of behaviours.
- Differentiate between friendly and unfriendly behaviour.
- Identify that friendly and unfriendly behaviours extend to the online space.
- Understand that friendliness is a HIGHWAY HERO behaviour.
- Know that SPICE is a HIGHWAY TOOL and can be learned.
- Practise ways to 'Praise' that are authentic and invite positive connection.
- Experience using SP(ICE) through role play.
- Willingness to attempt using SPICE with peers.

	Ice-breaker (optional)	Use an 'Ice-breaker Activity' to		
		encourage a friendly and cooperative		
		group dynamic.		
REQUIRED>	Ice-breaker Activities.		Page	10 mins

REQUIRED>	Lesson 1 Outline details specific, scripted	Page
	teaching ideas, and is recommended	
	reading.	

	1. Leader led discussion	Students	make sentences	s with the
HERO	"Defining Friends."	word 'Friends' in it. Aim for a balance		for a balance
	• Friends: It Takes All Types.	that reflects the reality that friends		nat friends
$\bigtriangledown$		and friendships aren't perfect and		rfect and
		BUMPS or conflict may also occur.		lso occur.
REQUIRED>	Leader Resource 1 Friends		Page	5 mins

	2. Sorting Activity	Define Friendliness as a group of		
HERO	"Friendly or Unfriendly?"	behaviours and sort examples of		
	• What exactly <b>is</b>	friendly and unfriendly behaviour. Link		
$\vee$	Friendliness?	friendliness as a HIGHWAY HERO		
	<ul> <li>Sorting friendly vs</li> </ul>	behaviour. Children will often focus on		
	unfriendly behaviour.	'Kindness' as the requirement for		ment for
	<ul> <li>Acknowledgement of</li> </ul>	friendliness.		
	online friendships.			
<b>REQUIRED&gt;</b>	Leader Resource 2 Friendly or		Page	10 mins
	Unfriendly?			

3. Leader led demonstration "The Friendliness SPICE."       Introduce SPICE as a HIGHWAY TOOL with examples of each of the 5 actions. Leader demonstrates each action of the SPICE strategy utilising the opposite action to highlight the difference. Make disclaimer about appropriate friendly behaviour boundaries.         REQUIRED       Leader Resource 3 The Friendliness SPICE       Page       10 mins         Image: Spice Steps.       Children move freely around the room and the Leader calls out 'Smile & Say "Hello"."       Children move freely around the room and the Leader calls out 'Smile & Say "Hello"."         Image: Spice Steps.       Children practise 'Smile and say "Hello"."       Children nove freely around the room and the Leader calls out 'Smile & Say "Hello"."         Image: Spice Steps.       Children practise 'Praise."       Children continue to move around the room and the Leader calls out 'Praise.' Which is then role played. Encourage children to try 4-5 ways to 'Praise.'         Image: Spice Steps.       S. Reflection task "Using SPICE."       Discuss which behaviour ('Smile and say "Hello"' or 'Praise') was the easiest and the hardest to do; and which one will be a goal to do more frequently this week.         Image: Spice Sp		r		r		
<ul> <li>Introduce SPICE steps.</li> <li>Demonstrate language, body language and tone of friendliness.</li> <li>Demonstrate language, body language and tone of friendliness.</li> <li>Demonstrate language, body language and tone of friendliness.</li> <li>REQUIRED</li> <li>Leader Resource 3 The Friendliness SPICE Page 10 mins</li> <li>A. Role Plays "The SPICE Steps."</li> <li>Children practise 'Smile and say "Hello".'</li> <li>Children practise 'Praise.'</li> <li>Children practise 'Praise.'</li> <li>Children practise 'Praise.'</li> <li>Children to try 4-5 ways to 'Smile and say "Hello".' The children practise 'Praise.'</li> <li>Children to try 4-5 ways to 'Smile and say "Hello".' The children to try 4-5 ways to 'Smile and say "Hello".' The children continue to move around the room and the Leader calls out 'Praise.' which is then role played. Encourage children to try 4-5 ways to 'Praise.'</li> <li>REQUIRED</li> <li>Leader Resource 4 Ways to Say &amp; Praise.</li> <li>Page 15 mins</li> <li>S. Reflection task "Using SPICE."</li> <li>Easiest/hardest components.</li> <li>Formulate SPICE goal.</li> <li>Whiteboard &amp; markers.</li> <li>S mins</li> <li>Henometary friendliness of SPICE.</li> <li>Parent Information</li> <li>Friends and The Friendliness SPICE.</li> </ul>		3. Leader led demon	stration	Introduce	SPICE as a HIGH	IWAY TOOL
• Demonstrate language, body language and tone of friendliness.       the SPICE strategy utilising the opposite action to highlight the difference. Make disclaimer about appropriate friendly behaviour boundaries.         REQUIRED       Leader Resource 3 The Friendliness SPICE       Page       10 mins         Image: SPICE Strategy utilising the opposite action to highlight the difference. Make disclaimer about appropriate friendly behaviour boundaries.       Children rabout appropriate friendly behaviour boundaries.         REQUIRED       Leader Resource 3 The Friendliness SPICE       Page       10 mins         Image: SPICE Steps."       Children move freely around the room and the Leader calls out 'Smile & Say "Hello", which is then role played with others. Encourage children to try 4-5 ways to 'Smile and say "Hello".'         Image: Children practise 'Praise.'       Children continue to move around the room and the Leader calls out 'Praise,' which is then role played. Encourage children to try 4-5 ways to 'Praise.'         REQUIRED       Leader Resource 4 Ways to Say & Praise.       Page       15 mins         Image: Spice."       Easiest/hardest components.       Discuss which behaviour ('Smile and say "Hello''' or 'Praise') was the easiest and the hardest to do; and which one will be a goal to do more frequently this week.         Image: Tool       6. Home Activity       The Friendliness of SPICE.       7. Parent Information         Friends and The Friendliness SPICE.       Friends and The Friendliness SPICE.       10 mins	$\langle \mathbf{x} \rangle$	"The Friendliness SPI	CE."	with examples of each of the 5 actions.		
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Friendliness.       difference. Make disclaimer about appropriate friendly behaviour boundaries.         REQUIRED>       Leader Resource 3 The Friendliness SPICE       Page       10 mins         Image: Solution of the spice steps.       Children move freely around the room and the Leader calls out 'Smile & Say "Hello''.'       Children practise 'Smile and say "Hello''.'       Children practise 'Smile and say "Hello''.'         Image: Children practise 'Praise.'       Children continue to move around the room and the Leader calls out 'Smile and say "Hello''.'       The children continue to move around the room and the Leader calls out 'Praise,' which is then role played. Encourage children to try 4-5 ways to 'Praise.'         REQUIRED>       Leader Resource 4 Ways to Say & Praise.       Page       15 mins         Image: Children task "Using SPICE."       Discuss which behaviour ('Smile and say "Hello'' or 'Praise') was the easiest and the hardest to do; and which one will be a goal to do more frequently this week.         REQUIRED>       6. Home Activity       7. Parent Information         Triends and The Friendliness SPICE.       Friends and The Friendliness SPICE.	TOOL	Demonstrate lan	guage,	the SPICE strategy utilising the		
appropriate friendly behaviour boundaries.         REQUIRED>         Leader Resource 3 The Friendliness SPICE       Page       10 mins         (HERO)         (A. Role Plays "The SPICE Steps."         Children practise 'Smile and say "Hello".'         Children practise 'Smile and say "Hello".'         Children practise 'Praise.'         Children practise 'Praise.'         Children practise 'Praise.'         Children practise 'Praise.'         Children continue to move around the room and the Leader calls out 'Praise,' which is then role played. Encourage children to try 4-5 ways to 'Praise.'         REQUIRED>         Leader Resource 4 Ways to Say & Praise.         Discuss which behaviour ('Smile and say "Hello"' or 'Praise') was the easiest and the hardest to do; and which one will be a goal to do more frequently this week.         REQUIRED>         Cont         S mins         Children task "Using SPICE."         Is ensist/hardest components.         Formulate SPICE goal.         Discuss which behaviour ('Smile and say "Hello"' or 'Praise') was the easiest and the hardest to do; and which one will be a goal to do more frequently this week.		body language ar	nd tone of	opposite action to highlight the		ht the
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