

Friendship Bench Program



All You Need to Know!



What's This Friendship Bench All About?

Friends...Who Needs 'Em?

Kids do! Friends are an important part of a child's healthy development. They are not just fun pals, they help a child develop emotionally and learn many social skills, like how to share, communicate, and work together to solve problems. Having friends even affects children's school performance. Children tend to have better attitudes about school and learning when they have friends there. (Ferrer & Fugate).

Bullies...Who Wants 'Em?

Nobody! Bullying can threaten students' physical and emotional safety at school and can negatively affect their ability to learn. The best way to address bullying is to stop it before it starts. Creating a safe and supportive school climate can help prevent bullying. Establishing a school culture of acceptance, tolerance and respect can help create a positive climate at school (U.S. Department of Health & Human Services).

What is a Friendship Bench?

Sometimes kids feel lonely, left out or they need help with a problem. A Friendship Bench is a safe place on the playground where kids can go to make a friend or find someone to talk to about a problem. Having a Friendship Bench on the playground can do the following things:

- It supports an environment of compassion, inclusion, and anti-bullying.
- It provides a way for younger students to take action when they feel they need it.
- It assists teachers by identifying students who are looking for support or who may need help socializing.

How is a Friendship Bench Used?

Ideally, a Friendship Bench should look different from other seating in the playground area and should be in an area that is visible to most students and playground supervisors. When a child needs a friend to play with or someone to talk to, he or she can sit on the Friendship Bench. Other children and staff should watch for anyone on the bench and when someone sits at the bench, they would take this as a sign that some help, support or comfort is needed, and make their way to the child. There are many reasons that someone would use a bench:

- They have no one to play with (they may be new to the school or they may need help making friends).
- They do not want to play the same thing that their friends are playing.



- They are sad and need someone to talk to.
- They are having a problem and need help solving it.
- They want to be a good friend and help others.

Although the Friendship Bench concept can be used to support various issues and age groups, the information in this guide includes curriculum for students between kindergarten and first grade.



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Who Can Do This?

Who to Approach

The Friendship Bench will be a great addition to any playground but someone needs to lead the charge to get the project completed and this guide is a helpful way to think through the process and ensure successful implementation. The following groups are great options to consider when looking for someone to get this project done.

Teachers and the Users

Who better to do this than the kids who will be using the bench? A teacher can use various classroom lessons and activities during the building or implementation process to support general learning objectives. For more on how to incorporate this into the classroom, check out the tips in Section 6!

Teens/Pre-Teens

Come up with a buddy system! Pair an older group of students with a younger grade and have the older students build a bench as a service project! When doing this, there are many lessons for the older group to learn:

- They will be reminded of the importance of compassion and inclusion and the effects of bullying, even at a young age.
- They will help ability to create a positive culture on the playground.
- They will be involved with a service project that can have an immediate impact.
- They will gain leadership, project management, communication, and additional skills.

See Section 6 for lesson suggestions and tips.

Parent-Teacher or Community Groups

This is a great project for parent-teacher or community groups. The project can bring parents together and create a sense of community in their efforts to support their school.

A Scout

There are many girl and boy scouts in every community. This is a terrific project for an individual scout or troop to take on. For Girl Scouts, the project can support a troop's Bronze or Silver Award Take Action project. For Boy Scouts, the Friendship Bench implementation can be a community service project or part of an Eagle Scout award.



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Let's Get This Started!

1. Does The School Want One?

Share your idea with the school's principal and make sure they are on board to proceed. Send a letter or email to the principal to let them know about the Friendship Bench and your desire to get one placed on their playground (see the sample at the end of this section).

2. Find Out If There Are Any Guidelines to Follow

Once you identify your location and obtain preliminary approval, you must figure out if the school or location you are placing your bench have or requirements for your bench. You can do this by asking the principal of the school or checking with the facilities staff or whoever is in charge of the building or playground.

Here is a list of questions you can ask them:

- Does the bench need to be made of a certain type of material (recycled; plastic; treated wood; metal)?
- Does the bench need to be secured to the ground or to a tree?
- Does the bench require a backrest?
- Should the bench be a certain color or design?
- Are there any playground safety requirements (i.e. to prevent tipping)?

3. Decide Where to Put the Bench

The next step is to decide where you want to put the bench. An ideal location for the bench would be a place where kids will have easy access to it, like a playground. The bench should also be visible to all the students and supervisors. If the bench needs to be secured, it should be near a sturdy tree or post so it can easily be leashed. The area should be flat so the bench will not tip when kids sit or play on it. Finally, consider a place where the elements won't wear it down too quickly.

4. Decide What Kind of Bench to Buy or Build

Now that you have gathered some guidelines and location options, it's time to decide what type of bench to build! Here are a couple of ideas:

- *Ready to Use Bench*
You can purchase a ready to use bench at many home improvement stores. It is safe, easy and quick since there is no building involved.



In addition to local home improvement stores, there are online stores that specialize in building Friendship Benches including:

- o Tiny Girl, Big Dreams: founded in 2012 with a goal of placing friendship kits into every school across the United States. Through kindness and friendship, Tiny Girl, Big Dreams, wants to push bullying and violence out of our schools and communities.

<http://www.tinygirlbigdream.org/shop/>



Some playground equipment companies also may have Friendship Benches available. An online search of “friendship bench for sale” or “buddy bench for sale” will provide some current options:

Shop for buddy bench for sale on Google Sponsored ⓘ

<p>Buddy Bench (6' L) \$555.99 School Outfite..</p>	<p>Buddy Bench (8' L) \$612.99 School Outfite..</p>	<p>Block Standard Perforated Bu... \$450.80 Commercial S...</p>	<p>Wise Weekender B... \$214.99 Bart's Water S...</p>
<p>6-foot Bloom Classic Wingli... \$504.70 Commercial S...</p>	<p>Expanded Metal Buddy B... \$473.59 Commercial S...</p>	<p>Helping Hands Standard Perf... \$450.80 Commercial S...</p>	<p>All Smiles Standard Perf... \$450.80 Commercial S...</p>



- **Bench Kit**

The typical bench kit contains a frame that can be used to easily build a bench. The frame is secured to separately purchased pieces of wood to create a simple bench:



A bench kit can be purchased at local home improvement or various online stores. The example above was available at Amazon.com for a reasonable price and included free shipping.

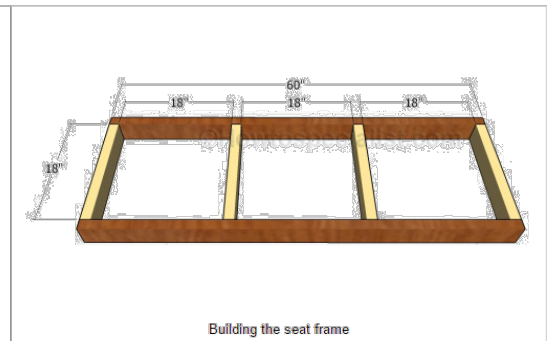
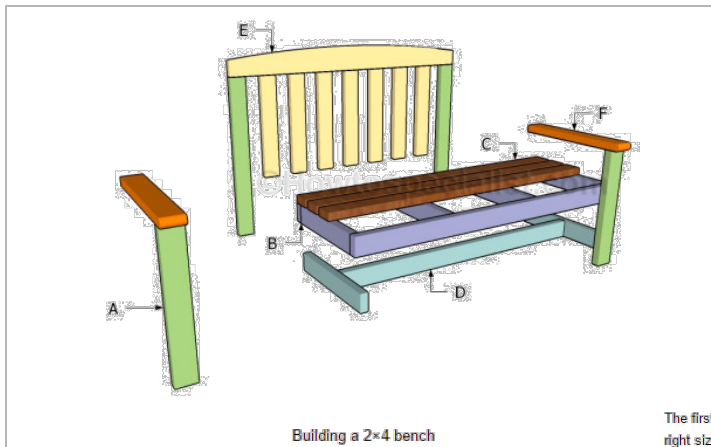
- **Build on Own**

There are numerous plans online to guide you through building your own bench (an online search of “diy bench plan” or “make a bench” will provide some good options). The plans can take you step-by-step through the building process (the following is from www.howtospecialist.com):

MATERIALS	TOOLS	TIPS	TIME	RELATED PROJECTS
<ul style="list-style-type: none"> • A – 2 pieces of 2×4 lumber – 24’ long, 2 pieces – 36’ long SIDES • B – 2 pieces of 2×4 lumber – 60’ long, 4 pieces of 2×4 lumber – 18’ long SEAT FRAME • C – 5 pieces of 2×4 lumber – 60’ long SEAT • D – 2 pieces of 2×4 lumber – 21’ long, 1 piece of 2×4 lumber – 55’ long STRETCHER • E – 1 piece of 2×6 lumber – 60’ long, 7 pieces of 2×4 lumber – 23’ long BACKREST • F – 2 pieces of 2×4 lumber – 24’ long ARMRESTS 				

2×4 BENCH PLANS

HOW TO BUILD A 2×4 BENCH



The first step of the project is to build the frame of the bench. Cut the components out of 2×4 lumber at the right size, using the information displayed in the diagram. Drill pocket holes at both ends of the short components and secure them to the perpendicular slats using 2 1/2” screws. Add glue to the joints and make sure the corners are right-angled.



- *Design Ideas*

When building your own bench (either using the kit or the full plan), it would be great to design and label the bench in a way to clearly identify the bench as the Friendship Bench on the playground. The following are some design samples:



Consider the following when deciding to buy or build:

	Cost	Difficulty Level	Labor	Design
Ready to Use Bench	High	Low	Low	Minimal Flexibility
Bench Kit	Medium	Medium	Medium	Medium Flexibility
Build your Own	Medium	Medium - High	Medium - High	Unlimited Options

5. Calculate the Estimated Cost for the Project

Estimate the cost of the project to get an idea of much money will be needed. The following steps will help get a good estimate:

1. Make a list of all the things needed to complete the project.
 - When purchasing a ready to use bench, consider costs for additional design (i.e. paint or signage).
 - When building a bench, review the bench plan or kit instructions to find out what additional supplies and tools will be needed.



- Think about the curriculum activities that will be used during building, bench introduction, and ongoing support and note any supplies needed.
2. If you already have access to certain items and it will not cost any money, make a note.
 3. Research and write down the cost of each remaining item on the list.
 - Most of the items can be found at local hardware stores. Ask an employee to help determine quantities or if you need help finding or selecting certain supplies. For example, if you are using wood to build the bench, you will likely need a paint primer to protect the wood before adding the final colors. The employee can help you calculate how much to buy.
 4. Add a little extra money to your estimate. Sometimes prices change between the time you research and the time you buy so add a little extra (5-10% of the total) to make sure there will be enough money to finish the project.

See the following page for a sample budget sheet.



Budget Sheet Example

Item	Cost per unit	Units	Total Cost per item
Bench Frame			
Hopkins 90140 2x4basics Any Size Table or Low Bench	\$21.47	1	\$21.47
Wood/Wood Prep			
Extra Fine Disc Sandpaper	\$5.50 (contains 5)	1	\$5.50
Rough Disc Sandpaper	\$4.50 (contains 5)	1	\$4.50
2x4x12	\$8.00	3	\$24.00
Ask store to cut to 6 pieces			
Sanding Disk (Borrow)			
General Supplies			
Nails	\$18.50 (contains 214)	1	\$18.50
Hammer (Borrow)			
Measuring Tape (Borrow)			
Square (Borrow)			
Tarp (Borrow)			
Pencils			
Painting Supplies			
Paint Roller and Tray	\$6.50	1	\$6.50
Painter's Tape	\$6.00	1	\$6.00
1 in Paintbrush	\$5.00	2	\$10.00
2 in Paintbrush	\$7.00	2	\$14.00
Royal Islander Paint and Primer	\$40.00	1	\$40.00
Exterior Quart Size Benjamin Moore Red	\$15.00	1	\$15.00
Exterior Quart Size Benjamin Moore Yellow	\$15.00	1	\$15.00
Exterior Quart Size Benjamin Moore Blue	\$15.00	1	\$15.00
Exterior Quart Size Benjamin Moore White	\$15.00	1	\$15.00
Exterior Quart Size Benjamin Moore Black	\$15.00	1	\$15.00
Paint stick mixers (request when buy paint)			
Containers for paint			
Stencil (use Cricut personal cutting machine)			
Curriculum Supplies	\$25.00	1	\$25.00
Total			\$250.47
Total with Tax	4.50%		\$261.74
Total with 5% Allowance for Overages			\$274.83



6. Get Approval

Take the information from the steps above and present it for approval. Make sure to get approval from the principal, teacher, facilitators, etc. Be prepared to take notes in case you are asked to gather some additional information before approval.

7. Make a Plan and Take Action

Once you get your project approved, it is time to take action! A project plan will help keep you keep on track while you work on your project. The following steps will help you create a great plan:

1. Make a list of all the tasks needed to complete the project. The list can be as broad or detailed as you would like.
2. Assign each task to a person who will be responsible to get it done.
3. Assign a completion date to each task.
4. Keep notes on pending items.
5. Check/cross off each completed item when finished.
6. Regularly review, follow-up, and update the project plan to make sure everything gets done.

See the end of this section for a sample project plan.



Sample Preliminary Interest/Approval Letter

January 10, 2016

Aloha Mr. [School Principal]!

In our ongoing effort to encourage our students to adopt an environment of friendship, acceptance and caring for one another and to take action against bullying in schools, we would like to build a Friendship Bench for our playground. A Friendship Bench is a safe place for students to sit to let other students and teachers know that they are looking for a friend to play with or someone to talk to about a problem. A Friendship Bench does the following things:

- It supports an environment of compassion, inclusion, and anti-bullying.
- It provides a way for younger students to take action when they feel they need it.
- It assists teachers by identifying students who are looking for support or who may need help socializing.

Several other schools have implemented the Friendship Bench program and have had positive results. Before we get started, we are asking for your preliminary support and approval. Upon receipt, we will gather more information about the playground guidelines, placement, best bench type, and budget involved to make this project a reality.

We are excited to make this happen for our students! Please contact me at 808-XXX-XXXX or at kimsmith@hawaiielementary.com to discuss.

Mahalo for your time and consideration!

Kim Smith
Teacher - Hawaii Elementary School

Photos of Benches at other Hawaii schools



**Friendship Bench
Project Plan (as of Date)**

Tasks	Estimated Start Date	Estimated Completion Date	Responsible Person	Status/Notes
Bench Guidelines				
Determine if the school or location has any guidelines or requirements for the bench. <ul style="list-style-type: none"> • Ask the school administration. • Ask the facilities/custodial staff. 				
Bench Placement				
Research Options for Bench Placement <ul style="list-style-type: none"> • Is location accessible and visible to all students? • Are there any special requirements at the location? • Is ground flat and safe for a bench? Select Best Option				
Decide What Kind of Bench to Buy or Build				
Review the Pros and Cons of each bench type and select the best option for your location, resources, and budget Brainstorm and select a design idea				
Calculate the Estimated Cost for the Project				
Make a list of all the things needed to complete the project. Research and write down the cost of each remaining item on the list. Use the Budget Sheet to estimate the project cost.				
Get Approval				
Get approval from applicable individuals.				
Review and Finalize Budget				
Review and update initial budget.				
Ask for Material Donations				
Make a list of local stores that you would like to ask about a donation. Create a personalized letter for each store. Send a letter to each store. Follow-up if you do not hear back in 2 weeks.				



**Friendship Bench
Project Plan (as of Date)**

Tasks	Estimated Start Date	Estimated Completion Date	Responsible Person	Status/Notes
Send thank you letters to each company that donates or offers to donate materials.				
Ask Community Partners to Support Your Project				
Make a list of local community partners that you would like to ask about a donation.				
Create a personalized letter for each community partner.				
Send a letter to each community partner.				
Follow-up if you do not hear back in 2 weeks.				
Send thank you letters to each community partner that offers to support your project.				
Fundraise				
Brainstorm and select a fundraiser.				
Plan and organize the fundraiser.				
If not enough money has been raised, consider additional fundraisers.				
Select Curriculum				
Brainstorm and select curriculum for students.				
Plan and organize the curriculum.				
Plan Bench Building				
Purchase and gather all supplies.				
<ul style="list-style-type: none"> • Make sure you use supplies that are ideal for the bench and location (exterior paint) • Make sure you have everything you need to build the bench before you start 				
Pick a date(s) and location for bench building.				
<ul style="list-style-type: none"> • Make sure you have an area to build the bench (a shaded, well ventilated area is ideal) • Make sure you have enough time to finish your project • Make sure you have somewhere to dry and store the bench 				



**Friendship Bench
Project Plan (as of Date)**

Tasks	Estimated Start Date	Estimated Completion Date	Responsible Person	Status/Notes
Recruit volunteers for bench building. <ul style="list-style-type: none"> Ensure you have adult assistance for power tool use and supervision during the building process, if needed. 				
Bench Introduction				
Brainstorm and select the best way to introduce the bench to students.				
Plan and organize the event.				
Draft skits and activities.				
Ongoing Refresher				
For first 2 weeks, remind the students regularly about using the bench.				
Brainstorm and select the best way to continually remind students about the bench.				
Plan and organize the activities.				
Bench Maintenance				
Inspect the bench before every new school year and maintain as necessary.				
Inspect the bench at the beginning of the new calendar year and maintain as necessary.				



4

Show Me the Money!

Review and Finalize Your Initial Budget

Before you start raising money, make sure the project budget is still accurate. Review and update the initial budget list from Section 3 and update if any costs may have changed since initially putting it together.

Ask for Material Donations

Many hardware stores have programs to help with community projects. Ask your local stores if they are able and willing to help with your project. The following steps will help with this:

1. Make a list of all the stores you would like to ask.
2. Check their websites to see if they have setup a way to ask for donations. If so, follow the instructions.
3. If the company has not established a formal way to ask for a donation, send a letter (see the sample at the end of this section). Address the letter to the manager of the store that is either a) closest to the school or b) where you have a personal relationship with an employee.
4. If you do not hear back within 2 weeks, follow-up with a phone call to the store manager. Be prepared to provide information about the project and some reasons why they may want to support it. For example, you could recognize their donation in the school newsletter, publicize the generosity of the company, and the benefits of the Friendship Bench.

Ask the School or Community Partners to Support Your Project

Ask the school administration or PTA if they would be interested in supporting the bench project. Be prepared to provide information about the project and some reasons why they may want to support it.

Similarly, some community partners have funds that can help with local programs. Ask your local community organizations if they are able and willing to financially support your project. The following steps will help with this:

1. Make a list of all the local community programs you would like to ask.
2. Check their websites to see if they have setup a way to ask for funding. If so, follow the instructions.
3. If the organization has not established a formal way to ask for funding, send a letter (see the sample at the end of this section). Address it to the Executive Director.
4. If you do not hear back within 2 weeks, follow-up with a phone call to the Executive Director. Be prepared to provide information about the project and some reasons why they may want to support it.



Fundraise

The most common way to get money is to fundraise! Fundraising can help the intended users and/or project team feel invested in the project. It can also help promote the project and build anticipation for its implementation. The following are some simple fundraising ideas that may work for funding your project:

- **Crowdfunding:** this is a simple way to ask for small donations from a large number of people using the Internet. There are a number of organizations that help with this including:
 - <http://www.donorschoose.org/>
 - <http://www.adoptaclassroom.org/>
 - <https://www.gofundme.com/>
 - <https://www.indiegogo.com/>

When using a crowdfunding site, it is critical to reach out to your community of supporters. Many use social media to promote their project. The more people who are aware of the project, the higher probability you will have of reaching your goal.

Although there is little work involved with crowdfunding, you should be aware that there are fees involved with using these sites. Review the fees involved and factor this into your budget.

- **Bake Sale:** if your school or organization allows bake sales, you can ask parents to donate treats that can be sold to teachers and students. Be sure to advertise the date ahead of time so everyone will remember to bring some money and be sure to request donations of baked goods early.
- **Donations:** Ask students to do extra chores and donate their money to the project.

Thank Your Funders

If anyone or organizations support your project, it is important to show your gratitude. When donors are thanked and shown how their gift made a difference, they are more likely to give again. Send a personalized thank you note to each donor (see the sample at the end of this section). Letters directly from the students are also a great way to show your thanks!



Sample Letter for Materials Donation (Page 1)

January 10, 2016

Aloha Ms. [Store Manager]!

My name is Kim Smith and I am a teacher at Hawaii Elementary School. To encourage our students to adopt an environment of friendship, acceptance and caring for one another and to take action against bullying in schools, we are building a Friendship Bench for our playground. A Friendship Bench is a safe place for students to sit to let other students and teachers know that they are looking for a friend to play with or someone to talk to about a problem. A Friendship Bench does the following things:

- It supports an environment of compassion, inclusion, and anti-bullying.
- It provides a way for younger students to take action when they feel they need it.
- It assists teachers by identifying students who are looking for support or who may need help socializing.

Several other schools have implemented the Friendship Bench program and have had positive results. We are asking for your support in one of the following ways to help make this project a reality:

- 1) Donating specific materials needed to build the benches (wood, paint, frames, nails, paint brushes, etc. our materials list is attached)
- 2) Donating a gift card so bench materials can be purchased from your store

Together we can make a difference and we appreciate any support you can provide. Please contact me at 808-XXX-XXXX or at kimsmith@hawaiielementary.com if you are able to support this worthy project.

Mahalo for your time and consideration!

Kim Smith
Hawaii Elementary School

Photos of Benches at other Hawaii schools



Sample Letter for Materials Donation (Page 2)

We anticipate needing the following supplies to complete our project:

Item
Bench Frame
Hopkins 90140 2x4basics Any Size Table or Low Bench
Wood/Wood Prep
Extra Fine Disc Sandpaper
Rough Disc Sandpaper
Lumber 2x4x12 Cut into 6 foot pieces
General Supplies
Nails
Painting Supplies
Paint Roller and Tray
Painter's Tape
1 in Paintbrush
2 in Paintbrush
Royal Islander Paint and Primer
Exterior Quart Size Benjamin Moore Red
Exterior Quart Size Benjamin Moore Yellow
Exterior Quart Size Benjamin Moore Blue
Exterior Quart Size Benjamin Moore White
Exterior Quart Size Benjamin Moore Black
Paint stick mixers



Sample Letter to Community Partners (Page 1)

January 10, 2016

Aloha Ms. (Executive Director)!

My name is Kim Smith and I am a teacher at Hawaii Elementary School. To encourage our students to adopt an environment of friendship, acceptance and caring for one another and to take action against bullying in schools, we are building a Friendship Bench for our playground. A Friendship Bench is a safe place for students to sit to let other students and teachers know that they are looking for a friend to play with or someone to talk to. A Friendship Bench does the following things:

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Friends are an important part of a child's healthy development. They are not just fun pals, they help a child develop emotionally and learn many social skills, like how to share, communicate, and work together to solve problems. Having friends even affects children's school performance. Children tend to have better attitudes about school and learning when they have friends there.

In addition, bullying can threaten students' physical and emotional safety at school and can negatively affect their ability to learn. The best way to address bullying is to stop it before it starts. Creating a safe and supportive school climate can help prevent bullying. Establishing a school culture of acceptance, tolerance and respect can help create a positive climate at a school. Several other schools have implemented the Friendship Bench program and have had positive results.

We understand that your organization has similar goals and we are asking for monetary support of our project to help make this a reality for Hawaii Elementary School. I have attached our detailed budget. Together we can make a difference and we will truly appreciate any support you can provide. Please contact me at 808-XXX-XXXX or at kimsmith@hawaiielementary.com if you are able to support this worthy project.

Mahalo for your time and consideration!

Kim Smith
Hawaii Elementary School

Photos of Benches at other Hawaii schools



Sample Letter to Community Partners (Page 2)

Project Budget

Item	Cost per unit	Units	Total Cost per item
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Sanding Disk (Borrow)			
General Supplies			
Nails	\$18.50 (contains 214)	1	\$18.50
Hammer (Borrow)			
Measuring Tape (Borrow)			
Square (Borrow)			
Tarp (Borrow)			
Pencils			
Painting Supplies			
Paint Roller and Tray	\$6.50	1	\$6.50
Painter's Tape	\$6.00	1	\$6.00
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Exterior Quart Size Benjamin Moore Blue	\$15.00	1	\$15.00
Exterior Quart Size Benjamin Moore White	\$15.00	1	\$15.00
Exterior Quart Size Benjamin Moore Black	\$15.00	1	\$15.00
Paint stick mixers (request when buy paint)			
Containers for paint			
Stencil (use Cricut personal cutting machine)			
Curriculum Supplies			
	\$25.00	1	\$25.00
Total			
			\$250.47
Total with Tax			
	4.50%		\$261.74
Total with 5% Allowance for Overages			
			\$274.83



Sample Thank You Letter

May 1, 2016

Aloha [Executive Director]!

The students and administration at Hawaii Elementary School would like to send a huge THANK YOU! Your recent support of \$500 allowed us to complete our project and we have since placed a beautiful, new Friendship Bench on our school playground.

The teachers have introduced the bench concept to the students and have designed curriculum to reinforce its use and the values of friendship, compassion, and inclusion. The students are excited and are actively using and helping those at bench! Thank you for helping us to encourage a positive playground environment on our campus!

The following are some pictures of our new bench.



Thank you again so much!

Kim Smith
Hawaii Elementary School



5

It's Off To Work We Go!

Tips for Building Your Bench

When it comes to building, here are some useful tips:

- Always be safe! Review safety rules before you get started.
- Have adult supervision at all times.
- Be sure you always have at least one adult assisting with power tool usage.
- Make sure you use supplies that are ideal for the bench and location (exterior paint).
- Make sure you have everything you need to build the bench before you start.
- Make sure you have an area to build the bench.
- Make sure you have enough time to finish your project.
- Make sure you have somewhere to dry and store the bench.
- Have fun!

Step-by-Step Building Example Using Bench Kit

- *Plan your Day*

Make sure you thoroughly plan your day.

- Secure a location and ensure you will have access. You will likely need access to water, electricity (if using power tools), and an area protected from wind.
- Estimate the time it will take to build the bench (be conservative) and communicate the date and time with volunteers.
- Plan for enough adult supervision.
- Purchase and gather all supplies you will need for the building session. Use a checklist to make sure you bring everything. Don't forget the cleaning supplies!
- Decide on your design idea and draw a sample of what the final bench design should look like.

- *Building Day*

Prepare the building area.

- Since you will be using paint, you may want to protect flooring with tarps, cloth, or newspaper.
- Have all supplies organized for the building process.

- *Building - Step 1*

Prepare the wood pieces.

- Use a paint primer on each piece of wood. Paint primer protects the wood and creates a brighter final paint color. Read the primer instructions and determine the proper number of coats.



- To speed up painting and to have easy access to all sides of the wood piece, you can stand the wood pieces up vertically. In this example, a temporary rope was secured across the room. A screw (later removed) was placed at each end of the piece of wood. The screw was twisted around the rope line in order to keep the wood upright. →



- *Building - Step 2*

Secure wood planks to bench frame.

- Depending on your bench design, you can secure the wood planks to the bench frame before or after applying the final paint colors.



- *Building - Step 3*

Clearly label the bench.

- Use a stencil or free hand to clearly indicate that this is a Friendship Bench. In this example, a vinyl stencil was cut using a Cricut machine.



- *Building - Step 4*
Apply paint to create the design you've selected.



- *Building - Step 5*
Give the bench some time to dry then store it in a safe place until you are ready to present and use it.



- *Building - Step 6*
Clean up and store the leftover building supplies for a future project.



6

It's Not Just A Bench? Nope...It's a Learning Tool Too!

Curriculum - General

Many schools and teachers incorporate the Friendship Bench Program and its supporting activities into their curriculum to reinforce school, grade level, or classroom lessons or themes. For example, with values-based learning, the Friendship Bench can support an environment that develops students' social and relationship skills.

The following sections provide curriculum ideas when introducing, using, or building the bench. It also makes note of applicable K-1 Common Core (CC) and Hawaii Content & Performance Standards (HCPS) that can be incorporated into various lessons.

Curriculum for Younger Students - Building the Bench

If you plan to guide younger students through the bench building process described in the prior sections or if you want to get them more involved with creating parts of the bench, some of the following types of activities could be incorporated:

Designing

Art: have students discuss and brainstorm bench art design options. Consider incorporating various art media and tools (i.e. pencils, stencils, paint, markers, and, stickers) and various colors, patterns, shapes, and textures.

CC Geometry K.G.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

CC Geometry K.G.2: Correctly name shapes regardless of their orientations or overall size.

HCPS Fine Arts K.1.1: Use developmentally appropriate art vocabulary

HCPS Fine Arts K.1.2: Use developmentally appropriate art media, tools, and processes

HCPS Math K.5.1: Identify common geometric shapes (e.g., circle, square, rectangle, triangle)

HCPS Math K.8.1: Use positional words to describe an object's location (e.g., up, down, above, under, inside, outside)

HCPS Math K.9.1: Demonstrate repeating patterns involving shapes, objects, sounds, and movements

HCPS Fine Arts 1.1.1: Use various types of art media

HCPS Fine Arts 1.1.2: Use the elements of line, shape, form, texture, color, and the principles of repetition and variety in artwork using a variety of art mediums

HCPS Fine Arts 1.1.5: Use familiar subjects and experiences to create original works of art

HCPS Math 1.9.1: Extend, create, and describe repeating patterns



Building

If you do not want the students to build the actual bench, consider having them build a similar small-scale bench using Popsicle sticks or other materials. Have them try designing and building it on their own, then discuss and demonstrate how to make improvements. Discuss basic concepts that may help make their bench stronger and well balanced. For a step-by-step example of building a table and chair, see: <https://www.guidecentr.al/make-a-popsicle-stick-chair-and-table-set>

Math: have students count bench (or Popsicle bench) parts for their own project. Have students combine materials to get larger numbers. Practice appropriate counting, adding, subtracting, grouping, and math problems. Practice measuring individual or combined sticks/parts.

Science/Arts: Discuss primary colors and color mixing. Have students mix primary colors to create new ones. Consider showing the students the Sesame Street primary color video: <https://www.youtube.com/watch?v=yu44JRTIxSQ> or do a lesson on mixing colors.

Art: have students decorate their new bench using designs they created. Have them use various art media and tools and encourage them to use various colors, patterns, shapes, and textures.

CC Counting and Cardinality K.CC.1: Count to 100 by ones and by tens.

CC Counting and Cardinality K.CC.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

CC Counting and Cardinality K.CC.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

CC Counting and Cardinality K.CC.4: Understand the relationship between numbers and quantities; connect counting to cardinality.

CC Counting and Cardinality K.CC.5: Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle; or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

CC Counting and Cardinality K.CC.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)

CC Counting and Cardinality K.CC.7: Compare two numbers between 1 and 10 presented as written numerals.

CC Operations and Algebraic Thinking K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

CC Operations and Algebraic Thinking K.OA.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.



K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

***CC** Operations and Algebraic Thinking K.OA.4: For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.*

***CC** Operations and Algebraic Thinking K.OA.5: Fluently add and subtract within 5.*

***CC** Number and Operations in Base Ten K.NBT.1: Compose and decompose numbers from 11 to 19 into ten ones and some further ones, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.*

***CC** Measurement and Data K.MD.1: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.*

***CC** Measurement and Data K.MD.2: Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.*

***CC** Geometry K.G.4: Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).*

***CC** Geometry K.G.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.*

***CC** Geometry K.G.6: Compose simple shapes to form larger shapes. For example, “can you join these two triangles with full sides touching to make a rectangle?”*

***CC** Operations and Algebraic Thinking 1.OA.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.*

***CC** Operations and Algebraic Thinking 1.OA.2: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.*

***CC** Operations and Algebraic Thinking 1.OA.3: Apply properties of operations as strategies to add and subtract.*

***CC** Operations and Algebraic Thinking 1.OA.4: Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.*

***CC** Operations and Algebraic Thinking*

***CC** Operations and Algebraic Thinking 1.OA.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).*

***CC** Operations and Algebraic Thinking 1.OA.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$,*



one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

CC Number and Operations in Base Ten 1.NBT.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

CC Measurement and Data 1.MD.1: Order three objects by length; compare the lengths of two objects indirectly by using a third object.

CC Measurement and Data 1.MD.2: Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

CC Geometry 1.G.1: Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) for a wide variety of shapes; build and draw shapes to possess defining attributes.

CC Geometry 1.G.2: Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as "right rectangular prism.")

HCPS Language Arts K.6.4: Follow simple oral directions, instructions, and explanations

HCPS Math K.1.1: Count and compare groups of objects up to 30 according to the number of objects in each group

HCPS Math K.1.2: Represent whole numbers up to 30 in flexible ways (e.g., relating, composing, and decomposing numbers)

HCPS Math K.2.1: Demonstrate addition as "putting together" or "combining sets"

HCPS Math K.2.2: Demonstrate subtraction as "taking away," "separating sets," or "counting back"

HCPS Science K.1.1: Use the senses to make observations

HCPS Science K.1.2: Ask questions about the world around them

HCPS Math 1.1.1: Count whole numbers up to 100 in a variety of ways (e.g., skip counts by 2's, 5's, 10's)

HCPS Math 1.1.2: Identify representations of simple fractions (e.g., one-half, one-third, one fourth)

HCPS Math 1.1.3: Represent whole numbers up to 100 in flexible ways (e.g., relating, composing, and decomposing numbers), including the use of tens as a unit

HCPS Math 1.2.1: Demonstrate that addition and subtraction of whole numbers can undo each other

HCPS Math 1.3.2: Use a variety of strategies to solve number problems involving addition and subtraction (e.g., comparing sets, counting on, counting backwards, doubles, doubles plus one)



HCPS Math 1.4.1: Measure with multiple copies of standard (e.g., inch tiles, foot-long lengths of string) or non-standard (e.g., paper clips, pencils) units of the same size

HCPS Math 1.4.4: Identify measurement tools that could be used to measure length, capacity, and weight

HCPS Fine Arts 1.1.3: Differentiate between two-dimensional and three-dimensional artwork

HCPS Fine Arts 1.1.4: Demonstrate how mixing primary colors can create secondary colors

Bench Introduction

Get the users excited or share the class's new Friendship Bench by planning a special presentation to unveil the new addition to the playground. See Section 7 for items that should be included in the presentation.

- **Confidence/Presentation Skills:** as a class, develop a presentation for students to share their knowledge about the Friendship Bench, why it is used, and how to use it. Have them share their personal stories and feelings orally or through drawings.
- **Arts:** as a class, develop a skit that students can use to demonstrate the use of the Friendship Bench. See Section 7 for a sample skit.

CC Speaking and Listening K.SL.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CC Speaking and Listening K.SL.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

CC Speaking and Listening K.SL.6: Speak audibly and express thoughts, feelings, and ideas clearly.

CC Language K.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC Speaking and Listening 1.SL.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CC Speaking and Listening 1.SL.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

CC Speaking and Listening 1.SL.6: Produce complete sentences when appropriate to task and situation.

HCPS Fine Arts K.3.1: Perform imitative movements

HCPS Fine Arts K.3.2: Explain how theatrical performances often cause emotional reactions

HCPS Fine Arts K.4.1: Use body, energy, space, and time to move in different ways

HCPS Language Arts K.1.8: Uses words to describe location, size, color, shape, and concepts (e.g., same, different, fast, slow) in speaking situations

HCPS Language Arts K.1.9: Use new grade-appropriate vocabulary learned through stories and instruction



HCPS Language Arts K.4.5: Describe familiar topics and convey thoughts, ideas, and basic information using pictures and phonetically spelled words

HCPS Language Arts K.6.1: Express ideas through simple activities (e.g., creative movement, choral speaking, show and tell, rhymes, poems and songs)

HCPS Language Arts K.6.2: Use basic social conventions in greetings, in introductions, and in conversations

HCPS Language Arts K.6.5: Use appropriate volume when speaking in various situations

HCPS Language Arts K.6.6: Use eye contact as a listening and speaking skill to focus attention on the speaker or connect with listener(s)

HCPS Language Arts K.7.3: Use appropriate words when speaking

HCPS Language Arts 1.1.12: Use new grade-appropriate vocabulary introduced in stories and informational texts

HCPS Language Arts 1.6.1: Express ideas through drama activities (e.g., sharing, role playing, puppetry, mime, choral reading)

HCPS Language Arts 1.6.3: Give and follow one- to three-step oral directions

HCPS Language Arts 1.6.6: Adjust volume and intonation (e.g., falling for statements, rising for questions) as appropriate to content and purpose

HCPS Language Arts 1.7.1: Use personal examples and explanations to make ideas clearer in various speaking situations

HCPS Language Arts 1.7.2: Present ideas in a logical order or sequence that is easy to follow

HCPS Language Arts 1.7.3: Use clear and appropriate vocabulary when speaking

HCPS Language Arts 1.7.4: Use complete sentences when speaking

Introducing, Implementing and Reinforcing the Bench Concept

When introducing the Friendship Bench concept, you can discuss the importance of friendship with students. For activities to reinforce the bench concept, see the following section.



Curriculum for Younger Students - Using the Bench

The likelihood of success of the Friendship Bench Program will increase when the following occurs:

- The purpose of the bench and explanation of how it can be used are clearly introduced and demonstrated to the users.
- There is ongoing reinforcement about using the bench and the roles everyone can play.
- Children who support those who visit the bench are recognized and praised.

The following activities can support the bench use with younger children (these can be done before or after the presentation of the bench as discussed in Section 7):

1. Read some books about friendship and kindness and discuss the stories and concepts. The following are some options:
 - a. *Hunter's Best Friend at School* by Laura Elliott. This story describes a scenario commonly encountered by preschoolers and kindergarteners: the best friend getting in trouble at school. In this story, Hunter's best friend Stripe is acting too silly at school. Hunter follows along, until Hunter's mom suggests a better solution. Ages 4+
 - b. *My Friend is Sad or My New Friend is So Fun!* by Mo Willems. Both books come from the award-winning *Elephant & Piggie* series for beginning readers. These tackle a common social worry for kids just learning to build friendships. Ages 4+
 - c. *The Name Jar* by Yangsook Choi. The Name Jar is a story about Korean immigrant Unhei's first few days at school. Unhei decides to embrace her Korean name, and a boy Joey reaches out to and befriends Unhei. A wonderful story about difference and about reaching out to the new kid at school. Ages 5+
2. Develop your own interactive activity to role-play about the bench:
 - a. Have each student draw a picture of themselves with their name under it →
 - b. Draw, use clipart, or take a picture of 1) your school's playground with the bench and 2) some playground equipment that they may use (i.e. balls, jump rope). Consider labelling all items to help learn common words.
 - c. Print the playground scenes on large paper. Scale and print the student pictures and playground pictures so that they can be placed on the playground. Laminate the large picture and each of the student and playground equipment pictures individually. You can use tape or putty to place the individual pictures on the large playground scene. See the following page for an example.





- d. Use the following interactive activity to role-play how the bench can be used on your playground:
- i. Select a few of the students to play the key roles on the playground:
 1. 2-3 students actively playing on the playground.
 2. 1 student who needs to use the Friendship Bench.
 - ii. Help the student role-play a playground situation where they might use the bench.
For example:
 1. Instructor: “Who wants to pretend that they are friends playing on the playground?” Select 2 students: Haley and Makana
 2. Instructor: “Who wants to be someone who will need to use the Friendship Bench?” Select 1 student: Ty
 3. Instructor: “Haley and Makana, what are you playing on the playground?”
Students: “We are playing ball”
Instructor: Place the two students with their ball on the playground scene.
 4. Instructor: “Haley and Makana, when you are playing a game on the playground, what are some important things to remember?”
Students: “Sharing”, “Taking Turns”
Instructor: “Class, are there any other things that we should remember?”
Help the students remember the behavior you’d like them to demonstrate on the playground – kindness, patience, good sportsmanship, etc.
 5. Instructor: “Ty, why might you be sad on the playground?”
Student: “No one wants to play with me.”
 6. Instructor: “What are some things you can do when that happens?”



Student: “Try to find another friend”.

7. Instructor: “Class, what are some things we can do when this happens?”

Help the students brainstorm some solutions including using the bench.

e. Note: you can do a similar activity by having each student create a finger puppet of themselves and role-play.

3. Discuss the book and concepts in the book or activity to teach about the importance of friendship, learning about each other, how to make friends, and how to be a good friend.

a. Use the following questions to start interactive discussions:

- i. What is a friend?
- ii. Why are friends important?
- iii. Describe a good friend. What kind of characteristics makes a good friend?
- iv. How do friends get along together?
- v. How do you make friends?
- vi. How can you be a good friend?
- vii. How would you feel if you came to school and you did not have any friends? What would you want someone to do if you felt lonely or sad?

CC *Reading Literature K.RL.1: With prompting and support, ask and answer questions about key details in a text.*

CC *Reading Literature K.RL.2: With prompting and support, retell familiar stories, including key details.*

CC *Reading Literature K.RL.3: With prompting and support, identify characters, settings, and major events in a story.*

CC *Reading Literature K.RL.4: Ask and answer questions about unknown words in a text.*

CC *Reading Literature K.RL.5: Recognize common types of texts (e.g., storybooks, poems).*

CC *Reading Literature K.RL.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.*

CC *Reading Literature K.RL.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).*

CC *Reading Literature K.RL.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.*

CC *Reading Literature K.RL.10: Actively engage in group reading activities with purpose and understanding.*

CC *Reading Informational K.RI.1: With prompting and support, ask and answer questions about key details in a text.*

CC *Reading Informational K.RI.2: With prompting and support, identify the main topic and retell key details of a text.*

CC *Reading Informational K.RI.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.*



CC Reading Informational K.RI.4: With prompting and support, ask and answer questions about unknown words in a text.

CC Reading Informational K.RI.5: Identify the front cover, back cover, and title page of a book.

CC Reading Informational K.RI.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

CC Reading Informational K.RI.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

CC Reading Informational K.RI.8: With prompting and support, identify the reasons an author gives to support points in a text.

CC Reading Informational K.RI.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

CC Reading Informational K.RI.10: Actively engage in group reading activities with purpose and understanding.

CC Reading Foundational K.RF.1: Demonstrate understanding of the organization and basic features of print.

CC Reading Foundational K.RF.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CC Reading Foundational K.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.

CC Speaking and Listening K.SL.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CC Language K.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

CC Reading Literature 1.RL.1: Ask and answer questions about key details in a text.

CC Reading Literature 1.RL.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CC Reading Literature 1.RL.3: Describe characters, settings, and major events in a story, using key details.

CC Reading Literature 1.RL.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CC Reading Literature 1.RL.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

CC Reading Literature 1.RL.6: Identify who is telling the story at various points in a text.

CC Reading Literature 1.RL.7: Use illustrations and details in a story to describe its characters, setting, or events.

CC Reading Literature 1.RL.9: Compare and contrast the adventures and experiences of characters in stories.



CC Reading Informational 1.RI.1: Ask and answer questions about key details in a text.

CC Reading Informational 1.RI.2: Identify the main topic and retell key details of a text.

CC Reading Informational 1.RI.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

CC Reading Informational 1.RI.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

CC Reading Informational 1.RI.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

CC Reading Informational 1.RI.7: Use the illustrations and details in a text to describe its key ideas.

CC Reading Informational 1.RI.8: Identify the reasons an author gives to support points in a text.

CC Reading Informational 1.RI.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

CC Reading Informational 1.RI.10: With prompting and support, read informational texts appropriately complex for grade 1.

CC Reading Foundational 1.RF.1: Demonstrate understanding of the organization and basic features of print.

CC Reading Foundational 1.RF.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CC Reading Foundational 1.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.

CC Reading Foundational 1.RF.4: Read with sufficient accuracy and fluency to support comprehension.

CC Language 1.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

HCPS Fine Arts K.3.1: Perform imitative movements

HCPS Fine Arts K.4.1: Use body, energy, space, and time to move in different ways

HCPS Language Arts K.1.8: Uses words to describe location, size, color, shape, and concepts (e.g., same, different, fast, slow) in speaking situations

HCPS Language Arts K.1.9: Use new grade-appropriate vocabulary learned through stories and instruction

HCPS Language Arts K.2.2: Retell information from familiar oral or printed text

HCPS Language Arts K.3.2: Identify characters and setting in a story read aloud

HCPS Language Arts K.4.3: Write upper-and lower-case letters independently, attending to form and spatial alignment

HCPS Language Arts K.5.2: Use spacing and appropriate sizes of letters, words, titles, and pictures to show a rudimentary sense of form

HCPS Language Arts K.4.5: Describe familiar topics and convey thoughts, ideas, and basic information using pictures and phonetically spelled words



HCPS Language Arts K.5.1: Add detail to drawings and other products with simple descriptive words

HCPS Language Arts K.6.5: Use appropriate volume when speaking in various situations

HCPS Fine Arts 1.3.3: Evaluate personal feelings about a theatrical work

HCPS Language Arts 1.1.12: Use new grade-appropriate vocabulary introduced in stories and informational texts

HCPS Language Arts 1.1.13: Use previous experiences to understand words in texts

HCPS Language Arts 1.2.3: Use previous experiences to understand topics and concepts in texts

HCPS Language Arts 1.2.4: Restate important information or ideas from a variety of texts

HCPS Language Arts 1.2.5: Ask and answer who, what, when, why, where, and how questions about what is read

HCPS Language Arts 1.3.1: Identify the basic story elements of character and setting

HCPS Language Arts 1.3.2: Relate personal experiences to what was read

HCPS Language Arts 1.6.1: Express ideas through drama activities (e.g., sharing, role playing, puppetry, mime, choral reading)

- b. Discuss appropriate social behavior, how students can be good friends to each other, and how the bench can help build friendships, help classmates who are sad or are in need of a friend, or is a place where they can go when they need a friend.
- c. Discuss appropriate ways to communicate, express feelings, look for help, and resolve issues. Have students share their personal experiences.

CC Speaking and Listening K.SL.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

CC Speaking and Listening K.SL.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

CC Speaking and Listening 1.SL.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CC Speaking and Listening 1.SL.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CC Speaking and Listening 1.SL.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CC Speaking and Listening 1.SL.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

HCPS Health K-2.1.1: Describe appropriate ways to express feelings

HCPS Health K-2.1.4: Describe barriers and situations that are safe, risky, or harmful to self and others

HCPS Health K-2.2.1: Name people in the school and community who provide health support for others



HCPS Health K-2.5.1: Use effective verbal and nonverbal communication

HCPS Health K-2.5.2: Use effective and appropriate ways to express feelings, wants, and needs

HCPS Health K-2.5.3: Describe basic refusal skills

HCPS Health K-2.6.1: Explain when and who to ask for help in making health-related decisions and setting goals

HCPS Social Studies K.4.1: Identify rules that apply in different settings and the results from complying or not complying with these rules

HCPS Social Studies K.5.1: Describe his or her rights and demonstrate responsibilities of self in classroom, school, and neighborhood settings

HCPS Social Studies K.5.2: Demonstrate ways to improve the quality of life in own school or community

HCPS Language Arts K.4.2: Describe familiar topics and convey thoughts, ideas, and basic information using pictures and phonetically spelled words

HCPS Language Arts K.6.3: Ask and respond appropriately to basic questions

HCPS Language Arts K.7.1: Use personal experiences as a topic when speaking

HCPS Language Arts 1.6.2: Use appropriate social conventions (e.g., waiting one's turn, raising a hand, apologizing) in various large and small group situations

HCPS Language Arts 1.6.4: Ask questions for clarification

HCPS Language Arts 1.6.5: Use basic listening skills to focus attention on speaker and respond to a message

4. Other activities to reinforce the use of the bench:

- a. As a class or individually, write and illustrate a story about friendship, compassion, and inclusion and how the bench can be used to support these concepts.

CC Writing K.W.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

CC Writing K.W.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CC Writing K.W.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

CC Writing K.W.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

CC Writing K.W.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

CC Language K.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



CC Language K.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC Writing 1.W.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

CC Writing 1.W.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

CC Writing 1.W.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

CC Writing 1.W.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CC Writing 1.W.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

CC Writing 1.W.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CC Language 1.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC Language 1.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

HCPS Language Arts K.3.1: Retell familiar stories, using beginning, middle, and ending

HCPS Language Arts K.4.1: Write for a variety of purposes related to daily class activities and own life

HCPS Language Arts K.4.2: Describe familiar topics and convey thoughts, ideas, and basic information using pictures and phonetically spelled words

HCPS Language Arts K.7.2: Present events in chronological order

HCPS Fine Arts 1.3.2: Adapt and dramatize a familiar story

HCPS Language Arts 1.1.3: Recognize that capitalization and punctuation are used to distinguish sentences in print materials

HCPS Language Arts 1.4.1: Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as:

- descriptions about familiar people, places, events, or experiences
- non-fiction formats that explain or give basic information about familiar topics
- reflections on learning

HCPS Language Arts 1.4.2: Write complete sentences

HCPS Language Arts 1.4.4: Use letter-sound knowledge and segmenting strategies to spell unfamiliar words

HCPS Language Arts 1.4.5: Edit writing to correct capitalization:

- The pronoun / and proper names

HCPS Language Arts 1.4.6: Edit writing to correct use of the following punctuation:

- periods as end marks



HCPS Language Arts 1.5.1: Focus on a single topic in a piece of writing

HCPS Language Arts 1.5.2: Add simple descriptions and details to develop a topic

HCPS Language Arts 1.5.3: Add titles and sequence ideas to organize writing

HCPS Language Arts 1.5.4: Use descriptive words when writing about people, places, things, or events

- b. Assign a “friendship buddy” every day. This person will be responsible for befriending/helping anyone who may use the Friendship Bench during the day.
- c. Establish a recognition program where students who are kind and compassionate are recognized →.
- d. Have the students draw posters with the Friendship Bench theme and have them place it around the classroom, playground, or school hallways.
- e. At a minimum, review the purpose and the key concepts (described in Section 7) of the Friendship Bench with the class on a regular basis during morning or class meetings.



Curriculum for Older Students - Building the Bench

In a culture that has many teens focused on ‘wants’ and ‘achievements,’ it is easy for teenagers to grow up without a sense of gratitude for what they have and empathy for the needs of the less fortunate. Teen volunteering has been on a steady rise as many high schools and colleges focus on its importance. However, volunteering in community service projects and helping others can be very fulfilling and when instilled in teens from a young age, they will start to make an association between helping someone else and their own joy.

Research has shown that teens who engage in community service are more responsible and have higher self-esteem and resilience. Volunteering can help teens gain the following skills that can prepare them for the job market:

- leadership
- problem solving and decision making
- teamwork
- working hard
- project planning and organization
- communication
- time management
- responsibility and dependability
- financial planning

These skills can help teens perform better at school and can also build a stronger resume for college and scholarship applications. More importantly, volunteering can help develop a teen’s social skills, confidence, and can reinforce values such as compassion, empathy, and citizenship.

Installing a Friendship Bench at a neighborhood school can be a great community service project for a class, club, or team or can even be done individually. The project can be used to teach the following skills throughout the project:

Initial Concept

- Teamwork: Once the group decides to move forward with the Friendship Bench project, have the group discuss the following:
 - What are all the things we will need to do?
 - Leadership: ask someone in the group to volunteer to be the project manager. The project manager’s job is to document and update the project plan in order for everyone to keep track of the tasks and progress of the project.
 - Decision Making: decide where the bench should go (or develop a list of options), the type of bench that should be built, and how money should be raised. See Section 3.



- Teamwork: have everyone brainstorm the various tasks that are needed to complete the project.
- Leadership: for each task, have someone volunteer to be in charge.
- Project Planning and Decision Making: for each task, assign a due date. Review the entire plan and be sure leadership assignments and dates are reasonable. See the Project Plan Sample in the Section 3.

Ongoing Planning

- On a weekly basis:
 - Project Planning: have the project manager distribute an updated project plan.
 - Responsibility, Dependability, Organization, and Time Management: have each person with an upcoming task report on their progress.
- An adult leader should actively assist those responsible for applicable tasks with:
 - Project Planning and Responsibility: regularly review the project plan to make sure it is complete and current. Ensure that the group realizes how procrastinating on specific items can impact the project completion date.
 - Communication: help students contact possible schools for placement approval and guidelines. See Section 3.
 - Financial Planning: help students with developing a budget and obtaining estimates. See the Budget Sheet Example in Section 3.
 - Communication: help students with contacting possible donors. See Section 4.
 - Problem Solving: help students recognize and address issues in a calm manner and develop resolutions.
 - Financial Planning: when doing fundraising, help students keep track of funds and expenses and be sure they stay within budget. See the Budget Sheet Example in Section 3.

Bench Building

- When preparing for the bench building:
 - Project Planning and Communication: help students organize the day to ensure that a venue is selected and approved, all supplies and tools will be ready and at the job site, and volunteers are informed and prepared.
 - Social Skills: if you are having outside volunteers assist, discuss the importance of expressing gratitude and patience.
 - Working Hard: discuss the importance of working hard and keeping a positive attitude throughout the day.
- On bench building day:
 - Responsibility: help students be responsible for organizing the day, activity, and venue.
 - Communication: help students be prepared to communicate with volunteers.



- Problem Solving: help students recognize and address issues in a calm manner and develop resolutions.
- Social Skills: help students express their gratitude throughout the day.
- Working Hard: help students keep a positive attitude throughout the day and encourage them to persevere when tired.

Bench Presentation and Project Completion

- Presentation Planning:
 - Organization: help students plan content of presentation and tasks needed to organize the event.
 - Communication: help students contact recipients and coordinate venue, timing, and requirements with school contacts.
 - Teamwork and Organization: have teens brainstorm and prepare for the presentation. See Section 7 for sample Skit and Activities.
- Presentation:
 - Confidence and Communication: encourage all students to take part in the presentation.
- After the Presentation:
 - Communication: help students write thank you notes to donors, volunteers, and key supporters. See the Sample Thank You letter in Section 4.
 - Leadership: help students reflect on project and identify best practices (i.e. what went well) and future improvements (i.e. what could we have done better).
 - CELEBRATE and encourage students to continue their community involvement.





Introducing...The Friendship Bench!

Bench Introduction

Once the Friendship Bench is built, it is time to show it off and put it to use! Get the users excited by planning a special presentation to unveil the new addition to the playground. The presentation should include the following:

- Welcome and introduction by principal/leader or teacher
 - Reinforce the importance of the information they will be getting
- Explanation of what the Friendship Bench is and how it can be used
- Demonstration of how the bench is used and provide specific scenarios (skits are very effective when teaching this age group)
- Reinforcement of its use
- Conclusion by principal/leader or teacher
 - Reinforce the importance of using the bench and being good friends on the playground
 - Thank those that made it happen

The following is a sample presentation with skits that can be tailored for your presenters and audience.

Presentation Example (10 -15 minutes)

Presentation Based on 4 Presenters (names: GG, Lauren, Haley and Pomai):

GG: Hello, (name of school) students!
My name is GG and I am in the 9th grade at (name of school) .

Raise your hand if you have a friend that you like to play with.
(all presenters raise their hands)
It looks like so many of you have friends!

I have friends too. I brought some with me today.
Here is Haley (Haley raises her hand and waves)
Pomai (raise hand and wave)
Lauren (raise hand and wave)

We all became friends when we were your age. And we still are!

Today we brought you a special surprise
Do you like surprises?

What we brought you is something special for your playground.
Who likes to play on the playground?
(All presenters raise their hands)



Our surprise will help you use kindness and caring on the playground.
Lauren wants to talk to you about kindness.

Lauren: Hi everyone, my name is Lauren.
I saw that you all raised your hands because you like to play on the playground.
I like to play on the playground too.
Raise your hand if you have ever...
Felt left out on the playground. (Sad Face)

Felt like a friend was mean to you?

Raise your hand if that made you feel lonely or mad?

I remember a time when my friends and I were playing kickball and they did not ask me to play, and it made me very sad.

We (spread hand to group of friends) want everyone to always have fun on the playground and want to make sure everyone is included and is happy! My friend Haley is going to tell you how you (point to the kids) can do that.

Haley: Hi! (Wave) My name is Haley and I want you all to have fun and feel happy every day you are at school. Clap if you are happy right now!

I can't hear you----clap really loud if you are happy right now.
We want you to be happy every day!
So we brought you a surprise to make sure you're always happy.

Pomai: Hi, my name is Pomai.
Have you ever been on the playground and your friend is playing something that you do not want to play? Maybe they are playing tag and you want to play four square?

We brought you something that might help you find friends that want to play what you want to play. Do you want to hear more about it?

Haley: We brought you a special Friendship Bench. We have these at our school and we thought it was so useful that we wanted to build one to bring to you. This bench can be used in many ways. Lauren will tell you one of these ways.

Lauren: If you want someone to play with and cannot find someone thensit on the bench and wait for someone to ask you to play.....hey friends, would you like to show us a skit?

SKIT #1

Haley: Hey Lauren and Pomai will you please play hand games with me

Pomai: No I would rather do jumping jacks over there.



Lauren: Yes, I'm going to play with Pomai.

Haley: Oh ok...(goes and sits on the bench)

GG: (Goes up to Haley on the bench)
Hey I will play hand games with you. Do you want to go over there?

Haley: Yes, that sounds like fun thank you for asking me.
(Haley and GG start playing hand games)

Lauren: Do you see what happened in the skit?

GG: I saw someone that wanted to play ball and couldn't find anyone.
So.... She sat on the bench so others could see what she that she needed a friend to play with.

Hmmmmm, I wonder if there is another way to use the bench.

SKIT #2

(Pomai, goes and sits on bench with head down)

Haley: I wonder if someone were lonely or sad or just wanted to chat, how could the bench help them. Maybe they could sit on the bench and then we could do something.

GG: Do you think anyone would ever just sit on the bench by themselves? I would never want to ignore someone sitting all by themselves. What if I am playing with my friends and don't want to leave? Should I leave my friends to go get someone sitting on the bench?

Lauren: (Secretly walk up to a student and ask them if they would like to go sit with Pomai and say hi....keep asking until someone says yes.)

Haley: YES! Even if you are already playing with friends.....you should ALWAYS check on someone sitting on the bench.

(To kids) What would you do if someone was sitting on the bench all by themselves?

Lauren: Oh no, there is someone sitting on the bench right now. What should we do? Oh look, a wonderful student is already being a good friend.

Everyone clap for them!

Pomai: (Get the student to come up to mic with you, most kids will want to hold your hand).

I was so sad and lonely and I wanted a new friend. So what did I do?

ALL: (Yell) Sat on the Friendship Bench!



Pomai: I am so thankful that (name of student) came over and sat by me.

(To everyone--loudly) If you think you can be that friend----raise your hands!!!!

GG: Does anyone have any questions about what the Friendship Bench is or how to use it?

(Go over to them and let them ask you, then repeat it into the mic and give the answer)

Thank you for letting us come out to see you today!

Key Concepts

In any presentation, be sure the following key information is included:

- What and where is the Friendship Bench?
 - For example, it is the brightly yellow painted bench that is on the lower playground near the large tree.
- What is the Friendship Bench for?
 - For example, the bench is a place where you can go when you would like to find a friend to play with or someone to talk to.
- When should I use the Friendship Bench?
 - For example, you may use it when you
 - can't find someone to play with you and you are lonely or would like to make a new friend
 - don't want to play what your friends are playing and want to find a new friend
 - are sad and need someone to talk to
- What do I do if I see someone sitting at the Friendship Bench?
 - For example, when you notice someone sitting at the bench, see if they would like to join in with your recess group or if they need someone to talk to. Try to be a good friend and encourage your classmates to do the same. If the person at the bench is hurt or sad, ask an adult for help.

Reinforcement

To build a culture that supports its use, follow some of the curriculum described in Section 6 on a regular basis to remind students about using the bench.



8

Hold On...Let's Not Forget! Important Tips for Teachers and Leaders!

1. Introduction is Important

Getting the users excited about using the bench and building a culture that supports its use is important. Help the students get excited about their new bench and be proud to use it. Use some of the suggestions described in Section 7 to help successfully kick off the introduction.

2. Reinforcement is Critical

Keeping the bench top of mind is critical to ensure that students remember what it is there for and continue to use it. Use some of the curriculum described in Section 6 on a regular basis to help:

- Read stories about friendship and remind students how the bench is used on the playground.
- As a class, write and illustrate a story about friendship, compassion, and inclusion and how the bench can be used to support these concepts.
- Assign a “friendship buddy” every day. This person will be responsible to befriend/help anyone who may use the Friendship Bench during the day.
- Establish a recognition program where students who are kind and compassionate are recognized.
- Have the students draw posters with the Friendship Bench theme and have them place it around the classroom, playground, or school hallways.
- At a minimum, review the purpose and the key concepts (described in Section 7) of the Friendship Bench with the class on a regular basis during morning or class meetings.

3. Know When to Intervene

In an ideal scenario, kids would use the bench and befriend any student using the bench without any adult assistance. However, there may be situations for adult intervention:

- Is someone going to the bench for help often? If so, it may be a good idea to chat with the student to see if they are having any issues that you can help resolve.
- Is no one going to help someone on the bench? Encourage someone on the playground to notice the bench and take action. It may be a good time to remind the students about the bench, review the purpose and the key concepts (described in Section 7), and/or assign “friendship buddy” (described in Section 6).



4. Put Someone In Charge

Things are more likely to get done when someone is responsible for getting it done! Develop an adopt-a-bench system so a specific class, teacher, or group is in charge of re-educating about the bench and maintaining it on a periodic basis. You can even rotate this role every school year.

5. Don't Forget the New Kids

New kids enter every year and at different times during the school year. Be sure to introduce the bench and review the purpose and key concepts (described in Section 7) to all the new kids.

6. Bench Maintenance

Depending on where the bench is and how the students are using it, it may get worn or damaged. Check out the bench periodically to make sure it is still a safe place for kids to go. If it is exposed to the sun and rain, it may occasionally need some new paint.



9

About It All!

About the Project

Inspired by a bench at their own school, four friends decided to spread the message of friendship and compassion by building Friendship Benches and donating them to schools in Hawaii as part of their Girl Scout Silver Award Take Action Project. Enthused by the response, Haley decided to continue on by creating this Friendship Bench Program Implementation Guide for her Girl Scout Gold Award.



OUR ORIGINAL TEAM! Friends since Kindergarten - GG, Pomai, Lauren, and Haley.

About the Guide

Realizing that building benches and donating them to schools was likely not a sustainable, long term plan, this guide was created to empower others with the information and tools needed to successfully implement a Friendship Bench program anywhere for years to come!

If you have suggestions or comments about this Friendship Bench Program Implementation Guide, feel free to email the team at friendshipbench808@gmail.com

About the Author

Taking advantage of living in Hawaii, Haley is often in the water either canoe paddling, surfing or swimming. She also loves music and being with her friends!

How About Some Thanks!

Thank you to everyone who supported this project, took the time to give suggestions, reviewed the content, and cheered it to the end! You are truly appreciated!

