

Who Wants a Piece of Friendship Pizza?

Overview

In this activity, students will explore the characteristics of friendship, as well as how to handle conflicts with friends.

Grades

K-4

Activity Type

Individual

Whole Class

Materials

- Empty pizza box
- Art supplies - large paper, crayons or markers, construction or drawing paper
- Large paper pizza crust with “Friendship” written across it (can be cut out of bulletin board paper or chart paper) or copies of smaller pizza crusts (if having students complete the activity individually or in partners); template attached
- Templates for pizza toppings (optional), attached; (these can be provided to students for tracing, teachers can create pre-cut pizza toppings to provide to students, or teachers can instruct students to design their own toppings)
- Conflicts Between Friends Scenarios, attached

Duration

30 minutes

Teacher Preparation

Prior to this activity, teachers should create a large paper pizza crust (butcher or bulletin board paper works well) that has the word “Friendship” written across. (The attached pizza crust can be used as an example to follow.)

Instructions

1. The teacher should enter class holding a take-out pizza box over his/her head. Walk around the class with the box, eliciting student excitement. Ask students to guess what type of pizza is in the box. As they respond with typical pizza types (cheese, pepperoni, veggie, etc.) tell each guessing student nice try, but no – that’s not the type of pizza in the box!
2. Place the box up front and tell students to switch gears. Ask:
 - How many of you like to eat pizza?
 - For those of you who enjoy it, who do you like to eat pizza with? (Ideally, a student will say that they enjoy having pizza with friends.)

Once the word “friend” has been spoken, write this word on the board. Tell students that today, they will be exploring exactly what this word means.

3. Ask students to focus on the word and to call out what comes to mind when they think of this word. The teacher should write student responses on the board. Teachers can ask prompting questions to further student responses, such as:
 - How do you know if someone is a friend? What are the characteristics of a friend?
 - What do friends do? How do friends act towards one another?
 - How do your friends make you feel?
 - Why are friends important to you?

Teachers are seeking answers such as:

- Friends...listen to each other. Have fun together, are dependable, help you when you are having a hard time, are trustworthy, are honest, respect each other, eat lunch together, go to the movies, share secrets, support each other, don't put each other down or hurt each other's feelings. listen, care, are nice, etc.
4. Next, tell students they are going to be further exploring friendship by making a pizza full of all the wonderful ingredients that make up a friend. Direct student attention to the large paper pizza crust with the word “Friendship” written across it (teachers should construct this prior to the activity.) Tell students that they will be creating and adding what they feel are the most important ingredients to make the best “Friendship Pizza” possible. Teachers should provide students with traditional pizza topping shapes to cut out and decorate (example templates are attached); if working with older students, teachers may want to just provide art paper and have students design their own topping shapes. Instruct students to fill and decorate their shape with what they feel are the most important characteristics of a good friend. For example:
 - a pepperoni may be decorated with a picture of two friends smiling and playing a game
 - a green pepper may have text saying: “cheers you up when you are feeling down.”
 - a skinny strip of white paper representing mozzarella cheese might contain a poem about friendship.

Teachers may want to decorate their own friendship pizza topping prior to giving students directions, show it to students as an example, then paste it onto the large pizza crust. Tell students that once they have decorated their topping, they will add their topping to the large crust. The final result will be the perfect “Friendship Pizza.”

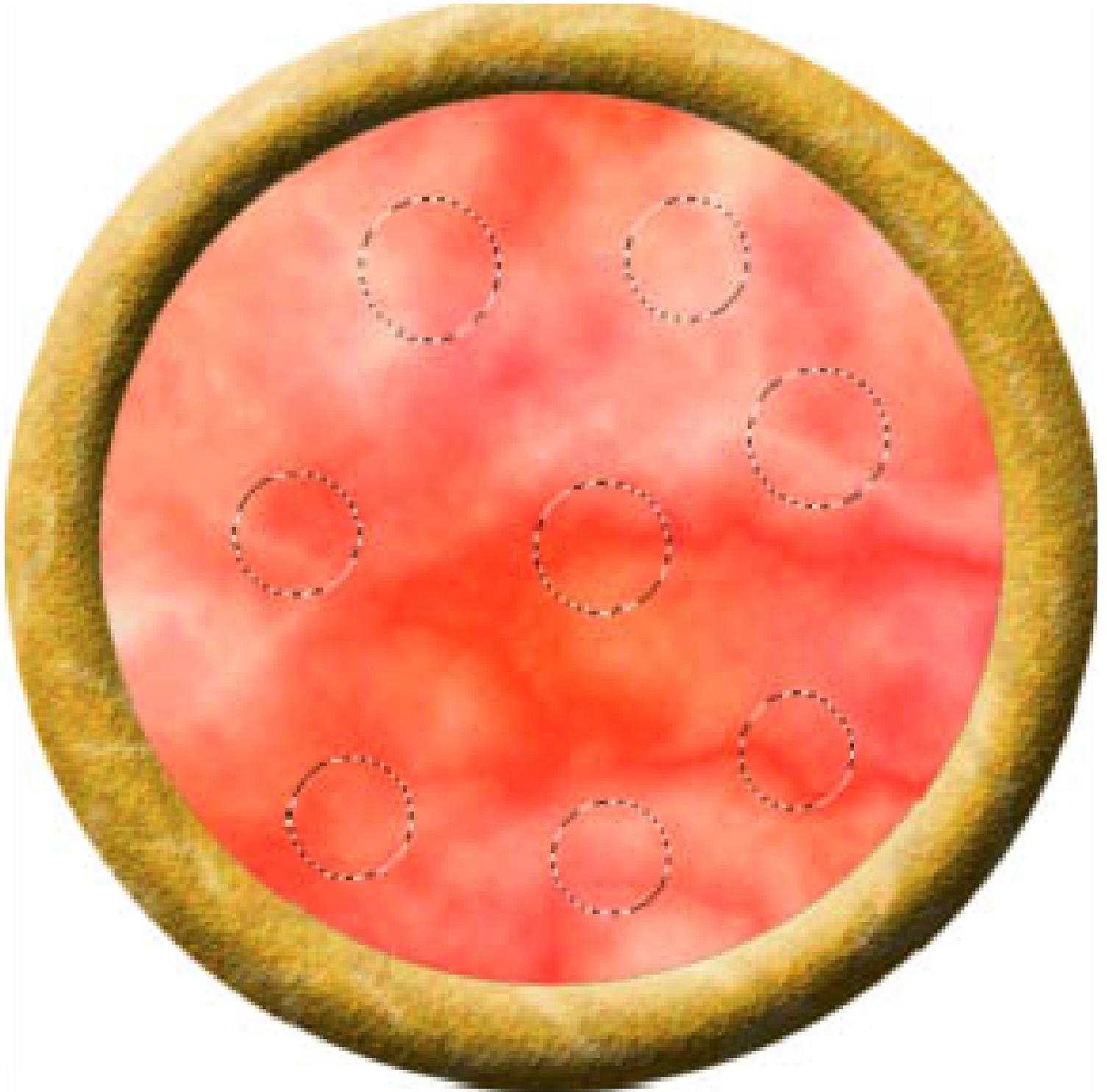
Variation: Teachers can also choose to have students create a smaller “Friendship Pizza” individually or in partners. The attached pizza crust handout can be copied and provided to students for decorating with friendship toppings. Final products should be displayed around the room.

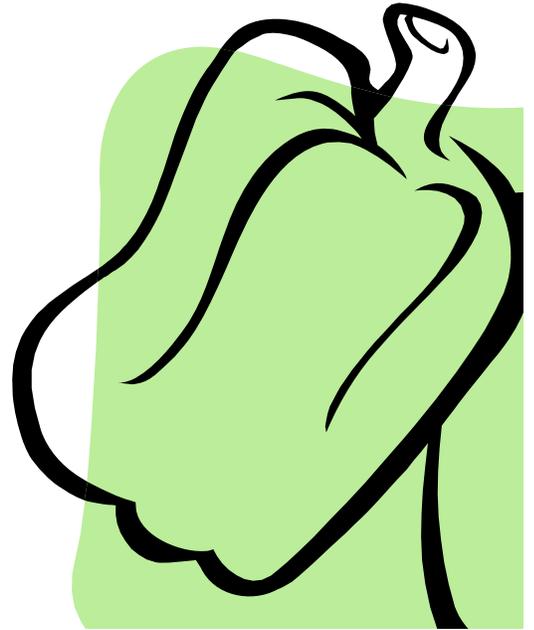
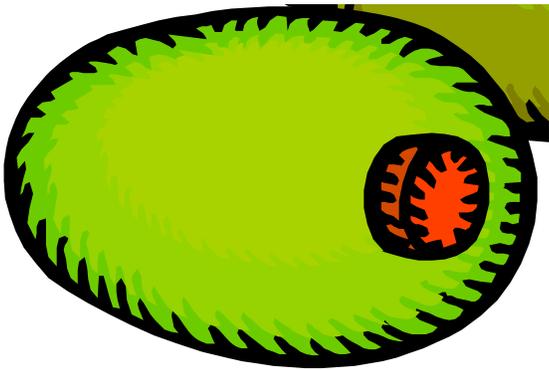
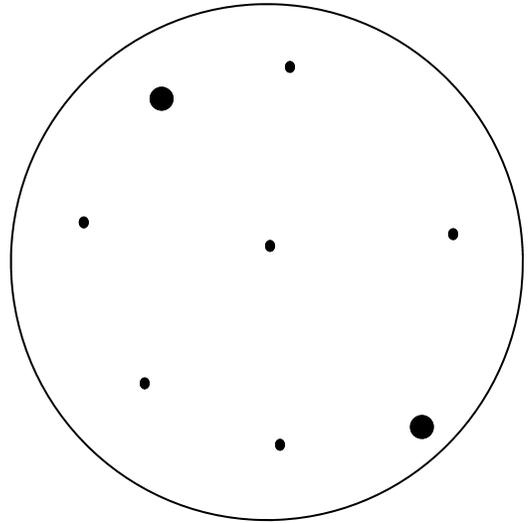
5. Once the “Friendship Pizza” is complete with toppings, have students admire their final product and discuss:

- What is the most important thing or characteristic about a friend, in your opinion? (Teachers can also ask students to share what their favorite topping is that they see; students should comment on the traits of friendship however, not the actual food toppings for pizza.)
- How do you make a new friend? Why is it important to give new friends a chance?
- Do you sometimes fight with your friends? For what reasons?
- How do you think it's best to handle a disagreement with a friend?
- Are you always going to like and be friends with everyone? (Teachers should explain to students that they aren't expected to be friends with every person, but they are expected to be respectful to all classmates, even if they don't necessarily like one another.)
- Why is being respectful and considerate to everyone important, even the people who aren't your friends?

Extension Activities

- Break students into partners or small groups and give each partner/group one of the attached "Conflicts Between Friends Scenarios." (The scenarios included are appropriate for 3rd-4th grade students; if working with K-2nd grade, teachers will most likely need to tailor the scenarios.) Tell students to read the scenario and discuss the questions underneath. Once students have collected their thoughts, have them read their scenario to the class and explain their thoughts regarding the questions underneath.
Variation: Have each group create a role play in which they act out the scenario for the class, ending it with their idea on how to positively handle the situation. Teachers should then discuss the choices represented with the class, exploring other options for how to best handle friend-related conflicts.
- Teachers may want to consider rewarding their students with a food treat since they were taunted with an empty pizza box at the start of class. To read a story about another version of "Friendship Pizza" (which recommends letting students snack on pizza flavored "Goldfish" after completion of the activity) go to: <http://www.tolerance.org/teach/activities/activity.jsp?ar=1023>





Conflicts Between Friends – Scenarios

Your friend starts acting in ways that make you feel uncomfortable, because deep down you know they are wrong. Last week while you were at the mall, he/she stole a CD from the music store. Yesterday, you saw him/her cheat on a test in class. Now, he/she is saying that he's/she's going to skip school tomorrow.

- *How would this situation make you feel?*
 - *What are some ways to handle this situation in a positive way?*
 - *What are some negative ways someone might respond?*
 - *Out of all these possibilities, what do you think would be best to do in this situation?*
-

A person in your class tells you that your friend has been saying bad things about you that aren't true.

- *How would this situation make you feel?*
 - *What are some ways to handle this situation in a positive way?*
 - *What are some negative ways someone might respond?*
 - *Out of all these possibilities, what do you think would be best to do in this situation?*
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Your friend keeps saying or doing something that hurts your feelings.

- *How would this situation make you feel?*
 - *What are some ways to handle this situation in a positive way?*
 - *What are some negative ways someone might respond?*
 - *Out of all these possibilities, what do you think would be best to do in this situation?*
-

Your friend invites you to go swimming, but calls back an hour later to cancel. You find out your friend went swimming with someone else.

- *How would this situation make you feel?*
 - *What are some ways to handle this situation in a positive way?*
 - *What are some negative ways someone might respond?*
 - *Out of all these possibilities, what do you think would be best to do in this situation?*
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Your friend keeps teasing someone at school and tries to get you and your other friends to tease that person also. The other person has never done anything mean to you and you can tell the teasing is hurting his/her feelings.

- *How would this situation make you feel?*
 - *What are some ways to handle this situation in a positive way?*
 - *What are some negative ways someone might respond?*
 - *Out of all these possibilities, what do you think would be best to do in this situation?*
-

Two of your friends get angry with one another. They both want you to take their side and demand that you choose between them.

- *How would this situation make you feel?*
 - *What are some ways to handle this situation in a positive way?*
 - *What are some negative ways someone might respond?*
 - *Out of all these possibilities, what do you think would be best to do in this situation?*
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Your friend is having a really hard time with math. He/she gets really frustrated when trying to do the problems and gives up, saying it's just way too hard. He/she then begs you to do his/her homework, saying that if you don't, he/she will end up with an "F."

- *How would this situation make you feel?*
 - *What are some ways to handle this situation in a positive way?*
 - *What are some negative ways someone might respond?*
 - *Out of all these possibilities, what do you think would be best to do in this situation?*
-

Your friend keeps trying to pressure you to try smoking a cigarette. You really don't want to do it, but he/she won't take no for an answer.

- *How would this situation make you feel?*
 - *What are some ways to handle this situation in a positive way?*
 - *What are some negative ways someone might respond?*
 - *Out of all these possibilities, what do you think would be best to do in this situation?*
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