



## Five Works of Jacqueline Woodson: A Social-Emotional Learning Journey

### Relationship Skills Teaching Guide

*Brown Girl Dreaming*  
pp. 255-256

#### Learning Objectives

These learning objectives align with the CASEL framework and cultivate social-emotional learning skills.

Students will be able to understand how to:

- Develop positive relationships
- Communicate effectively
- Demonstrate cultural competency

#### Essential questions

- What are the characteristics of a positive relationship?
- How do friends become family?

#### Reflection questions

##### Before Questions

- What is the difference between an acquaintance and a friend?  
What about between a friend and family member?
- Why is it important to have friends who feel like family?
- Do you have friends from other cultures?

##### During Questions

- What is Maria's family celebrating?
- Why do you think Jackie is family and Diana isn't?
- Why do you think Maria suggests that Jackie eat the pernil even though Jackie can't eat pork?

##### After Questions

- What are important moments in your family? How do you celebrate them?
- Have you ever attended a celebration of a person from a different cultural background than your own? What was it like?
- Who do you consider family?



## Writing prompts

- Write about a time you had feelings about a friend or family member that you felt unsure about talking about. What caused you to feel that way? What did you do to resolve it? What might you do differently next time?
- Write about a time you were tempted to do something you weren't allowed to do. Did you do it? If so, why? If not, what helped you decide not to?
- Who do you consider a good friend? How did you meet? What steps did you take to become close friends?

## Educator Tips: Going Deeper

- Using [The 13 Essential Traits of Good Friends | Psychology Today](#) as a model, have students create a traits of good friends list either as a class or independently and discuss what each of the traits means and what it looks like in action. Would they add any other qualities? Ask the students which qualities they think they possess. Which ones would they like to work on? What steps might they take to get better at the qualities that they don't think they are strong in?
- Have students imagine they are planning a family and friends gathering and create a media presentation that includes a playlist, food list, and an invitation. Or have students choreograph a simple dance presentation that represents each of their cultures. Check out the Kennedy Center [dance collection](#) for ideas.