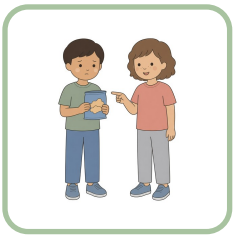
Name: _____

Circle the friends.

Look at the pictures. Circle friends together.

1





2





3





Trace the word.

Trace the word friend.



friend

friend

friend

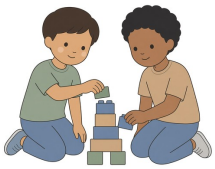
Name: _____

Friend ways: cut and glue.

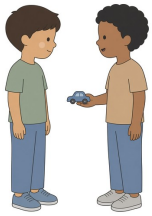
Cut out the pictures. Glue them in the box.

Glue here.

✂ Cut on the dashed lines.









What do I like?

Draw things you like. A friend might like them too.



my way

Name: _____

Match the picture to the word.

Draw a line to the matching word.











- same interest
- alone time
- side by side
- together
- I like it too

Fill in the word.

Pick a word from the box. Write it in the space.

too · alone · no · both



1. I like maps _____.



2. Lee wants to play _____.



3. Friends listen to _____.

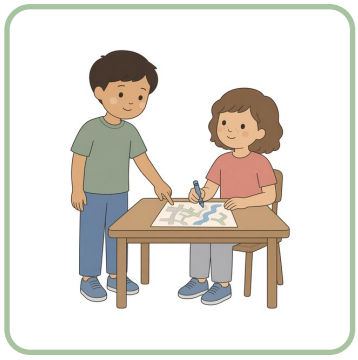


4. _____ people want to be friends.

Name: _____

First, next, last.

Put the pictures in order. Write 1, 2, 3.



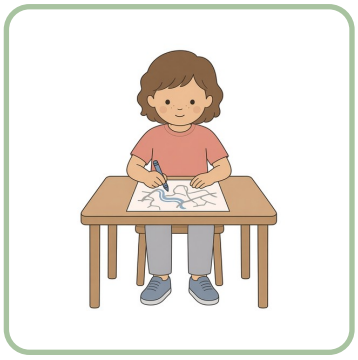
Sam says, I like maps too

☐



They draw a map together

☐



A kid draws a map

☐

Thumbs up or thumbs down.

Is it true? Circle thumbs up or thumbs down.

1. Friends can be quiet together.

2. A friend can make me give my snack.

3. Friends can want alone time.

4. There is only one way to be friends.

Name: _____

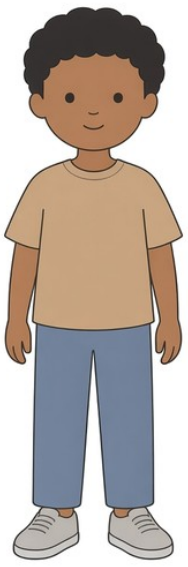
My friend map.

Draw or write people you like being with.

1	2	3

Friends do, friends do not.

Sort the ideas into two lists.



- ☐ listen to no
- ☐ share interests
- ☐ say do this or I will not be your friend
- ☐ sit together
- ☐ make you keep secrets that feel bad
- ☐ check how you are
- ☐ my own way: _____

Name: _____

What could I do?

Read the story. Show two things you could do.

1. “I see a kid who likes what I like.”

2. “My friend wants alone time.”

3. “Someone says do this or I will not be your friend.”

Try it.

Share something you like with someone.

Making Friends · Answers

For grown-ups

Name: _____

Answers

E1: row 1: sam-lee-friends; row 2: sam lee bench; row 3: draw-maps-together
E2-E4: Any careful try counts. Every picture can go in the box. Any answer is right for the child's own ways.
D1: sam lee build = together; sam lee bench = side by side; draw-maps-together = same interest; sam-maps-too = I like it too; lee-alone-blocks = alone time
D2: 1. too; 2. alone; 3. no; 4. both
D3: 1. A kid draws a map; 2. Sam says, I like maps too; 3. They draw a map together
D4: 1. thumbs up (true); 2. thumbs down (not true); 3. thumbs up (true); 4. thumbs down (not true)
A1-A4: The child's own answers are all right. Suggestions:

Tips for grown-ups

- Friendship can look different for autistic children: parallel play, shared interests and fewer, deeper friendships are all valid.
- Clubs built on interests (maps, trains, art, coding) are often the easiest place to meet friends.
- Do not push a target number of friends or a particular style of play.
- Teach that friendship is mutual and that a real friend accepts "no".
- Talk openly about pressure ("do this or I will not be your friend") and who to tell.
- Autistic-autistic friendships are often very successful. Support access to neurodivergent peers.