

FRIENDSHIP



Lesson Objectives:

- Explore the characteristics of a good friend
- Discuss how to make new friends
- Recognise and celebrate differences and similarities



Resources:	<ul style="list-style-type: none"> • Pencils and colouring pens/pencil crayons • 2 containers (box, tray, bowl, bag or hat – whatever you have handy) • Task 1 template or small piece of paper (1 per pupil) • Sorting cards (x1 set per small group) • Scenario cards (x1 per class/whole group, could enlarge if you wish)
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Getting started	<p>Share the smile... Pupils to sit in a circle. Ask a volunteer to start by turning to the person on their left and smiling, that person then turns to the person on their left and smiles and so on. Can you share the smile around the whole class/group?</p>
Discussion	<p>Making new friends... Ask: How does it make you feel when someone smiles at you? Explain smiling at someone is a good way to start making friends. Ask: How else can you make new friends? As a class/group, discuss ideas and create a list of ways to make new friends. (For example; smile at people, introduce yourself, take part in a group activity, work on a task with someone, help someone out)</p>

Task 1	<p>Introduce yourself... Ask each pupil to write down their favourite colour, favourite animal, favourite food and favourite subject (for example; blue, elephant, crisps, maths) on a small piece of paper (or use the template provided) and then fold the piece of paper in half. <i>They must NOT put their names on it.</i> Divide the class into 2 groups – group A put their piece of paper into container A, group B put into container B. Then group A pupils each choose a piece of paper from container B and group B pupils each select a piece of paper from container A. <i>(This is so pupils cannot select their own piece of paper).</i></p> <p>Next, challenge the pupils to find out whose piece of paper they have by moving around the room and asking each other about themselves.</p>
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Task 2

What makes a good friend...

In small groups children **sort cards** into characteristics/actions that make a good friend (shares, forgives you, helps you, supports you, encourages you, appreciates your differences, apologises, looks out for you, honest, trustworthy, hurts you, tells lies, leaves you out of games, doesn't take turns, always wants to do things their way, teases you, talks about themselves all the time).

Extension: Ask pupils to think of examples of each characteristic. Perhaps they can remember a time they were supportive of a friend or a time when a friend helped them...

Task 3

What would you do if...

In small groups pupils discuss **scenarios** on resource cards.

What would they do?

What might happen? Why?

How are the characters feeling?

Conclusion

Share ideas....

Each group to share their scenario and what they came up with.

What have they learnt?

Can they think of ways to make new friends?

What makes a good friend?

KEY QUESTIONS:

Does it matter if your friend has a different favourite colour to you?



Can you have more than one best friend?



Is it OK if your favourite colour is different to everyone else's?



Is it important to have lots of friends or just one best friend?



What makes a good friend? What makes a good friendship?



How can you be a good friend? How can you make new friends?



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TASK 1: INTRODUCE YOURSELF

Teacher instruction: Photocopy the resource and cut along the dashed lines – one small piece per pupil needed (i.e. this is for 6 pupils)



Favourite colour:

Favourite animal:

Favourite food:

Favourite subject:

Favourite colour:

Favourite animal:

Favourite food:

Favourite subject:

Favourite colour:

Favourite animal:

Favourite food:

Favourite subject:



Favourite colour:

Favourite animal:

Favourite food:

Favourite subject:

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TASK 2: WHAT MAKES A GOOD FRIEND?



Teacher instruction: Cut out the words individually and muddle them up. You will need one set per group. Pupils work in mixed ability groups. Pupils to discuss the words and decide which characteristics make a good friend and why.

Shares	Shouts at you	Laughs at you	Understanding	Considerate
Forgives you	Tells lies	Helps you	Always wants to do things their way	Apologises
Funny	Appreciates your differences	Leaves you out of games	Encourages you	Caring
Honest	Hurts you	Trustworthy	Kind	Looks out for you
Teases you	Supports you	Doesn't take turns	Thoughtful	Talks about themselves all the time

EXTENSION: ASK PUPILS TO THINK OF EXAMPLES OF EACH CHARACTERISTIC. PERHAPS THEY CAN REMEMBER A TIME THEY WERE SUPPORTIVE OF A FRIEND OR A TIME WHEN A FRIEND HELPED THEM...

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TASK 3: WHAT WOULD YOU DO IF...



Teacher instruction: Cut out the scenarios. Pupils to work in small groups.
One scenario per group.

It is break time. You are playing a card game with some of your friends when you spot a new pupil sat on their own looking lonely.

What do you do?

Your best friend wants to play football at lunchtime but you want to go to the library.

How could you deal with this situation?

A group of children are playing basketball. You love playing basketball and want to play but you don't know any of the other children.

What do you do?



It is lunchtime and you are in the dinner hall. You don't know anyone.

What do you do? Where should you sit? What could you say?

During a PE lesson you have been partnered with someone you don't know.

How could you deal with this situation?

You are writing a letter to a new pen-friend.

What could you ask? What could you write about?