



## Safe learning environment

To support a safe learning environment for this lesson:

- Read the *Preparing to deliver Growing up with Yasmine and Tom* section of this resource and consider as appropriate.
- Recap and display the *ground rules* that were agreed by the class and will be revisited during each lesson to ensure that everyone feels safe and valued in these lessons.
- Use the characters of Yasmine and Tom as a distancing technique so that you and the children can talk about the issues without being personal.
- Reflect on the needs of the class and make changes to this lesson plan to meet these needs.
- Brief support staff to ensure they use language and promote values consistent with this lesson (and those of the school community).
- Reflect on and develop responses to questions that could be asked by pupils.



## Resources required

- Interactive whiteboard resource Relationships: Friends.
- Interactive whiteboard resource: What do we do when we feel sad?
- Worksheet A: Differentiated Hi-5 sheet with pictures to support activity.
- Worksheet B: Friendship Hi 5' sheet printed on different coloured paper or blank paper in different colours for children to draw round their own hands.



## Aim of lesson

- To understand how to be a good friend and what makes friendship feel good.



## Learning outcomes

- I can describe what makes a good friend.
- I can identify when friendship feels good.
- I can describe how to solve a problem when a friendship goes wrong.



## Key questions

- How do you know that you are a good friend?
- Why is friendship important?
- What can you do if friendship does not feel good?
- How can you get help?



## Differentiation

- Vocabulary cards with related photographs or illustrations will help some children to communicate or record their ideas.
- Higher attaining children will be able explain how to solve a friendship problem demonstrating empathy.



## Introduction to lesson and baseline assessment

1. Recap what the children found out about Yasmine and Tom in the previous session. Can they remember what they enjoy doing and who is in their families? What did we learn about playing and learning as a boy and as a girl?
2. Give each pupil a sheet of paper and ask them to draw a picture showing a good friend. Ask them to explain to their talk partner how the drawing shows a good friend. They can add words, if that helps. This activity can be used to assess understanding at the beginning of the lesson and to inform planning.
3. Explain that today we are going to learn about Yasmine and Tom's friendship.
4. Go through the Ground Rules that will help everyone to feel valued and safe in this lesson.



## Activities

5. Use the interactive whiteboard resource about friendship.
6. Ask *talk partners* to discuss and feedback: 'how do we know Yasmine and Tom are good friends?'
7. Draw out characteristics such as: good listening, playing well together, sharing, taking turns, thinking of others (empathy), including others and being helpful.
8. Ask *talk partners* to discuss and feedback: 'how does someone feel when they spend time with a good friend?'
9. Then ask pupils to think about how someone might feel when their friend is unkind, or they fall out. How does it feel when it goes wrong? Use the interactive whiteboard resource about feelings to reinforce this.
10. As a class, create a list of things that you can do when friendship or relationships goes wrong and we feel sad.



## Plenary and endpoint assessment

11. Children write and/or draw characteristics of good friendship on a 'Friendship Hi 5' hand-shaped paper, with a different characteristic on each finger. Use this activity to assess children's understanding of what makes a good friend.
12. Choose some children to feedback their chosen characteristics. Can they agree in their groups which is the most important? Why might this be difficult to choose?



## Embedding learning

- Create a friendship display using the agreed vocabulary of good friendship, some of the 'Friendship Hi 5' sheets, and pictures of Yasmine and Tom with speech bubbles commenting on their friendship. Refer to this display when you notice children interacting supportively and collaboratively and use it to help solve friendship problems, or if there are any unkind behaviours observed.
- Read picture books about friendship.



## Additional resources to support learning

- Anti-Bullying Alliance resources: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk) or other age appropriate resources about anti-bullying.\*
- Friendship story books.

\* FPA referral does not mean external resources and links are approved by the PSHE Association.