



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.
- You may want to tailor some of the lesson content to reflect friendship issues that you are aware of in the class.
- Give careful thought though to how you will prevent pupils labelling others as '*not good friends*.' We can do this by reminding pupils that we all make mistakes, although it would not be OK for one person to keep on being unkind. This would be bullying.



Resources required

- Interactive whiteboard resource: What makes a good friend?
- Worksheet J: I expect my friend to...



Aim of lesson

To develop pupil understanding of what a good and/or healthy friendship is.



Learning outcomes

- I can tell you two or more things that make a good friend.
- I can tell you two things that would make me think someone is **not** a good friend.
- I can explain what I need to do to be a good friend.



Key questions

- What is a healthy relationship?
- When does friendship feel good?
- Can girls and boys be friends?
- Can we still be friends with someone if we like different things?



Differentiation

- The questions in activity 4 below could be distributed to groups according to ability. Some children could be asked to draw what makes a good friend if this is more accessible to them than writing.
- Some pupils may need to be supported to complete the 'I expect my friend...' worksheet or stronger readers could be paired with those who struggle more so that one reads the statements, and both discuss. Alternatively, a briefer version with picture clues could be developed.



Introduction to lesson (and baseline assessment)

1. Ask pupils to briefly discuss in pairs: *what does the word relationship mean?* Feedback. Discuss who we have relationships with. Explain that we have relationships with lots of different people. Some of them are close to us and we see them often, like family and friends. Other relationships are with people whose job it is to care for us, for example: dentist; doctor; social worker and nurse etc. Explain that some relationships, such as marriage between a man and a woman, or woman and woman or man and man are for adults/grown-ups. Explain that we are going to focus on friendships today.
2. Ask pupils to identify which *ground rules* might be most important for us to keep when we are talking about friendships. For example, not to name names.
3. In pairs discuss: how do we feel when we (our bodies) are healthy? how would we know when our friendships are healthy? And what is the link?
4. Ask individual class members to now record what they understand about a healthy friendship.



Activities

5. Bring up the pictures of Yasmine and Tom, surrounding them are lots of things: a dog, a football, an ear, musical notes, a small picture of them laughing and books
6. Ask the group what makes Yasmine and Tom friends? Tell them the pictures are clues and they need to solve them.
7. Ask someone to come up and press on one of the icons and say why this is a thing that makes them friends:
 - a. the dog represents that they like animals;
 - b. the football that they like football;
 - c. the ear represents that they listen to each other;
 - d. the musical notes that they both like music and dancing;
 - e. the picture of them laughing means they have fun together and
 - f. the books mean they like reading.

When the icon is pressed **on** we see a picture of Yasmine and Tom doing that thing together.

8. Then split the class into small groups and ask each group to discuss a question.
 - a. Can girls and boys be friends?
 - b. Can Tom and Yasmine still be friends even if they like some things which are different?
 - c. What makes a good or healthy friendship?
 - d. What might make a friendship unhealthy?

The groups then feedback 2 things that they discussed in their discussion. Remind pupils if needed of the gender stereotyping lesson and the learning about boys and girls. Display the feedback and discussion about what makes a good friend as a reminder to the class.



Activities Continued

9. Hand out the 'I expect my friend to...' worksheet and ask pupils to do this individually. Then ask them to compare in pairs and then in fours. Ask groups to feedback the things they would '*never expect*' from a friend and discuss these issues. Remind pupils of the '*several times on purpose*' definition of bullying.
10. Class or group discussion about what they would do if their friend shouted at them or bullied them. This discussion would include adults they could talk to if they needed help with a friendship which did not feel 'healthy'. If there is time, pupils could be asked to role play how they would explain to a friend that they don't like the way they are behaving towards them. Scripts could be developed such as 'stop it, I don't like it' and 'friends are kind to each other and what you are doing or saying isn't kind'.
11. The lesson could be finished with a song or sing along about friendship.



Plenary and assessment

12. Pupils can be asked to explain or draw and write what makes a healthy and unhealthy friendship. This can be used to assess their understanding against the baseline assessment.



Embedding learning

- Set pupils the challenge to grow their friendship skills by saying or doing little things over the week to be a good friend and give examples. Some of these examples could be collected and displayed on a 'Growing our friendship skills' board and adults could notice and reward any examples that they see of positive and healthy friendships.



Additional resources to support learning

- There are lots of picture books about friendships that could be used through the week to continue discussions.

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