

Being A Good Friend: Lesson Plan

KS2

'Being A Good Friend' lesson plan: links to statutory guidance

Kidscape's lesson plans have been carefully mapped to the statutory guidance for RSE, and the Programme of Study for PSHE Education as laid out by the PSHE Association. Following the lesson plans provides an easy way to meet key points in the guidance, while engaging your class with fun, interactive content. 'Being A Good Friend' meets the following targets:

England: PSHE

- H19** a varied vocabulary to use when talking about feelings; about how to express feelings in different ways
- H27** to recognise their individuality and personal qualities
- R10** about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
- R11** what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
- R14** that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
- R17** that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
- R19** about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
- R22** about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)
- R30** that personal behaviour can affect other people; to recognise and model respectful behaviour online
- R31** to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
- R32** about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- R33** to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- R34** how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

England: RE/RSE

Caring friendships:

how important friendships are in making us feel happy and secure, and how people choose and make friends

the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

Respectful relationships:

about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

the importance of permission-seeking and giving in relationships with friends, peers and adults

the importance of self-respect and how this links to their own happiness

that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

the conventions of courtesy and manners

practical steps they can take in a range of different contexts to improve or support respectful relationships

Being safe:

what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

Mental wellbeing:

how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings

that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing

Wales: Health and Wellbeing AoLE

What matters statements:

How we process and respond to experiences affects our mental health and emotional wellbeing

Our decision-making impacts on the quality of our lives and the lives of others

Healthy relationships are fundamental to our wellbeing

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Subject:

Being a good friend

Targeted Year Group:

Yr 5-6

Length of lesson:

55 mins

Learning objectives:

- Recognise what being a good friend is
- Recognise in themselves when they have perhaps not been a good friend
- Set goals they can do themselves
- Share kindness in and outside of school

Time:

15 mins

Lesson structure:

Opening activity:

Split your young people into groups and distribute the 'I will be a good friend' cards on the table. Ask the children to look at the cards but not take one at this point.

Encourage them to answer questions on the 'A Good Friend is...' worksheet. After completing the worksheet, but before designing the poster, ask learners to take a card that appeals to them.

Teacher notes

Encourage the children to answer questions on the 'A Good Friend is...' worksheet. Use your own examples, and share a story.

20 mins

A good friend is...?

Explain, if needed, what each card means and ask the children to go around the room and act out what it says on their card. Explain that each act must be done with sincerity and genuineness. Once they have done that, swap the card with the person they spoke to and move on to someone else.

Explain, if needed, what each card means and ask the children to go around the room and act out what it says on their card.

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Time:

Lesson structure:

Teacher notes

1. Which card instruction did they find hardest?
2. How did it feel to be kind to someone?
3. How did it feel when someone said something kind to you or offered to help with something?
4. How can you tell if someone was not being nice to you?
5. How does that make you feel?
6. Why do some people stop being friends with other?

Once you have made a friend, what can you do to make sure you remain good friends?

20 mins

Final activity

Design a poster based on words of what constitutes a good friend, such as CARING - Caring, Amazing at listening, Reassuring, Interesting, Nice, Giving. Or think of words associated with being nice and a good friend and draw a picture that reminds them of that word.

On the flip chart paper, either write yourself or get a young person to write positive words on the sheet to help others that may struggle to think of words for their poster.

This could be an opening conversation for exploring misunderstandings or rumours being spread.

Encourage behaviour such as loyalty, trust, respect, honesty, caring, shared interests, etc.

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A good friend is...?

List the qualities you want in a good friend, such as good at listening, or being kind:

How do you want your friends to treat you?

How do you treat your friends?

If you have not treated your friends in a way you want to be treated, list 5 ways in which you can be a kinder friend.

- 1.
- 2.
- 3.
- 4.
- 5.

Think about the friends that you have. How could you improve your relationship with them?

Using the 'I will be a good friend by...' cards, think about how many of them you already do. Then think about how many more you can do this week.

Write down which ones you will find the easiest to do:

Design a poster, using positive words, that demonstrates what a good friend is.

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I will be a good friend by...

Say something nice about the person sitting next to you

Offer to help someone who is having difficulty in your class or lesson

Apologise for something you did by accident (or not)

Invite someone who doesn't normally sit with you to join you at lunch

Go out of your way to speak to someone you don't normally speak to

Admit to doing or saying something that made someone else feel bad

Ask for help if you need it

Tell someone the thing you most admire about them

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I will be a good friend by...

Greet someone with a smile

Tell someone something they've done really well

Thank someone for helping you, whether in or out of school

Ask someone something about what they're interested in, and really pay attention to the answer

Find out something new about someone you're already friends with

Tell your friends what they do for you that makes you happy