



Title: Friendship: Making and keeping friends

Level: SECOND

Code: 2.2.2

Links to Curriculum for Excellence

Experiences and outcomes	Benchmarks
I understand that a wide range of different kinds of friendships and relationships exists. HWB 2-44a I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. HWB 2-44b I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing. HWB 2-45a	<ul style="list-style-type: none">• Identifies different kinds of friendships and relationships.• Identifies the skills required to manage changing relationships, for example, tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect.• Explains the impact of positive relationships on emotional wellbeing.

About this activity

In the previous session the children talked about being a friend, in this activity we will talk a bit more about how to make a friend, what might be difficult about doing so, and what happens when friends fall out. The session will end with some consideration of what ingredients might go toward making their classroom/club a friendly place.

Resources to support this activity

- Slides
- Scenarios + Top Tips: How do you make friends?
- A big pot, blank cards
- Young Scot <https://young.scot/information/relationships/falling-out-with-a-friend/>

Activity

1. Start with some reflection on the previous activity exploring friends and friendship. Ask the children what they remember doing. (Continue with the sharing of the Friendship Faces and friendship poems before and after this activity if necessary).
2. Introduce the activities along these lines: We have talked about being a friend, in this activity we will talk a bit more about how to make a friend and what happens when friends fall out. We will all

be thinking more about how to be friendly to others and making this classroom/club a friendly place.

3. **How do you make friends?** Ask the children to work in a small group. They can choose one of these scenarios (or you can allocate them – have them on cards to hand out) the question is: *What's the best way to make a friend?* Ask the children to list their ideas, remind them that they don't all have to agree, just think of a range of different strategies. *Scenarios:*
 - A. **It's your first day at a new school.**
 - B. **It's the first day of term, it's a new class, you know a lot of people but your friends from last year are in another class now.**
 - C. **You have moved to a new street and go out to play.**
4. Bring the class/groups back together in the circle if possible – what did they suggest as the best ways to make friends based on the scenarios presented? Summarise key ideas as a list on the whiteboard as they respond. Encourage some discussion, reflect on any point that might work for one child won't necessarily work for another. Review the list of ideas, then share the pre-prepared resource: **How to make a friend: Top tips**. Review one by one and compare with the children's own strategies. Ask the children to reflect on what might work for them as an approach.
5. **Introvert/extrovert:** It is helpful for children to understand that when it comes to making friends, or even interacting with other people, some people can be quiet or a bit shy, while others are very outgoing and get lots of attention. Explain that people can be introvert or extrovert, or anything in between. The purpose of the discussion is to respect difference and give people the opportunity to be how they want to be in social situations. Use the definitions/graphic on the whiteboard:
 - When a person is an **introvert** they probably prefer things to be calm, they might be quiet, they like their own company. They will have friends, but probably don't like being in big groups.
 - When a person is an **extrovert** they maybe have more energy, they get excited, they might be a bit loud. They like to be with other people and possibly like to be the centre of attention.

Then this prompt and questions for some discussion:

Some people are very strongly an introvert, and some are very much an extrovert:

Thinking about what introvert and extrovert mean, which do you feel could best describe you?

(Encourage children to consider that they are probably somewhere in between, or that they might differ in different situations, use some personal experience if it helps: So, when I am with my family I am.... But when I am in a new situation and I don't know people then....)

Do you think this might make a difference when people are trying to make friends?

Do you think it's better to be introvert or extrovert?

Does the situation you are in make a difference?

If we were all introverts or all extroverts what would that be like?

6. **When friends fall out and what to do about it.** Put the title/slide on the whiteboard. To begin, explain that you would like some ideas about why friends fall out. Note the children's key reasons on the whiteboard. Then ask for some strategies/things people can do – and connect these to the reasons why people fall out. Having gathered some reasons and solutions, visit the Young Scot page and scroll and read through, checking whether the content chimes with what the children have suggested: <https://young.scot/information/relationships/falling-out-with-a-friend/>

7. **Friendship soup: How can we be friendly in our class?** Take a look at this short film (3 minutes 13 seconds) <https://youtu.be/H7w7yXkJTu0> Explain that the class/group is going to make their own friendship soup. Bring out a big pot labelled as such. Have some scrap material to mirror the film, some blank cards to write ingredients on. Pose the question: *So, if we were to make a big pot of soup that would help make sure this class/group was a friendly place for everyone, what would our ingredients be?*
If its helpful, suggest some measurement ideas on the whiteboard: A spoonful of... A bag of... a bottle of... A pinch of... A litre of... A drop of... etc.
8. Ask the children to work in pairs, and as in the short film, agree an ingredient and how much should go in. Have a big sheet of paper headed: Friendship soup ingredients. Fill it in as the children contribute. (If displaying the Friendship Soup Pot as suggested below then have children re-write and decorate a menu sheet for display).
9. End with a reminder: ***We don't all need to be best friends, but everyone will be happier if we can be friendly.***

Additional ideas

- Exhibit the Friendship Soup pot and recipe in the dining hall. Photograph it and the recipe/ingredients so that the children can take it home to share.

Further learning activities are available that connect to this RSHP curriculum content

- 2.2.1 Friendships: What is a friend?
- 2.2.2 Friendships: Online/Offline

Practitioner Notes