



Title: Friends and Friendship

Level: Early Level

Code: EL7

Links to Curriculum for Excellence

Experiences/Outcomes	Benchmarks
<p>I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 0-44a</p> <p>I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. HWB 0-44b</p> <p>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 0-45b</p>	<p>These Experiences and Outcomes sit within HWB Responsibility of All and span across all five levels to recognise the nature of development and learning in HWB. There are no Benchmarks for these Experiences and Outcomes.</p>

Learning Intentions

- Children begin to understand the value of friendships.
- Children understand how to cooperate, share and help others.

Success criteria

- I am beginning to co-operate and share with others.
- I am beginning to understand why friends are important.
- I am developing friendships.
- I know that it is important to get along with others.
- I am learning what manners are and why they are important.
- I am learning to listen to others.
- I am learning how to use positive verbal and body language.
- I can discuss what a friend is and am learning to make new friends.
- I am learning how to communicate effectively.
- I understand about personal space.

Connecting with home

Information for parents and carers is provided at each Level on the RSHP site. For information for parents/carers about Early Level learning go here: <https://rshp.scot/early-years/> Some of the suggested activities include links with home. Books suggested for use in the centre/school could also be for lending.

Key words/vocabulary

- Feelings
- Friends
- Friendship
- Recipe

ACTIVITIES

Learning can be planned or take place in what we might call those spontaneous 'teachable moments' when children and educators are playing and chatting or a particular event happens. Of course we can create those teachable moments too, and so there are suggestions here about how books, play and other activities can support RSHP learning at Early Level.

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| Friends week | Have a themed week – all about friendships. Acknowledge 'good friends' throughout the week. |
| My friend | Ask the children to talk about their friends, perhaps bring one child at a time to the front/on a chair for a bit of an interview with you in the first instance, and then other children can do the questions next time: <i>Who is your friend? How did you meet? What do you do together? What's your favourite thing about your friend? What does your friend like about you?</i> Adults can take their turn too. Give every child an opportunity if they want it throughout the week. |
| How do you make a friend? | The children can discuss the question – the books listed deal with some of the things that can make friendship more difficult for some children. |
| A friendship recipe | Have children work in pairs to create a recipe. They could have bowls and spoons and cook's hats and card to write and draw on – with some prompts: <i>A little bit of... a pinch of... A lot of... A big spoonful of...</i> With display and discussion of each of the recipes throughout the week. |
| When friends fall out | This discussion can happen anytime, but if not too sensitive a moment can be had when there has been a fall-out in the group. The focus should be on feelings rather than 'what happened'. Other children can say what feelings they see. Acknowledge that it is upsetting when friends fall out. Talk about how friends can repair relationships after a fall-out – forgiving each other, saying sorry (if it's meant not insisted upon!) agreeing to disagree, remembering how much they usually get on. |
| Who was your parent/carers best friend when they were little? | Ask the children to find out who was their parent/carers best friend – what was their name and what did they like to do together. For some feedback next session. (Give the children a note home with the task as a reminder). |

BOOKS FOR READING TOGETHER OR BORROWING

These books provide opportunities to talk about the themes of interest, they could be used with a class or group, reading to pairs or individual children to support and back-up key learning. Parents could be encouraged to read them at home too.

Friends

Eric Carle

ISBN 0399172068

Once there were two friends who were always together... But one day, the boy was all alone. His friend was gone. Undaunted, he sets off on a quest that takes him across a swift cold river, over a tall mountain, through a broad meadow and a forest full of dark shadows. He sleeps under starry skies and dreams of floating on clouds before finally being reunited with his beloved friend.

Do you want to be my friend?

Eric Carle

ISBN 014050284X

Do you want to be my friend asks a little mouse of a horse a peacock an alligator and others in this classic story. Only when he meets another little mouse is the answer unequivocally Yes Each page of this ingenious all but wordless picture book affords surprise suspense and repeated pleasure for the viewer.

The boy who built a wall around himself

Ali Redford

ISBN 1849056838

Boy built a wall to keep himself safe. Behind it he felt strong and more protected. Then Someone Kind came along. She bounced a ball, sang and painted on the other side of the wall, and Boy began to wonder if life on the other side might be better after all. Written for children aged 4 to 9, this gentle full-colour picture book uses a simple metaphor to explain how children who have had painful or traumatic experiences can build barriers between themselves and other people. It will help children explore their feelings and encourage communication.