



Title: Friends: When friends fall out (V2)

Level: FIRST

Code: 1.5.3

Links to Curriculum for Excellence

- I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 1-44a
- I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. HWB 1-44

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.

Learning Intentions

- Children learn how friendships are formed and nurtured.
- Children identify who to go to if they are worried or concerned about peer relationships.
- Children consider the feelings associated with friendship.

Success Criteria

- I can talk about how to make and sustain friendships.
- I understand the importance of kindness and empathy.
- I understand that friends have disagreements and can think of positive ways to cope and respond.

Resources to support this activity

- PowerPoint Slides
- Human Bingo sheets (Thanks to colleagues at Drumpark School for making the visual version).
- Stick puppet template/sticky tape/sticks

NOTE: In the previous sessions the children have talked about being a friend and about kindness. In this activity they will talk about what happens when friends fall out. The intention is **to build resilience** to support children to think about the ups and downs of friendships and think about how they can act themselves or in support of others. The activity does not ask you as teacher to talk about/name *bullying behaviour*, but this may come up. If children name a behaviour as bullying, it is useful to remind the children that bullying is about how a person acts or uses hurtful words that leaves another person feeling upset or frightened. Bullying is addressed specifically in the RSHP resource at Second Level, again with the context of Friends and Friendship.

Activity

1. Start the session with a game of **Human Bingo**. A sample is provided, change as you wish for your group, every child and adult in the room plays, everyone has a sheet and has to collect a signature for each box. Each person can only sign a sheet once. Everyone plays until you have a signature in each of your boxes. If possible, have some prizes for everyone as they complete – an easy peel orange or a sticker for example.
2. Bring everyone together in the circle. Did anyone learn something new about a classmate from the game? Remind the children that they have been thinking a lot about friendships – reflect on the work and what they have produced so far. Check in regarding acts of kindness: *Has anyone been kind or noticed a particular act of kindness since our last lesson?*
3. Explain to the children that sometimes it can be difficult to keep friends, that sometimes friends disagree, or friends fall out with each other. Have the prompt question on the whiteboard: **Why do friends fall out?** Acknowledge/Record the main reasons children identify as a list.
4. **A puppet drama.** Tell the children that they are going to make up a drama about a situation just like the one that they have described. They are going to imagine that they are in a situation where friends have fallen out. They are going to make their drama using puppets of themselves. Introduce the prop which is a template of a child, explain that they will create a puppet by cutting out the template and decorating it, so that it represents them. Have them make their stick puppets.
5. Bring the children back together. Explain that they will work in small groups of 3. They need to work together to chat about what kind of story they want to tell about friends who fall out. Explain the children will then present their drama and the whole class/group will decide how best to fix the friendship problem. Use the instructions slide:

SLIDE: Here are some questions so that you can use to help to create your drama. Remember to keep it short, you don't have to fix the problem because we will talk about that all together after we see your short play. You need to decide:

- How does the story begin?
- What are the friends doing?
- What do the friends fall out about?
- What happens when they fall out?
- How are each of them feeling now?

Give the children time to develop their idea and to practice, they might need some encouragement or support from the adults in the room.

6. Have the small groups present their story. Ask them to start with a short explanation of how the story begins and what the friends are doing. After each presentation, ask children in the audience to ask any questions they have. Then ask the children, including the presenters: *What could we do to help these friends sort their problem of falling out?* (Remember to reassure the children that it is okay if the problem or the falling out seems too difficult to fix right away, the children can think more about this in the next day or so. Reassure the children by saying something like: *Maybe we can't fix this friendship fall-out right away, so how we can make sure no one in the story is left feeling upset?*)

7. End with a reminder of some of the great conversations and ideas that you have heard in the past sessions. Remind children about the importance of kindness and that we don't all need to be best friends, but everyone will be happier if we can be friendly. (Return to any unresolved friendship situations in the coming days, either as a whole class or with smaller groups, make suggestions of your own if this helps).

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

1.5.1 My friends/Being a friend

1.5.2 Kindness and Empathy

Practitioner Notes

