



Title: Friendship: Making and keeping friends (V2)

Level: SECOND

Code: 2.2.2

Links to Curriculum for Excellence

Experiences and outcomes	Benchmarks
<p>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</p>	<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.

Learning Intentions

- Children understand that there are different kinds of friendships and relationships.
- Children recognise that friendships can be built and maintained in their immediate social environments and online.
- Children know that positive peer relationships are good for their health and wellbeing and that of others.
- Children give examples of skills and behaviours that enhance friendships and peer relationships.

Success Criteria

- I can talk about what I want from friendships and what kind of friend I can be.
- I can explain the benefits of friendships and as well as the challenges that come up in maintaining relationships.
- I give examples of things I can do to make and maintain friendships.
- I understand that I do not need to be best friends with everyone, but I can be friendly and kind.

Resources to support this activity

- PowerPoint 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/group a friendly place.
3. **What's the best way to make a friend?** Ask the children to work in a small group. They can choose one of these scenarios, or everyone has a go at them all one-by-one, or you can allocate them. Use the slides or 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. **Its 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. **How to make a friend: Top tips** 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 with 12 ideas over 3 slides: **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. **Why do friends fall out?** Put the first question on the smartboard and explore with the children (with shoulder partners first perhaps).
7. **When friends fall out what can you do about it?** Then ask for some strategies/things people can do (pairs first?)– and in feedback connect these to the reasons why people fall out. Having gathered some reasons and solutions, explain that some experts at Young Scot have some great suggestions about what to do when you fall out. Share the slide with their ideas. Encourage the children to check out the link later. The main strategies are (reflect on who is good at these in the class...):
1. Try and imagine it from the other side
 2. Find someone who can help you to get talking – a peacemaker.
 3. Listen. Pay attention to what your friend is saying so you can understand.
 4. Tell them how you feel.
 5. Have a laugh – see the funny side.
 6. Accept that you might both have been right – being able to disagree is an important part of a friendship.
8. **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 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.
9. 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).
10. 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