



**Title: Friends and Friendship**  
**Part 1: My friends/Being a friend.**

**Level: FIRST**

**Links to Curriculum for Excellence**

Experience and Outcomes	Benchmarks
<ul style="list-style-type: none"> <li>I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 1-44a</li> <li>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</li> </ul>	<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>

The learning intentions and success criteria are met with delivery of all parts of this topic.

**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
- *What is a good friend?* Short film <https://youtu.be/ReMq3KX8F94> (duration 2 minutes 1 second)
- Friendship Tree/Image suggested templates for leaves/blossoms, pens/crayons, scissors and glue.
- Items for the 'That's me too' activity (see activity plan item 5).

*Whenever you use content on a platform like YouTube, please cue the film you intend to play in advance, check it is the film you want to view, and skip adverts.*

## Activity

1. RSHP learning is enhanced if children can sit together, as in circle time. If possible, start the activity in this way. Begin with an introduction that explains to the children that they will be doing a series of learning activities where they will talk about being a friend. Start with the question on the whiteboard: **What is a friend?** Find out children's thoughts on the question.
2. Explain that there is a short film to watch where children talk about 'what is a friend'. Watch the film together, afterwards get any first responses, prompt with questions like: Did the children say some of the same things you did earlier? **What makes a good friend?**  
<https://youtu.be/ReMq3KX8F94> (film duration 2 minutes)
3. The film concludes with the question: **Are you a good friend?** Use the question on the whiteboard and ask the group to chat with a shoulder partner to consider the question. After a short while, bring the children back together and have a conversation based around this and further questions: *What makes a friend a good friend? What do good friends do for each other? Why do children need friends?*
4. **Friendship tree.** Share the slide. Explain that the class/group are going to create a friendship tree, this is a tree whose leaves and blossoms capture everything about how to be a good friend. Have a big outline of a tree drawn on coloured sugar/craft paper. Explain that the children are to create leaves and flowers that can be stuck onto the tree's branches. On each leaf or flower the children should write or draw whatever they want about friends and friendship – maybe what makes a good friend, what a good friend does for others, etc. Some examples of leaves and flowers are provided as prompts but ask the children to draw their own. Decorate, chat and display the work. Perhaps the sticking on of leaves or flowers could be done as a group, children sharing as they go. (If you don't want to make a tree, make a garden with plants and flowers!)
5. **That's me too!** This game might need a bit of space, it will help if tables can be moved to the side. You will need enough *pairs of small items* for children to take an item each from a bag, without showing them to others, they will then be asked to walk around and find the person with the same item. When they do, they should greet each other like old best friends (*ask, how might a person do that?*) and then find something that they both like or something they have in common (give examples, you maybe both like Minecraft, or both like to go ice-skating or both have a pet rabbit) and talk about it. The items could be anything, 2 bits of coloured card the same shape, 2 giant paperclips, 2 teaspoons.... After each chat, quickly get everything back in the bag, and do it again. Play the game as long as conversations are animated, it will be noisy.
6. Back in the circle, ask children for some news about what they found out about another person in the class/group.

## Additional ideas

- Exhibit the Friendship Tree in the school. Have different small groups of children show it and talk about it to other classes.
- Photograph the tree and have some children blog about it on the school website.

## Connecting with home

*The text below could be used to communicate with home about the activities in this short block of learning.*

In a number of lessons, children will explore friendship and will be encouraged to think about what they would want from a friend and what kind of friend they can be. The children will explore the positive impact of friendship, as well as some of the challenges that come up in managing relationships. Children can worry about friendships, and there can be fall-outs and arguments between the children. We want to create a class where there is a positive atmosphere and where children get on. We want children to be able to manage the ups and downs of friendships. We will be helping children understand that they do not need to be best friends with everyone, but they can be friendly and kind.

When the children bring home some of the activities we are doing in class/the group, please ask questions and find out more. There are a number of books that the local library might have that can help the children learn about friendships, some of the best are listed below. If you have any concerns about your child's relationships and friendships, please do talk with us.

- *The Invisible Boy* by Trudy Ludwig
- *Bullies, Bigmouths and So-called Friends* by Jenny Alexander
- *Have you filled a bucket today?* by Carol McLeod
- *Growing up with a bucketful of Happiness: Three rules for a Happier Life* by Carol McLeod
- *Charlotte's Web* by EB White
- *Things that Surprise You* by Jennifer Maschari
- *The Seeds of Friendship* by Michael Foreman

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

Kindness and empathy

When friends fall out

## Practitioner Notes