



## Title: Friends and Friendships

### Part 3: Online/Offline friends

Level: SECOND

#### 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"> <li>Identifies different kinds of friendships and relationships.</li> <li>Identifies the skills required to manage changing relationships, for example, tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect.</li> <li>Explains the impact of positive relationships on emotional wellbeing.</li> </ul>

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

#### 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
- 'I need your advice!' Activity cards/scenarios
- CEOP site to explore a range of online issues and engagement with others: [https://www.thinkuknow.co.uk/8\\_10/stay-safe/](https://www.thinkuknow.co.uk/8_10/stay-safe/)

**NOTE:** It is likely that many of the children in your class/group will be connecting with others online who might be friends they know from school, their neighbourhoods or family. They may also be connecting with people who they only know online, when they are gaming new people they do not know will engage them. Children may well conceptualise these online engagements as friendships. This activity explores how to keep these relationships safe. Other learning activities on the RSHP resource explore how children behave online and how we use social media; these also include messages about safety.

## Activity

1. Start with a reminder that this series of learning activities is about friendship. Share the first slide and review the text together. Ask the children what they remember so far about some of the things that they have been talking about and doing together.

**What is a friend?** A friend is a person who knows you well and that you like a lot. A friend is someone you can trust and will treat you well. You can be friendly with many people, but a friend is a special person to you.

2. Share these questions on the whiteboard, read and discuss together:

**Does a friend have to be someone you can see in real life?  
Can a friend be someone you only know online?**

3. **What do we do online?** Ask the children what kinds of things they do online, acknowledge where they are interacting with others and support them to differentiate between those people they interact with that they know offline and those that are only met online. Be careful not to give a simple message that offline friends are best, or online friends are strangers or a danger.
4. **How do we meet and talk with friends online?** Share this slide and affirm that when we have friends online then these are some of the things we might be using. Add to the list based on the earlier conversation:

### We can have online friendships by:

- Chatting online
- Using apps like TikTok
- Creating and sharing things
- Using Instant Messenger (IM)
- In chatrooms and online forums
- Gaming

5. **Online and safe**

The next activity is supported by using the CEOP site to explore a range of online issues and engagement with others: [https://www.thinkuknow.co.uk/8\\_10/stay-safe/](https://www.thinkuknow.co.uk/8_10/stay-safe/) View the page and ask the children which area they would like to visit first.

- PLAY is about playing online games
- LIKE is about being kind, and what to do if someone isn't kind
- SHARE is about what to share and how to share safely
- CHAT is about chatting to people online
- LOCK is about privacy and passwords
- EXPLORE is about what you see online and what to do if it is upsetting.

Read the section chosen with the children, review content and chat. Pick another area, again read and review the keeping-safe information together and check understanding, acknowledge where children state their good keeping-safe practices.

6. Having explored how they might be engaging with others online, pose these questions again and discuss: *So, let's think about this again:*

**Does a friend have to be someone you see in real life?**

**Can a friend be someone you only know online?**

7. Take some time to review what the children have been talking about and learning over the past sessions. Remind them that it's been about friends and friendship, and that this last activity is about friendships wherever they happen – in school, at a club, or online.
8. **I need your friendship advice! (Activity):** Explain that you now have some situations that you would like children to think about. Have the scenarios on cards (see prop) or use the slides and have everyone talk with a partner about the same situation. After some time, ask children to share their approaches/suggestions to help the child in question.

- I have just started at a new school and I don't really know anybody, apart from my big cousin who is in the class above me. I'm quite shy and I don't find it easy to make new friends. What can I do? From Katie, P5

(Teacher prompt. If the children would be assisted with an example, you could suggest: *Maybe Katie's big cousin could introduce Katie to other kids?*)

- I don't like how some of my friends are behaving. They have been picking on this boy that comes to the football club after school. They call him names, make fun of him because he doesn't have the same boots. I'm worried if I say something then they'll stop speaking to me. What can I do? From Sean, P7

(Teacher prompt. If the children would be assisted with an example, you could suggest: *Maybe Sean could make sure he picks the other boy for paired work at training, to show he is friendly?*)

- I've been playing Minecraft for ages, I'm really good. This other player was okay at first, I'm not sure where he is from but he's like my friend online, but now he's saying stuff that I don't like. If I tell my mum, she won't understand, or she'll just ban me from playing. What can I do? From Paul, P6

(Teacher prompt. If the children would be assisted with an example, you could suggest: *Maybe Paul could ask a big brother or sister for advice first? Or: Maybe Paul could say to his Mum, and she will actually think oh thanks for telling me Paul.*)

9. **To end**, acknowledge how much work and great thinking and talking you have heard about friendships. Remind the children that it is a good thing that children can build their own friendships, and sort problems when they arise, but that if they are ever worried about a friendship, whether in the class/group or online, they should think about an adult to speak to (and they can speak to you).

### Additional ideas

- Children can play the game Band Runner on the CEOP website:  
[https://www.thinkuknow.co.uk/8\\_10/](https://www.thinkuknow.co.uk/8_10/)
- Ask the children to develop the scenarios into short 30 second dramas/role plays, identifying the challenge faced and the possible solution.

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

What is a friend?

Making and keeping friends

### Practitioner Notes

