

Healthy and happy friendships

Lesson 1: What makes a good friend?



Lesson context and overview

This is first of three lessons exploring healthy and happy friendships. It teaches pupils to reflect on how they are good friends to others.

Curriculum links

Relationship education: Caring friendships

Pupils will learn:

- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

Physical health and mental wellbeing: Mental wellbeing

Pupils will learn:

- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

Resources

Presentation slides

Pupil worksheet: *Friendship draw and write*

Pupil worksheet: *A good friend should*

Key vocabulary

friend, respect, values

Learning objectives

We will be learning about:

- different qualities of a healthy, happy friendship
- why listening is an important part of a healthy friendship.

Learning outcomes

We will be able to:

- identify qualities of a happy, healthy friendship and the importance of some friendship values over others
- describe the importance of listening to our friends, and how it feels to be listened to.

Essential teaching guidance

Please ensure you have read the guidelines on creating a safe teaching and learning environment before delivering these lessons. To create a climate of trust for safe and effective learning, ensure that ground rules are established or revisited before delivery. It is especially important that pupils show respect and a non-judgemental attitude while discussing friendships.

Starter/baseline activity

Ask pupils to think about the qualities of a happy, healthy friendship and also those qualities that may make a friendship unhealthy. Using the *Friendship draw and write* worksheet, ask pupils to draw or write aspects of a healthy friendship on one side, and aspects of an unhealthy friendship on the other side.

Core activities

1. Split the class in half and tell one half of the class they will be taking part in an introducing activity, talking for one minute to a partner about themselves: their family, hobbies, favourite food and drink, etc. Meanwhile, tell the other half of the class to act in a completely distracted way when their partner talks to them (do this without the first half hearing or knowing), for example to sing/hum a song, look around the room, read a book, or generally ignore their partner, etc.

Pair pupils up randomly to talk for one minute.

Afterwards, discuss the activity with the whole class using questions such as:

- *What happened in the minute they were with their partner?*
- *Did the pupils who were speaking find it difficult to complete the task? Why?*
- *How did it feel to be ignored?*
- *How did it feel ignoring someone who was trying to talk to you?*
- *Why is it important to feel listened to?*

Discuss with the class the importance of feeling listened to and why listening to one another helps a friendship.

2. In pairs, ask pupils to discuss the signs that someone is listening to you and the signs that they're not. Repeat the talking activity again, but this time with the 'non-listening' pupil showing that they are listening, and ask the same questions during feedback:

- *What happened in the minute they were with their partner?*
- *Did the pupils who were speaking find it difficult to complete the task? Why?*
- *How did it feel to be listened to?*
- *How did it feel listening to someone who was talking to you?*
- *Why is it important to feel listened to?*

3. Talk to pupils about the qualities of a good and bad friendship and refer back to the starter activity. Ask pupils to complete the *A good friend should* worksheet checklist by discussing their choices and considering why some qualities are important and why other qualities shouldn't matter.

In small groups, ask pupils to discuss which qualities they thought were important or not. Were there any differences in opinion? Which ones did everyone agree on? Ask groups to choose their top five qualities for a friend from the checklist.

Extension activity

Pupils can make a class 'Friendships' mural by drawing or painting what a good friendship means to them and how it makes them feel.

Plenary

Return to the starter activity and ask pupils to add in any additional qualities for a healthy or unhealthy friendship in a different colour.

Ask pupils to consider lasting qualities from the checklist (e.g. trust or respect), and to consider the qualities that might not be lasting in a friendship, such as having lots of money and living in a big house. Ask them to divide the checklist qualities up in to each area.

Assessment

Use the completed *A good friend should* worksheets and any additions to the Draw and write activity to assess understanding of the learning objectives.