What makes a good friend?

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Introduction: 5 mins

Ask children to think about how they would describe their friend. As a class wordstorm adjectives that best describe the qualities of a friend. Record their responses on a flipchart or whiteboard and keep to use in the following paired activity.

Paired activity 5 mins

Take a look at the adjectives together. With a partner look at the different qualities and write down what they think are the top 5 qualities they would like a friend to have.

Whole class activity 5 mins

Bring the pairs back together and share with the rest of the class. Do any of the qualities stand out as being more important than others? Go back to the original list of qualities that you recorded together at the start of the session and circle the most important qualities.

Individual activity 10 mins

Having one or more good friend is a great way of helping us to protect each other.

Explain that you have just been thinking about good adjectives to describe a friend. Now you would like pupils to write their own advert for a friend using the Resource sheet ‘Wanted - A good friend.’

Children should fill in the boxes and include a picture of how they think their friend will look, obviously they may choose a friend they already have.

Information should include:

- Qualities and values my friend has/ or I would like my friend to have ….
- Things I like/ would like to do with my friend
- I think a good friend is someone who … (Accepts me; Looks out for me Cares about me etc….)
- Why my friend is special ….
When friends fall out! Role play activities 15 mins

Sometimes even the best of friends fall out. What can we do? How do we feel?
Split the class into groups and ask each group to choose one of the Resource sheet – When friends fall out scenarios to act out.

Ask them to think carefully about their chosen situation and consider the following:
What actually happened?
How did the different characters feel?
At the end think about what happens next and what you would have done.
Children stay in character and use the hot seating technique to explore characters and the situation further.

Circle time activity 5 mins

Often in school issues can arise at playtimes, many are easily resolved by the children themselves but occasionally a child is left feeling very hurt and upset.
A puppet is a great way of communicating with children; through the puppet they can share their worries and concerns, think about their own relationships and explore different ways of working out issues in a non confrontational way.
If you already use a puppet regularly you will already realise their potential, if you haven’t have a look at the sheet Tips for using a puppet in class which you might find useful.

NB If you are using these lessons in conjunction with the magic show, pay attention to the puppet Buddy, note how naturally he is controlled and watch the children’s faces, they really will believe he is alive! If you have never used a puppet yourself, here are some tips to help you:

Optional Individual activity 10 mins

Explain to children that they are going to think about a friend who is very important to them and think of 5 qualities this friend has. They can display this information by drawing around their open hand. They should draw a face on the palm of their hand and write one special quality on each finger. These can be displayed together when they are complete to make a hand of friendship frieze around a board about friendship.

Conclusion / plenary 5 mins

What have we found out in this lesson? Do we realize how easy it is to upset someone else? Thinking back to the scenarios, what the friends do to make friends again? Is it just down to one person or both?
WANTED

A good friend
Sample scenarios:

1. Stacey and Jack have been best friends since they first started school. They do everything together. One of the older girls in school starts to tease Stacey about Jack. She keeps telling anyone who will listen that Stacey has a boyfriend. Stacey gets fed up and annoyed and when Jack asks her what’s up, she snaps at him and storms off by herself. Jack is left looking puzzled and upset.

2. Ben and Kushal live next door to each other and are the best of friends. They go to the park one day and are having a good time with their friends. Anisa is an older girl and she pulls out a packet of cigarettes and offers them around. Kushal takes one but Ben doesn’t want one, his parents smoke and he really hates the smell. Kushal laughs at him and starts to call him names. Ben turns away and walks home alone!

3. Laura and Nisha are special friends. They are very excited to be invited for a sleepover party at their friend Nicola’s house. They plan everything together and can’t wait. At last the day arrives and Laura’s mum drops both girls round at Nicola’s. There are already 3 other girls there and they all go up to Nicola’s room. They start to organize themselves and get their sleeping bags out. Nisha bursts out laughing when she sees Laura tucking an old battered teddy bear into her sleeping bag. She calls Laura a big baby and the other girls start to laugh as well. Laura is very upset, she wishes she hadn’t come to the party after all!

4. Jay, Amit and Charlie are in the school football team. They play football whenever they can. One day a new girl starts at the school, she asks if she can play. Jay says no, they don’t want a girl playing their game. The other two boys tell him to stop being so soft and welcome her into the game. They find out she is really good. Charlie says she should play in Jay’s place in the team as she is much better. Jay is furious and storms off!
Tips for using a puppet in class

There are extensive ideas and good advice on www.puppetsbypost.com/education

As a quick overview puppets are great for primary school children of all ages:

- They support children for whom English is a 2nd language
- Support children who feel upset or shy
- Help children express the way they feel
- The puppet is able to say/infer things that the teacher can’t in a non confrontational way

Techniques

- Never let children see you putting the puppet on your hand
- Don’t leave it lying around
- Always make sure the puppet is alive from the start and when you put it back in its home
- Eye contact with the puppet is essential
- Use movements that are appropriate to the puppet e.g. flap wings if using a crow
- Keep any talking to a minimum
- Make movements slow and deliberate
- Don’t feel you need to be a ventriloquist
- Don’t hide the fact you are the one talking children are more likely to be watching the puppets mouth and not you
- Don’t allow children to use your puppet, keep it special