

Friendships

Module 2

Supporting pupils to think about the importance of friendships and social relationships in relation to their own wellbeing.



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What is covered in 'Friendships'?

The 'Friendships' module encourages pupils to reflect on the characteristics and features of themselves and others that make them a 'good friend'. The booklet outlines a range of activities that will encourage pupils to explore and understand the differences between themselves and others, and how these unique characteristics make us special. Pupil work from this module could also be used in a class display about friendship.

- Lesson One: The Characteristics of a Good Friend
- Lesson Two: Empathy, Perspective Taking and Respect
- Lesson Three: Collaboration
- Lesson Four: Social Problem Solving
- Lesson Five: Forgiveness and Resolving Conflicts
- Lesson Six: Reflection on learning

Why these lessons?

The lessons covered in the 'Friendships' module encourage pupils to explore which characteristics make people 'good friends' to others. Allowing pupils to consider, label and internalise these characteristics will support their attempts to embody these traits and to recognise them in others. The activities provided include creative tasks that promote interpersonal skills, and pupils will be supported to create characters that exemplify such skills and traits. The characteristics they develop can be referenced throughout this module and others, to remind pupils of the characteristics that we strive to personify.

Whole School Assembly

Begin with a whole school assembly to introduce the theme of 'Friendships' to pupils. The ideas below can be used to complement and enhance existing school assemblies, or they can be expanded to form a complete assembly. You can use any resources, stories or ideas from this pack that will help you to deliver the key theme in creative and engaging ways.

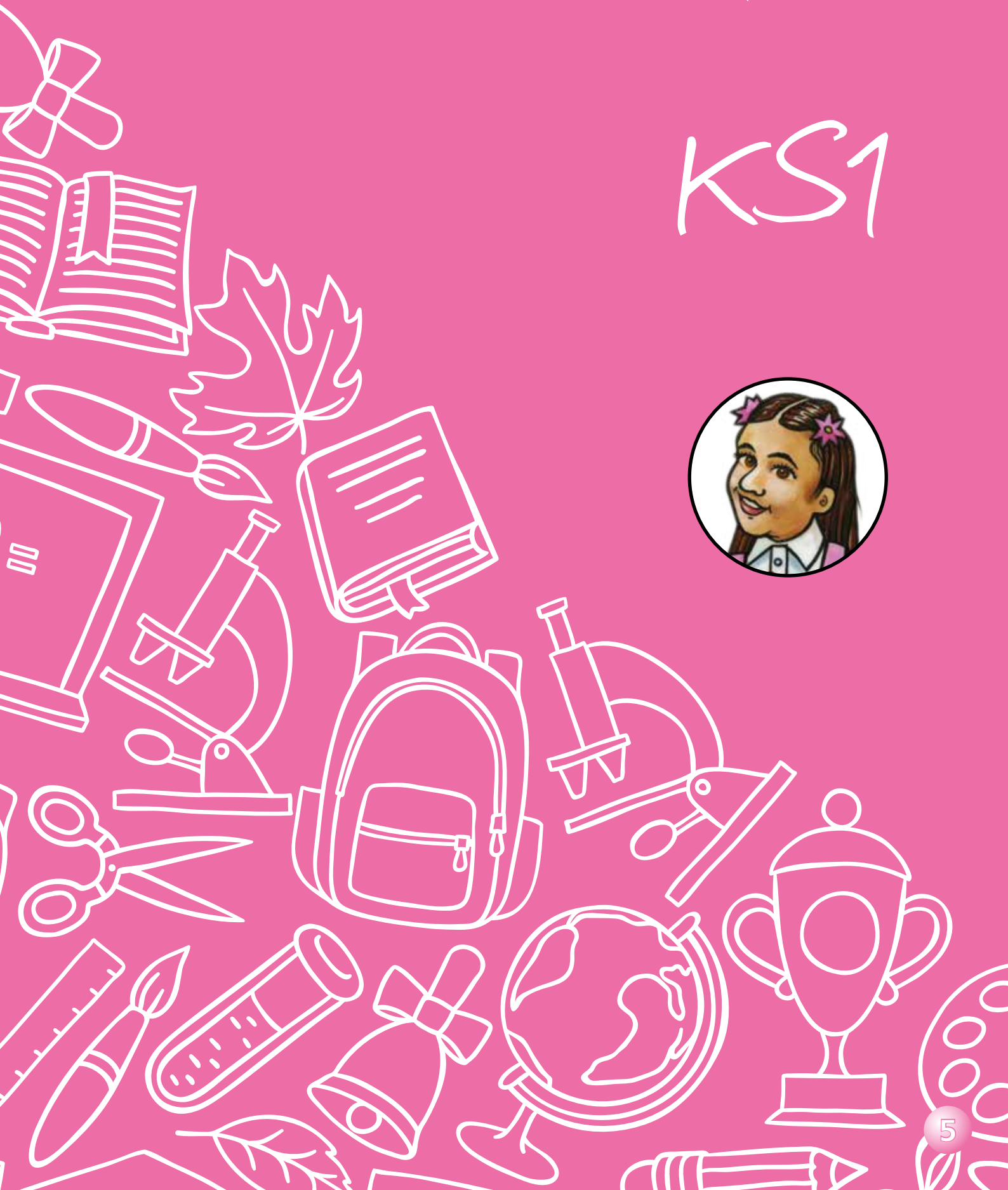
The assembly should begin by introducing the concept of friendship and the pro-social characteristics explored throughout this module (friendliness, empathy, co-operation, respect, honesty, and forgiveness). Tabassum, the character for the module, can also be introduced. The biography for this character can be found in this booklet.

Ideas for assembly activities

- Idea 1: The assembly lead asks the pupils to think of and describe occasions where they have been a good friend to others. Additionally, they can also be asked to think of and describe times when people have been good friends to them.
- Idea 2: Ask pupils to write on a post-it note one positive quality that they have observed in a good friend. These notes can be put on a display board to show a range of characteristics that may be exemplified by a good friend.
- Idea 3: Present a story in which issues relating to friendships are central (Such as Tabassum's story in the appendix on p.28). Use this as a starting point for leading a discussion on the topic.

LESSON PLANS

KS1



●	Tabassum from Tipton
●	Nickname: Tab
●	
●	Age: 6 years old
●	
●	Favourite Food: Pizza
●	
●	Favourite Colour: Pink
●	
●	Her school bag contains: Hairbrush, mirror, and lip-gloss, pencil case, Tracy Beaker book and friendship bracelets
●	
●	Hobbies: swimming, and time with family
●	
●	Tab's family: Mum and dad, older sister and two little brothers
●	
●	Birthday Party: A day out with friends
●	
●	Wants to be: A charity worker
●	



Year 1: Lesson 1: Being a Good Friend



L.O: *Pupils will be able to identify the characteristics related to being a 'good friend'.*

Starter Activity: Friendship Walk

In this activity, pupils form two lines facing each other, and take turns to walk one after the other through the space between the lines whilst the other pupils say nice things about them. After this activity, the teacher can help pupils reflect upon what it means to be a good friend to someone, how it felt when they said nice things to their peers, and how it felt when they received compliments themselves.

Main Activity: Ideal Friend

Pupils are asked to imagine and then draw a picture of someone who embodies the characteristics that make an ideal friend. The activity can start with a class discussion where the teacher elicits ideas from pupils about what makes a good friend. Pupils then draw their ideal friend and label their traits (with support if needed). Once this task is completed, pupils are invited to feed back to the class (or to groups) the characteristics they have included. The characteristics can then be displayed in the classroom to remind the pupils of what it means to be a good friend. Alternatively, they can be used as a starter for the 'Robot Character' activity outlined below.

NB: This can be used as evidence in pupils' passports

Alternative Main Activity: Robot Character

This activity begins with a class discussion of what it means to be a good friend. Pupils are then supported to create a 'robot' using household materials that represent or correspond to emotions and feelings that the robot may possess. The pupils may be split into smaller groups and create a variety of 'friendship robots' to display in the classroom.

NB: Photographs of this activity can be used as evidence in pupils' passports

Plenary: Reflection

Pupils are given the sentence starter: "A good friend means..." and asked to provide an answer. Each pupil should be given the opportunity to reflect on what has been covered over the lesson, and suggested by their peers.

Year 1: Lesson 2: What's On Your Mind?



L.O: *Pupils will be able to recognise that people can have different opinions/think differently to others.*

Starter Activity: Choices Activity

This activity introduces the pupils to the idea that people can think differently or have different opinions without being wrong. This is achieved through actively showing pupils the different opinions and values that their classmates hold. The pupils will need space to move around the classroom and they start by standing in the middle of the space together. Pupils will then be directed to listen to the questions and to move to one side or the other depending on whether they reply "yes" or "no" to the questions asked. For example, the teacher can ask if the pupils like a range of food e.g. pizza, chocolate, apples, potatoes, or activities e.g. running outside, colouring pictures, playing with toy cars etc. The teacher can ask any questions that they feel are appropriate to the class.

Main Activity: What are they Thinking?

This is a reflective activity where pupils are encouraged to label the thoughts of different characters in different scenarios. For this activity, the class teacher can photocopy pictures of characters from books already being used in class and have pupils label these pictures with their thoughts about a situation. Pupils can either write or draw what they think the character may be thinking. Alternatively, the pupils can discuss in groups what they think the characters might be thinking and why.

Plenary: Reflection

For the plenary activity pupils should work in pairs with another pupil who had different opinions/preferences to them in the starter activity. Support pupils to explore and explain some of the reasons behind their different responses (at an age appropriate level).



Year 1: Lesson 3: Working Together



L.O: Pupils will be able to identify and understand why working together is important.

Starter Activity: Working Together

The starter activity for this lesson should explore the meaning of working together and taking turns, and why these activities are important. Pupils should be asked to provide examples of what it means to work well together in a team and give examples of times where they have personally taken turns or worked as a team. Pupils should then be supported to describe how this made them feel. The teacher may choose to share some images displaying teams and team work, and invite the class to describe the images and explain what is positive about them.

Main Activity: Building Together

This activity practically applies the themes of the starter activity by getting pupils actively working together whilst using coloured brick/blocks. Split pupils into groups of three and assign each of them a role in a construction task using Lego or building blocks:

- Designer: Decide what the model should look like, and then direct the builders to construct it
- Builder: Listen to their designer's instructions and construct the model, choosing which bricks to use and how to place them
- Leader: Watch over the group to ensure that their builder is following the plan of their designer and that people are working together effectively

Once pupils have constructed their model as a team, they should swap roles and undertake the task again, repeating as many times as possible. This task is similar to the activities involved in Lego Therapy.

Supplementary Activity: Role play

Pupils can play other role play games in which they must work together. For example, pupils can be assigned roles in a post office such as: folding the letter, putting the letter in the envelope, closing the envelope, and putting the stamp on the envelope. Staff should support the process and highlight when effective collaboration is occurring.

Plenary: Reflection

To summarise the lesson, pupils should be asked to describe what they did, whether they enjoyed the activities, and why it was important that they worked together. Pupils can also be asked what they are going to do differently next time to improve how they collaborate together.

Year 1: Lesson 4: Social Problem Solving



L.O: *Pupils will be able to identify positive strategies that can be used to resolve issues that may arise between friends.*

Starter Activity: Tabassum's Social Problem-Solving Story

Read Tabassum's social problem-solving story to the class.

NB: The story can be found in the appendix on page 28

This story involves Tabassum and her friends miscommunicating but then addressing this and resolving their issues. The story emphasises honesty and forgiveness as being important characteristics to show towards others. The teacher should invite pupils to identify examples of when they have seen these characteristics exemplified, and to reflect upon why they are an important part of friendships.

Main Activity: Role Play or Comic Strip

Encourage pupils to imagine themselves in the place of a character in the story. Pupils should be asked to create either a role play or comic strip asking what they might do differently if they were the character in the story. Alternatively, they can be provided with examples of other disputes occurring during school and asked to role play how they would resolve these issues. Examples may include:

- Someone is playing with some playground equipment wanted by another pupil
- A pupil is feeling isolated at break time
- A group of pupils need to share some equipment

Plenary: Reflection

The lesson should be concluded by inviting pupils to summarise the strategies they have outlined in the main activity. Ask the pupils what they have learned, and support them to explore what they will do next time they are faced with one of the issues discussed in the main activity.

Year 1: Lesson 5: Making Things Right



L.O: Pupils will be able to think of positive strategies for resolving conflict.

Starter Activity: Discussion

Introduce the concept of forgiveness, giving a specific example. The teacher should emphasise why it is important to forgive each other.

Main Activity: Jigsaw

The aim of this activity is for pupils to create their own jigsaw. Pupils should draw a picture depicting a conflict between friends onto a piece of cardboard with a printed jigsaw template. Support them to cut along the lines to create jigsaw piece shapes before swapping their completed jigsaw with someone else. Once they have swapped, instruct pupils to put the pieces back together again, helping each other where necessary.

NB: Photographs of this activity can be used as evidence in pupils' passports

Plenary Activity: Reflection

Encourage pupils to think of a time when they had a disagreement with a friend and then made up. Get them to think about the steps they took to resolve the conflict. Prompts may include: asking for help from a teacher, saying sorry, using kind words, inviting their friend to play with them, and/or offering to help their friend.



Year 1: Lesson 6: Reflection



L.O: *Pupils will be able to reflect on their work throughout the previous lessons and be able to reflect upon how to be a good friend.*

Starter Activity: Reflection

Pupils should discuss and reflect upon the past five lessons, and feedback what they have learnt about friendship. The teacher should recap the key concepts that have been introduced and explored: characteristics of a good friend, differences of opinion, working together, social problem-solving and how to resolve conflict.

Main lesson: Poster

Pupils should design and draw a poster that communicates the qualities embodied by a good friend. The poster should draw on the themes of the previous lessons from this module. Pupils should include in their poster the qualities that can help to make someone a good friend.

Supplementary Activity: Passport Completion

Pupils should be given the opportunity to add evidence to their passports, which will stay with them throughout the curriculum. Pupils can design individual booklets where they can put this work, and other work that they will create throughout the rest of the curriculum. These passports can be labelled using the passport outcomes found in the resources section. Pupils should reflect on the different activities done and try to link them with the passport outcomes.



LESSON PLANS

KS2





Tabassum from Tipton



Nickname: Tab



Age: 11 years old



Favourite Food: Pizza



Favourite Colour: Pink



Her school bag contains; Hairbrush, mirror, and lip-gloss, pencil case, and friendship bracelets



Hobbies: Swimming, and time with family



Tab's family: Mum and dad, older sister and two little brothers



Birthday Party: A day out with friends



Wants to be: A charity worker



Year 3: Lesson 1: Being a Good Friend



L.O: *Pupils will be able to identify positive characteristics they would like to see in a good friend.*

Starter Activities: Bad Friends Flipped (BFF)

Ask the class: "What would a really bad friend be like?" and list their responses. Once this is completed, instruct the class to "flip" each word/response and describe the opposite behaviour, to generate ideas for a list titled "What would a really good friend be like?"

Main Activity: Job Advert

This activity will help pupils reflect on the characteristics they would like in a good friend. Pupils should work (individually, or in groups) to create an advert requesting a good friend. The advert should include a description of a good friend, with a list of the characteristics that they are looking for. They should be encouraged to refer to the suggestions proposed in the starter activity, and add to these if possible. Pupils should be reminded that it is ok for each group/individual to list different characteristics, since each person can have different needs.

NB: This can be used as evidence in pupils' passports

Plenary: Reflection

The lesson should be closed with a circle time activity where pupils are invited to discuss examples of when they, or others, have been good friends.

Year 3: Lesson 2: What's On Your Mind?



L.O: *Pupils will be able to recognise a range of emotions and understand that their thoughts and emotions may differ to others'.*

Starter Activity: Emotion Alphabet

Ask pupils to write down an emotion for each letter of the alphabet. This can be done individually or in small groups. Pupils should discuss what these emotions feel like or what they mean to them. Pupils should then share their suggestions as a class to create their 'Emotion Alphabet' word bank.

Main Activity: Create Your Own Story

This activity will help pupils to explore the idea that people can have different thoughts or feelings about the same situation. In small groups pupils should be given a brief story scenario – the scenario decided by the teacher could include the character associated with this module, Tabassum, if deemed appropriate. The pupils should then be asked to rewrite the story from a different person's point of view. For example, the teacher could ask the pupils to create a story where a new person, e.g. Tabassum, joins their class. In this scenario, one group could write the story from the perspective of the new person joining the class, another group from the perspective of a pupil already in the class, and another from the perspective of the class teacher. Pupils should write their stories then share them in small groups with other pupils who have created the same story from different points of view.

Alternatively, pupils can be given a picture containing a variety of different people and each asked to write about the scene from the perspective of a different character in the picture. Encourage pupils to include words from their 'Emotion Alphabet' word bank in their descriptions.

As a third option, pupils can be tasked with creating short role plays based upon the story or picture. At the end of each role play, the pupil playing each character should be invited to explain how they think their character felt in the scenario that was acted out.

NB: *Photos or writing from this activity can be used as evidence in pupils' passports*

Plenary: Where is the toy?

Introduce two characters (such as dolls/cuddly toys) to the class, and use them to act out the following scene:

- 1.) Characters A and B are playing
- 2.) Character A puts a toy in a box in front of character B
- 3.) Character A leaves
- 4.) Character B takes out the toy and moves it to another box, then leaves
- 5.) Character A returns, and wants their toy

Ask the pupils to think about where character A will look for their toy when they come back in (i.e. the box where they left it), and to try and explain why they look there (i.e. because they didn't see character B move the toy). To extend this, support pupils to explore what character A may have been thinking and feeling when looking for their toy, and also try to elicit a number of possible reasons that character B might have moved the toy.

This activity provides practice at exploring a scenario from multiple perspectives, where different characters possess different knowledge about the world, and is based on the 'Sally Anne' task (Baron-Cohen, S., Leslie, A.M., & Frith, U. 1985), which is a classic experiment in developmental psychology. By year 3, most (if not all) of the children will have established the skills required to follow the scenario and to correctly identify where character A will look for the toy.

Year 3: Lesson 3: Working Together



L.O: *Pupils will be able to identify and discuss the importance of working together & cooperating and be able to identify what this could look like.*

Starter Activity: Discussion

Support pupils to think about a time when they worked together in a team. Encourage them to share the scenario, what they enjoyed, what was challenging, and what they would change if they were to do it again.

Main Activity: Team Building Exercises

Facilitate a range of team building exercises that will encourage pupils to work together by solving problems collaboratively and supporting each other in their joint tasks. Emphasise the importance of listening to each other and helping everyone to contribute to the task. Activities can include:

- **Team story:** Assign every pupil a number (e.g. 1-30). Begin a short story with a starter sentence (e.g. "It was a dark and stormy night"). Beginning with pupil 1 and progressing chronologically (2, 3, etc.), each pupil should in turn verbally contribute a sentence to the story. If possible, write down each sentence, so that you can read the story back to the pupils at the end, and remind pupils of what has happened in the story if they are struggling to think of a sentence.
- **Skyscraper:** Split pupils into groups of 4-8 and place them on tables with newspaper and sticky tape (or other materials, such as straws). Assign each group the mission of creating the tallest structures they can from the materials provided. If several pupils are likely to dominate in groups, assign distinct roles to pupils (e.g. make dominate pupils 'directors' who can instruct the group, but cannot touch the materials), and encourage groups to make sure that all pupils contribute. Alternatively, assign each group the task of creating a bridge out of the available materials.
- **Line up:** Instruct pupils to line up from tallest to shortest without talking to one another. Once they have done this, instruct them to line up from youngest to oldest without talking.

Plenary: Reflection

Support pupils to reflect on the exercises undertaken, eliciting from them some of the strategies that worked in helping them work together successfully. Encourage them to describe what they did, what they enjoyed, what was challenging, and what they would change if they did the activities again. Finally, elicit from pupils some suggestions about why working together is important.

Year 3: Lesson 4: Social Problem Solving



L.O: *Pupils will be able to explain the importance of being kind and helping each other. They should be able to describe what this could look like in a range of situations.*

Starter Activity: 'Flip it' Cards

Provide pupils with cards describing a situation that is making someone unhappy and encourage them to think about what they or others could do to 'flip' the card to make the situation better/person happy. Once the pupils have thought about how they can cheer each person up, instruct them to write their suggestions on the back of each card.

NB: Templates for the 'Flip it' cards are provided on pages 29-30 of this booklet

Main Activity: Sad Clouds

Introduce the idea that when a person is upset or in a bad mood, they have a cloud above their head. Ask pupils to think about ways to get rid of a friend's cloud and create a 'happy rainbow'. Invite pupils to try out these suggestions in the next few weeks if a friend of theirs is sad. Instruct pupils to write down their suggestions for this activity, and create a 'Helpful Bucket' containing their ideas for helping others to feel better.

Plenary: Reflection

Invite pupils to think about a time when they have been unhappy with their friends. Support them to think about what they could have done to cheer themselves up and resolve the situation.

Year 3: Lesson 5: Making Things Right



L.O: Pupils will be able to consider the importance of forgiveness and how to 'make things right'.

Starter Activity: Chinese Whispers

Begin this session by playing several rounds of 'Chinese Whispers' with pupils. You can use sentence starters such as: "I went to the supermarket and bought..." Encourage pupils to reflect on how easy it is for the sentence to be miscommunicated and to change as it is passed from person to person. Use this insight to help pupils explore how easy it can be to make a mistake and why the ability to forgive others is an important skill.

Main Activity: Building a Bridge

This activity will help pupils generate and reflect upon strategies that might help them 'make things right' between friends. Instruct the class to create a display containing a 'classroom bridge'. Within the display, each brick of the bridge should represent a way of 'making things right' between friends. Examples include: saying sorry, listening to each other's perspectives, and being kind to each other. Once created, refer to the classroom bridge in subsequent situations when pupils fall out with one another.

Plenary Activity: Reflection

Support pupils to reflect on their experiences of falling out with friends, and ask them which brick on the bridge they could have used to 'make things right'. If pupils cannot think of an example of a conflict, ask them which brick they would try and use in the future in such a situation.



Year 3: Lesson 6: Reflection



L.O: Pupils will be able to reflect on their work throughout the previous lessons.

Main Activity: Passports

If they have not previously created them, support pupils to create their 'passports' that will be with them throughout the 'Healthy Mind, Happy Me' curriculum. These will be used to record and demonstrate how pupils have met their learning objectives for each lesson. These passports can be labelled using the passport outcomes found in the resources section.

Pupils should reflect on the different activities they have done and try to link them with the passport outcomes. As they complete each new module of the 'Healthy Mind, Happy Me' curriculum, pupils will add additional information to their passport to show their learning journey.

Alternative/Additional Activity: Trading Cards

Support pupils to create their own individual 'trading cards' listing the characteristics that they would like to see in a good friend. Pupils can compare these cards with others, and give them to their friends or to people that they see demonstrating the characteristics listed on the card.



Year 5: Lesson 1: Being a Good Friend



L.O: *Pupils will be able to identify a wide range of characteristics that contribute towards being a good friend.*

Starter Activities: Friendship Qualities

This activity will help pupils to build on their existing understanding of the different qualities that make a 'good friend'. Begin by asking pupils what qualities they bring to their friendships. Support pupils to think of examples where they have shown such qualities in their friendships. Pupils can either write down their answers or discuss them with the class.

Main Activity: Role Play

This activity helps pupils engage with the qualities outlined in the starter by encouraging them to act out what these might look like in practice. Split pupils into groups of 4-8, and instruct them to create a short play titled "Being a Good Friend". If you feel that it would be appropriate for some of the groups, you can instruct these groups to create a short play titled "Being a Bad Friend". Support each group to rehearse and perform their play for the class, and encourage the other groups to identify the characteristics that they see the actors exemplifying within each play.

Plenary: Class Pledge

Support pupils to reflect on the lesson and to summarise what they feel it means to be a good friend. Write ideas and key phrases from each pupil's summary on the board, and use these to help pupils create a class pledge that outlines how they intend to be a good friend to others. If appropriate, display this in the class, and refer to it in future lessons.

Year 5: Lesson 2: What's On Your Mind?



L.O: *Pupils will be able to recognise that their preferences, thoughts and feelings may differ to others.*

Starter Activity: Thought Bubble Post-Its

This activity should reinforce for pupils the notion that people may think differently from each other about the same situation. Invite pupils to adopt the perspective of either a historical character, a fictional character, or one of their friends (as appropriate). Hand out post-its, and then introduce several situations (such as an exam day, a birthday, or a national event). For each situation, invite pupils to reflect on how their chosen character would feel, and then to write this on a post-it, and stick these on the board. Ask the class to read through the post-its and to reflect upon the range of responses that people may have to the same situation.

Main Activity: Pupil Boards

This activity requires pre-lesson planning, as resources will need to be created beforehand. Print a photograph of each pupil in the class and stick each photo on a separate piece of paper (leaving space for pupils to write around it), creating a 'pupil board'.

In class, hand out the 'pupil boards' (note: do not give pupils their own boards) and instruct pupils to write on each board something that they think the pupil on their board likes. Instruct pupils to pass on this board to someone else, and take a new board. Pupils must then write on their new pupil board something that they think this new pupil would enjoy doing. Repeat these steps with additional criteria such as: a favourite food, favourite subject, and something they don't like. Once sufficient criteria have been covered, ask pupils to give the pupil boards to the person depicted and described on the board.

NB: *The completed pupil boards can be used as evidence in pupils' passports*

Plenary: Reflection

Divide pupils into pairs (or small groups), and instruct them to sit with their partner(s) and discuss what has been written on their pupil board. Encourage pupils to talk about whether each statement written about them is accurate, and how this makes them feel. Also invite pupils to reflect upon whether the information they wrote on other people's boards is accurate. Alternatively, undertake this reflection as a circle time activity where pupils each take turns to read out one of the statements written about them. Support pupils to explain whether the statement was correct, and if not, what the correct answer is, and to share how the answer makes them feel.

Year 5: Lesson 3: Working Together



L.O: Pupils will be able to understand the importance of working together and to identify features of effective collaboration.

Starter Activity: Team Building

Introduce the theme of collaboration through a practical team building activity. Split pupils into groups of (roughly) ten, and assign each a number (1-10). Instruct pupils to form a circle and throw a ball to each other according to the chronological order of their numbers (i.e. 1, 2, 3, etc.). If a group drops their ball, they need to swap their positions in the circle (whilst keeping the same number) and restart the task. When a group successfully completes the task, add in a second ball, which pupils must throw to each other in reverse chronological order (10, 9, 8, etc.).

Main Activity: Building Together

This activity begins with the year 1 'building together' task:

Split pupils into groups of three and assign each of them a role in a construction task using Lego or building blocks:

- Designer: Decide what the model should look like, and then direct the builders to construct it
- Builder: Listen to their designer's instructions and construct the model, choosing which bricks to use and how to place them
- Leader: Watch over the group to ensure that their builder is following the plan of their designer and that people are working together effectively

Once pupils have constructed their model as a team, they should swap roles and undertake the task again, repeating as many times as possible.

To extend the original activity, one pupil should be given a 'secret mission' to sabotage the building (for example, the designer may do this by providing unrealistic instructions, the builder by not following instructions, or the leader by distracting the others). Once the teams have had sufficient time to attempt to construct their models, allow the pupil with the 'secret mission' to reveal to the group their hidden intention. Pupils should be supported to reflect upon how this affected the success of their collaborative efforts, and how they felt when someone wasn't contributing to the team's effort. Elicit from the class why it might be important for everyone to work together as a team instead of having their own agenda or 'secret mission'.

Plenary: Bad Teams Flipped

This task is similar to the year 3, lesson 1 starter: 'Best Friends Flipped'. Instruct pupils to reflect upon what makes a bad team member. Once they have put forward a range of suggestions, support them to 'flip' their answers, to produce suggestions for what would make a good team member.

Year 5: Lesson 4: Social Problem Solving



L.O: Pupils will be able to understand the importance of helping each other resolve conflicts. They should be able to outline possible strategies to resolve conflict in a range of situations.

Starter Activity: Discussion

Support pupils to explore what they would do if they had a disagreement with their friends, why it might help to tell someone, and who they could talk to. Introduce/reinforce the idea that the best way to deal with social problems or conflict can sometimes be to tell someone else who can help by providing support and guidance (such as an adult or teacher).

Main Activity: Agony Aunt

Introduce pupils to the idea of an 'agony aunt' by reading them an age-appropriate advice page or blog. Explain to pupils that they will now write their own advice page. Hand out (or write on the board) some scenarios, and instruct pupils to reflect upon what might help in each situation. Scenarios may include:

- Rob and Shauna have had an argument whilst playing at break time and are no longer talking to each other
- Mel has called her friend Sarah stupid for getting a question wrong during class, and Sarah is now upset
- The class has been instructed to split into pairs and Joe has been left without a partner: Joe is upset because this has happened before

To extend the activity further (if required), instruct pupils to work in groups to create a role play in which they act out their agony aunt responses, and predict the consequences of their advice.

Reflection Activity: Reflection

Encourage pupils to reflect on their advice and whether there have been times that they could have applied similar advice to their own lives. Instruct pupils to write down one idea, strategy, or principle that they learned from the session, then elicit from them ideas about how they could apply this insight to their own lives and relationships.

Year 5: Lesson 5: Making Things Right



L.O: Pupils will be able to understand the importance of resolving conflicts and moving on.

Starter Activity: Friendship Freeze Frames

This activity will help pupils to explore how to resolve conflicts and repair friendships. Divide pupils into groups and instruct each group to create a freeze frame depicting an argument between friends. After each group has performed their freeze frame for the class, instruct them to create a second freeze frame showing a good friendship. Support them to explore what they could do to change their first scene into the second.

Main Activity: Mock Trial

This activity explores empathy, conflict resolution, and forgiveness through storytelling and role play. Divide pupils into groups and inform them that each group must create and act out a mock trial of a fairy-tale character that has committed a crime or harmful action. Invite groups to create their own scenarios, but have suggestions for scenarios ready – examples could include: a trial to determine who pushed Humpty Dumpty, a trial of the Big Bad Wolf from Little Red Riding Hood, or a trial of the parents from Hansel and Gretel.

Support pupils to choose roles within their groups, such as the defendant (the person on trial), prosecutor (the person accusing the person on trial of a crime), witnesses, judge, jury, and lawyers. Explain to groups that in the fairy-tale trial the point is not to punish the person on trial, but to resolve the conflict in a way that 'makes things right'.

Plenary: Reflection

Support pupils to reflect on their mock trials, whether their solutions 'made things right', and on the positive characteristics embodied by each character.



Year 5: Lesson 6: Reflection



L.O: *Pupils will be able to reflect on their work throughout the previous lessons.*

Main Activity: Passports

If they have not previously created them, support pupils to create their 'passports' that will be with them throughout the 'Healthy Mind, Happy Me' curriculum. These will be used to record and demonstrate how pupils have met their learning objectives for each lesson. These passports can be labelled using the passport outcomes found in the resources section.

Pupils should reflect on the different activities they have done and try to link them with the passport outcomes. As they complete each new module of the 'Healthy Mind, Happy Me' curriculum, pupils will add additional information to their passport to show their learning journey.

Alternative/additional Activity: Friendship & Conflict Resolution Acronym

Support pupils to create their own class acronym describing how they can creatively solve issues or conflicts that arise with their peers. As a class, create an acronym summarising some strategies that pupils can use when a conflict or issue arises. One example could be:

- S** : Support each other with the issue
- O** : Order the problems
- R** : Reach a decision together of how to make things right
- T** : Try the solution

Split pupils into groups and assign each group a letter from the acronym. Instruct each group to create a poster for their letter; use the posters to make a classroom display for the acronym.

Passport Outcomes

Year 1:

- Lesson 1: I know how to be a good friend
- Lesson 2: I understand that others may think differently to me
- Lesson 3: I can work with others
- Lesson 4: I know some ways to solve arguments with my friends
- Lesson 5: I can say sorry and make things right
- Lesson 6: I have reflected upon what I have learnt

Year 3:

- Lesson 1: I know the characteristics that I would like in a good friend
- Lesson 2: I understand that others may think and feel differently to me
- Lesson 3: I understand why it is important to work together
- Lesson 4: I can support people when they feel sad
- Lesson 5: I can apologise, 'make things right', and can forgive people
- Lesson 6: I have reflected upon what I have learnt

Year 5:

- Lesson 1: I know how to treat my friends well
- Lesson 2: I can talk about how my friends and I may think and feel differently
- Lesson 3: I know how to be a good team member
- Lesson 4: I can support others when they have a problem
- Lesson 5: I can resolve conflicts, apologise, forgive, and 'make things right'
- Lesson 6: I have reflected upon what I have learnt

Year 1: Lesson 4: Tabassum's Social Problem-Solving Story

Tabassum and her friends are outside playing in the playground.

"Hi everyone" yells Tabassum.

"Hi Tabassum, are you feeling better today?" asks Jess.

"Yes, thank you! My tummy hurt yesterday but I'm okay today" says Tabassum, *"what are you guys playing?"*

Jess looks at Abby, Tabassum wasn't in yesterday when they made-up a fun new game. They are not sure Tabassum will want to play.

"Why don't you play with somebody else today? We are finishing our game from yesterday" says Abby.

Tabassum stands quietly. She is upset her friends don't want to play with her because she was excited to see her friends today. Tabassum walks away from Abby and Jess and goes to sit alone on the playground bench.

Gemma, the playground buddy, sees Tabassum sitting on the bench. Gemma walks over to Tabassum to see if she is okay.

"Are you alright Tabassum? I heard you were sick yesterday?" asks Gemma.

"I feel okay today but Abby and Jess don't want to play with me" says Tabassum.

"That's not very nice" says Gemma, *"why did they say that?"*

"They made up a new game yesterday that I missed" Tabassum tells Gemma.

"Why don't we ask them to tell you how to play?" suggests Gemma.

Tabassum and Gemma walk over to Jess and Abby who are playing their game.

"Can we play with you?" asks Gemma nicely.

"You don't know the game" replies Jess.

"Why don't you show us how to play? Tabassum feels a bit left out because she wants to play with you" explains Gemma.

"I'm sorry Tabassum, we didn't realise you would be upset" apologises Abby.

"Yeah, you're our best friend. We don't want to argue" agrees Jess.

"That's okay" says Tabassum, *"I missed you both yesterday and just want to play with you both today".*

"Let's all play together. We'll show you how to play!" suggests Jess.

Jess and Abby show Tabassum and Gemma how to play their new fun game. The group of friends all play together for the rest of lunch break.

Whitney has had an argument with her sister this morning just before she left for school. Whitney is upset that she has not made up with her sister yet.

Spike has worked really hard on drawing a picture for his Nan and someone has scribbled all over it and ruined it.

Roza is upset because no one will play with her at lunchtime, even though she has asked nicely.

Someone in Wajid's class has called him stupid because he got the answers wrong on a spelling test.

Tabassum's Auntie had to go to the hospital last night. Tabassum is sat at school, worried that her Auntie may be very ill.

Write your suggestion here:

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