

# Theme 1 Friends and friendships

Children aged 3–9 in PSHE are learning about and practising the skills of:

- being able to make new friends, share friends and cope with losing friends
- recognising the value of friends and of being a good friend
- recognising that friendships can change
- being able to accept everyone as an individual, unique and special
- recognising that their choices and behaviour affect others.

This theme is all about making and keeping friends. It is to help children to focus on their part in sustaining friendships. They need to know that they have a role to play in maintaining friendships and to recognise that friends have their own points of view which must be considered. They are asked to put themselves in their friends' shoes and consider their needs instead of always wanting their own way.

Children are asked to think about themselves, what they look like and how they act. They explore the nature of friendship, what makes someone a friend and how to be a good friend. They consider different kinds of friends, old, young, relations, distant friends and how to preserve old friendships while making new friends. They consider what happens when we quarrel and explore ways to make up again. They think of ways of making other people happy as a fundamental part of friendship. They look at what happens when friends move away and how to keep in touch with friends when this happens.

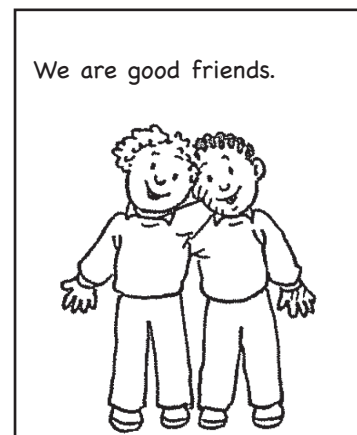
Each page of activities has an activity sheet on the CD-Rom. It is suggested that you look at the appropriate one before you do the page of activities in case you wish to use any of the material from the activity sheet during the lesson. You may wish to tailor material from the older age group for younger children and vice versa. You may wish to use material from, or use the activity sheet, with small groups of children, or individual children with special needs, under the supervision of your classroom helper.

When the children have finished all the work in this section, it is suggested that you use the appropriate self-evaluation sheet for your class. These have been designed to help children to look at what they have learned while working on this theme.

A successful outcome at the end of this theme will be that children in your class understand their role in making and keeping friends as well as sharing friends they already have.

The topics in this section are:

- 1 Who I am
- 2 What is a friend?
- 3 Being a good friend



- 4 New friends, old friends
- 5 Quarrels
- 6 Making up
- 7 Making others happy
- 8 When friends move – separation.

Explain to the children exactly what a haiku is. They don't have to abide by the 5-7-5 rule when they compose their own.

The following haiku can be used in this section:

<p><b>Who I am</b> I know who I am, What I do and what I like, I feel good inside.</p>	<p><b>Quarrels</b> Quarrels are horrid, Such a waste of time and space. Let's be friends instead.</p>
<p><b>What is a friend?</b> A person I know, Someone I want to be with. We play together.</p>	<p><b>Making up</b> It's sad to break up. It's better when you make up. Let's be friends again.</p>
<p><b>Being a good friend</b> I'll be good to you. I'll be kind and thoughtful and Won't want my own way.</p>	<p><b>Making others happy</b> What makes you happy? I'll find out how to do it. We'll always be friends.</p>
<p><b>New friends, old friends</b> I won't forget you When a new friend comes to stay, All friends are special.</p>	<p><b>When friends move</b> Moving on is hard, Don't leave me, don't go away. I won't forget you.</p>

## 1. Who I am (3–6 years)

There are many variations of this game; you can suit it to the children in your class. The main object is to be able to tell something positive about yourself and ask a friend. Here are two different questions you can use.

### Question and answer

'Who am I?' – tell the nearest child who you are and ask them who they are. Pass this on round the group or circle – e.g. tell the nearest child who you are and ask him who he is:

'I am Mrs Jones, who are you?' The child replies: 'I am John.'

John turns from you and says to the nearest child:

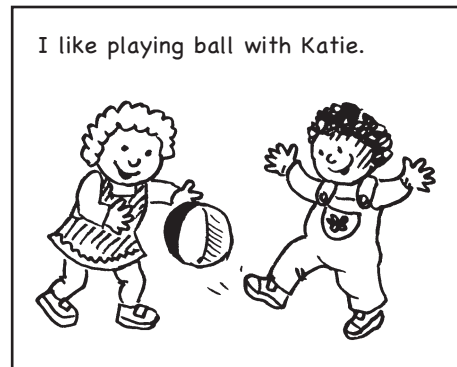
'I am John, who are you?'

What are you good at?

'I am Mrs Jones and I am good at playing tennis.'

What are you good at doing?'

'I am James and I am good at running. What are you good at doing?'



### Touch your ...

Follow up the previous activity by asking children to touch a part of themselves if they are also good at each named activity.

#### Who I am

I know who I am,  
What I do and what I like,  
I feel good inside.

### Haiku

Read this haiku and talk about it. Ask the children to suggest words that they could use in a haiku. List these on the board and help the children to make them into one or more haiku. Use them and children's drawings to generate a display.

### Further work

Ask the children to think about what a friend of theirs likes to do. Ask the children to draw themselves with a friend, doing something their friend likes to do. Add a caption and put some of this work alongside the haiku.

## 1. Who I am (6–9 years)

Ask the children to work in pairs to find out one thing about their partner. Allow only a couple of minutes for this and re-form the group or circle. (In this way children can explore what others in the class like or dislike, realising that personal preference is OK – we don't all have to like the same things.) Share what the children have discovered about their partner or friend, using the techniques below.

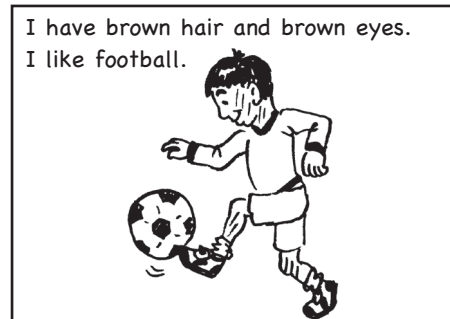
### Pass the sentence

The first child says what their partner said they liked.

'My friend Mary likes to skate.'

'What does your friend like to do?'

The next child replies and then turns to the next person with the same question.



### Stand and tell – describe yourself

Ask the children to close their eyes and think of three (more for older children) things about themselves. Ask each child to 'stand and tell' these three things. (Allow children to 'pass'.)

### Haiku

Use the haiku on the facing page and talk about it. Ask the children to suggest words that they could use in a Haiku about who they are, listing these on the board. Ask the children to choose words to compose and write down their own haiku. Share these in Circle Time.

### Further work

Ask each child to decorate their written haiku and display them.

Extend the display by asking them to write and draw pictures about what they like and dislike. Ask them to fold their paper in half and to draw something they like on one half and something they don't like on the other. Ask the children to think of a title – perhaps 'We don't all like the same things' or 'We are all different'.

## 2. What is a friend? (3–6 years)

Ask the children to close their eyes and think of their friends and how they know that these people are their friends. Allow half a minute for this.

### Pass the sentence/Jot down

Ask each child in turn to tell you one thing about a friend.

'A friend is

As the children tell you, listen for any key words that tell you what a friend is and what a friend does and jot these down on paper in two lists. Allow children to 'pass' and return to these children for a second chance when everyone else has had a say. (This gives timid children more time to think.) Allow repeats.

A friend ...

plays with me  
shares things  
is kind  
likes me  
sits by me  
helps me.



### Touch Your . . .

Read out each list of words you have made, talk about these with the children and ask if they can add any more. Write them up somewhere. Now ask the children to help you to read their suggestions on the second list and to think of when a friend of theirs did one of these things. Go through the list, asking them to touch their chin if they have a friend who ...

### Haiku

Read this haiku and talk about it. Ask the children to look again at the list of words you made and talk about those that they could use in a haiku. Help the children to make them into one or more haiku. Use them and children's drawings to generate a display.

#### What is a friend?

A person I know, Someone  
I want to be with.  
We play together.

### Further work

Ask the children to help you to read the two word lists once each day. Children could add to each list by drawing some of the actions for you to display around the list (as clues).

Ask the children to draw a picture of themselves doing something that shows they are a good friend.

## 2. What is a friend? (6–9 years)

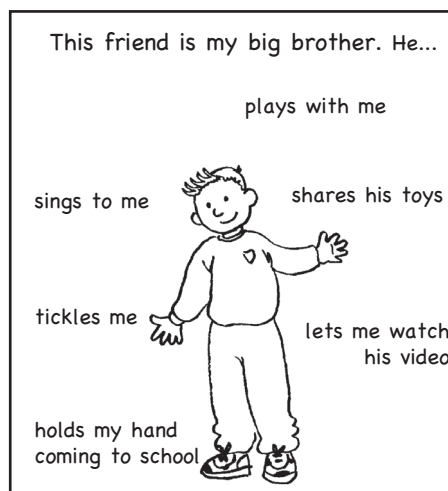
Before you start Circle Time ask the children to draw a picture of one of their friends and to write round their picture some of the things that their friend does that show they are a friend.

### Stand and show

Come together for Circle Time and ask each child to show their picture to the group and to say one of the things that their friend does. (Each child stands in turn and shows their picture to the group. Allow children to 'pass'.) Display some of these pictures under the title 'Friends and friendship'.

### Jot down

Jot down the words they use about what their friend does to show they are a friend.



### Pass the sentence

Go around the circle asking each child to finish this sentence in an appropriate way:

'My friend

As the children are talking make a list of what they say.

At the end of the session read your list to the class and ask if they can group things on your list together in any way or put it into some kind of order.

### Haiku

Use the haiku on the facing page and talk about it. Ask the children to suggest words that they could use in a haiku about friends, what they are and what they do; write these on the board. Ask the children to choose words to compose and write down their own haiku. Share these in Circle Time.

### Further work

Ask the children to write out their haiku and draw a picture of some friends. Display some of them. You could make a chart of the list of words and use some of the children's pictures to decorate it. Use the words as aids to spelling or reading practice. At the next Circle Time session remind the children of the work they did.

### 3. Being a good friend (3–6 years)

Ask the children to think about what being a good friend is all about.

#### Touch your ...

Ask the children to touch their noses if they think they are a good friend.

#### Pass the sentence

'I am a good friend when I ...

#### Jot down

Jot down some of the key words and make a short list for everyone to see or read.

Look at what they have said and ask them if they can sort these into groups – e.g. easy to do, hard to do.

#### Touch your ...

Ask the children to:

- touch their elbows together if they think it's easy to be a good friend
- touch their chin if they think it's hard to be a good friend.

Ask the children to help you to count how many think it's easy.

Explain that it is sometimes hard to do what a friend wants to do if you yourself want to do something else. It gets easier if you can take turns. Can you or any of the children give examples of this?

#### Haiku

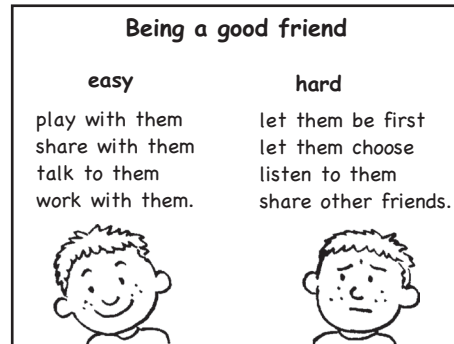
Read this haiku. Ask the children to look again at the list of words you made and talk about those that they could use in a haiku. Help the children to use some of these words to compose one or more haiku. Ask the children who can write to choose one to copy out and ask other children to draw pictures to illustrate them. Use these haiku and drawings to generate a display.

#### Being a good friend

I'll be good to you.  
I'll be kind and thoughtful and  
Won't want my own way.

#### Further work

Ask the children to draw themselves being a good friend and add your writing to say what they are doing. (Children could take their pictures home to show their families or you could make a display with them.)



### 3. Being a good friend (6–9 years)

Ask the children to think of a time when they did something to please a friend – perhaps something they didn't want to do, but they did it because they knew their friend wanted them to.

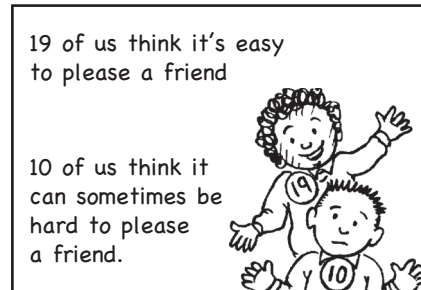
#### Pass the sentence

'I made my friend happy when I ...'

#### Stand up if ...

Ask the children to:

- stand up if it was hard to do that. (Count how many.)
- stand up if it was easy to do that. (Count how many.)



#### Pass the face

Ask the children to think of how their face looked when they were pleasing their friend and to pass this face around the group or circle, e.g. the first child makes an appropriate face, shows the next person, who turns to show their appropriate face to the next person to them.

#### Haiku

Use the haiku on the facing page and talk about it. Ask the children to suggest words that they could use in a haiku about being a good friend – the kinds of things they do and what they say. List these on the board. Ask the children to choose some of these or other words to compose and write down their own haiku. Share these in Circle Time. You could make them into a class book.

#### Further work

Ask the children to fold a piece of paper in half and to draw on one half a picture of their own face when they were pleasing their friend and on the other half to draw a picture of their friend's face. Are they both smiling?

Share the pictures in Circle Time and talk about how they and their friend are feeling. Jot down these 'feelings' words and ask the children to add relevant ones to their picture – e.g. happy, willing, cheerful, merry, good. You could display these as pairs, or cut and mount them separately.



## 4. New friends, old friends (3–6 years)

Ask the children to think about other friends – not necessarily children friends but new people who have just come into their lives. Ask them to close their eyes, to think of a new friend then to think of an old friend.

### Stand and tell/Pass the sentence

Ask the children to stand up if they want to tell you about a new friend. Ask them to tell you something about this new friend. (Allow children to 'pass'.)

'My new friend is ... and ...'

Ask the children to stand up if they want to tell you about an old friend. Ask them to tell you something about this old friend. (Allow children to 'pass'.)

'My old friend is ... and ...'

Now ask them to think about friends who are older than they are – perhaps friends of their family, grandparents or new neighbours.

A grown-up friend of mine is ... and ...

Auntie May is an old friend.  
She saw me when I was a baby.



### Haiku

Read this haiku to the children and talk about what it means. Ask them to tell you words to write down about old and new friends. Help them to compose a haiku using some of these words. Ask them to vote with their feet to choose the one they like best. Duplicate this haiku, give each child a copy and ask them to decorate it by drawing a picture or border around it. Choose a few to display.

#### **New friends, old friends**

I won't forget you  
When a new friend comes to stay.  
All friends are special.

### Further work

Ask the children to draw their old and new friends and help them to add labels or captions to their pictures. This could make a two-part display – 'New friends, old friends'.

## 4. New friends, old friends (6–9 years)

Ask the children to think about new friends – young or old people they have just met and who they know are going to be friends.

### Pass the sentence

Ask each child to tell one thing about one of these new friends.

'My new friend is ... and I know we are going to be friends because ...'

### Stand and tell

Now ask the children to think of some friend they have known for a long time – perhaps a friend of their parents. Ask the children if they can think of someone like this and would like to tell the group about this friend. Ask these children to stand and tell.

This is my new friend Zoe.

I know we are going to be good friends because we like to play the same games and she lives near me.



### Pass the sentence

Now ask them to think of friends they had for a short time – 'little while friends', perhaps they moved to a new house, or met them on holiday and may never see them again, but they will always remember them.

'I remember ... because ...'

### Haiku

Use the haiku on the facing page and talk about it. Ask the children to suggest words to make two lists about new friends and old friends. Write these lists on the board. Ask the children to choose some of these or other words to compose and write down their own haiku. Share these in Circle Time.

### Further work

Find books in the class or school library about friends such as *Orlando's Little-While Friends* by Audrey Wood (Child's Play, 1995) or *Wilfred Gordon McDonald Partridge* by M. Fox (Puffin Books, 1987).

Ask the children to draw and write about:

- one character in the story
- some friend they met once
- an imaginary friend they would like to have had.

## 5. Quarrels (3–6 years)

Talk about why people sometimes quarrel. Read this scenario:

Meera and Tariq were really good friends and played well together but one day at school they both wanted to use the same crayon at the same time and they grabbed for it. They couldn't agree who should have it first; Meera pushed Tariq who started to cry. The teacher was not pleased.

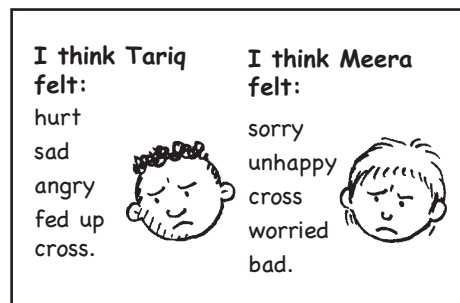
### Pass the sentence/Change places

Ask the children to think about how Meera and Tariq felt and ask each child to tell you how they think one of these children felt.

'I think Meera felt or ...'

'I think Tariq felt ...'

Ask the children who repeat a word that has already been said to change places with the first person who said the word. (There will be many words repeated.)



### Jot down

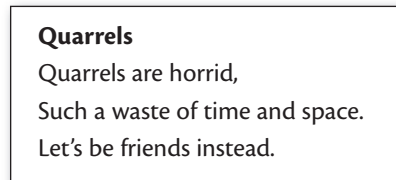
Jot down on paper any useful or appropriate words the children offer. When all the children have had a turn read out the words they told you. Write them large on a flip chart or chalk board under the headings 'Meera' and 'Tariq'. Read the words with the children – are any words in both lists?

### Pass the face

Read the words again; ask the children to show by their face how Meera felt. Pass the face around the circle.

### Haiku

Read this haiku to the children. Use the two lists of words and help the children to compose a haiku.



### Further work

Explore Meera's and Tariq's feelings and body language in drama sessions.

Ask the children to draw pictures about the story. Make a display of these together with haiku.

## 5. Quarrels (6–9 years)

Explore the story of Meera and Tariq on the facing page. Ask the children to close their eyes and think about a time when someone they knew quarrelled. Ask them to think about how they themselves felt when someone quarrelled.

### Pass the sentence/Change places

‘When I saw someone quarrel I felt ...’ (Make sure they don’t use people’s names.)

Ask the children who repeat a word to change places with the last person who said it.

### Pass the sentence/Jot down

Ask the children to think of their own quarrels and choose one of the following sentences to pass around the circle:

‘When someone quarrelled with me I felt ...’

‘When I quarrelled with someone I felt ...’

Jot down these ‘feelings’ words on the board.

Explore these words by talking about:

- what they mean
- where else you can use them
- those that mean the same
- those that mean the opposite.



Explain that we all have these feelings from time to time but we must try to keep these feelings about what the child did and not about the child who did it.

### Haiku

Talk with the children about the haiku on the facing page. Ask them to write their own haiku about quarrels; they can use words from the list of ‘feelings’ words to help them. Ask them to illustrate or decorate their haiku and make a display.

### Further work

Ask the children to draw a picture of two friends having a quarrel and to write what the quarrel was about. Ask them to write two endings – a good ending where it all ended happily and another where it didn’t end happily. Share the stories in Circle Time and make a list of all the ways that quarrels can end happily.

## 6. Making up (3–6 years)

Remind the children about the story of Meera and Tariq and the words they told about the feelings of people who quarrel and ask them to think about what Meera and Tariq could do to be friends again.

### Pass the sentence

Choose either of the following two sentences to pass around the circle

'Tariq could ...'

'Meera could ...'

There will be a lot of repetition here, but in essence someone has to say they are sorry.

Ask the children to think about different ways to say that they are sorry. Ask them to pass a 'sorry' sentence around the circle, using their own words and tones of voice.

Next ask the children to think of other ways that people can show they are sorry.

'You could ...'

You could show you are sorry by:

smiling at the person  
playing with them  
saying you won't do it again  
saying you didn't mean it  
asking how they feel  
asking them to play with you  
touching them gently  
being with them  
sharing your things  
thinking of them first.



### Haiku

Read this haiku to the children. Ask for suggestions of other words that they could use in a 'making up' haiku and write these for the children to see. Help younger children to compose some haiku, using some of their words. Ask more mature children to work in groups to see if they can make their own group haiku. Write these up and help the children to learn some of them.

#### Making up

It's sad to break up.  
It's better when you make up.  
Let's be friends again.

### Further work

Make a list of the ways children told you how we can show we are sorry and ask the children to choose one of the ways to illustrate and write about.

This could make a useful display which could be used when you need to help children to say they are sorry.

## 6. Making up (6–9 years)

Remind children about the story of Meera and Tariq. Tell the children just saying 'sorry' is not enough; they have to show that they mean it.

### Pass the sentence

Ask them to put themselves in Meera's place and to think what Meera could do to show she is sorry.

'If I were Meera, I would ...'

Ask the children to think about what Tariq could do to make it easy for Meera to say sorry.

### Share ideas

Ask the children to work in small groups of four or five and think of a time when someone said they were sorry – in a story or on TV perhaps? Give two or three minutes for discussion before re-forming the group or circle.

Ask one person from each small group to volunteer to tell the circle what they have been talking about.

### Haiku

Read the haiku on the facing page to the children. Ask them for their comments. Is it a good one to learn? Will it help them to stay friends? Ask pairs of children to work together to compose a haiku about staying friends or making up if they have fallen out of friends. Share these in Circle Time and choose a few for the children to illustrate and display.

### Further work

Engage the children in a discussion about blame and fault and how difficult it is to make up sometimes. Talk about the need to make it easy for someone to say 'sorry'.

Ask the children to draw and write about Meera and Tariq making friends again or about how they made up after they had quarrelled with a friend. Tell them to use speech bubbles to show the words that the children actually said when making up the quarrel.



## 7. Making others happy (3–6 years)

Tell the children that today they are going to be thinking about making other people happy. Ask them to think for a minute about how they make their families, friends, teachers, pets, or others happy.

### Pass the sentence

'I make ... happy when I ...'

I make my kitten happy when I stroke her gently.



### Change places

'Stand up all the people who can think of someone they made happy at home today.' Ask these children to change places with another.

Vary this by asking children to think of someone they made happy:

- at home
- in school
- in the class
- on the way to school
- in the playground.

### Pass the sentence

'I made ... happy when I ...'

### Haiku

Read this haiku to the children. Ask them to tell you words they could use in a haiku about making someone happy and write these words for the children to see. Help younger children to compose one or more class haiku; older children can work in groups to compose a group haiku.

#### **Making others happy**

What makes you happy?  
I'll find out how to do it.  
We'll always be friends.

### Further work

Help children to make a list of words that describe being happy and to draw people or pets they can make happy.

In PE or drama, work on the theme 'How can you tell that people are happy?' Show how these people look, feel, move.

## 7. Making others happy (6–9 years)

Ask the children to think about how they can make their friends happy.

### Pass the sentence

Ask the children to tell one thing they do to make someone happy.

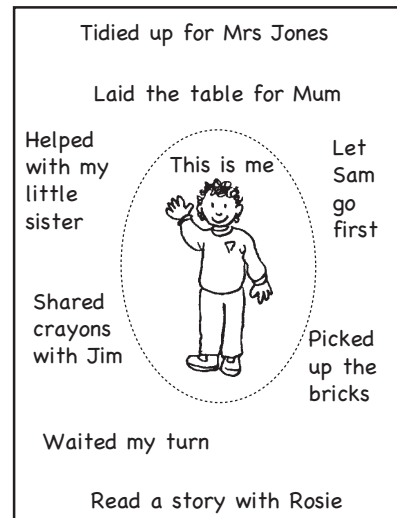
'I can ... to make ... happy.'

Write what the children say to use next in the 'change places' game.

### Change places

When all the children have had the opportunity to tell, use the words from your list and ask the children to stand up and change places depending on what they said. Ask them to change places if they said, for example:

'I played with a friend'      'I listened to a grown-up'  
'I talked with a friend'      'I comforted someone.'



### Hands-up session – other people

Ask the children to think of the different kinds of people that they can make happy – such as people younger than themselves, people older, people who live near, people who live far away, people they like a lot and people they don't much like. Get them to raise their hand if they have suggestions to offer.

Make columns on the board and put labels on for these categories of people. Ask the children to tell you the kinds of things they could do to make these various people happy.

### Haiku

Read the haiku on the facing page and talk about the words used. Ask the children to give you more words that would be good to use in a haiku about making people happy and write these up for all to see.

Ask them to work individually to compose a haiku about making people happy; share these in Circle Time. Select four or five of them and ask the children to vote with their feet to choose the one they think says it best. Write these neatly or on the computer to display.

### Further work

Ask the children to draw a picture of themselves inside a circle and to write around their picture names of people they made happy this week. Able children could write more about what they did to make these people happy.



## 8. When friends move – separation (3–6 years)

Sometimes good friends move away and new ones come. Ask the children to think of how they felt when someone they loved moved away. (If you can, relate this to a child or grown-up in the class or school who left.)

### Pass the sentence/Jot down/Change places

‘When ... left I felt ...’

Jot down the words they use – there will be many repetitions.

Ask the children who repeat words to change places with the last person who said the word.

### Pass the face

Go around the circle asking the children to show the person next to them how these feelings look. (If children find this difficult, say, for example, ‘How do you look when you are sad/miserable/angry/worried/missing them?’)

### Stand and tell

When all have had their turn, ask them to stand up if they can think of how the person moving away felt. Can they give you words for this?

You could collect and display these words.

### Haiku

Read this haiku to the children. Ask them to tell you words they could use in a haiku about someone leaving them and moving away. Write these words for the children to see. Help younger children to compose one or more class haiku; older children can work in groups to compose a group haiku.

#### When friends move

Moving on is hard,  
Don't leave me, don't go away.  
I won't forget you.

### Further work

Talk to the children about keeping in touch with old friends. Ask them how they can do this. Ask them to draw themselves keeping in touch with someone who moved away and about how they felt when they met them again.

Read *A New Home for Tiger* by Joan Stimson (Scholastic, 1997). It is in most school libraries.

## 8. When friends move – separation (6–9 years)

(Sensitivity warning – You will know your children and when to do this activity. Be sensitive to the feelings of anyone who has suffered a bereavement. There is more on this in Theme 8: Loss, grief and separation.)

### Pass the face

In some families, a parent, older sibling, grandparent or pet may have moved away and left the family home. Ask the children to show by their face how they feel when someone moves away.

Ask the children to tell you different ways to remember people who move away.

### Pass the sentence

‘The person left behind will feel ...’

‘When someone goes away you can remember them by.’

Ask the children to write a story about a child who moves to a new school and about how the children left behind feel about missing them. Ask them to include in their stories how the children left behind feel and ways in which they can keep in touch.



### Haiku

Read the haiku on the facing page and talk about the words used. Ask the children to give you ‘feelings’ words that would be good to use in a haiku, about how people feel when they move away, or are left behind. List these feelings words. Ask the children to work together in pairs to compose two haiku – one on each theme. Share these in Circle Time, selecting some pairs to display.

The person left behind will feel...

- unhappy
- sad
- lonely
- fed up
- miserable

### Further work

This could include making a list of things you could do to help you to keep in touch with someone who has gone away or ways to remember a friend who has moved away.

Ask them to read *Don't Forget to Write* by Martina Selway (Red Fox, 1993). It is in most school libraries.



# Let's celebrate friendship!

In Circle Time talk with the children about all the work they have done about friends and friendship. Praise them for their work and for their learning.

## Pass the sentence

Ask the children to tell you what they have learned about being a good friend.

'I am a good friend when I ...'

## Extension activities

Ask the children to draw a picture of themselves playing with one or more friends showing what they are doing to be a good friend. Help younger children to write a sentence about their picture and ask older children to write about it. Make a display of the children's pictures and writing.

Help them to write a class song or poem about being a friend and valuing friends and add these to the display. You might like to teach them the song 'Friends and Neighbours' (Malcolm Lockyer and Marvin Scott) recorded by Billy Cotton and his Band. The words can be found on the website <http://lyricsplayground.com/alpha/songs/f/friendsandneighbours.shtml>.

Collect all the storybooks you have about friends and friendship and add these to the display.

Use a drama session to ask the children to show how good friends look and behave. Ask older children to work in small groups to dramatise how someone is being a good friend and ask each group to present their drama to the whole circle.

Use this theme for an assembly; ask parents, visitors or another class to come and look at the children's work; present some of the dramas.

### Friends

Play together  
Work together  
Help each other out.



Friends are always there for you  
Share for you  
Care for you.

Never hurt or bother you  
Never say bad things of you  
Always looking out for you  
Friends are all we need.