ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Wellbeing UNIT: How can we be a good friend? TERM: Autumn 1
YEAR GROUP: 3

THE BIG QUESTION	
How can we be a good friend?	
END OF UNIT OUTCOME	To create a poster about how to be a good friend.
OBJECTIVES	• how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support
CONCEPT: Achievement	
LESSON 1 QUESTION	**What are the characteristics of a good friend?**
KEY KNOWLEDGE	• how to build good friendships, including identifying qualities that contribute to positive friendships - Qualities of a good friend can include: kindness, caring, loyal, honest, trustworthy, helpful, fun, respectful, dependable, accepting, good at listening, supportive
RICH TASK	Establish ground rules as a class: openness, confidentiality, non-judgmental, right to pass, make no assumptions, listen to others, use appropriate language, ask questions. Introduce The Big Question – what do they already know? Write the word 'friends' on whiteboard. Class brainstorm about different types of friends e.g. players in a team, close friends, family friends. Friendship is important because…. in pairs complete sentence and share ideas. In groups read the friendship case studies and share ideas about what makes a good friendship from these. Compile class list of 'good friend' characteristics. Qualities of friendship – always, sometimes, never task – do we all agree? Can we add any more ideas to our class list?

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	Diamond nine activity - Rank your 'good friend' characteristics from most important to least important.		
SUPPORT AND CHALLENGE	S – word list given C - Why did you rank them like this? Why might someone else think differently?		
KEY VOCABULARY	Friendship Quality kindness, caring, loyal, honest, trustworthy, helpful, fun, respectful, dependable, accepting, good at listening, supportive	**RESOURCES**	Medway resources – case studies, always, sometimes, never Diamond nine
LESSON 2 QUESTION	**What should you do when you fall out with your friends?**		
KEY KNOWLEDGE	Friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences. - Take a break – give yourself and your friend space to cool down and gain perspective. - Reflect – consider your actions and both sides - Talk to a trusted grown up – ask for help - Communicate – talk about how you feel and listen - Say sorry / ask for forgiveness - Rebuild the friendship – do something you enjoy doing together		
RICH TASK	Retrieval practice activity – how many qualities of a good friend can you think of? Recap what makes a good friendship - use 4 people and pass string to each other with every new attribute of a good friendship - it grows stronger each time. Even good friends fall out sometimes. How does it feel when we fall out with a friend? Fall out concept cartoon - Ask the children to imagine the children in the picture have had an argument or quarrel. What can people do when they have had a quarrel? Think of ideas - be sure to include talking to a trusted adult and also some not so good ideas. Friendship advice – read friendship cases studies from previous lesson then friendship forum posts. Children to think of ideas of how to help the children in the scenarios.		
SUPPORT AND CHALLENGE	S – use 'Friendship problem solver worksheet' whole sheet or just sections depending on support required C – children to respond to more than one forum post. Can they think of some general top tips and advice to children who have fallen out?		

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KEY VOCABULARY	Friendship Quarrel Argument Reflect Communicate Forgiveness Apologise	**RESOURCES**	String/wool Concept cartoon Medway resources – case studies, forum posts, friendship problem solver
LESSON 3 QUESTION	**How can we help someone who is feeling lonely?**		
KEY KNOWLEDGE	• how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them - Loneliness can affect our wellbeing - make you feel jealous of other people, upset, feel like nobody likes you, disconnected, angry with yourself or others. - We can ask for help if we feel lonely - We can help others if they are feeling lonely – ask them to join in, have a chat with them, include them in your game, find out about them		
RICH TASK	Retrieval practice activity – give me 5 ways you could help to resolve a friendship fall out Listen to 'The Invisible Boy'. Listen to the story 'The perfect fit' – how did the triangle feel at the beginning, middle and end? How do the two stories compare? How does being lonely affect mental wellbeing? Stick in their own triangle and finish sentence starter: If I see someone who might be lonely, I could...		
SUPPORT AND CHALLENGE	Group discussion and partner talk		
KEY VOCABULARY	Loneliness Wellbeing Angry Disconnected Upset Unwanted	**RESOURCES**	'The Invisible Boy' ppt 'The Perfect fit' The Perfect Fit - Naomi and James Jones Triangle to stick in book
LESSON 4 QUESTION	**What should you do if a friendship is making you unhappy?**		
KEY KNOWLEDGE	- how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support		

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RICH TASK	Retrieval practice activity – connect 3 – what connects these images (ball, a person on their own, group of people) A bad friend might…. What might a good friend do? Share positive and negative friend situations. What would you do in these situations? Children to annotate with things that would happen in a positive friendship and things that might happen in a negative friendship. What should you do if you think you are in a negative friendship? If a friendship feeds me with positive things, I will grow healthy, happy and confident. If a friendship feeds me with negative things, I will not thrive.		
SUPPORT AND CHALLENGE	Group discussion and partner talk		
KEY VOCABULARY	Positive Negative	**RESOURCES**	Situations Positive/negative sheet
LESSON 5 QUESTION	**How can we be a good friend?**		
KEY KNOWLEDGE	Revision of key knowledge		
END OF UNIT OUTCOME	Brain dump – write down everything you know about friendship Children to create a how to be a good friend poster.		
SUPPORT AND CHALLENGE	S – word bank C – encourage them to cover the four areas: 1. Why friendship is important. 2. How to fix a friendship if we fall out. 3. What it means to be lonely and how we can help people who are feeling lonely. 4. What makes a good/bad friend.		
KEY VOCABULARY	Friendship Loneliness Communicate Reflect Forgive Apologise Qualities: kindness, caring, loyal, honest, trustworthy, helpful, fun, respectful, dependable, accepting, good at listening, supportive	**RESOURCES**	Word bank