ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Wellbeing UNIT: Friendship TERM: Autumn 1 YEAR GROUP: 2

What makes a good friend?			
END OF UNIT OUTCOME	Create a Friendship Top Tips poster. Give scaffold to ensure they include information about all the key knowledge areas.		
OBJECTIVES	• how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships how to ask for help if a friendship is making them unhappy		
CONCEPT: Leadership			
LESSON 1 QUESTION	**How do people behave when they are a good friend?**		
KEY KNOWLEDGE	Know that it is important to respect everybody, even if they look different to us, have different interests or different beliefs. Know what makes a good friendship and why friendships are important		
RICH TASK	Introduce The Big Question – what do they already know? Watch clip of children talking about what makes a good friend: Little Voices: What Makes a Good Friend? Do you agree with them? Circle time activity – finishing the sentences: A good friend always…. Friends make sure they… I want my friends to… If we could make a potion to create a good friend, what would we put in it? Create a collaborative potion by writing what would be in our potion on pieces of paper and adding them to a large bottle outline. Children then create their own friendship potions		
SUPPORT AND CHALLENGE	Support: write what would be in their potion on pieces of paper and stick inside bottle. Challenge: Give amounts of each 'ingredient' What would be the most important thing? How can your recipe reflect this?		
KEY VOCABULARY	Friendship Qualities	**RESOURCES**	Video as above Large potion bottle shape Individual potion bottles Small pieces of paper
LESSON 2 QUESTION	**What can I do if I fall out with a friend?**		

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KEY KNOWLEDGE	Know some simple strategies to resolve arguments between friends positively, for example - speak to a trusted adult, listen to other people's point of view (put yourself in someone else's shoes), compromise. Know how to listen to other people and play and work cooperatively, by using kind words, look people in the eye, ask them questions, compromise		
RICH TASK	Retrieval practice activity – fact tennis. In pairs, exchange qualities of a good friend. Read I'm Sticking with You. As we read, talk about how squirrel and bear are feeling. How do we know squirrel is feeling angry? What might he be angry about (bear breaking things etc). Would you be angry if your friend did this? At the end, ask what you think squirrel and bear could have done differently. Share friendship argument scenario that could happen to them. What could we do? Who could we ask for help? Children look at a friendship argument scenario in pairs and draw what they would do to solve the problem.		
SUPPORT AND CHALLENGE	Support: give some possible ways to solve a friendship problem eg speak to a teacher, tell your parents, ignore, ask the person to stop, suggest a different game. Children choose the best one to use to tackle the problem they have been given Challenge: Give 2 possible ways to solve the friendship problem.		
KEY VOCABULARY	Friendship Argument Emotions	**RESOURCES**	Book - I'm Sticking With You by Smriti Prasadam-Halls and Steve Small
LESSON 3 QUESTION	**What does it feel like to be lonely and how can I help myself if I feel lonely?**		
KEY KNOWLEDGE	Know that being lonely is different to choosing to be alone Know that feeling lonely will make people feel very sad and like hey have no one to turn to Know that they can speak to trusted adults to help them if they feel lonely.		
RICH TASK	Retrieval practice activity – look at a friendship argument scenario and tell your partner how you would deal with it. Discuss: What does lonely mean? Have you ever felt lonely? Have you ever seen someone else looking lonely? What can you do about it? Read *Can I join your club?* and ask them how Duck is feeling at key points in the story. What advice could we give duck if he is feeling lonely? Answer a problem page letter from Duck giving advice for what to do about feeling lonely.		
SUPPORT AND CHALLENGE	Support: Shared write to Duck. Write one piece of advice independently. Challenge: Explain why you think your advice will help using *because*		
KEY VOCABULARY	Lonely Alone	**RESOURCES**	Book - Can I join your club? by John Kelly and Steph Laberis

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	Support		
LESSON 4 QUESTION	**How can I make friends with new people?**		
KEY KNOWLEDGE	Know that making friends takes some effort. Know that there are lots of ways to make friends eg introducing yourself to someone, asking someone to join your game, joining in with someone		
RICH TASK	Retrieval practice activity – what did we learn about feeling lonely? What advice did we have for Duck? Read Meesha Makes Friends. Why did she find it hard to make friends? What changed? How can we make friends with a new person? Watch Children explain how you make Friends for children's ideas about making friends. Drama – role play meeting a new person and becoming friends. Think about possible obstacles (eg the person is very shy or you don't initially seem to like the same things).		
SUPPORT AND CHALLENGE	Support: Give children a scenario to act out and rehearse ideas with them for how they will make friends Challenge: Create your own scenario of making friends. Include an 'obstacle' and a way of overcoming it.		
KEY VOCABULARY	friendship	**RESOURCES**	Video clip above Meesha makes friends by Tom Percival Making friends scenarios
LESSON 5 QUESTION			
KEY KNOWLEDGE			
RICH TASK	Retrieval practice activity Revise KO		
SUPPORT AND CHALLENGE			
KEY VOCABULARY		**RESOURCES**	
LESSON 6 QUESTION	**What makes a good friend?**		
KEY KNOWLEDGE	As above		
END OF UNIT OUTCOME	Revision of key knowledge – look at the 4 lesson questions. What can we recall about each one? Use a 'List it' grid. Outcome linked to The Big Question – create a friendship 'top tips' guide. Use the 4 questions to scaffold areas for the guide.		

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SUPPORT AND CHALLENGE	Support: Provide scaffold and supporting grid of key information from each lesson. Challenge: Include who you can speak to if you need help with a friendship		
KEY VOCABULARY		**RESOURCES**	Top tips scaffold Supporting grid of key information