

# RELATIONSHIPS EDUCATION

## MODULE B Caring Friendships

O10 - How friends make us feel happy and  
secure

Year 2  
Autumn Term: Lessons 3-4



# Lesson Overview

## Lessons 3-4: How friends make us feel happy and secure

**Engage  
&  
Activate**

Whole Class Activity

A good friend



25 minutes

**Explore  
&  
Explain**

Whole Class & Independent Activities

Healthy and secure friendships



35 minutes

**Elaborate  
&  
Reflect**

Whole Class & Paired Activities

Healthy vs. unhealthy friendships



40 minutes

**Evaluate  
&  
Review**

Whole Class & Paired Activities

Islamic perspective



20 minutes

# Lesson Plan

## Lessons 3-4: How friends make us feel happy and secure

### Aim

To explore how friends make us feel happy and secure

### Lesson Objectives

In this lesson pupils will:

**Describe** what makes a good friend

**Explore** the differences between healthy and unhealthy friendships

**Consider** how to develop security and happiness in our friendships

### Learning Outcomes

By the end of this lesson pupils will have:

**Defined** the qualities of a good friend

**Recognised** the importance of keeping good friends

**Defined** what makes a healthy, secure and happy friendship

### Key Vocabulary

healthy

unhealthy

security

friend

### Resources



Video



Pens / Pencils



Resource sheets



A3 Paper



Paper clips



Felt tips /  
Markers

# Lesson Plan

Engage  
&  
Activate

Lessons 3-4: How friends make us feel happy and secure

Whole Class Activity

A good friend

**Read** the book, 'I want a friend' by Tony Ross, using either a hard copy or share the reading of the book using the video provided.

**Ask** pupils the following questions and **discuss** the answers:

- What happened to the Little Princess when she first started at the school? (Nobody wanted to be her friend)
- Were there other children like the Little Princess who also didn't have friends? (Yes, many)
- What did the Little Princess and all the children with no friends do? (They played together; sat together in the classroom; helped each other with their hats and coats at home time; and the Little Princess invited them to her home)
- What do we learn from this story about the qualities of being a good friend? (Play with others (especially those who may not have friends); be welcoming; help each other; be nice; and pleasant)



<https://www.youtube.com/watch?v=wqxs8H7bo5o>

# Lesson Plan

Engage  
&  
Activate

Lessons 3-4: How friends make us feel happy and secure

Whole Class Activity

A good friend

**Introduce** learning objectives and learning outcomes.

**Use** children friendly alternatives:

In this lesson I will:

- **Talk** about the qualities of a good friend
- **Know** the difference between healthy and unhealthy friendships
- **Explain** what makes a healthy, secure and happy friendship

**Discuss** key vocabulary and **share** definitions.

**healthy** something that is good for you

**unhealthy** something that is bad for you

**security** being safe

**friend** a person that you like, trust and enjoy spending time with

# Lesson Plan

Explore  
&  
Explain

Lessons 3-4: How friends make us feel happy and secure

Whole Class &  
Independent Activities

Healthy and  
secure friendships

**Ask** pupils: What is a 'healthy friendship'?

**Record** pupils' responses on the whiteboard.

Responses could include:

- You can be yourself around your friend
- You listen to each other's thoughts and feelings
- You can trust each other with secrets
- You treat each other with respect
- You help each other

**Explain** that a healthy friendship is a relationship where you:

- feel secure
- are happy to see and spend time with your friend
- trust each other
- respect each other

Further **explain** that an unhealthy friendship is a relationship where you feel unhappy or worried when you see your friend and it includes things like:

- Name calling
- Fighting often
- Gossiping about each other
- One person putting more effort into the friendship than the other
- Pretending to be someone you're not in front of your friend
- Not trusting each other

# Lesson Plan

Explore  
&  
Explain

Lessons 3-4: How friends make us feel happy and secure

Whole Class &  
Independent Activities

Healthy and  
secure friendships

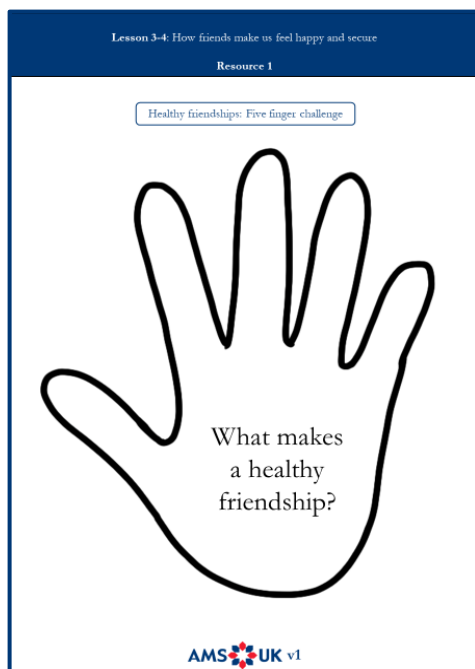
**Preparation: Photocopy Resource 1 on A3 paper.**

**Give** each pupil a copy of **Resource 1: Healthy friendships: Five finger challenge.**

**Instruct** pupils to **write** down **one** aspect of a healthy friendship on each of the fingers.

**Encourage** pupils to **use** the ideas discussed earlier to support them during the activity.

Pupils may **colour** in their **five** finger challenge, if there is time.



Once the **five** finger challenges are completed, **ask** pupils to **swap** with their partner.

**Ask** pupils to **discuss** in their pairs whether they agree with the **five** aspects their partner has chosen for a healthy friendship.

The completed 'hands' can be used to **make** a 'Healthy Friendships' classroom display.

# Lesson Plan

Elaborate  
&  
Reflect

## Lessons 3-4: How friends make us feel happy and secure

Whole Class &  
Paired Activities

Healthy vs. unhealthy  
friendships

**Preparation:** **Print** the sorting cards (**Resource 2**), **one** copy per pair of pupils.

**Cut** them out, (including headings) and **fasten** each pack together using a paper clip.

**Give** each pair a set of healthy vs. unhealthy friendships sorting cards.

**Ask** them to **lay out** the **two** headings, 'Healthy Friendships' and 'Unhealthy Friendships' on their tables.

**Instruct** them to take it in turns to **read** each card and then to **decide** together whether the scenario in the card is an example of a healthy or an unhealthy friendship.

**Ask** pupils to **place** the cards under the appropriate heading to make two lists.


**Take** feedback and **discuss** any cards pupils may have struggled with placing in the correct place.

Lesson 3-4: How friends make us feel happy and secure

Resource 2

Healthy vs. unhealthy friendships sorting cards

Healthy friendships	Unhealthy friendships	
Tom shares Hasan's secrets with other people in his class when he isn't listening.	Aisha always shares her toys with Hameed, but Hameed never shares his toys with her.	Abdullah listens when Yaqoob is sad about not doing well in his spelling test and says nice things to him to help cheer him up.
Muhammad feels like he has to lie about what he does after school so that he sounds cool in front of his friend.	Mariam fell over in the playground, her friend Jessica helped her get up and took her to a teacher for help.	Hasan and Tom trust each other and keep each other's secrets.
Aisha and Hameed share their toys with each other and include each other in their games.	When Yaqoob doesn't do well in his spelling test, Abdullah laughs at him and calls him bad names.	When Mariam falls over in the playground, her friend Jessica laughs at her and calls other children to come and see Mariam on the floor.

AMS  UK v1



# Lesson Plan

Evaluate  
&  
Review

Lessons 3-4: How friends make us feel happy and secure

Whole Class & Paired Activities

Islamic perspective

**Read** the following hadith to the class:

The Messenger of Allah ﷺ said:

‘The example of a good friend in comparison to a bad one, is like that of the musk seller and a blacksmith. The seller of musk will give you some perfume, you will buy some, or you will notice a good smell. As for the blacksmith, he will burn your clothes, or you will notice a bad smell.’

Bukhari

**Explain** that a blacksmith is someone who creates objects using iron or steel and that musk is a beautiful smelling perfume. This hadith is a simile, a good friend is compared to a musk seller and a bad friend is compared to a blacksmith.

**Ask** pupils: What do we learn from this hadith?

**Explain** that the type of friends we choose, whether healthy or unhealthy ones, will affect us. Good friends affect us in a good way, just as if you visit a musk seller; even if you don't buy anything, you will come out smelling lovely. Bad friends affect us in a bad way; just as if you visit a blacksmith, you will probably end up burning your clothes or smelling bad!

**Review** learning by referring to learning objectives and learning outcomes.

**Pose** questions to check understanding and clarify misconceptions using **think, pair, share**:

- What are some of the qualities of a good friend?
- Give me **three** examples of what a healthy relationship may look like.
- Give me **three** examples of what an unhealthy relationship may look like.

Resource 1

Healthy friendships: Five finger challenge



Resource 2

Healthy vs. unhealthy friendships sorting cards

**Healthy friendships**

**Unhealthy friendships**

<p>Tom shares Hasan's secrets with other people in his class when he isn't listening.</p>	<p>Aisha always shares her toys with Hameed, but Hameed never shares his toys with her.</p>	<p>Abdullah listens when Yaqoob is sad about not doing well in his spelling test and says nice things to him to help cheer him up.</p>
<p>Muhammad feels like he has to lie about what he does after school so that he sounds cool in front of his friend.</p>	<p>Mariam fell over in the playground, her friend Jessica helped her get up and took her to a teacher for help.</p>	<p>Hasan and Tom trust each other and keep each other's secrets.</p>
<p>Aisha and Hameed share their toys with each other and include each other in their games.</p>	<p>When Yaqoob doesn't do well in his spelling test, Abdullah laughs at him and calls him bad names.</p>	<p>When Mariam falls over in the playground, her friend Jessica laughs at her and calls other children to come and see Mariam on the floor.</p>