

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

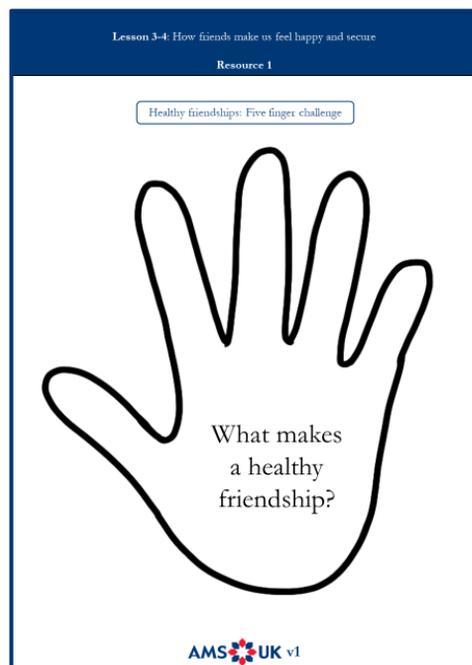
Preparation: Photocopy Resource 1 on A3 paper.

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

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