

RELATIONSHIPS EDUCATION

MODULE B Caring Friendships

O12 - Healthy, positive friendships and how they make us and others feel

Year 3
Autumn Term: Lessons 3-4



Lesson Overview

Lessons 3-4: Healthy, positive friendships and how they make us and others feel

**Engage
&
Activate**

Whole Class Activity

Exclusion



25 minutes

**Explore
&
Explain**

Whole Class & Paired Activities

Feeling excluded



35 minutes

**Elaborate
&
Reflect**

Whole Class, Paired &
Independent Activities

Good character and manners (akhlaq)



40 minutes

**Evaluate
&
Review**

Whole Class & Paired Activities

Protection from bad character



20 minutes

Lesson Plan

Lessons 3-4: Healthy, positive friendships and how they make us and others feel

Aim

To develop healthy, positive friendships and understand how they make us and others feel

Lesson Objectives

In this lesson pupils will:

Explore how to develop their character and akhlaq

Consider what it feels like to be excluded

Recognise the importance of welcoming others and not excluding them

Learning Outcomes

By the end of this lesson pupils will have:

Described what it feels like to be excluded

Identified how to welcome and include others

Assessed ways to develop their character and akhlaq

Key Vocabulary

exclusion

inclusion

character

manners/akhlaq

Resources



Resource sheets



Pens / Pencils

Lesson Plan

Engage
&
Activate

Lessons 3-4: Healthy, positive friendships and how they make us and others feel

Whole Class Activity

Exclusion

Preparation: A large, empty space is required for this activity, such as a sports hall or an empty classroom.

Explain to pupils that they are going to **take part** in an activity to **find out** more about themselves and their behaviour towards others.

Instruct pupils to **walk** around the room.

Inform them that you are going to call out a number and they have to get into 'clumps' of that number. For e.g. if you call out the number **three** the pupils must get into 'clumps' of **three**.

Repeat this several times, but using a different number each time.

Once completed, **ask** pupils to **sit** in a circle and **reflect** on whether they clumped with those nearest to them or looked for their friends by **asking** the following questions:

- How did those who didn't find a place in a clump feel? (left-out, excluded)
- When someone was excluded was it intentional or did it just happen?
- Did you include someone and as a result end up excluding someone else?
- Can you recall a time when you have experienced being excluded? How did it feel?
- Or when have you been the excluder?

Introduce learning objectives and learning outcomes.

Discuss key vocabulary and **share** definitions.

exclusion	making others feel left out
inclusion	making others feel included
character	the qualities of a person, what they are like
manners/akhlaaq	the way you behave towards others

Lesson Plan

Explore
&
Explain

Lessons 3-4: Healthy, positive friendships and how they make us and others feel

Whole Class & Paired Activities

Feeling excluded

Preparation: **Label** the **four** corners of the classroom or hall with 'happy', 'sad', 'angry', 'afraid' and the middle with 'other' (**Resource 1a**).

Cut out the exclusion cards (**Resource 1b**).

Explain to pupils that we will now be **exploring** what it feels like to be excluded.

Ask pairs of pupils to **come** to the front of the classroom and **select** an exclusion card.

Read it and **decide** which emotion, (happy, sad, angry, afraid) they feel after reading it and then to **stand** in the corner where that feeling is labelled.

(Note: pupils can choose to stand in a different corner to their partner if they decide they feel a different emotion.)

If they **decide** that none of the **four** feelings is a good description of how they feel, then they can **stand** in the middle (other) and complete the sentence stem, 'We / I feel...'

Ask and **discuss** with pupils:

- Did any of you choose different feelings for the same exclusion card?
- What do we learn from this activity?
- What can you do differently in the future to ensure other people feel included and not excluded?

Lesson Plan

Explore
&
Explain

Lessons 3-4: Healthy, positive friendships and how they make us and others feel

Whole Class & Paired Activities

Feeling excluded

Lessons 3-4: Healthy, positive friendships and how they make us and others feel

Resource 1a

Exclusion room labels

Happy

Sad

Angry

Afraid

Other

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Lesson 3-4: Healthy, positive friendships and how they make us and others feel

Resource 1b

Exclusion cards

How do you feel when you hear your friends say hurtful things about you to other people?

How do you feel when you leave someone out just because everyone else does?

How do you feel when you tell hurtful stories to your friends about someone you don't like to put them down?

How do you feel when your friend walks away from you when they see and hear you being called hurtful names?

How do you feel when you are the last to be picked for a team in PE.?

How do you feel when your best friend laughs at someone being made fun of?

How do you feel when you are asked to choose a partner for the school trip and all your friends have already chosen other people?

How do you feel when you want to play a game with your friends in the playground, but they say there's no space for you?

How do you feel when you are called a name you did not choose by a popular member of the class?

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Summarise:

- Being excluded generates a lot of negative emotion
- By putting ourselves in the shoes of someone being excluded we can appreciate the range of emotions someone can feel
- We should include others as much as possible

Lesson Plan

Elaborate
&
Reflect

Lessons 3-4: Healthy, positive friendships and how they make us and others feel

Whole Class, Paired & Independent Activities

Good character and manners (akhlaq)

Ask pupils: What does Islam say about excluding others?

Read the Hadith:

The Messenger of Allah ﷺ said:

‘Two people should not talk privately ignoring the third, for that will hurt him.’

Muslim / Abu Dawud

Explain that even the Prophet ﷺ didn't allow excluding others from conversations, as this is something that hurts people's feelings and makes them feel left out.

As Muslims it is important that we treat each other with good manners (akhlaq), which includes making people feel included in our games and conversations.

Ask pupils to **discuss** in pairs: How can we improve our character and manners?

Record ideas on the whiteboard.

Give all pupils a copy of **Resource 2**: How to improve my character and manners (akhlaq).

Ask pupils to **read** the worksheet and under each point **write** down a target to try and improve their character and manners, for e.g. under point 2 pupils could write: I will try my best not to use hurtful words.

Take feedback and **discuss** targets.

Lesson 3-4 Healthy, positive friendships and how they make us and others feel

Resource 2

How to improve my character and manners (akhlaq)

1. **Make du'a!** Ask Allah to give you a good character and good manners, as only He can grant you this.
Target: _____

2. **Be patient and keep trying** – try your best to: stop lying; stop saying bad words; and leave bad environments.
Target: _____

3. **Spend your time with people who have good character and manners** – who your friends are, impacts on who you are!
Target: _____

4. **Accept advice** – if an adult or friend says, “don't say that” or “don't do that”, listen to them.
Target: _____

5. **Look at the example of the Messenger of Allah ﷺ**, as he had the best of character and manners.
Target: _____

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Lesson Plan

Evaluate
&
Review

Lessons 3-4: Healthy, positive friendships and how they make us and others feel

Whole Class & Paired Activities

Protection from bad character

Say, to help protect ourselves from bad character, we can read this du'a of the Messenger of Allah ﷺ.

'O Allah, I seek refuge in You from, evil character, evil actions and evil desires.'

Tirmidhi

اللَّهُمَّ إِنِّي أَعُوذُ بِكَ مِنْ مُنْكَرَاتِ الْأَخْلَاقِ وَالْأَعْمَالِ وَالْأَهْوَاءِ

Transliteration: Allahumma innee a'oodhu bika min munkaraati'l-akhlaq, wa'l-a'maal, wa'l-ahwaa.

Ask pupils to **practise** memorising du'a by **reading** to their partner if they have not done so already.

Encourage pupils to **learn** this du'a for homework.

Review learning by referring to learning objectives and learning outcomes.

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

- Describe how it feels to be excluded.
- Name **one** thing you can do to make sure others are not excluded.
- Give **two** examples of how you can develop your character.
- What did the Messenger of Allah ﷺ say about excluding others?

Resource 1a

Exclusion room labels

Happy

Sad

Angry

Afraid

Other

Resource 1b

Exclusion cards

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Resource 2

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Target: _____

- 2. **Be patient and keep trying** – try your best to: stop lying; stop saying bad words; and leave bad environments.

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- 3. **Spend your time with people who have good character and manners** – who your friends are, impacts on who you are!

Target: _____

- 4. **Accept advice** – if an adult or friend says, “don’t say that” or “don’t do that”, listen to them.

Target: _____

- 5. **Look at the example of the Messenger of Allah ﷺ**, as he had the best of character and manners.

Target: _____

