

RELATIONSHIPS EDUCATION

MODULE B Caring Friendships

O14 - What to do when friendships make
us feel unhappy

Year 5
Autumn Term: Lesson 2



Lesson Overview

Lesson 2: What to do when friendships make us feel unhappy

Engage
&
Activate

Whole Class Activity

A good friend



15 minutes

Explore
&
Explain

Group & Whole Class Activities

Bad friendship signs



20 minutes

Elaborate
&
Reflect

Paired Activity

Taking action



15 minutes

Evaluate
&
Review

Whole Class & Paired Activities

Judgement



10 minutes

Lesson Plan

Lesson 2: What to do when friendships make us feel unhappy

Aim

To recognise what to do when friendships make us feel unhappy

Lesson Objectives

In this lesson pupils will:

Recognise that some people may have insincere intentions when trying to be their friends

Explore how to manage situations where friendships make them feel unhappy or uncomfortable

Consider what it means to exercise judgement

Learning Outcomes

By the end of this lesson pupils will have:

Analysed the warning signs of bad friendships

Identified how to manage situations where friendships make them feel unhappy or uncomfortable

Know where to access help for themselves or others who may be in unhappy or unsafe friendships

Key Vocabulary

evaluate

judgement

intention

insincere

Resources



Resource sheets



Soft ball



Pens / Pencils



A4



A3

Lesson Plan

Engage
&
Activate

Lesson 2: What to do when friendships make us feel unhappy

Whole Class Activity

A good friend

Preparation: A large empty space is preferable for this activity. A soft ball is also required.

Ask pupils to **stand up** behind their table or to make a circle (if there is space).

Explain that we will **review** previous learning on what constitutes a good friend.

Throw the ball to a pupil at random and ask him/her to **call out** a word that represents the qualities of a good friend. E.g. trustworthy, kind, respectful, supportive, fun etc.

Ask that pupil to then **throw** the ball to someone else. Each time a new pupil catches the ball, ask them to **share** a new quality.

List the words pupils say on the whiteboard, **encourage** them to use different words.

Once completed, **ask** pupils:

- Are all friends good?
- What qualities do friends that are ‘not’ good, possess?

Discuss pupil responses.

Explain that some people that we may call ‘friends’ are actually not our friends and can have bad or insincere intentions towards us. The qualities of a bad friend are not always easy to identify, however, they are generally the opposite of what a good friend is.

Ask pupils to **list** on **A4** paper the qualities of a bad friend by writing the opposite to the words listed on the board, for e.g. trustworthy – untrustworthy; sincere – insincere.

Lesson Plan

Engage
&
Activate

Lesson 2: What to do when friendships make us feel unhappy

Whole Class Activity

A good friend

Introduce learning objectives and learning outcomes.

Discuss key vocabulary and **share** definitions.

evaluate to judge the value of something

judgement making decisions based on all the information you have

intention an aim

insincere not showing your true feelings

Lesson Plan

Explore
&
Explain

Lesson 2: What to do when friendships make us feel unhappy

Group & Whole Class Activities

Bad friendship signs

Preparation: Photocopy **Resource 1a** onto **A3** paper for each group. Make packs of sorting cards by printing, cutting and shuffling **Resource 1b** for each group.

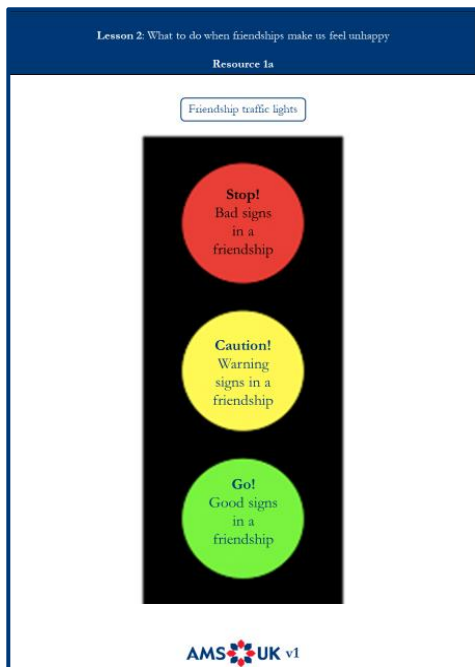
Explain that we will now explore the signs of a bad friendship in more detail.

Place pupils into groups of **four**. **Give** each group an **A3** copy of the, 'Friendship traffic lights' game (**Resource 1a**), and a pack of sorting cards (**Resources 1b**).

Ask pupils to **select one** card at a time and **read** the card aloud to the rest of the group.

Instruct pupils to **discuss** where the card should go on the traffic lights and why it should go there before placing it on the appropriate traffic light.

Once the activity has been completed, **feedback** as a class.



Lesson Plan

Elaborate
&
Reflect

Lesson 2: What to do when friendships make us feel unhappy

Paired Activity

Taking action

Ask pupils to **discuss** in pairs: What should we do if a friendship is making us feel unhappy or uncomfortable?

Take feedback.

Explain that if pupils are ever in a friendship where they are made to feel unhappy/uncomfortable, or if they notice any of the warning signs discussed earlier, then they must take action. As difficult as it is to speak out against a person you thought was your friend, it is never acceptable to be made to feel like this.

Give each pair **Resource 2: Taking action**, to **read**.

Once completed **instruct** pupils to **focus** on the section titled, 'How to start a conversation' and to **practice** with their partner how to discuss issues with a friend using the sentence starters listed. For e.g. 'I want to tell you something, but I don't know how...'

Inform pupils that the information on **Resource 2** has been taken from the Childline website.

Visit the website:

<https://www.childline.org.uk/>

Show that if anyone is feeling sad, anxious or unsafe, they can access help by either calling the number listed, by emailing, by online chat or by talking to a counsellor.

Lesson 2: What to do when friendships make us feel unhappy

Resource 2

Taking action

1. Speak to your friend about how they are making you feel, ask them to stop doing the things that are making you feel unhappy or uncomfortable.

2. If he/she continues, speak to a trusted adult about what is happening.

Who is a trusted adult?

- parent, carer, or someone else in your family
- friend's parent / carer, or a neighbour
- teacher or a member of staff at your school
- doctor, school nurse or a school counsellor

How to start a conversation:

- "I want to tell you something but I don't know how..."
- "This is hard for me to say, but I have something important to tell you..."
- "I need some advice on something I'm stressed about..."

Ways to help you feel more confident:

- **Prepare** - Plan what you want to say and try to think of some examples of what's happened. You don't have to tell them everything straight away – share what you're comfortable with and see what they say.
- **Practise** - Practise what you want to say out loud in front of the mirror, or you could practise with a friend.
- **Find the right time to talk** - Try to find a time when the person you want to talk to isn't too busy or about to rush off. You can also ask them to arrange a quiet time for you to talk, so you'll have their full attention.

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Lesson Plan

Evaluate
&
Review

Lesson 2: What to do when friendships make us feel unhappy

Whole Class & Paired Activities

Judgement

Ask pupils: What does it mean to exercise judgement?

Explain that exercising judgement means to make a good decision about something by thinking through all the information you have.

Read the scenario below and **ask** pupils to put themselves in Sara's position and exercise judgement on what she should do about her friendship?

'Sara and Karen have been best friends since Year 1. Sara used to really enjoy spending time with Karen but has noticed that Karen doesn't let her choose what they should do anymore. Karen always decides what to play and sometimes even tells her who she can and can't play with. This makes Sara feel unhappy.'

Take feedback and **refer** to **Resource 2** to **select** the most suitable options.

Reiterate that it is important that we develop the ability to judge our friends and decide whether or not they are good for us by reflecting on how and why they make us feel the way they do.

Review learning by referring to learning objectives and learning outcomes.

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

- Name **three** warning signs in friendships of friends who may have insincere and/or harmful intentions.
- Name **two** things you could do if a friend is making you feel unhappy or uncomfortable.
- Where can you access help for yourself or others who may be in unsafe friendships?

Resource 1a

Friendship traffic lights



Resource 1b

Friendship traffic lights - sorting cards

You are afraid of your friend's temper

Your friend criticises you or people you care about

Your friend threatens to hurt you/does hurt you

Your friend bullies you or other people

Your friend makes you do things you don't want to do

Your friend sometimes shares your secrets with other people

Your friend sometimes makes fun of you

Your friend normally decides what you will do together

Your friend tells you who you can and can't hang around with

You are afraid that if you disagree with your friend, they won't be your friend anymore, so you always agree with them

Your friend respects your opinions and feelings

Resource 1b

Friendship traffic lights - sorting cards

Your friend talks to you
about their feelings

Your friend is happy when
good things happen to you

You enjoy spending time
with your friend

Your friend treats you
with respect and kindness

Your friend is trustworthy
and honest

Resource 2

Taking action

1. Speak to your friend about how they are making you feel, ask them to stop doing the things that are making you feel unhappy or uncomfortable.
2. If he/she continues, speak to a trusted adult about what is happening.

Who is a trusted adult?

- parent, carer, or someone else in your family
- friend's parent / carer, or a neighbour
- teacher or a member of staff at your school
- doctor, school nurse or a school counsellor

How to start a conversation:

- “I want to tell you something but I don't know how..”
- “This is hard for me to say, but I have something important to tell you...”
- “I need some advice on something I'm stressed about...”

Ways to help you feel more confident:

- **Prepare** - Plan what you want to say and try to think of some examples of what's happened. You don't have to tell them everything straight away – share what you're comfortable with and see what they say.
- **Practise** - Practise what you want to say out loud in front of the mirror, or you could practise with a friend.
- **Find the right time to talk** - Try to find a time when the person you want to talk to isn't too busy or about to rush off. You can also ask them to arrange a quiet time for you to talk, so you'll have their full attention.