



Lesson Plan 4: How Can I Make a Friend?

Please read the following guidance in full.

Theme Overview – What is the ‘How Do I See You?’ story about? and What is the ‘How Can I Make a Friend?’ story about?	Session Delivery Guidance
<p>These stories and programme cover the following outcomes:</p> <p>‘How Do I See You?’</p> <ul style="list-style-type: none"> • To understand how our attitudes shape our behaviours towards people because of their gender. • To raise awareness of gender inequality with children and adults. • To ensure children understand that all people, regardless of gender, are equal and deserve the same rights and respect as each other. • To understand when and how to safely challenge gender inequality. • For children to know when they need to involve an adult, or the local Police, with an issue regarding gender inequality. • To promote that children should always tell an adult they know they can trust, if they are worried or scared <p>How Can I Make a Friend?</p> <ul style="list-style-type: none"> • To understand different responsibilities in maintaining a friendship 	<p>Session Overview</p> <p>This session will look at another story from the Dog, Duck and Cat Trust called ‘How Can I Make a Friend?’, which is fundamentally about the qualities of friendship. We will use this story to further embed prior learning about understanding our responsibilities to treat everyone with equitability, so that pupils have a tangible understanding around the benefits of positive behaviours; in this case making and maintaining positive relationships and friendships.</p> <p>Session Length</p> <p>Each activity listed below, has suggested timings for it, to act as a guide. However, session times will depend on the needs of your class, so please take the time that is required to meet their needs.</p> <p>Creating a Safe Learning Environment</p> <p>Please refer to the ‘Guidance on delivering Dog, Duck and Cat resources’ document available on our web site:</p> <ul style="list-style-type: none"> • www.dogduckandcat.co.uk <p>We would suggest using this resource, as part of your planned curriculum, with:</p>



Lesson Plan 4: How Can I Make a Friend?

<ul style="list-style-type: none"> • To understand the importance of trust in a friendship • To be able to develop empathy in a friendship • To explore some of the qualities of being a good friend • To understand some of the boundaries in friendships • To promote that children should always tell an adult they know they can trust, if they are worried or scared <p>Please look through the story for yourself before reading it out to children.</p>	<ul style="list-style-type: none"> • Year 3 and above <p>As you know your children best, you can use this resource with pupils in classes up to year 4, but this is a judgement call for you to make.</p> <p>If you require further support in adapting any of the materials for pupils with additional needs, please contact the Dog, Duck and Cat Trust.</p>
<p>Resources required</p>	<p>Session aims/objectives</p>
<ul style="list-style-type: none"> • How Can I Make a Friend? Flipping Book • How Can I Make a Friend? PowerPoint quiz • Best ways to make a friend PDF • Flipchart paper, marker pens/felts 	<ul style="list-style-type: none"> • To understand the importance of friendships and positive relationships • To understand the kind of qualities and behaviours that are needed to form and maintain positive relationships • To understand that not all relationships will always be positive but appreciate the ways in which we can all contribute to getting along with each other
<p>Learning outcomes</p>	<p>Key words, phrases, vocabulary and new terminology explained</p>
<ul style="list-style-type: none"> • I know why friendships are so important 	<p>Below are some key words which are used within this session – you may wish to add more words to these depending upon the needs of your pupils. These may</p>



Lesson Plan 4: How Can I Make a Friend?

- I can name different qualities that help make friendships work
- I can talk about my responsibilities in a relationship
- I know some of the ways we can all behave to help us get along with each other
- I can tell you different ways to make a friend

be familiar to some pupils but new to others so please use these definitions as a basis for explanation if required.

The value of developing pupils understanding of related vocabulary to help them stay safe or express themselves clearly is an important part of the DDC stories and learning.

If you have time, you may wish to allow pupils to come up with their own 'child friendly' definitions of these or other relevant words from the session – these could be used in displays or for reference throughout the sessions.

- Understanding – *when we think about friendships, being understanding means when someone is open to learning about you, and accepting who you are and how you feel*
- Trustworthy – *someone who is able to be trusted*
- Kind – *being considerate, helpful and thinking of others*
- Togetherness – *feeling close to other people*
- Equal – *when we think about people being equal, this is when a person has the same status, the same rights and opportunities as anyone else, no matter who they are.*
- Equitability – *fair and reasonable*



Lesson Plan 4: How Can I Make a Friend?

Starter Activity – Teacher led with whole class participation/ small groups

Activity	Activity Description	Resources required
<p>10 - 15 minutes</p> <p><i>Reading the story/setting the scene</i></p>	<p>Recap and review your session ground rules as a class. Some examples are available in ‘Guidance on delivering Dog, Duck and Cat resources’ via the DDC Trust website, if required.</p> <p>Discuss any rules created which worked well last time along with any that did not work – do they need to change? Make amendments if needed. Either way, ensure that pupils are clear why they are here and are so important.</p> <p>Run through the learning outcomes for the session.</p> <p>Explain to the class:</p> <p><i>We have already read a story called ‘How Do I See You?’ and talked a lot about the issues that the story covered, such as equality, fairness and responsibility. We are going to read another Dog, Duck and Cat story called ‘How Can I Make a Friend?’. In this story, the animals of Farmyard Primary are talking about the qualities needed to be a good friend.</i></p> <p>You should now read the How Can I Make a Friend? Flipping Book to the class. For reference, the key messages/outcomes from the story are as follows:</p> <ol style="list-style-type: none"> 1. To understand different responsibilities in maintaining a friendship 	<p>How Can I Make a Friend? Flipping Book</p>



Lesson Plan 4: How Can I Make a Friend?

2. To understand the importance of trust in a friendship
3. To be able to develop empathy in a friendship
4. To explore some of the qualities of being a good friend
5. To understand some of the boundaries in friendships
6. To help develop critical decision making for who to trust
7. To promote that children should always tell an adult they know they can trust, if they are worried or scared

Now move on to the next activity.



Lesson Plan 4: How Can I Make a Friend?

Activity 1 – Teacher led with whole class participation

Activity	Activity description	Resources required
<p>10 minutes</p> <p><i>Reinforcing key messages from the story</i></p>	<p>To ensure the key learning points have been achieved, and to reinforce some of the key messages from the story, you and the pupils should now complete the What we have learnt from ‘How Can I Make a Friend? PowerPoint quiz together as a class.</p> <p>This activity will also allow you to understand if pupils have any initial gaps in their understanding around the learning outcomes and the themes covered.</p> <p>This brief assessment should be completed so you can demonstrate that the class have understood the key messages from the story.</p>	<p>How Can I Make a Friend? PowerPoint quiz</p>



Lesson Plan 4: How Can I Make a Friend?

Activity 2 – Teacher led/whole class/pairs

Activity	Activity Description	Resources required
<p>15 minutes</p> <p><i>Making new friends can be tricky!</i></p>	<p>In this section, pupils will think about these friendship qualities, and their wider responsibilities of treating others fairly and with equitability in the context of how these would be good behaviours to display to help them to make new friendships.</p> <p>Explain to the class:</p> <p><i>In the story, the animals were discussing the qualities that made for good friends. Some of them talked about how they already showed these to their current friends. I think we can all agree that the qualities that the animals came up with in their recipe was a good one!</i></p> <p><i>If we think back to the last few sessions, we talked a lot about treating people equally, fairly and with respect. Do you think that these would be also good ways to treat our friends too? Why?</i></p> <p>Take feedback and discuss as a whole class – the simple answer is yes!</p> <p>Ask the pupils:</p> <p><i>Let's now think about situations where we might need to make new friends. Can anyone think of any examples when they would be with new or different children who they don't yet know, and need to make new friends?</i></p> <p>Ask pupils to discuss in pairs and then feedback for you to record any useful suggestions on the</p>	<p>None</p>



Lesson Plan 4: How Can I Make a Friend?

board. You may expect to get answers like:

- When we go on holiday
- If we go to party and there are other children there we don't yet know
- Children who start at a new school
- When we start at a new club, like a sports club or other hobby/activity
- If we go to a park or children's play area and meet new children

Explain to the class:

Meeting new people and making new friends is a great thing to do. At first, it can sometimes feel a bit tricky or awkward to get talking with new friends, and this is very natural for us to not feel comfortable with people we don't yet know – this is a good thing while we work out if we like them or feel safe around them.

What might be some of the reasons that we'd find it hard to make friends with new children we meet?

Again, ask pupils to discuss in their same pairs and then feedback for you to record any useful suggestions on the board. You may expect to get answers like:

- Feel shy
- Difficult to know how to start a conversation



Lesson Plan 4: How Can I Make a Friend?

- Lack of things in common with each other
- Just don't get along with each other for some reason
- They don't want to be friends with us
- Don't like the look of each other (initial impressions based on pre-conceived ideas of what people will be like based on how they look or who they are e.g. a girl, boy etc.)

Explain to the class:

One of the reasons we might not feel confident or want to make friends with some children is because of what we think they might be like based on how they look, without even speaking to them or getting to know them. Do you think that this is fair?

Lead a brief discussion based around the idea that basing our judgements on what people look like or who they are is unfair, because how would you know what anyone was like unless you spoke to them or got to know them a bit before we made our mind up?



Lesson Plan 4: How Can I Make a Friend?

Activity 3 – Teacher led/whole class/small group/individual work

Activity	Activity Description	Resources required
<p>20 - 25 minutes</p> <p><i>Best ways to make a friend</i></p>	<p>You will now ask pupils to work together and then to individually reflect on some of the behaviours and attributes that we have discussed in the programme so far, to think about how they might use these to make a friend.</p> <p>Sort the children into groups, ideally mixed up and not with children that they regularly work with in the class/friendship groups – this is also a great opportunity to practice some of the things we are discussing today!</p> <p>Ask each group to discuss any positive examples of how they made a friend in the past/recently, then share these all together as a class.</p> <p>Explain to the class:</p> <p><i>In your groups, I'd like you to have a chat about any times when you have made a new friend. I want you to think about how this happened, how you behaved and what you said or did so that we start to get an idea of the kind of things we need to do to make a friend.</i></p> <p>Allow pupils time to discuss their examples. You should record and briefly summarise some of these suggestions into a workable reference on the board for pupils to refer to for the next activity.</p> <p>Now give each pupil a copy of the Best ways to make a friend PDF.</p>	<p>Best ways to make a friend PDF</p>



Lesson Plan 4: How Can I Make a Friend?

Explain to the pupils:

I now want you all to have a go at writing down your own top three ideas for the best ways to make a friend. These should be your own ideas, and they could be from ways you have used yourself before, or ways that you think might work in the future. There's also another space at the bottom of the worksheet if you want to add in any other tips or useful ideas on how to make a friend.

Once pupils have completed their sheets, ask them to swap these over with other people in their group so they can review and share each other's ideas.

Now move onto the final activity.



Lesson Plan 4: How Can I Make a Friend?

Activity 4 Teacher led/whole class/small group work

Activity	Activity Description	Resources required
<p>10 - 15 minutes</p> <p><i>You can't be friends with everyone – but you can be nice!</i></p>	<p>In this last activity, pupils will fill out a 'graffiti wall' of all of the positive traits, characteristics, attitudes and behaviours that we have learned about over the last four sessions. This activity will give pupils a striking visual reminder of what these words and actions are and is also a good piece of evidence to capture their understanding as a group.</p> <p>Split the class into table groups (as before, you may wish to mix up pupils from their normal/friendship groups). Give each group a piece of flipchart paper and a selection of felts/marker pens/crayons etc.</p> <p>Explain to the class:</p> <p><i>Sometimes, we do have to understand that we will not be friends with everyone we meet – this is just not possible. But it doesn't mean that we shouldn't always try to get along with people that we aren't friends with, who are different to us, or that we don't know. We can do this by treating everyone fairly, with kindness, respect and equitability. Not only will this mean that we all get along better, but you also never know what new friends might come along at any time in our lives and we don't want to miss the chance to show everyone what a good friend we can be!</i></p> <p><i>What we are going to do now is to put all of what we have learnt about all of the positive ways we can behave and treat each other over the last 3 or 4 lessons onto a giant wall of words!</i></p> <p>Ask groups to spend 5 – 10 minutes clearly writing down the words/behaviours that they</p>	<p>Flipchart paper, marker pens</p>



Lesson Plan 4: How Can I Make a Friend?

want to add to the graffiti wall that will help us to get along, be this with friends or anyone that we might have any kind of relationship with. Every pupil in each group should write on the flipchart paper – it doesn't matter if the words are all in different handwriting or positions on the paper!

When groups have finished, use blu-tac to stick all of the individual flipchart papers into one long graffiti wall' around the classroom, and invite pupils to walk along it and see what other pupils have written down.

Teachers note:

If you wish to differentiate this activity for pupils, you can also ask them to draw simple images which represent the word/behaviour/characteristics they want to highlight as part of the graffiti wall.



Lesson Plan 4: How Can I Make a Friend?

Mapping to new statutory Relationships Education and Health Education (physical health & mental wellbeing) requirements

In June 2019, the Government released the final guidance document of what schools will need to deliver around RE & HE in the curriculum from September 2020. To support schools in achieving, and exceeding, these statutory requirements, we have mapped each session to these and highlighted below which specific topic or theme is contributed to in each session.

This will allow schools to be confident that they are addressing both statutory requirements and the needs of their pupils by using the DDC Trust resources as part of their PSHEe-related provision in school.

Relevant Relationships Education requirements

Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners



Lesson Plan 4: How Can I Make a Friend?

- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.