

**AGE RANGE:** 3 - 7

# Being a good friend

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**KEY CONCEPT:**

Friendship

**KEY WORDS:**

Friends, friendship, friendliness, love, care, respect, honesty, sharing, time, kindness, thoughtfulness, listening, apologising and forgiveness.



**SUBJECT AREA RELEVANCE:**

Personal, social and health education

**ANY PRIOR LEARNING NEEDED:**

No prior learning is needed for students to successfully contribute to the lesson.

**LEARNING INTENTION:**

To understand the concept of friendship

**SUCCESS CRITERIA:**

- Students have questioned the nature of friendship
- Students have inquired into different forms of friendship
- Students have challenged their own and each others preconceptions and reasoning about what it is to be a friend
- Students have worked towards creating a new individual and shared understanding and definition of friendship and 'friend'

**STRATEGY USED:**

Diamond Ranking

## 1. Identify The Concept:

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Some of the key areas to investigate within and around the concept of 'friendship' are the following:

- The Nature of friendship
- Mutual caring
- Shared activity
- The value of friendship individually and socially

## 2. Challenge The Concept (Cognitive Conflict):

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### Questions for 3-7 year olds students

- What are friends?
- What do friends do?
- What don't friends do?
- How do you know if someone is your friend or not?
- Is it good to have lots of friends?
- Why should people try to be friends with each other?
- Do you always have to be nice to your friends?
- How is a good friend different to a friend?
- If a friend won't share their toys, does that mean they are no longer your friend?
- Can you be friends with animals?
- Can you be friends with objects?
- How many different types of friends can you have?
- What is a 'good friend'?
- What is the difference between a 'friend' and a 'good friend'?
- If you are not a 'good friend' does that mean you are not a friend at all?
- How is a 'good friend' different to a best friend?
- To be a 'good' friend does that mean you ALWAYS have to be friends with someone?
- How many different types of friends can you have? What are these types?
- Do friends have to be people?
- Are imaginary friends really friends?
- Is everybody somebody's friend

There are many advantages for students when the 'wait time' between questions and response is increased to 3 or more seconds, for more information see dialogue book section 1.4.

### 3. Construct Understanding:

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Ask the children to chat at home with their parents about friendship and family friends they may have as well as personal friends. They can bring in a photograph or a drawing in that depicts their experience of friendship.

- What does friendship look like?
- Can you tell if someone is your friend or not just by looking at them?
- How do you know if someone is 'friendly'?

#### Stage 1: Create the perfect friend

In class, the children should work in small groups or one group with teacher support depending on their age or ability. Each group should have a big sheet of paper. One child should lie down on the paper and the others draw around them to create an outline of a person. The groups should then work together to create the 'perfect friend' using the paper template and any other materials available to them. The more creative they can be the better. They should be encouraged to give reasons for each attribute they give their 'perfect friend' and should be questioned as to why they feel those qualities are important. They should be encouraged to emphasise in some way the parts that they feel are the most important. It is critical that the group works collaboratively and through meaningful dialogue, they reach a consensus on this.

Once their 'friends' are complete, they should present them to the rest of the group explaining what makes them a 'perfect friend' and why.

The other groups can question and constructively challenge their reasoning.

- Can you build the perfect friend?
- What would they look like?
- How would they behave?
- What would they do?
- What would their interests be?
- Is there such a thing as ONE perfect friend

#### Stage 2: Diamond Ranking

After each group has shared their 'perfect friend', the teacher should list/draw/represent the key qualities of a 'friend' that have surfaced from the activity on separate pieces of card. Alternatively, the group can use the resource cards provided with this lesson.

Introduce the cards to the children and briefly discuss the meaning of each one.

Introduce the idea of the ranking frame (diamond 4), explaining that the best choice is at the top and the worst choice is at the bottom, with ok choices in the middle.

The children should then work either in small groups or as a whole group with the teacher to rank the cards in order of importance, placing what they feel is the most important feature of a 'friend' at the top and the least important at the bottom with two cards in the middle showing average importance. The children should give reasons for their choices and challenges and counter examples can be encouraged.

While struggling in the Learning Pit together, pupils begin to create an answer through social construction. This is the part of the lesson that you want to see them constructing a working definition or an understanding through dialogue.

## EXTENSION / SIMPLIFICATION:

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To simplify the activity, the number of cards used could be reduced or cards could be replaced with photographs or objects to represent the same qualities/statements. The activities could be spread out over several days.

To extend the activity the ranking frame could be increased to a diamond 9 format so that the children have to place a value on and evaluate more cards in relation to each other at the same time.

## 4. Consider The Learning Journey:

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The children can be given voting cards to respond to the following review statements:

**A green card = yes/agree**

**An orange card = not sure**

**A red card = no/disagree**

You can use plastic hoops, a box or large piece of card as an area for the children to cast their votes. Each child has one vote per statement and can remain anonymous or choose to discuss why they have placed their vote where they have. This allows all to contribute and the teacher to get a quick overview of feelings and attitudes across the group.

- I understand what it means to be a friend
- We can all be good friends
- A friend is always kind
- You can have many different friends at the same time
- A friend has to like the same things or have the same interests as you.

After each child places their vote they can be given an opportunity to share their thoughts and reflections on the statement.

## Statements for that can be used with Diamond Ranking activity (if required)

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### **A friend is someone who...**

- Plays with you
- Is fun to be with
- You can trust
- You like
- Who likes you
- You care about
- Who cares about you
- Who takes turns
- Who shares
- Someone who listens
- Says sorry when they are wrong
- Has the same interests as you

ACTIVITY:  
A friend is someone who...  
1-1

Plays with you



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ACTIVITY:  
A friend is someone who...  
1-2

Is fun to be with



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ACTIVITY:  
A friend is someone who...  
1-3

You can trust



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ACTIVITY:  
A friend is someone who...  
1-4

You like



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ACTIVITY:  
A friend is someone who...  
1-5

Who likes you



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ACTIVITY:  
A friend is someone who...  
1-6

You care about



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ACTIVITY:  
A friend is someone who...  
1-7

Who cares about you



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ACTIVITY:  
A friend is someone who...  
1-8

Who takes turns



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ACTIVITY:  
A friend is someone who...  
1-9

Who shares



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ACTIVITY:  
A friend is someone who...  
1-10

## Someone who listens



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ACTIVITY:  
A friend is someone who...  
1-11

## Says sorry when they are wrong



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ACTIVITY:  
A friend is someone who...  
1-12

## Has the same interests as you



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ACTIVITY:  
A friend is someone who...  
1-1

Plays with you



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ACTIVITY:  
A friend is someone who...  
1-2

Is fun to be with



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ACTIVITY:  
A friend is someone who...  
1-3

You can trust



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ACTIVITY:  
A friend is someone who...  
1-4

You like



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ACTIVITY:  
A friend is someone who...  
1-5

Who likes you



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ACTIVITY:  
A friend is someone who...  
1-6

You care about



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ACTIVITY:  
A friend is someone who...  
1-7

Who cares about you



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ACTIVITY:  
A friend is someone who...  
1-8

Who takes turns



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ACTIVITY:  
A friend is someone who...  
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Who shares



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