

Is Sally a good friend?

AGE RANGE: Primary



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Is Sally a good friend?

KEY CONCEPT:

Friendship

KEY WORDS:

Friends, friendship, friendliness, love, care, respect, honesty, sharing, time, social value, individual value, kindness, thoughtfulness, reciprocation and justification.

USEFUL PRIOR LEARNING:

As a preview to this lesson it would be useful to get your students to explore what they already know and understand about the concept of friendship. This could be done using a Thought or Concept Map.

LEARNING INTENTION:

To understand what it means to be a good friend.

SUCCESS CRITERIA:

We can

- Question what a friend is
- Discuss different kinds of friends and friendship
- Identify evidence of being a good friend
- Make a decision about whether Sally is a good friend or not

STRATEGY USED:

Mystery

1. Identify Important Concepts:

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

- The nature of friendship
- Mutual caring
- Intimacy
- Shared activity
- The value and justification of friendship
- The social value it has
- The individual value

2. Challenge Students' Understanding Of The Concept:

Here are some examples of cognitive conflict we expect your students to experience:

Opinion	Conflicting opinion
A friend should share everything with you.	I don't want my friends to share their germs and illnesses with me.
Friends are nice to each other.	Other people are nice to me but that doesn't mean they are my friend. Sometimes my friend is mean to me.
Friends like the same things.	My friend likes some things that I don't (for example, carrots).
You should have as many friends as you can get.	One very good friend is all you need.
A friend is someone you trust.	I trust my teacher and my doctor but they are not my friends.
Friends make you happy.	Someone with 700 'friends' on social media is no happier than someone with no friends on social media.
Friends spend time with each other.	Some friends haven't seen each other for years.

Questions for challenge

- 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?
- What is a good friend?
- How is a good friend different to a friend?
- How is a good friend different to a best friend?
- If you are not a good friend does that mean you are not a friend at all?
- To be a good friend does that mean you always have to be friends with someone?
- If a friend won't share their sweets, does that mean they are no longer your friend?
- Do friends always have to be people?
- Can you be friends with animals or objects?
- How many different types of friends can you have? What are these types?
- How could imaginary friends be real friends?

These questions provide extended opportunities for dialogue, thinking and discussion and may form lesson activities in their own right.

Questions for older students

- What are the key ingredients of friendship?
- What is the connection between love and friendship?
- Can you be a friend but have no friends?
- In what sense is shared activity central to friendship?
- What justifies particular friendships?
- Can you be friends with yourself?
- Can you measure the depth of friendship by the amount of time invested in it?
- How well do you need to know someone before they become a friend?
- Is it ever possible to know everything about another person?
- Can family be friends in their own right?

3. Construct Understanding:

A Mystery is a problem-solving activity based around a central question that is open to more than one reasonable answer. The information or 'clues' needed to answer the question are provided on the resource cards that can be found at the end of this lesson plan, so that your students can analyse, sort, sequence, and link them together.

Introduce the question:

Is Sally a good friend?

Ask your students to work in groups of 3 or 4 and give them the first set of Mystery cards (orange set).

It is often useful to support the students when they are sorting through the information in front of them. This can help them to interpret and handle the information more easily, and reconstruct their thinking in order to reach an understanding.

Here are some ways of doing this:

1. Use a Consider Chart. For younger students this can be done with different coloured hoops on the floor where they physically move the evidence into the 'for' or the 'against' hoop.

Evidence that shows Sally is a good friend.	Evidence that shows Sally is not a good friend.	Evidence that is not relevant.

Our conclusion is...

The key reasons for this are...

2. You can encourage the students to sort through the evidence by grouping information according to connections made between various elements. For example, categories for sorting could include:

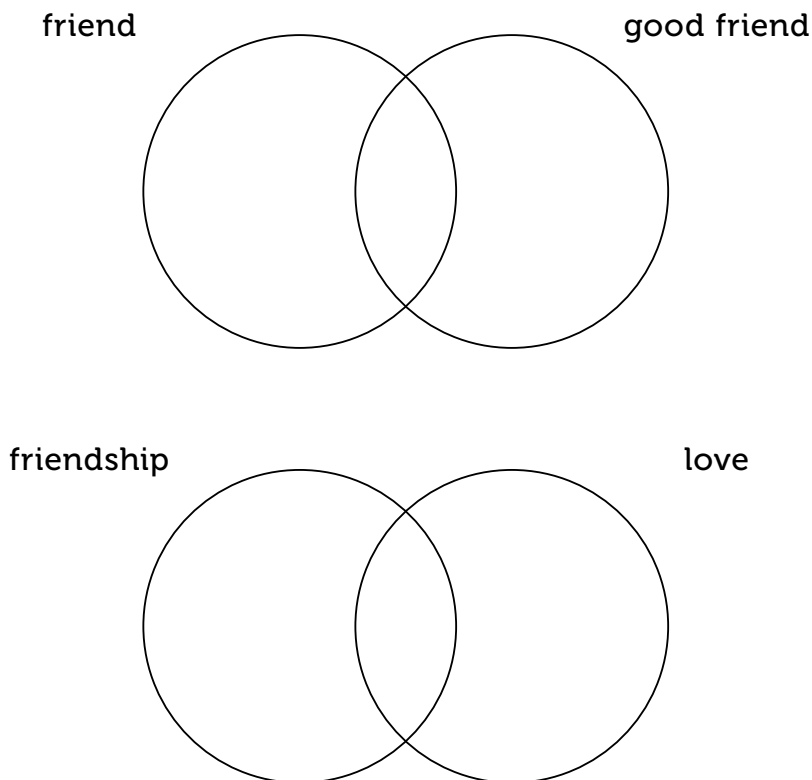
FAMILY SCHOOL OTHER CHILDREN SALLY

This encourages the students to make links and connections between different information and also to infer and deduce their own information from that.

3. It is also useful to encourage the students to think about what information is not apparent.

- What information is missing about Sally that we would need to know in order to judge whether or not she is a good friend?
- What information would you like to know about Sally to inform your decision?
- Of the information that is missing what is critical to answering this question?
- What 3 key questions could you ask to give you a better understanding of whether Sally is a good friend or not?

4. To explore the wider concept of friendship they could use Venn Diagrams:



Other areas to explore are:

- Friend and best friend
- Family and friends
- Friends and pets

Or a combination of any 3 of these.

When your students have had sufficient time to sort the first set of cards you can get the groups to compare how they are working and the reasoning they are employing.

Then provide them with the second batch of resource cards (blue set).

At the end of the card sorting and analysis, ask each group to present their findings to the class.

Adaptation

The text could be simplified, or the reading of the information can be supported. In some cases, the information on the cards can be replaced with evidence in the form of objects, illustrations or photographs, e.g.:

- Some colouring pens and a reading book
- A birthday card
- Money
- A friendship bracelet
- A party invitation
- Sports kit

Extension

More information and more complex language can be used for older students.

Added challenge also comes in the form of the level of questioning used and the depth of inquiry.

4. Consider The Learning Journey:

At the end of the activity it usual to encourage the students to review their learning journey and the thinking progress they have engaged in throughout the session.

This can include reflection on the thinking that has taken place to this point and a summary and conclusion of the new understanding reached.

Explicit reference to Learning Intentions and Success Criteria is a good starting point for this reflection, but it is also helpful to return to and re-examine some key questions:

- What is a friend?
- What is a good friend?
- Who is Sally a friend to?

Then using these answers to provide a case and reasoning for the final question:

Is Sally a good friend?

It is good to encourage the students to support their arguments with reasoning deduced both from the evidence and the metacognitive discussion.

If working in separate small groups each group can present their case and reasons to the other groups and the others could have opportunities to question the reasoning given.

They could be asked to support their answer with 3 key reasons in order to evaluate and concentrate their thinking.

Ideas for transfer

Your students could become 'friendship detectives' and record or photograph examples of friendship they observe over the course of a day or a week.

ACTIVITY:
Is Sally a good friend?
1-1

Jenny loves spending time in Sally's bedroom.



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ACTIVITY:
Is Sally a good friend?
1-2

Sally always tries to use her manners.



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ACTIVITY:
Is Sally a good friend?
1-3

Sally does jobs for her Mum to earn pocket money.



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ACTIVITY:
Is Sally a good friend?
1-4

Sally has one older brother called Tim and a younger sister called Jenny.



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ACTIVITY:
Is Sally a good friend?
1-5

Sally goes to sports club every Tuesday.



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ACTIVITY:
Is Sally a good friend?
1-6

Sally has three best friends: Anna, Joe and Lucy.



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ACTIVITY:
Is Sally a good friend?
1-7

Sally helps Jenny to put her coat and shoes on in the morning.



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ACTIVITY:
Is Sally a good friend?
1-8

Sally is 7 years old.



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ACTIVITY:
Is Sally a good friend?
1-9

Sally loves cuddles with her cat Tigger.



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ACTIVITY:
Is Sally a good friend?
1-10

Sally loves to read
and draw.



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ACTIVITY:
Is Sally a good friend?
1-11

Sally really likes her
teacher Mrs Phillips.



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ACTIVITY:
Is Sally a good friend?
1-12

Tim thinks Sally
is annoying.



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ACTIVITY:
Is Sally a good friend?
1-13

Sally's teacher
says she can be a
chatterbox.



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ACTIVITY:
Is Sally a good friend?
1-14

There are 20
children in Sally's
class at school.



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ACTIVITY:
Is Sally a good friend?
2-1

Lucy and Joe don't like each other very much.



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ACTIVITY:
Is Sally a good friend?
2-2

Mum gets cross with Sally for leaving her bedroom untidy.



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ACTIVITY:
Is Sally a good friend?
2-3

Sally's mum wishes Sally would listen to what she is told.



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ACTIVITY:
Is Sally a good friend?
2-4

Sally and Lucy both enjoy choosing which game to play at break time.



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ACTIVITY:
Is Sally a good friend?
2-5

Sally and Lucy had an argument this week.



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ACTIVITY:
Is Sally a good friend?
2-6

Sally gets grumpy if she is tired.



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ACTIVITY:
Is Sally a good friend?
2-7

Sally gets invited to lots of birthday parties.



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ACTIVITY:
Is Sally a good friend?
2-8

Sally sometimes just likes some alone time.



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ACTIVITY:
Is Sally a good friend?
2-9

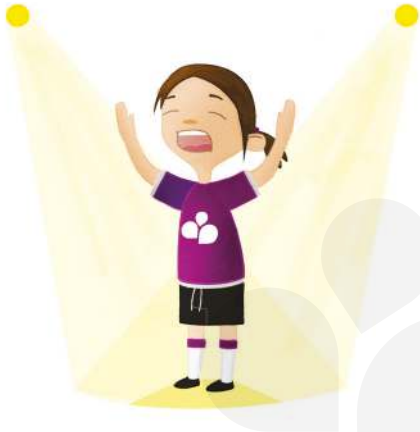
Sally thinks Lucy is bossy.



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ACTIVITY:
Is Sally a good friend?
2-10

Sally was chosen
for the main part in
the school play.



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ACTIVITY:
Is Sally a good friend?
2-11

Sally favourite
colour is purple.



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ACTIVITY:
Is Sally a good friend?
2-12

Sally does lots of
activities after school.



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