

Friendship and bullying

KS2, Y5-6, lesson 1: Including others



Including others

This is the first of three lessons about friendship and bullying for key stage 2 pupils in year 5 or 6. This lesson focuses on the foundations of friendships, such as having things in common. Pupils also explore what it means to be part of a group and learn ways to make others feel included.

No lesson should be taught in isolation, but always as part of a planned, developmental PSHE education programme. These lessons would work well as part of wider learning about respectful relationships, including friendships and being safe.

Learning objective

To learn about the benefits and importance of including others.

Learning outcomes

Pupils will be able to:

- identify some of the differences between friends, what they might have in common, and what brings them together
- describe the benefits of friendship and being part of a group, and identify ways to include others
- explain what might make someone feel excluded and how to support them

Resources required

- Box or envelope for questions
- Resource 1: Similarities and differences [support option, as required]
- Resource 2: Feeling left out stories [one per group]

Lesson summary

Activity	Description	Timing
		(Total: 60 mins)
1. Introduction	Introduce the learning objective and outcomes. Revisit ground rules and set up the question box.	2 mins
2. Baseline assessment	Pupils respond to questions about being included and excluded.	5 mins
3. What makes a friendship?	Pupils consider similarities and differences between two friends, and what brings them together.	10 mins
4. Feeling included	Pupils respond to a statement about belonging to a group.	5 mins
5. Feeling left out	Pupils respond to a storyboard about a character feeling excluded.	15 mins
6. What can help?	Pupils suggest ways that could help others feel included.	10 mins
7. Reflection and endpoint assessment	Pupils revisit the baseline assessment and change, or add to, their ideas before suggesting ways a new pupil in their school could feel included.	10 mins
8. Signpost support	Pupils are reminded of who they can talk to if they have any worries or questions about friendships.	3 mins

Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include relevant subject knowledge and guidance on establishing a safe classroom environment, including sharing ground rules, the limits of confidentiality, approaching the topic sensitively and handling questions effectively.

Key words

included

excluded

similarities

differences

Baseline assessment



2 mins

Introduction [slides 9-10]

Introduce the learning objective and outcomes. Explain that today's lesson will be about what brings friends together, as well as the importance of feeling included in a group and ways to avoid feeling excluded.

Ensure ground rules have already been established with the class before teaching this lesson and make pupils aware of the question box, which will be available throughout the lesson.

Explain that if they have worries or questions during or after the lesson, that they do not want to raise in front of the class, they can write their question on a piece of paper, anonymously or with their name, and put it in the question box.



5 mins

Baseline assessment activity [slide 11]

Ask pupils to respond to two questions in their exercise books:

- What does it mean to be included?
- What does it mean to be excluded?

Allow pupils to respond individually and without prompting, as this can be used to help you gauge their current knowledge and understanding, as well as reconnecting them with the previous learning from the earlier key stage 2 lessons.

Take feedback, summarising any common points that pupils have identified, and aim to address any gaps in understanding or misconceptions during the lesson.

Ask pupils not to add anything to their work during feedback as this will show their starting point and will be revisited later to demonstrate their new learning.

Pupils might suggest:

- *Included – belonging to a group/friendship group; being invited to join in; not being left out; feeling part of something; feeling understood/appreciated/valued by others; listening to others/being heard by others; being treated fairly/respectfully; being respected/valued for who they are; differences are accepted; not discriminated against for reasons of e.g. race/disability/faith/sex.*
- *Excluded – being left out of a group; being ignored/not listened to; others thinking one person is better than another; not being allowed to take part or have access to something that others can; feeling lonely when someone is discriminated against because of e.g. their race/disability/faith/sex; being disrespected or bullied.*

Core activities



10 mins

What makes a friendship? [slide 12]

Show an image of two friends - Mia and Harper - using **slide 12**. In their books, ask pupils to divide a page into four sections, give each one a heading, and then write their ideas about the two friends under each:

1. Similarities between the friends (that can be seen)
2. Other similarities they might have (that can't be seen)
3. Differences between the friends (that can be seen)
4. Other differences there might be between them (that can't be seen)

Explain to pupils they will need to use their imaginations to think about things the friends are likely to have in common or that are different about them, as they won't be able to tell from the picture alone.

Ask pupils to feedback their ideas - their responses may include suggestions such as:

1. Their age; their height/hair colour; they both like music; they are in the school rock band together.
2. Other similar interests/hobbies; they live in the same area; they find the same things funny; their beliefs/attitudes.
3. Physical features e.g. hair length and style, height, race, sex.
4. Their family structure; religion; nationality; the experiences they have had; some interests/hobbies are likely to be different as well as some that are the same.

Explain to pupils that it is often similarities which can bring friends together, such as living near each other or having a shared hobby. Using Mia and Harper as an example, explain that they met playing in the school rock band but now spend lots of time together at weekends and during holidays too, and have become good friends.



Support: Pupils use **Resource 1: Similarities and differences** to sort ideas into the four categories.



Challenge: Highlight with pupils that Mia and Harper were brought together through shared interests and similarities. Ask pupils to now discuss in pairs: 'Why have they become good friends?' *Pupils might suggest: they get on well; they listen to each other; they support/help each other; they tell each other about their lives/experiences.*



5 mins

Feeling included [slide 13]

Using **slide 13**, share with pupils a statement from Mia:

I'm so pleased I joined the school rock band, I have so many more friends at school now and there's always someone I can talk to and play with during break.

Ask pupils, what other benefits might there be to being in a group?

Pupils might say: it feels good to be part of something/to belong to a group; the band help each other/work together; playing music together is fun; being in the band is good for mental health; it makes members feel more confident and builds self-esteem.

Then, ask pupils to add what members of the band might do, which means everyone feels included? *Pupils might say: Rehearse/play music together; work together to achieve something; encourage each other; speak to each other respectfully; help each other to improve their skills.*



15 mins

Feeling left out [slide 14]

This activity includes scenarios where young people are excluded by others. When working on 'Liam's story', it's important to be aware of and sensitive to pupils' different family set-ups, for example, families with two mums or two dads. In small groups, give pupils one of the storyboards from **Resource 2: Feeling left out stories**. Ask them to read it together and then discuss the questions on the slide.

To allow all pupils to experience both stories, read each storyboard to the class before taking feedback. Responses might include:

- How might they be feeling?
Lonely; embarrassed; ashamed; confused; excluded; invisible; not good enough; have low self-esteem/self-worth.
- What happens in the story that means they feel excluded?
Misha: *The other team members don't talk to her/they leave her out; the other team members don't recognise how she might feel as someone new; they don't remember her name and call her 'new girl' which is disrespectful.*
Liam: *Lenny's reaction to Liam's family is hurtful/homophobic; Lenny tells others not to wait for Liam; Lenny tells Liam he can't sit with them.*
- How did Jade/Ash help?
Jade: *She challenged the other player on what they said; this might have made Misha feel less alone/felt more encouraged; she made Misha feel more part of the group.*
Ash: *Apologised for their part in excluding Liam; listens to Liam and acknowledges how he is feeling; recognises that what has happened is unacceptable; offers to talk to Lenny; challenges Lenny about his behaviour; Ash and Liam go skateboarding together and try new tricks.*

If not mentioned, emphasise the importance of others acting to support someone who is being excluded, even if they aren't a close friend, pointing out Jade in Misha's story as an example.



10 mins

What can help? [slide 15]

Ask pupils in their groups to suggest some ways that could help make others feel included and then to add five ideas to a 'Give me five' hand, by drawing around a hand in their exercise books and writing each idea along a finger or thumb.

Take feedback from the class and summarise their suggestions, which may include: *talk to them; work with them in class; ask them questions about themselves; encourage them when they do well; ask them if they're OK/need help; smile at them; include them in another activity or game; invite them to an event or group.*

Then ask the groups to discuss what Misha/Liam could do to help their situation.

On a new page, pupils draw around a hand again, and add five ideas from the discussion by writing each idea along a finger or thumb.

Their ideas may include: talk to a friend or adult they trust; make new connections with other people; play/talk to other friends; do other things they enjoy.

Specifically for Misha, pupils might say: *next time she could get to know Jade more; try to be more confident and friendlier in the team.*

For Liam: *he could explain to Lenny (or other friends in the group) how being left out made him feel; he might choose to spend less time with Lenny.*



Support: Use a scaffold for talk to support pupils with their ideas about including others. For example, 'someone could say....' and 'actions someone could take are...'



Challenge: Explain to pupils that in the stories, Jade and Ash challenge others' behaviour. Why is this sometimes important?

Reflection and endpoint assessment



10 mins

[slide 16]

Check the question box and respond to any questions that haven't been answered during the lesson. Ask pupils to revisit the questions in the baseline assessment and, in a different colour pen/pencil, add any new ideas or make any changes based on their learning about being included or excluded. Refer pupils back to the learning outcomes to support their responses, thinking specifically about what brings friends together, the benefits of friendship and being part of a group, ways to include others, what might make someone feel excluded and how to support them.

Once completed, ask them to imagine that a new pupil will be joining the class. Individually, pupils then respond to the following questions in their exercise books:

- How might someone new be feeling about joining the class?
- What can the class do to help the new person feel included?
- Is there anything else the class should remember?

Review their answers after the lesson, or circulate as they are responding. These assessment activities can then be used as evidence of their progress and to inform future planning.

Signposting support



3 mins

[slide 17]

Ensure that pupils know it is important that they talk to someone if they have any questions or worries about friendship or being excluded. Highlight members of staff in school, as well as sources of support outside of school, such as parents.

In addition, signpost pupils to Childline, where they can access a child-friendly version of the website: www.childline.org.uk/kids or phone 0800 1111 to talk to someone.

Extension Activity

Recipe for a supportive group [slide 18]

Ask pupils to create a 'recipe' for a supportive group adding the ingredients to a list in their books. They could include suggestions for how the group can:

- support each other
- have fun together
- include everyone
- ensure members don't feel excluded