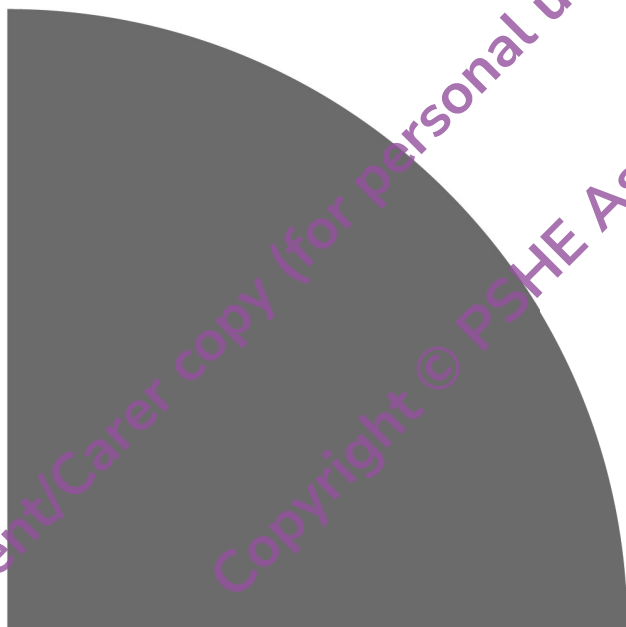


Friendship and bullying

KS1 lesson 2: Let's make up



Let's make up

This is the second of three lessons about friendship and bullying for key stage 1. This lesson explores the ups and downs of friendships, looks at ways to resolve friendship issues and how pupils can get help for themselves or someone else if they are feeling lonely.

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 that falling out and making up are normal in friendships, and how to seek help if a friendship is causing unhappiness.

Learning outcomes

Pupils will be able to:

- identify some causes of arguments between friends
- demonstrate strategies for positive play with friends
- explain some ways to positively resolve arguments between friends
- recognise and ask for help when they are feeling lonely or unhappy and how to help someone else

Resources required

- Box or envelope for questions
- Resource 1: Think, speak, feel (one per group on A3 paper)
- Resource 2: Friendship stories (one per group on A3 paper)
- Resource 3: Speech bubbles (two per group on A3 paper)

Lesson summary

Activity	Description	Timing
		(Total: 60 mins)
1. Introduction	Revisit ground rules and questions box. Introduce learning objective and outcomes.	3 mins
2. Baseline assessment	Pupils use an attitude continuum to show their responses to statements about friendships.	10 mins
3. Falling out	Pupils learn that falling out is a normal part of friendships. They use a 'Think, speak, feel' activity to respond to scenarios.	15 mins
4. Making up	Using scenarios, pupils identify ways of making up, such as making a deal or finding a win-win situation.	10 mins
5. Feeling lonely	Writing their ideas on speech bubbles, pupils explore what feeling lonely looks and feels like, and suggest strategies to overcome loneliness.	15 mins
6. Reflection and endpoint assessment	Pupils respond to questions based on the learning outcomes. They reflect on how they will use the learning in their own friendships.	5 mins
7. Signpost support	Signpost sources of support at home and in school.	2 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

break up

make up

fall out

repair

make a deal

compromise

win-win situation

Baseline assessment



3 mins

Introduction [slides 9-10]

Revisit ground rules and remind pupils of the question box. Introduce the learning objective and learning outcomes. Start the lesson by explaining that it is perfectly normal for friendships to have ups and downs, and this lesson will explore some causes of break ups and some ways of making up with friends.



10 mins

Baseline assessment [slide 11]

Depending on space available, set up an attitude continuum as follows, also shown on **slide 11**:

disagree-----not sure/it depends-----agree

This could be an imaginary line across the floor, specific areas of the classroom for pupils to stand in or use hand signals such as thumbs down (disagree) thumbs up (agree) or horizontal thumbs (not sure/it depends) at desks or sitting on the carpet.

Read the following statements. Pupils should place themselves along the continuum (or use hand signals) to demonstrate their responses:

1. The way a person behaves towards others is important when making friends.
2. Friends always agree with each other.
3. Friends are kind to each other.
4. Friends can fall out.
5. Anyone can make friends.

Discuss pupils' responses and focus on any that are identified as 'not sure/it depends'. If statement 1 is identified, ask them to imagine that Kit joins Dex's year 2 class. Kit is very tall and looks like they should be in year 5. At first Dex feels a bit scared of Kit, but when Kit smiles, Dex feels less scared, and they begin to talk and make friends. So, although Dex thought that Kit was a bit scary at first, Kit's kindness – the way Kit behaves towards others – was important.

Core activities



15 mins

Falling out [slides 12-15]

Show **slide 12** and explain that things that are very special to us can break, like this toy. But rather than throw it away, this toy can be repaired. Friendships are the same – sometimes they might break, but they can be repaired too – just like the toy.

Show **slide 13** and explain that lots of things can cause friends to break up, fall out, or have an argument – that's normal. Next, take suggestions for what might have happened with the friends.

Repeat with **slide 14**, again taking suggestions for what might have happened.

Next, ask pupils to suggest other things that can cause friends to break up, fall out and argue.

Pupils might say: *misunderstandings over toys and belongings; sharing their friends with other people; feeling that something is unfair; not following the rules; saying something unkind; hurting other people's feelings.*

Show **slide 15**. Using **Resource 1: Think, speak, feel**, pupils work in groups of four and, choosing one of the two scenarios shown, record their responses to these questions:

1. What might the friends be thinking? (In the thought bubble): *(I want to go on the swing; they've been on the swing for a long time; it is not fair; I had it first; they always act like this).*
2. What could the friends be saying? (In the speech bubble): *(You've got to share; I want a go now; you've taken my brick).*
3. What might the friends be feeling? (In the circle): *(Angry, upset, that it is unfair because they should be taking turns, jealous, worried that they are not friends anymore; they don't want to be friends anymore).*
4. How can the friends make up/repair their friendship? (In the rectangle): *(Say sorry; take turns; ask an adult for help; both choose to play with something else).*

Take feedback and ensure pupils have identified the key learning in the suggested responses, and that friendships can be repaired.



10 mins

Making up [slides 16-18]

Show **slide 16**. Ask pupils for their responses to question 4 from the previous activity, and list some on the board. Add any that pupils may have missed, such as: *say sorry, shake hands, talk about how the falling out/argument made them feel, listen to each other.*

Show **slide 17** and focus on 'making a deal', which can also be called a win-win situation or compromise. Explain that children can use this strategy to solve their own problems or disagreements. A compromise is when each person gives up a little bit of what they want so that a problem is solved. And similarly, a win-win situation means that each person is getting some of what they want. Refer to the children who both want the swing. Which solution is a compromise?

1. Bill gets the swing.
2. Jada gets the swing.
3. They decide to play on the monkey bars instead, so they can all have a go.

Show **slide 18** and, using **Resource 2: Making a deal**, pupils read the problems and find the matching deal. They could do this by colour coding the matching boxes or drawing lines to the answers. There is a final column for pupils to write their own suggestions for making a deal or finding a win-win situation.

Recap ways of staying friends or repairing a friendship, e.g. finding a compromise/making a deal, sharing, taking turns, saying sorry, helping each other.



Support: Resource 2: Making a deal, could be used as a card sort activity, by cutting up the scenarios and resolutions, and giving pupils just three or four scenarios to match up.



Challenge: Pupils create their own friendship conflicts story and their own suggestions for resolving the conflict. Remind pupils before they start, that stories should not reflect their own, or anyone else's, specific experiences within their school or class.



15 mins

Feeling lonely [slide 19]

Show **slide 19** and tell the class: 'There's a child who is always alone in the playground and does not play or talk with the other children'. Ask how this child might feel. Make a list of feelings on the board. Pupils might say: *sad, lonely, angry, wants to hide, shy* etc.

Using **Resource 3: Speech bubbles**, ask pupils to write or draw what someone could say and do, and how they could encourage others to help the child feel better, for example by including them in their play.

Pupils might say: *Do you want to join our game? Come and play with us? I feel lonely too, shall we play together? Look at my toy, I'd like to share it with you; Shall we walk around with the teacher?* Explain that the child might feel a bit shy at first, so it's important to listen to what they say.

Discuss responses and draw out the key learning that everyone might feel lonely sometimes, and that friends and classmates can help us. Sometimes people might also want to be alone, maybe because of illness, or wanting some quiet time. This is ok, and we should respect what the person wants.

If someone still feels lonely, it is important that they speak to a trusted adult in school or at home. Ask pupils to suggest some words or phrases that can be used when asking for help.

Pupils might say: *Can you help me? I don't have anyone to play with; I'd like to play their game, but I don't know the rules, I feel shy.* These responses can also be added to the speech bubbles. These can be used as part of a class display or recorded in books.



Support: Focus on language – encourage pupils to use words and phrases that the child might use if they are feeling lonely. For example: *I've got no one to play with; I am lonely, I always eat my lunch alone.* Then encourage pupils to suggest some things that the child could do or say to resolve the loneliness.



Challenge: Pupils write speech bubbles identifying what the lonely child might be saying or feeling.

Reflection and endpoint assessment



5 mins

[Slide 20]

Ask pupils to respond to the following:

- Why do friends argue?
- What are some ways that friends can make up after an argument?
- What are some ways that friends can play well together?

Ask pupils to choose one thing they have learned today that they will try in their friendships.

Check the question box and respond to any remaining questions.

Signposting support



[Slide 21]

Remind pupils that if they have any concerns about friendships, or if they are feeling lonely at school, they can always speak to:

- trusted adults at home, such as parents or carers
- a teacher, a teaching assistant, midday supervisor, other staff member, or any support system in place in school

Extension Activity

[Slide 22]

Use the key learning from this lesson to write 'Finding Friendship' playground ideas, to include suggestions of what to do if children feel lonely, or see someone alone, or need support to resolve conflict.