

Year One

Friends, Secrets and People Who Can Help Us

Time: approximately 50 minutes

Learning Outcomes

By the end of this lesson:

All children will be able to discuss their feelings about friends in a class group; have some ideas about how to deal with negative behaviour and where to go for help;

Most children will be able to think about how their behaviour affects others and how other's behaviour affects them; begin to be able to distinguish friendly and unfriendly behaviour or good and bad secrets and be assertive enough to say no to unreasonable demands;

Some children will be able to distinguish healthy and unhealthy kinds of relationship for their own well being and to say no to unhealthy friendships or demands; distinguish good and bad secrets and to know when and where to get help.

Resources

- ✓ Space to move around and to sit in a circle;
- ✓ Appendix 1 and Appendix 2 for the 'agree'/'disagree' game and the final say "No!" game;
- ✓ A big sheet of paper saying 'agree' and another saying 'disagree' (or you could draw a smile and a frown to represent these).

A Warm up

Time: about 5 minutes

Mates/No Mates Game

First walk round room as if you have no friends and are surrounded by children you don't know. How do you feel? How do you move? Where do you look? Next, walk around as if you have just seen some friends – how do you feel/move, where do you look? If there's time, divide the class into two halves: first one half of the children watch the other half, who decide in their heads how they are moving (friends or no friends) and the observers guess which by their behaviour; then swap.

B Main Activity

Time: about 40 minutes

1. Read a story about starting a new school (for instance 'I Am Too Absolutely Small for School' by Lauren Child, or 'Sumi's First Day of School Ever' by Soyung Pak). Get the children to imagine that they are starting in a new school and they have no friends. Have a brief whole class discussion about how they would choose their new friends – what would they look for in a friend? Collect ideas verbally for the class to consider (e.g. looks nice, is friendly, makes me feel happy, has good ideas and so on).
2. Then play the agree/disagree game with a selection of the statements in Appendix 1 (these are things that children might say to a new child to get them to be their friend). After you read out each statement, ask if the children think this might be someone who will be a good choice of friend. The children show their choices by moving to the 'agree' or 'disagree' parts of the room. Ask some children to explain their reasons. Discuss both sides of the arguments (if there are any). Encourage children to think critically and

carefully about their choices. Keep it pacy and fun; only use all the statements if there is time and the discussion is going well, otherwise move on to the next activity.

3. Return to/focus on the statement about keeping a secret. Discuss what the word ‘secret’ means and agree on a definition. Put the children into small groups and ask them to think of some ideas of good secrets (e.g. birthday presents). Allow about five minutes for discussion at most, then get back into a circle and ask a spokesperson from each group to feedback ideas for happy secrets. Make a list on the white board and encourage whole class debate if some of the ideas are ambiguous.

4. Introduce the idea that there might sometimes be bad secrets and give a couple of examples (e.g. a bully stole their sweets and made them promise not to tell; a friend broke someone’s favourite toy and made them promise not to tell). Introduce the idea of saying “No!” to something we are not happy with; discuss the idea that it might be better not to keep a secret if it is going to make us unhappy.

5. Finally, talk about the people who might help us if we were worried about a secret that someone asked us to keep. Go round the circle asking children to think of who is special to them, who keeps them safe or who they might go to if they were worried about a secret.

6. Conclude the session by making a big list on the white board of who they could tell and add any they might have missed out (for instance you as their teacher, extended family members and so on). Perhaps this could later be made a permanent display somewhere in the classroom.

C End game

Time: about 5 minutes

The say “No!” game

Ask the whole class to respond to some funny/unreasonable/mean demands from you by saying “No!” (list of possible demands in Appendix 2). Experiment with different demands and a variety of response voices – friendly, cross, unfriendly, kind etc. You could encourage the children to take turns to make demands and to decide on the style of voice. Make sure you end on a happy voice so the children go out feeling positive.

Suggested Extension Activities

Have a circle time all about friends and discuss questions such as:

- ➔ What do you feel/look like when you are with your friends?
- ➔ How do you decide who will be your friend?
- ➔ Are your friends always perfect?
- ➔ Can you ever say no to your friends?
- ➔ Can you have more than one really good friend?
- ➔ Do you always have to be with your friends?
- ➔ Do you sometimes like to be on your own?
- ➔ Do friends share things with each other? Why?
- ➔ How can you tell someone is your friend?
- ➔ Can you tell if someone is not your friend?

Learning outcomes	National Curriculum – PSHE and Citizenship	Links to SEAL	Every Child Matters
<p>All children will be able to discuss their feelings about friends in a class group; have some ideas about how to deal with negative behaviour and where to go for help</p> <p>Most children will be able to think about how their behaviour affects others and how other’s behaviour affects them; begin to be able to distinguish friendly and unfriendly behaviour or good and bad secrets and be assertive enough to say no to unreasonable demands</p> <p>Some children will be able to distinguish healthy and unhealthy kinds of relationship for their own well being and to say no to unhealthy friendships or demands; distinguish good and bad secrets and to know when and where to get help</p>	<p>Key Stage One Children should be taught/given opportunities:</p> <p>1. (a) To recognise what they like and dislike, what is fair and unfair, and what is right and wrong 1. (b) To share their opinions on things that matter to them and explain their views 1. (c) To recognize, name and deal with their feelings in a positive way 2. (a) To take part in discussions with the whole class 2. (c) To recognize choices they can make, and recognize the difference between right and wrong 2. (e) To realize that people ... have needs and that they have responsibilities to meet them 3. (a) To make simple choices 3. (g) Rules for, and ways of, keeping safe ... and about people who can help them to stay safe 4. (a) To recognize how their behaviour affects other people 4. (b) To listen to other people and play and work cooperatively 4. (c) To identify and respect the differences and similarities between people 4. (d) To know that family and friends should care for each other 4. (e) That there are different kinds of teasing and bullying and that bullying is wrong, and how to get help to deal with bullying 5. (d) To make real choices 5. (f) To develop relationships through work and play 5. (g) To consider social and moral dilemmas that they come across in everyday life 5. (h) To ask for help</p>	<p>Theme Six ‘Relationships’</p> <p>(Blue Set)</p> <p>Knowing myself</p> <ul style="list-style-type: none"> • I know the people who are important to me • I can tell when I feel cared for • I can tell when I love or care for someone <p>Managing my feelings</p> <ul style="list-style-type: none"> • I can share people I care about 	<p>Be healthy (physical, mental, emotional health)</p> <p>Stay safe (from neglect, violence, abuse)</p> <p>Enjoy and Achieve (personal and social development)</p> <p>Make a positive contribution (develop positive relationships)</p>

Year One – Appendix 1

Statements for Agree/Disagree Game

Come and play in
our game

I like your hair

If you come round to my
house we can play on my
new computer game

Do you want to share
my lunch?

Have you got any pets?

Would you like to play
with us?

Can I sit with you at
lunch time?

Give me your sweets
and I'll be your friend

I want you to just be
friends with me

If I tell you a secret you
have to tell me one back
and then I'll be your friend

Can I try some of
your crisps?

Where did you get
those trainers?

If you want to play you
have to use our rules

How much pocket money
do you get?

If you want to be friends with
me you can't talk to Sam
(any neutral name will do)

Year One – Appendix 2

Ideas for Demands in the Say “No!” Game

Let me have all your money

Give me your cat/dog/
brother/sister

Give me your sweets

Hop instead of walk

Give me your bike/scooter/
tv/gameboy/computer/wii

Carry me everywhere

Tidy the room for me

Do all the washing up
when it's my turn

Always let me win

Let me have your
best/new toy

Let me say who we can
be friends with today

Always let me decide
what games we play