

Making Sense of Relationships

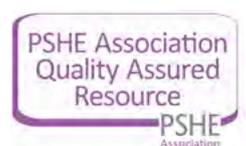
Lesson 2:
Changing friendships

Key stage 2

NSPCC

In partnership with

PSHE
Association



Lesson 2: Changing friendships

Key stage

2

Context

This is the next in a series of three lessons designed to empower year 6 pupils as their friendships and relationships change in the transition from primary to secondary school. Lesson 2 explores the nature of friendships, the benefits and opportunities that new ones bring, and the positive, safe and healthy ways to manage them.

While PSHE education lessons should be paced, of course you want to meet the needs of your pupils. Since the activities take one hour to complete, this lesson is planned

as a minimum one-hour lesson. But pupils can gain more from a longer in depth exploration of an activity, so long as you are comfortable leading the discussion and you feel pupils are progressing towards the objectives. If you want to do this, you might want to extend the time to two lessons.

Note:

None of the lessons are designed to be taught in isolation. They should always form part of a planned, developmental PSHE education programme.

Learning objectives

- We are learning about why and how friendships change and develop
- We are learning to recognise the benefits of, and challenges to, making new friends
- We are learning positive ways to manage our changing and developing friendships

Intended learning outcomes

- ✓ I can explain ways in which friendship is important in people's lives
- ✓ I can describe reasons why friendships might develop and change over time
- ✓ I can explain some of the benefits of making new friends, and having different types of friends
- ✓ I can describe some of the challenges of making new friendships while maintaining old ones

Resources required

- Box or envelope for anonymous questions
- Flipchart paper and marker pen
- Resource 1: *Bus stop cartoon – enlarged for display and copies for each pupil*
- Resource 2: *Case histories*
- Resource 3: *New friendships: benefit or challenge?*
- Resource 4: *Making new friends prompt sheet (for pupils who may need support)*

Climate for learning

Make sure you have read the accompanying Resource Guidance before teaching this lesson for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

Key words

Friendship, relationship, transition

Baseline activity

Bus stop cartoon 10 min

Prepare an enlarged version of the *Bus stop cartoon*.

Display the *Bus stop cartoon* at the front of the classroom. Introduce the scenario, explaining where the conversation is set and that the characters are about their age too. Read the comments in the speech bubbles aloud, then ask the pupils to consider what the other characters might think or say.

Speech bubble 1: “When you go to secondary school you have to make new friends – you lose your old ones.”

Speech bubble 2: “Yeah, and making new friends is always really difficult.”

Leave the other speech bubbles blank.

Give each pupil their own copy of the *Bus stop cartoon*. Ask them to add their ideas to the speech and thought bubbles, in order to explain and demonstrate how the other characters might respond. Pupils could also draw themselves in the cartoon if they wish to, adding their own thoughts and ideas, or they could consider the truth of the statements in the first two speech bubbles.

Tell pupils that spelling and grammar don't matter – it's more important for them to get down their ideas.

Collect these in and keep them. Pupils will return to them at the end of the lesson as a way of measuring their progress.

Introduction 5 min

Revisit ground rules and remind pupils of the importance of keeping personal stories private. Draw attention to the anonymous question box and remind them that they can submit questions at any time, whether during or after the lesson.

Next share the learning objectives and outcomes. Explain that today the class will think about friendships and how they develop and change through our lives, especially when moving to secondary school.

Core activities

Friendship changes 15 min

Ask pupils why and when friendships – even the closest friendships – might start to change. Examples might include things like: when someone moves away; when another person comes into the group; if there's an argument. After gathering some ideas, give them the *Case histories* resource to read. Groups could look at one different case history each, or all of them – whichever is most appropriate. For each case history ask them to discuss:

- What might cause or has caused the friendship to change?
- How might the friendship change?
- Can the friends involved stay friends?
- What can the friends involved do to stay friends (if they want to)?

Ask groups to feedback responses to the class.

For learners who need support:

Invite pupils to draw or write symbols to show how the friend could manage their feelings about the friendship changes. What words or phrases would help others know how they are feeling?

Pupils could also colour code the case histories. Green is easily solvable. Amber is a problem that needs some time or help. Red is a bigger problem. After coding, pupils could choose from options of what would be best to do.

For learners who need a challenge:

Ask pupils to imagine that two friends from a case study have asked for help continuing their friendship. What advice would they give them? Are there any cases where it might be better to end the friendship? Why might that be?

Benefits and challenges **10 min**

In small groups, ask pupils to look at the 'New friendships: benefit or challenge?' cards. For each one, ask them to give a benefit of the friendship change, and a challenge to it. It may be that they can't think of a benefit or a challenge for some of the scenarios, which is fine.

Discuss the groups' ideas as a class. Some groups may have thought of different benefits and challenges. Discuss why some people might see benefits and challenges differently. Has anyone changed their mind as a result of the discussion?

Making new friends **10 min**

Put pupils into small groups or pairs. Ask the pupils to go around the group, with each person suggesting one thing that can help someone make a new friend. For example: smile, say hi, ask someone's name.

When everyone has gone round once, ask groups to join with one other group and share their ideas. Next ask these larger groups to share with the whole class, and together you can create a definitive class list. Discuss how the things on the list help people form friendships, then display the list where everyone can see it.

For learners who need support:

Give pupils the *Making new friends* prompt sheet, and ask them to circle the statements that could most help someone to make a new friend. Use this as a prompt for the group work. Pupils could think of or discuss situations when each example would be really good, ok or not so good.

For learners who need a challenge:

Using the things they have listed, or following the class discussion, ask pupils to explain why the things they have identified can help people make friends. For example: "Asking someone's name helps you make friends as it's a way to start a conversation with them."

Assessment for and of learning

Demonstrating progress

Review *Bus stop cartoon* **5 min**

Return the pupils' baseline activity – Bus stop cartoon. Ask the pupils to add any additional thoughts, ideas or comments. They could do this in a different colour or you could give pupils a new clean copy of the cartoon. Either way will help you assess whether pupils have understood the key messages about friendships during the transition to secondary school.

Reflecting on today's learning **5 min**

To finish the lesson, go around the class and ask each pupil to think of one good thing which a friendship – new or old – can offer.

Extension activities and home learning

Extension activity 1:

Ask pupils to create Diamond 9 cards for the benefits of new friendships. Pupils could work together to create a list of features using their learning from the lesson, and place them in order of importance. Groups could swap their Diamond 9 cards with others to see if people have a variety of benefits, or if their benefits are similar.

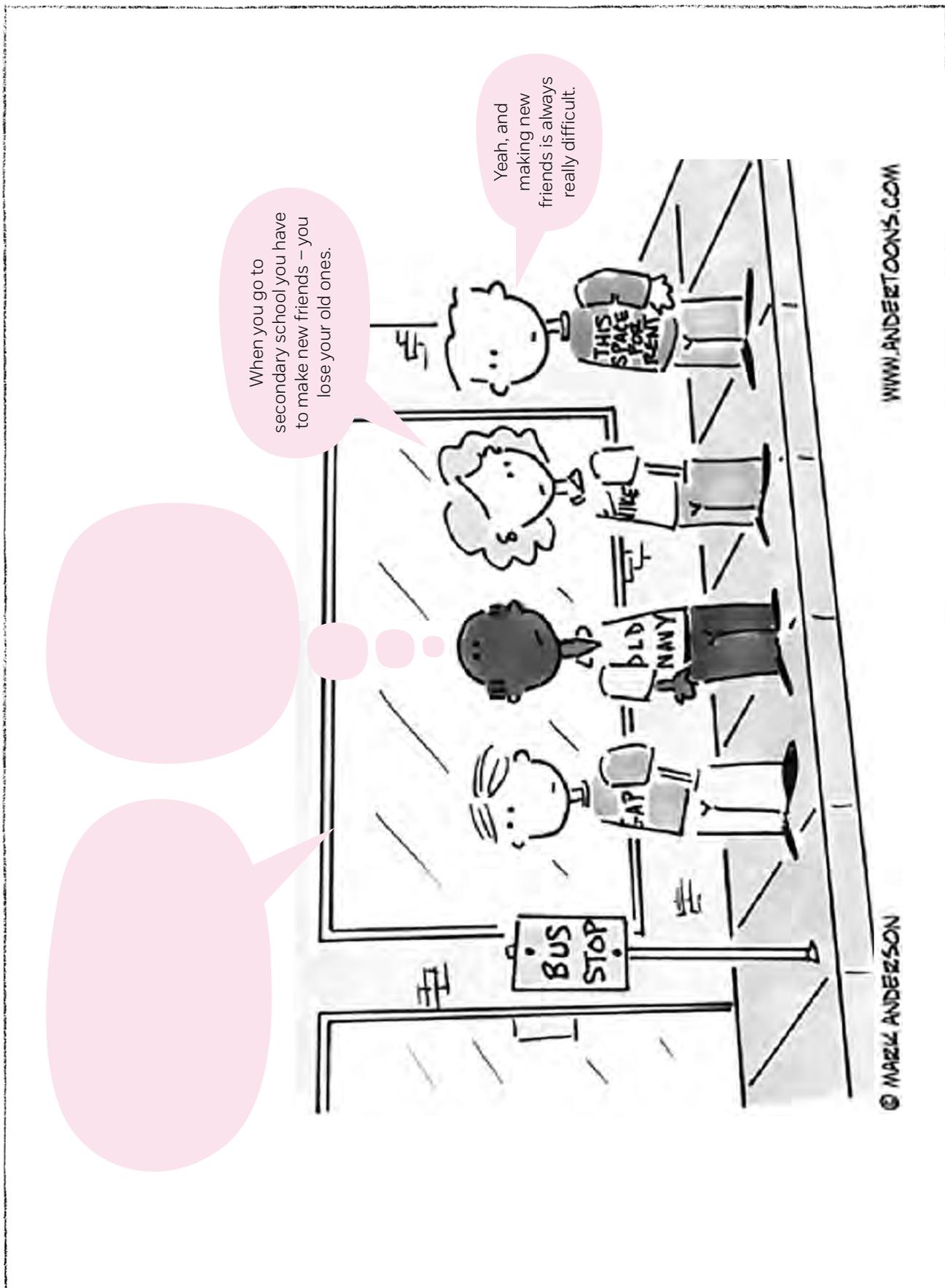
Extension activity 2:

Encourage pupils to think about friendships, even those beyond school such as their peers, older children, adults or relatives. Next create a wall of friendship displaying the qualities of good friendships, the things friends can give to one another, and the benefits of forming new and different friendships. The display could include key words about friendships, photos of friends, or general writing about friendships too.

Resource 1

Bus stop cartoon

Can you add to the speech bubbles and thought bubbles?



Resource 2

Case histories

Have a look at these case histories. In each one discuss:

- What might cause or has caused the friendship to change?
- How might the friendship change?
- Can the friends involved stay friends?
- What the friends involved can do to stay friends (if they want to)?

Case history 1

Libby and Alex have been best friends since nursery. They have always been in the same class in primary school and spend lots of time together out of school too. When they start secondary school, Libby meets Sunni. They really like one another and start spending time together. Libby wants Alex and Sunni to be friends too, but Sunni and Alex don't like one another very much. They both want Libby for a friend, but don't want to hang out with one another.

Case history 2

Dev and Chris are part of a big group of friends who always go round together. On their recent transition day to secondary school, their new class lists showed that they would be in different classes. Dev is with some of the rest of the group, but Chris only knows one other person in the class and they're not really friends.

Case history 3

Naila and Robin are best friends and do everything together, in and out of primary school. Now they have started different secondary schools. Robin's new school is up the road from where they live, but Naila's is a long bus journey away. Before they started their new schools they promised that they would keep in touch by texting or calling every day, and that they would see each other whenever they could. In the first week, Robin keeps texting Naila, but Naila hasn't replied. Robin wonders if Naila really wants to stay friends.

Case history 4

Callum has started secondary school without any of his old primary school friends. In the first week he makes friends with Hamza who is in his tutorial group, and they seem to get on really well. They have a lot in common, they like the same things and neither of them have any of their old friends with them. Hamza invites Callum over to his house and they have started to walk to school together. After a couple of weeks, Callum goes to meet Hamza one morning and sees Hamza with a group of other people from their school. Callum waves to Hamza but even though he sees Callum, Hamza ignores him. When Callum comes into class he smiles at Hamza but Hamza puts his head down and pretends not to notice.



Resource 3

New friendships: benefit or challenge?

Can you give one benefit and one challenge for each of the friendship situations below?

Situation	Benefit	Challenge
Alex is starting secondary school without any friends from primary school.		
Devinder has three of her best friends in her new class at secondary school.		
Friends Sam and Kamal had a big argument just before the summer holidays. They are together in their new class at secondary school.		
Madison and Casey didn't get on at primary school. Now they have been asked to work together on a project at their new secondary school.		
Leyla and Jay were at primary school together but they weren't really friends. They are the only two people from their primary school in their new secondary school.		

Resource 4

New friendships: benefit or challenge?

Can you sort out the best ways to make new friends?

Go and stand or sit next to the person

Ask to be their friend on social media

Say hello

Ask someone a question

Smile at someone

Introduce yourself by telling them your name

Say something about the weather

Ask someone the time or for directions

Tell them something about you

Invite them to sit with you

Watch their body language – do they smile back, answer your questions, seem happy to stand or sit by you?

Keep the conversation going

Invite someone to join in

Ask to play a game

Ask if you can join in

Like their profile page

Together we can help children who've been abused to rebuild their lives. Together we can protect children at risk. And, together, we can find the best ways of preventing child abuse from ever happening.

We change the law. We visit schools across the country, helping children understand what abuse is. And, through our Childline service, we give young people a voice when no one else will listen.

But all this is only possible with your support. Every pound you raise, every petition you sign, every minute of your time, will help make sure we can fight for every childhood.

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