

WEEK THREE



Week 3:

Building and
maintaining
positive
friendships



Help With Bullying

Guidance:

The scenario section should last 20 minutes. Start by asking the class to reflect on common issues that may have come up for them when they were younger, then explore how these were resolved. Will help when developing a structure for the assembly, Please include features like role play, props, and audience interaction to bring the assembly performance to life. In terms of the change post-assembly, you'd be hoping to see answers showing a greater awareness of issues that can come up, understanding of why friendship is important, and empathy for how others may feel in certain situations. If the children really enjoy this planning, you could even look at writing a script and putting an actual assembly on for younger year groups!

The activity section should last 25 minutes. Start by demonstrating an example of being a good friend and getting volunteers to model a freeze-frame of this happening. Discuss why this is a positive act. Then in groups children design 3 different situations of showing good friendships eg. helping a friend with their work, involving them in your game, sharing the homework set if they're off school. Then groups practice their freeze-frames. Finally each group shows their freeze-frames to the class and others have to guess what it being shown (points for getting all three correct) and what impact such behaviour would have on the child being supported.

The further thoughts section should last 15 minutes. You may want to begin with children talking to their partner, before encouraging pairs to summarise their discussion to the class. In their answers, you'd be hoping to see evidence of children being able to identify how the nature of their friendships has (or hasn't) changed since they were younger, as well as a willingness to admit to mistakes in their behaviour in the past. This willingness to show vulnerability, as well as the motivation to change their behaviour in response, demonstrates a powerful lesson to the other children.

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After this activity I will be able to:

1. Describe the qualities of a positive friendship.
2. Understand how to have honest, kind conversations with friends.
3. Identify how lockdown has had an impact on friendships.



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Scenario:

Your headteacher has found that the new Year 3 class have had difficulty maintaining friendships over the last year, with lots of falling out and arguments. As an older class, you are tasked with designing an assembly to deliver to them, all about what makes a good friend and how to keep positive friendships.

Questions:

1. What would be the main features you would include in the assembly?
2. How would you make it entertaining and engaging?
3. What impact would you hope to see in the Year 3 class after watching your assembly?



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Activity:

Divide the children into two groups, each group will need paper and pens. Each group will be provided with a different aim, for each round. eg to thoroughly clean the classroom, to help nursery children get to the playpark, to raise money for a school trip. Groups are given 2 minutes for each round to write down as many proactive ideas for succeeding in the activity as they can. The ideas can be as creative and alternative as possible, encouraging students to use their imagination and show how varied their approach to proactivity can be. They then choose the one most effective idea from their list.



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Further thoughts:

1. How does a confident child act, and what impact does this have on their behaviour?
2. How can you be proactive each day at school eg with learning, with other children, with planning in advance?
3. When have you taken the initiative to make a positive change happen, and what was the outcome?

