

Friendship Friday and
Anti-Bullying Week
Pack for Primary
Schools

Friendship Friday and Anti-Bullying Week

Each November Kidscape celebrates Friendship Friday.

Friendship Friday is a great way to introduce younger children to the themes of Anti-Bullying Week and to promote happy, healthy relationships.


The theme of Anti-Bullying Week this year is 'Choose Respect'. This resource is particularly aimed towards children in Key Stage 1 to introduce them to the theme of respect.

We always advise that you look through the resource in full and make any adaptations necessary to suit the age and development needs of the children that you work with.

We welcome feedback and ideas for other subjects you would like us to cover. Please email zoe@kidscape.org.uk

Lesson Plan 1

Choose Respect Activities

Lesson Objectives
To understand we can all make choices
To learn how to help others make correct choices
Outcomes
Children will recognise their own 'choice making' 

Resources you will need

- ⇒ Signs: Choices to make (Appendices 1-8)
- ⇒ Signs: Yes, no and maybe (Appendix 9-11)

NOTE: we have suggested that the children move around the classroom in the two activities that follow, but these can also be done by standing up/sitting down or putting hands up/putting them on desks— this way the activity can be inclusive if your space is small; your pupils are less able to move around; you have more than one class or have a large number of pupils taking part.

Activity 1

Choices to make

Arrange the 'choices to make' signs on opposite sides of the classroom. Place the children in the middle of the room, read out each choice in turn, and ask the children to move to the side of the room that matches their choice:

- 1) Would you rather eat cereal or toast?
- 2) Would you rather drink orange squash or milk?
- 3) Would you rather watch videos or play computer games?
- 4) Would you rather watch funny films or scary films?

Discuss the choices—**there are no 'right' or 'wrong' answers to these questions.**

Each one of us is individual and unique and have our own preferences.

Some children might not like ANY of the choices given—but this is fine too!

Activity 2

Yes, no or maybe

Arrange the yes, no and maybe signs in different areas of the classroom. Place the children in the middle of the room, read out each question in turn, and ask the children to move to the side of the room that matches their answer:

- 1) If you see litter on the floor would you pick it up?
- 2) Do you hold the door open if there is a person behind you?
- 3) Someone falls behind in the group you are walking with. Do you wait and walk beside them?
- 4) Someone is being ignored in your group. Do you try to include them?
- 5) Do you try hard to listen when people are talking to you?
- 6) Do you ever put pressure on someone to do something they don't want to do?

Discuss the choices (either at the end of each question or at the end of all questions):

Have they chosen the 'RIGHT THING TO DO'... Who says it is the 'RIGHT THING TO DO'?

Split the class into small groups—and ask them to discuss the last time they have NOT chosen the 'RIGHT THING TO DO':

- ⇒ eaten the last ice cream
- ⇒ not shared sweets
- ⇒ not helped someone up when they have fallen
- ⇒ laughed when someone hurt themselves
- ⇒ not said thank you

Ask this question to the whole class:

What do we call treating others like you would want to be treated yourself?

Activity 2

continued

RESPECT

Looking back at the questions—if they answered:

YES –do they understand that this means they ARE showing respect for others

NO—do they understand that this means they ARE NOT showing respect for others. Is this how they would like to be treated?

MAYBE—do they sometimes do some/all of these things. If not why?

When do they choose to do it (e.g. would they only hold the door for someone they like?) Again, is this how they would want to be treated?

Finally—end with the question ‘What actions can you take each day to show you **CHOOSE RESPECT**’

Lesson Plan 2

Friendships and Bullying

Lesson Objectives	
To understand what friendships are (and not)	
To understand that it is OK to fall out with a friend—if you are not mean	
Outcomes	
Children will understand what being a good friend is	✓
Children will understand what is/is not bullying	✓

Resources you will need

- ⇒ Gingerbread figure (Appendix 12)
- ⇒ 'Qualities of a good friend' image (Appendix 13)



Activity 1

Being a good friend?

Talk through the following scenario:

Lucy and Chantal are playing together. Lucy wants to go outside and play but Chantal says if Lucy goes outside she will not be her friend anymore.

Discuss:

- Is Chantal being a good friend?
- Who is right/who is wrong and why?
- Is this something the children would do/say to their friends?

Activity 2

What makes a good friend?

Photocopy the 'Gingerbread figure' in Appendix 12 and give one to each child.

Ask them to write down words they would associate with being a good friend (5 minutes).

Using a different colour pen, ask them to write down words that would make someone not be a good friend (5 minutes).

Discuss the following:

- ⇒ how can I make someone unhappy or feel better?
- ⇒ what happens if friends fall out?
- ⇒ how am I a good friend to others?

Hold up the image shown in Appendix 13 and talk through the qualities that make up a good friend.

Activity 2

continued

DISCUSSION:

What have we learnt today?

Discuss what each of the activities have taught the class, including:

- ⇒ friendship fall-outs are not bullying but could lead to bullying
- ⇒ bullying is when you hurt someone several times on purpose
- ⇒ we must tell an adult we trust
- ⇒ we all need to be active bystanders which means standing alongside someone who is alone and making it clear we don't find bullying funny
- ⇒ to be kind to your friends

Classroom Poster—Appendix 14

Why not display the poster attached to the end of this pack in your classroom!

Appendices 1–8

Lesson Plan one:

Choices to make signs

CEREAL

ORANGE

SQUASH

VIDEOS

FUNNY

FILMS

TOAST

MILK

COMPUTER GAMES

SCARY FILMS

Yes, no and maybe signs

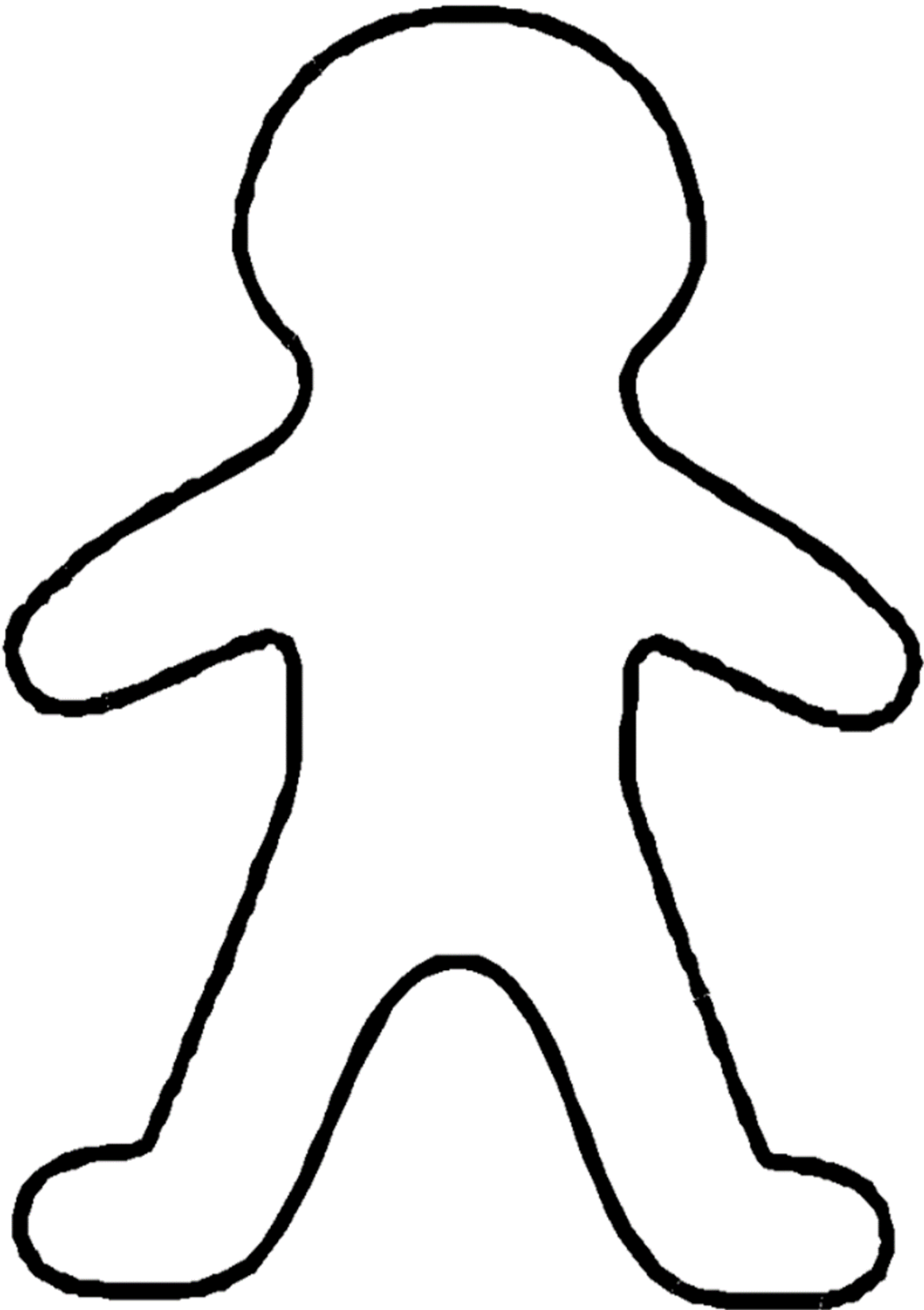
YES

NO

MAYBE

Appendix 12
Lesson Plan two:

Gingerbread figure



Appendix 13
Lesson Plan two:

Qualities of a good friend



Kind

Helpful

Responsible

Loyal

Supportive

**Good
listener**

RESPECT

Thinking and acting in a positive way towards yourself and others

**Treat others the way
YOU want to be
treated**

**Make choices you will
be PROUD of**

**We might NOT AGREE with
someone ...**

**but we should learn to
RESPECTfully disagree**

**We are all different...
... we all deserve
RESPECT**

**Respect means you CARE
enough to think about OTHERS'
feelings before you act**

**RESPECT people's feelings...
...even if it doesn't mean anything to
you, it could mean everything to them**