



Forming positive relationships

In this lesson, students explore the nature of friendships and identify some of the challenges that can arise in social relationships as well as thinking about how to provide effective peer support.



Recommended age: 11–14

Learning objectives

We are learning about friendships and how to deal with some of the challenges that can arise.

Learning outcomes

Students can:

- identify the qualities of positive friendships
- describe strategies for dealing with challenges in friendships
- explain where and how to access support and help, including from professionals.

Preparation

Before delivering the lesson:

- visit and familiarise yourself with the [Rise Above website](#) and [Rise Above YouTube channel](#)
- read through the [Introduction to Rise Above](#)
- read through [Guidance for learning in a safe environment](#)
- read through the **classroom tips** included in the download pack.

>> Resources

- Rise Above resources:
 - <https://riseabove.org.uk/article/suli-breaks-on-friendship/>
 - <https://riseabove.org.uk/article/doug-armstrong-on-healthy-relationships/>
 - <https://riseabove.org.uk/article/how-to-comfort-a-friend-in-need/>
 - <https://riseabove.org.uk/relationsticks/>
 - <https://riseabove.org.uk/article/how-to-spot-a-frenemy-with-mandem-on-the-wall/>
 - <https://riseabove.org.uk/article/cherry-wallis-on-friendship/>
- Access to the Rise Above website
- Blank A4 paper and pens
- Sticky notes

>> Time

60 minutes approximately

>> Key vocabulary

Friendships, positive, respect, help, qualities, peer pressure, support, services



Lesson stimulus: (3–4 minutes)

Write the following stimulus on the board:

A new student has just moved to the school halfway through the year.

What tips would you give them about how to make new friends?

Create a mind map with your tips.

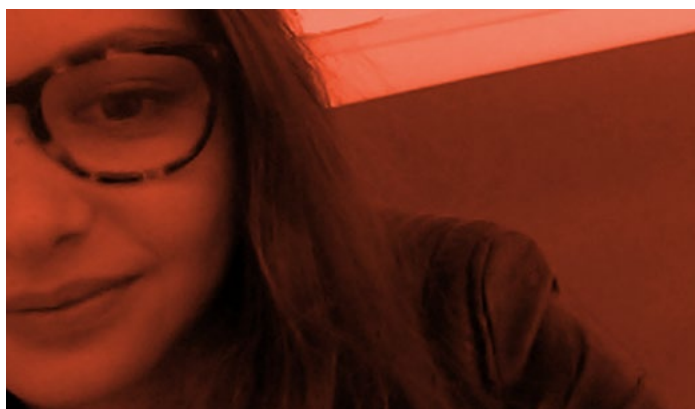
Baseline assessment



How do you feel? (5 minutes)

Students should answer the three baseline questions, on a confidence scale (0 = not confident, 10 = extremely confident) for each of the following questions:

- A) How confident are you in knowing what makes a good friend?
- B) How confident do you feel about managing change in friendships?
- C) How confident are you in knowing how to support a friend?



Core activity 1



What makes a good friend? Graffiti wall (15 minutes)

Watch: <https://riseabove.org.uk/article/suli-breaks-on-friendship/> (2:51)

NOTE: This video includes a swear word. Please watch before to assess suitability.

This graffiti wall activity should be done in groups.

1. Put pieces of A3 paper up around the classroom with the following headings:
 - Good friends do... (how do they add to your life?)
 - Good friends don't... (what do good friends avoid doing?)
 - The most important qualities of a friend are...
 - Conflicts that can arise in friendship include...
2. Moving around the room, ask groups to add their comments under each heading.
3. Ask students to then swap with another group and repeat the activity. Ask students to respond to what other groups have written. They can add to other people's statements, tick if they agree with someone's comment, cross if they don't and build on or challenge other people's statements.
4. As a class, look at everyone's opinions while discussing the questions below:

All

- What did people agree on and why?
- What did people disagree on and why?

Further challenge

- Why do some people have different expectations of what a 'good friend' means?
- Are there similarities in these qualities to positive sibling relationships?
- In what ways might our expectations of friendships change over time?

Core activity 2



Rise Above independent exploration activity: when things get tricky.... (20 minutes)

Students work in groups to look at some of the challenges that can arise within friendships.

- They can either independently research the Rise Above website for content on friendships, depending on the IT facilities available, or watch the 'Doug Armstrong' video: <https://riseabove.org.uk/article/doug-armstrong-on-healthy-relationships/> (3:11)
- While observing the video, students make notes of all the possible challenges or tricky situations that can arise between friends.
- Using this stimulus, they then create a challenging scenario that can take place between friends. This can be in the form of creative writing or a storyboard. Remind students that these should be fictitious and not based on people they know or real life experiences. For example, one friend is left out of a trip to the cinema, one friend lies to another friend about where they were at the weekend, or a friend starts dating a person in the class they know their best friend likes.
- They then split into pairs. Each pair takes a scenario, and creates a flow chart to represent solutions and the possible outcomes to the challenging scenarios.

For ideas, students can look at the following resources:

- <https://riseabove.org.uk/article/how-to-comfort-a-friend-in-need/>
- <https://riseabove.org.uk/relationsticks/>

Plenary



(5 minutes)

Look back at the mind map from the start of the lesson and ask students to add on anything new they have thought about or reflected on in the lesson.

Ask them to add on more tips in another colour about ways to maintain healthy friendships.

Assessment for learning



(5 minutes)

Students think back to the confidence line that they shared at the start of the session and consider the same questions:

- A) How confident are you that you know what makes a good friend?
- B) How confident do you feel about managing change in friendships?
- C) How confident are you in knowing how to support a friend?

Ask students to consider if their scores have changed and why, and give an example of something new they have learnt or thought about.



Extended learning projects

Advice for Year 6

Create a one-page leaflet for Year 6s coming to their school next year with advice on making friends and how to be a good friend.

Friendship play

Create a script for a five-minute play with the title 'Friendship'.

Friendship clinic

Design a 'friendship clinic' where older students can support younger students with their transition and friendship issues. Include:

- What training would students need to do this?
- How would it work?
- What logistics would be needed?
- What problems do you imagine coming up?
- What solutions could you offer to younger students?

Celebrities speak

What do the celebs say?

Show these two videos to the class or direct students to them. As a class or in groups, students can make a list of ideas about friendship to then create a poem/rap/image with the title 'Friendship'.

<https://riseabove.org.uk/article/how-to-spot-a-frenemy-with-mandem-on-the-wall/> (6:50)

<https://riseabove.org.uk/article/cherry-wallis-on-friendship/> (4:24)

