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|  **PSHE – Relationships and Sex Education**  |
|  **Year group**  |  |
| **Lesson Title** |  **Building friendships**Adapted from ‘Delay’ Jo Adams |
| **Context/theme**Self esteem/self awareness | This exercise explores the importance of friendships in building our self-esteem. In addition, it reinforces the notion that young people get many of their emotional resources from their good friends, and can draw on them for support in making choices which are positive and healthy for them, rather than simply going along with a crowd. In times when competitiveness, bitchiness, and minor forms of bullying can prevail, it is especially essential that we encourage young people to think about the gifts, strengths and delights friendship can bring them This then needs to be further reinforced by helping them gain the practical skills and emotional awareness to make and sustain strong, nurturing friendships which will see them through difficult times. Young people can get a strong sense of themselves, of being loved and valued and held in affection from their friends. If they are experiencing all these positive things through friendship, they are much less likely to feel they need to have sex to provide themselves with these – something which it all too often in fact fails to do for them. |
| **Learning Objectives** | Today we are going to* explore the importance of friendship
* consider different types of friendships
* decide what we might do to be a good friend
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| **Learning Outcomes:** | An appreciation of the positive influence of friends on ourselves and us on them.  |

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| **Stage** | **Activities for Learning** |
| **Introduction/previous learning.** | Reflect on what happened at primary school to support friendships eg buddies, mediation groups etc. |
| **Main Learning Activity/ Activities** | **Friendship Flying Carpet****Stage One**Break the group into pairs. Ask each partner in the pair to spend a few minutes describing a good friendship they have. Offer a range of possibilities from which they can choose. This can be an old friendship with someone they’ve known since primary school a recent one with someone they have just got to know at secondary school, someone they tell their deepest secrets to, a neighbour, relation or a sibling they’ve known all their lives. Try not to use the term ‘best friend’ here as many children have a range of friends rather than one ‘best’ or they may not have a ‘best friend. It is important no-one feels left out or unable to find someone they could describe.The only proviso is that this must NOT be a friendship with their boy/girlfriend (if they have one) , the person must be alive and not be an a pet Specifically ask them to consider issues such as the following * What do you value in this friendship?
* How does it make you feel about yourself?
* What positive role does your friend play in your life?
* What does the friendship help you do, feel, be, aspire to?

Ask students to decide in their pairs who is going to go first and give them 2-3 minutes to describe their friendship. Then let them know when it is time to swap over and for the second person in the pair to describe their friendship, in the same ways.**Stage Two**Ask the group each to choose just one of those positive things the friendship gives them and to write this on a post-it. Let them know this needs to be one they are happy to share with the large group. Then one by one invite people to come up and put their post-it on the flying carpet, they need to…* tell us their friend’s name.
* say what the friendship gives them, enables them to be, to feel or to do.

It’s worth modelling this to the group by telling them “For example you might say “This is my friend Jen, she helps me be myself” or “My friend Rachel challenges me and makes me think” or “This is Tom, he encourages me to try new things”, or “My friend Sarah gives me good advice”**Stage Three**Ask the group “What was the learning for us in doing this for ourselves and in hearing others’ experience too?”Typically points, raised at this stage include:* Friendship is great for our self-esteem and for overcoming self-criticism. Often in this exercise people will say ‘My friend knows all the awful things about me – and still loves me nonetheless.”
* It’s rare - and positive - to be asked to reflect on our friendships. We can take our friendships for granted – which in itself is in a way quite nice, a comfortable area in our lives.
* In our society, much more attention is given to sexual relationships than to friendships – this exercise is one way of redressing that imbalance.
* In our friendships we practice key relationship and communication skills. They are often the places where we learn about ourselves and where we have the space to talk about our feelings as well as listening to those of others.
* Because friendships help us to feel valued and special, they can be a great antidote to negative feelings about ourselves. For the same reasons, they can also give us the strength to withstand pressure.
* We can learn through our friendships that it’s ok to go through a rocky time – and forgive or be forgiven for rows and difficulties, some crucial key conflict-resolution skills.
* Our friends are there for us when other people let us down and teach us we have the right to expect to be treated well.

If these points do not come up in the debrief group discussion, it can be worth raising them as questions, to increase the group’s awareness of the importance of friendship – for example by asking ‘What kind of skills do we learn through friendships? |
| **Plenary/assessment**Review, Reflect, demonstrate understanding  | Draw attention to the ‘Magic carpet’ – why have we used the analogy of a magic carpet? What does a magic carpet do for us?What should a good friend do for us?Record responses in an appropriate manner and display. **Friendship Quiz** – see attached.Ask the students to complete the quiz and then discuss in groups so they can learn from others and reflect on the qualities they bring to a friendship. |
| **Resources / Equipment** | Post-its – different bright colours are important. |