

Making & Keeping Friendships – KS2

Theme: Friends	Concept: Making & Keeping Friends	Year Level: KS2	Guiding Questions: <ul style="list-style-type: none"> How can you be your own best friend? Who can be within our friendship circle? How can I make new friends? How can I keep my friendships? What does it mean to be a true friend? Am I a good friend? What are healthy friendships? What are unhealthy friendships? How can I resolve conflicts? What does friendship mean to me?
Core Text: How to be a friend <i>by Laurie Krasny Brown</i>			
Focus Question: What does friendship mean to me?			
Final Task: Use the IDEAL model to solve a friendship problem and illustrate it using a comic or a video			
Objectives			
Knowledge (facts, vocabulary, text types)	Attitude and Values (big ideas, concepts)	Skills (reading, writing, speaking and listening skills)	
Ss will know: <ul style="list-style-type: none"> nouns to describe character traits adjectives to describe character traits similes to describe friends identify the text features of a fiction and non-fiction 	Ss will understand: <ul style="list-style-type: none"> the qualities and attributes of a good friend what friendship is about and how to keep a friendship healthy the ways friends should be treated (respect for others) how to cultivate positive values and attitudes (care for others, empathy) that true friends are identified by their deeds not appearance (integrity) 	Ss are able to: <p>Reading:</p> <ul style="list-style-type: none"> - make predictions about stories, characters, topics of interest using pictorial clues and book cover - locate specific information in a short text in response to questions - use cooperative learning skills (think-pair-share) - develop reading & viewing skills by constructing meaning from texts <ul style="list-style-type: none"> o as text participants, draw on prior knowledge and understanding of friendship and make predictions about stories and characters using pictorial clues o as text analysts, understand that friends can have different characteristics and can be good friends for various reasons o as text users, use a list to identify characteristics of their own friends o as text interpreters, construct meaning from the images at hand and draw on their prior knowledge o as text navigators, Ss explore the plot elements of the video (orientation, events, problems and resolution) o as text interrogators, understand the usage of contrast in storytelling <p>Writing:</p> <ul style="list-style-type: none"> - present information, ideas and feelings clearly and coherently by using appropriate formats and conventions of an explanatory text - present writing using appropriate layout and visual support e.g illustrations - use technology in presentation <p>Inquiry skills:</p> <ul style="list-style-type: none"> - use the KWLQ chart to identify what they already know and what they want to learn (K,W) - use the KWLQ chart to think about the various ways information can be gathered (H) - use the KWLQ chart to reflect and consolidate learning (L) - use the KWLQ chart to encourage questioning skills (Q) - ask open-ended questions (wonderings) to explore a topic in-depth 	

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Lessons	1	2	3	4-5
Phase	Engage	Explore	Explore	Explore
Guiding question	What does friendship mean to me?	How can you be your own best friend?	Who can be within our friendship circle?	How can I make new friends? How can I keep my friendships?
Concept	<i>self-awareness</i>	<i>Self-compassion is the act of friendship towards yourself</i>	<i>setting personal boundaries</i>	
Text & text type	1. song – with my friends https://www.youtube.com/watch?v=aET9nUGrHbM&ab_channel=Tungevaag	1. Core text - Book (Information text) How to be a friend by Laurie Krasny Brown 2. Video (Animation) - Reflection in Me https://www.youtube.com/watch?v=D9OOXCu5XMg&ab_channel=FableVision	1. Book (Information text) How to be a friend by Laurie Krasny Brown	1. Book (Information text) How to be a friend by Laurie Krasny Brown (P.12-15) 2. Book (Information text) How to Lose all your Friends 3. Video (animation) My Little Pony: Friendship is Magic (Episode: A Friend in Deed)
Other resources	i. KWHLQ chart ii. Our Wonderings A3 sheets X no. of groups iii. our Wonder Wall iv. Wordcloud (website)	i. KWHLQ chart ii. Reflection of me- worksheet (WS1)	i. KWHLQ chart ii. Friendship Circle iii. Friendship circle – worksheet (WS2) iv. Friendship flower (craft)	i. KWHLQ chart ii. flipchart(1) iii. WS(3) iv. cards :illustrations+titles
Activities	1. Arouse ss interest a. play the song & engage ss by guessing the theme of the unit 2. Activate ss prior knowledge a. display KWHL chart b. elicit ss previous understanding using WordCloud.com c. add to 'K' 3. Pique ss interest in the topic a. co-create inquiry questions(wonderings) on A3 worksheets b. add some wonderings to 'w' or add to the 'My Wonder Wall' 4. Encourage Ss choice & Voice a. introduce 'H' (HOW)in the KWHL chart b. ask ss to add some more ways of how information can be found 5. Conclusion a. reflect on the guiding question b. ask ss if they have any further wonderings, add them to Q on the KWHLQ chart or add to the Wonder Wall	1. Activate ss prior knowledge a. display KWHL chart b. elicit ss previous understanding and add to 'K' c. scribe the guiding question in 'W' column 2. Explore to find information a. skim the book to identify the genre(fiction or non-fiction) b. read book (p.4-5) - ss understand that sometimes it is important to be by yourself to get to know themselves better. c. watch animation - The Reflection in Me d. ss list their own qualities using similes (WS1) e. write some similes on post-it notes and stick on the classroom mirror 3. Experiential learning – social challenge a. ss spend one recess alone and focus on enjoying their own company. b. ss complete the TAG reflection 4. Conclusion a. reflect on the guiding question b. ask ss if they have any further wonderings, add them to Q on the KWHLQ chart or to the Wonder Wall	1. Activate ss prior knowledge a. display KWHL chart b. elicit ss previous understanding & add to 'K' c. scribe the guiding question in 'W' column 2. Explore to find information – i. T reads pgs 6&7 ii. divide ss into 6 group iii. supported reading - assign qs to ss for reading G2,4&6: Who are Dino's friends? G1,3&5: How can friends be different or alike? iv. ss share their findings 3. Friendship Circle (FC) a. display FC on the smartboard. b. ss place Dino's friends on the FC. Hand out the name labels to ss. c. give ss 5 mins to write names (or titles) of people they have a relationship with (on post-it strips). Ss come out to place the names/titles on the FC. 4. Understanding FC	1. Activate ss prior knowledge a. display KWHL chart b. elicit ss previous understanding & add to 'K' c. scribe the guiding question in 'W' column 2. Explore - How to make friends? a. brainstorm ideas about how they can make new friends. b. elicit students' ideas about how to start a conversation with a new friend c. activity (5-7 mins): Let's be friends (conversation starter practice) 3. Explore - How to keep friends? a. elicit students' ideas, how to keep all your friends– scribe on flipchart(1) b. explain the matching activity to students. Hand out the matching cards (1 set per group). Students match the titles to the illustrations. c. ask ss to predict the purpose of the text and why they think so. d. T reads aloud the book, 'How to Lose all your Friends'

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			<p>a. Ss draw an inward/outward arrow from their friends names towards/away from 'ME' if they want them to be closer to/distant from them.</p> <p>b. ask ss to write a date on their FC, this is to inform them that relationships are dynamic, they can change and don't always remain the same.</p> <p>c. set scene for the upcoming lesson(s). Ask ss why do you think relationships can change?</p> <p>5. Friendship challenge - craft</p> <p>Ss think of a friend who they think is the closest to them (friend can be from school or out of school). Ss make a friendship flower. Ss write their best friend's name in the middle. This activity will continue in the upcoming lessons. Ss keep the flower safely for next time use.</p> <p>6. Conclusion</p> <p>a. reflect on the guiding question</p> <p>b. ask ss if they have any further wonderings, add them to Q on the KWHLQ chart or add to the Wonder Wall</p>	<p>e. ask ss to revisit their predictions to confirm the purpose of the text</p> <p>f. add some more ways of keeping friends on flipchart(1). Guide ss to give ideas that juxtapose the book.</p> <p>4. Supported Reading - How to be a friend? (P12-15)</p> <p>a. show students the following questions:</p> <p>i. What are some ways to show your friendship to your friends?</p> <p>b. gather students' understanding on flipchart(2)</p> <p>c. Draw/Write one scene/few sentences of how to lose all your friends and one to demonstrate how to make/keep friends.</p> <p>5. Conclusion</p> <p>a. reflect on the guiding question</p> <p>b. ask ss if they have any further wonderings, add them to Q on the KWHLQ chart or add to the Wonder Wall</p> <p>6. Flipped Learning - Apply understanding – How to make& keep friends?</p> <p>a. ss watch My Little Pony: Friendship is Magic (Episode: A Friend in Deed)</p> <p style="color: green;">(Students list the ways Pinkie Pony tried to make friends with CDD)</p>
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Lessons	6	7-8	9 – 10	
Phase	Explore	Explore & Explain	Elaborate &	Evaluate
Guiding question	What does it mean to be a true friend? Am I a good friend?	What are healthy and unhealthy friendships?	How can I resolve conflicts?	What does friendship mean to me?
Concept	<i>A friend in need is a friend indeed</i> <i>Good friends are known by their deeds and not appearances</i>	<i>You teach people how to treat you</i>	<i>valuing and cherishing friendships</i>	
Text & text type	1. video (animations) A friend in need is a friend indeed (SOWIT)	Video 1. Shadow Puppetry 'Be Kind and anti-bullying' (https://www.youtube.com/watch?v=kfi7qgvhFQE)	2. Book (Information text) How to be a friend by Laurie Krasny Brown	
Other resources	i. KWHLQ chart ii. Wanted: A true friend poster iii. Am I a good friend survey	i. KWHLQ chart ii. friend-o-meter iii. WISE poster iv. Mean-on-purpose and Friendship Fire posters v. Being Kind-on-purpose (WS4)	i. KWHLQ chart ii. IDEAL problem-solving	
Activities	<p>1. Activate ss prior knowledge</p> <ol style="list-style-type: none"> display KWHL chart elicit ss previous understanding & add to 'K' scribe the guiding question in 'W' column <p>2. Explore - SOWIT Video: What does it mean to be a true friend?</p> <ol style="list-style-type: none"> refer to the lesson plan from SOWIT refer to the WS from SOWIT ask ss, 'What qualities would you look for in a friend?' record qualities of a good friend on a flipchart ask ss to introspect to recognize their own qualities and recognize themselves as good friends or bad friends - (survey) ss complete 'Wanted: A True Friend' <p>3. Conclusion</p> <ol style="list-style-type: none"> reflect on the guiding question ask ss if they have any further wonderings, add them to Q on the KWHLQ chart or add them to the Wonder Wall set task for flipped learning - ss watch Shadow Puppetry 'Be Kind and anti-bullying' video and share on Padlet: <i>What is the video about? & How does the girl feel at school?</i> 	<p>1. Activate ss prior knowledge</p> <ol style="list-style-type: none"> display KWHL chart elicit ss previous understanding & add to 'K' scribe the guiding question in 'W' column <p>2. Explore – Healthy Friendships</p> <ol style="list-style-type: none"> show ss the Friend-o-meter draw ss attention to the green box and the title 'Healthy friendship'. Write the question, "How do healthy friendships make you feel?" think-pair-share: T models ss share <p>3. Explore - Unhealthy Friendships</p> <ol style="list-style-type: none"> watch again - Shadow Puppetry video 'Be Kind and anti-bullying' ask ss various ways one can be mean-on-purpose (verbally, physically, virtually) <ol style="list-style-type: none"> ask ss how they would deal with a situation where someone is being mean-on purpose. (think-pair-share) record ss sharing on a flipchart Friendship fire: explain what FF is. <ol style="list-style-type: none"> read Arguments chapter (core text) ask ss to think of some instances where they think their friends were mean-on-purpose. ask ss how they would choose to resolve such conflicts <p>4. Explain:</p> <ol style="list-style-type: none"> Display of 'mean-on-purpose' and 'friendship fire'. 	<p>1. Activate ss prior knowledge</p> <ol style="list-style-type: none"> display KWHL chart elicit ss previous understanding & add to 'K' scribe the guiding question in 'W' column <p>2. Elaborate – How can I resolve conflicts?</p> <ol style="list-style-type: none"> introduce the WISE poster show ss the shadow puppetry video again. tell ss we will help the girl resolve the problem. introduce IDEAL model for problem-solving T models using one scenario ss choose one and work out a way to resolve using IDEAL model. Ss are given a choice of making a comic or a video, to work individually, in pairs or in groups ss post their final task on Padlet and write comments as peer evaluation <p>3. Conclusion</p> <ol style="list-style-type: none"> reflect on the guiding question ask ss if they have any further questions, add them to Q on the KWHLQ chart or add them to the Wonder Wall <p>4. Ss complete the Google Form as post test.</p>	

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- b. ss analyse some scenarios of friendship fire and mean-on-purpose situations.
- c. explain and clarify any misunderstandings.
- d. ask ss to write how unhealthy friendships feel like on the friend-o-meter.
- e. ask ss which zone (green or red) would they rather spend more time in and why

5. Conclusion

- a. reflect on the guiding question
- b. ask ss if they have any further wonderings, add them to Q on the KWHLQ chart or add to the Wonder Wall

6. Experiential learning – social challenge

- a. tell ss they need to think of ways they can be kind-on-purpose (WS4)
- b. list some ways
- c. ss use recess to practise being kind-on-purpose in at least 2 of the listed ways.
- d. ss complete the TAG reflection