

Y7 RELATIONSHIPS

ALL ABOUT BUILDING FRIENDSHIPS

LESSON OVERVIEW

This lesson explores friendships and the features that make them healthy or unhealthy. It helps students recognise abusive behaviour and learn strategies to deal with this appropriately. It also encourages students to think about how they can foster positive friendships, including techniques for conflict resolution.

WHAT YOU'LL NEED

- Wellbeing – All About Building Friendships PowerPoint presentation
- Growing & Changing – Real Teen Stories Video: bit.ly/3mA3jwp
- What Is Cyberbullying? Video: bit.ly/3jGJiCJ
- See it, Stop it Activity Sheet (one per person)
- Resolving Conflict Activity Sheet (one per person)

OBJECTIVE

To know the features of healthy friendships, how to recognise and deal with bullying and abuse, and how to build strong friendships.

OUTCOMES

- To be able to explain the characteristics of healthy and unhealthy friendships.
- To explore ways to foster healthy and positive friendships.
- To utilise a range of strategies to recognise and confront abusive behaviour and bullying.
- To know where to turn to get support.

DELIVERY

The activities in this lesson have been designed for delivery in sequence.

Depending on time available and students' prior learning and needs, the content could be delivered in one lesson or broken down into two or more lessons, with flexibility to extend or cut discussion as appropriate.

Activity 4 is intended as an extension activity.

INTERACTIVE LESSON

This lesson is available in Nearpod, meaning your students can interact with the lesson and activities from their own devices. If you would like to learn more about this fun and simple delivery format, or try it out, visit: nationalschoolpartnership.com/initiatives/about-you-resources

INCLUSIVITY

The About You programme is designed to be inclusive of all young people and all genders. When discussing changes to the adolescent body the terms 'male' and 'female' are used, whilst in other places, the resources simply refer to people and explore the wider spectrum of gender, including transgender and non-binary. You may wish to adapt the editable resources to suit your own school context, for example, by altering pronouns or terminology to that which is favoured by your school or institution.

We recommend teaching the content to all students together, rather than separately, to ensure that everyone gets the education they need, and to help promote healthy conversation between all young people and all genders.

LESSON PLAN

Setting the tone

SLIDES 2 & 3



SLIDE 2: WHAT ARE WE GOING TO LEARN?

Share the purpose of the lesson with students.



SLIDE 3: RESPECT. YOUR RULES.

Show students the key words on the slide: HEAR, RESPECT, KIND, SENSITIVITY, EMPATHY, LISTEN, UNDERSTAND, SPEAK.

Ask them to write three positive rules they want everyone to follow when discussing sensitive topics. As a class, share and agree on the rules you all want to observe.

This lesson deals with sensitive topics where some students may need further support. Signposting to organisations that can help is included, and you may also wish to direct learners to other sources of support locally and in school.

This lesson covers:

- Healthy and unhealthy relationships
- Emotional and physical changes at puberty
- Bullying

You may like to set up an anonymous question box, so that any questions students don't want to ask, or that remain unanswered at the end of a session, can be addressed in a future session.

Starter

SLIDES 4 & 5



SLIDE 5: POSITIVE AND HEALTHY FRIENDSHIPS

Students should think of a good friend, then draw an outline of their body. Inside the figure they should write adjectives to describe the person, and outside write down actions that person does to help and support them.

Ask students to keep hold of these as they will use them later in the lesson.



Activity 1

SLIDES 6 - 18

GROWING & CHANGING
- REAL TEEN
STORIES VIDEO

FRIENDSHIP VALUES

Students begin by having their say on statements about friendship. They then work together to come up with the qualities of a healthy friendship.



SLIDES 7 TO 15: FRIENDSHIPS – WHERE DO YOU STAND?

Students will be shown a series of statements about friendships on the board with a continuum line showing 'Completely disagree' on one side, and 'Totally agree' on the other. They should decide where they stand on each statement and choose a position across the room (i.e. they will physically move along the continuum to show their views).

Question students and discuss ideas about what makes a positive, healthy friendship as you go through the statements.

LESSON PLAN



SLIDE 16: WHAT MAKES A POSITIVE AND HEALTHY FRIENDSHIP?

Students work in groups, using their starter images and the ideas they have discussed in the previous activity, to come up with a mind map that outlines what they think makes a healthy friendship.

Ask one person from each group to feed back and agree on the most important qualities as a class. There are certain universals that students might agree upon - respect, listening, helping others etc.

Extension: students consider whether these qualities are the same for all relationships, or would some be different? They could think of parent/child, siblings, romantic relationships, etc.



SLIDE 17: FRIENDS IN NEED

Explain that it's a good idea for friends to be able to support each other during puberty. Ask students to consider several scenarios and how a friend could give support and advice. You may also wish to point out that it would be a good idea for students to speak to a trusted adult too.

To teach students more about the emotional and physical changes at puberty, as well as periods and period protection, see the **Puberty – All About Body Changes** lesson.



SLIDE 18: RELATIONSHIPS - REAL TEEN STORIES VIDEO

Watch the **Growing & Changing - Real Teen Stories Video** where teens talk about their experiences of changing relationships during puberty. Ask students to consider what they have heard and discuss their thoughts.



Activity 2

SLIDES 19 - 26

WHAT IS CYBER-BULLYING? VIDEO

SEE IT, STOP IT ACTIVITY SHEET

SEE IT, STOP IT

Students consider what makes an unhealthy friendship. They evaluate different ways of responding to bullying, then consider how they could help in two scenarios.



SLIDE 20: NEVER ACCEPT

Show students a list of behaviours that they should never accept from anyone. You could discuss these to make sure students know what they all mean. To learn more about Cyberbullying and how to stop it, a link is provided to the **What Is Cyberbullying? Video**.



SLIDES 21 AND 22: SEE IT, STOP IT

Explain that we all have a duty to help anyone who is experiencing bullying or discrimination. But what's the best way to help?

Hand out the **See it, Stop it Activity Sheet** with a number of ways students might respond to discrimination, abuse or bullying.

Students should consider how helpful they are, giving reasons why, and also considering disadvantages.

Afterwards, feedback and discuss. Explain to students that some of these are things are never appropriate, whilst some may or may not be helpful depending on the situation.

Extension: students could think about whether people report bullying enough and give reasons for their answers.

LESSON PLAN



SLIDE 23: KNOWING WHERE TO GET HELP

Discuss what students can do if they are worried about themselves or someone else, and how they should report any signs of abuse or bullying.

Relevant sites are listed. You could add your own, as well as in-school support.



SLIDES 24 TO 26: PUTTING A STOP TO BULLYING

Students look at two scenarios and choose a course of action to take. Discuss the different possibilities and how they might help the students in each case.



Activity 3

SLIDES 27 & 28

RESOLVING
CONFLICT
ACTIVITY SHEET

RESOLVING CONFLICT

Students consider how their use of language can help to fuel conflict, or to improve a situation. They come up with their own phrases to help resolve conflict, then use them in role plays.



SLIDE 28: RESOLVING CONFLICT

Students consider the phrases on the **Resolving Conflict Activity Sheet** and find ways to rephrase them so that they are more likely to lead to positive discussions rather than accusations and blame.

Extension: ask students to work in pairs and imagine scenarios where friends have fallen out. Can they use the phrases they have written to resolve conflict? You could give students some specific scenarios to work with if they need help.

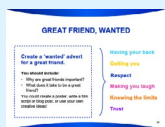


Activity 4

SLIDES 29 & 30

GREAT FRIEND, WANTED

Students write an advert for a great friend, considering which qualities and actions they believe are really important and using their creativity to express this.



SLIDE 30: GREAT FRIEND, WANTED

Display some 'building blocks' for great friendships on the board. Students will use these and their discussions from the lesson to create a 'wanted' advert for a great friend.

They could write a script for a short ad, create a poster, write a blog post, or use their own creative idea, to tell others why great friends are important, and what it takes to be a great friend.

Students could share some of these once completed or use them to create a class display on friendship.

Reflection

SLIDES 31 & 32



SLIDE 32: REFLECTION

Students decide on three things they could do this week to be a good friend.

Extension: they could make a note of their three things and check in every few days to see if they've been able to make their friends feel valued.

Remind students about the anonymous question box where they can post questions to be answered in another session.

LESSON PLAN

<p>Curriculum links: England</p>	<p>RSE Respectful relationships, including friendships Pupils should know the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. Pupils should know the practical steps they can take in a range of different contexts to improve or support respectful relationships. Pupils should know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. Pupils should know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p> <p>PSHE R2. Indicators of positive, healthy relationships and unhealthy relationships, including online. R40. About the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice. R41. The need to promote inclusion and challenge discrimination, and how to do so safely, including online.</p>
<p>Curriculum links: Wales</p>	<p>PERSONAL AND SOCIAL EDUCATION – KS3 Working with others They should be given opportunities to study the basic structure and function of some cells, tissues, organs and organ systems and how they support vital life processes.</p> <p>PERSONAL AND SOCIAL EDUCATION – KS3 Health and emotional well-being Learners should learn how to make and maintain friendships, as well as begin to negotiate behaviour in personal relationships. Learners should learn how to be assertive and resist unwanted peer pressure. Learners should learn how to empathise with others' experiences, feelings and actions. Learners should learn how to develop and use a range of strategies to manage anger and resolve conflict as well as adapt to new situations. Learners should learn how to access an appropriate range of sources for help, support and advice.</p> <p>Health and emotional well-being Learners should understand the features of safe and potentially abusive relationships.</p>

CURRICULUM LINKS

Curriculum links: Wales	<p>SEXUAL AND RELATIONSHIP EDUCATION – KS3</p> <p>Secondary schools should provide meaningful opportunities for discussion about feelings, relationships, and values as well as set SRE within a broader context of developing self-esteem and responsibility for the consequences of one's actions. Learners should be helped to understand the importance of stable, secure and loving relationships and recognise cultural and social influences and resist unwanted pressure.</p>
Curriculum links: Scotland	<p>HEALTH AND WELLBEING</p> <p>Mental and emotional well-being</p> <p>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. (HWB 3-05a)</p> <p>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. (HWB 3-08a)</p> <p>Relationships, sexual health, and parenthood</p> <p>I understand the importance of being cared for and caring for others in relationships, and can explain why. (HWB 3-44a)</p> <p>I understand and can demonstrate the qualities and skills required to sustain different types of relationships. (HWB 3-44b)</p> <p>I recognise that power can exist within relationships and can be used positively as well as negatively. (HWB 3-45a)</p>
Curriculum links: Northern Ireland	<p>PERSONAL DEVELOPMENT</p> <p>Self-Awareness</p> <p>Pupils should have opportunities to explore and express a sense of self, for example - temperament, feelings and emotions, personal responsibility, personal needs, aspirations, etc.</p> <p>Pupils should have opportunities to explore personal morals, values and beliefs, for example - the origin of personal values, developing a moral framework, personal integrity, etc.</p> <p>Relationships</p> <p>Pupils should have opportunities to explore the qualities of relationships including friendship, for example - conditions for healthy relationships, types of relationships, healthy boundaries, gender issues in relationships, etc.</p> <p>Pupils should have opportunities to explore the qualities of a loving, respectful relationship, for example - how choices within a relationship affect both physical and emotional development, friendships, etc.</p> <p>Pupils should have opportunities to develop coping strategies to deal with challenging relationship scenarios, for example - sibling rivalry, caring for relatives, domestic violence, teenage rebellion, child abuse, sexism, change in family circumstances, coping with rejection, loneliness, loss, etc.</p> <p>Pupils should have opportunities to develop strategies to avoid and resolve conflict, for example - active listening, assertiveness, negotiation, mediation, etc.</p>

CURRICULUM LINKS

Curriculum links: The Republic of Ireland

SPHE

Myself and others

My friends and other people:

Explore the importance of friendship and interacting with others and realise that making and changing friends is part of the natural process of growing.

Discuss and appreciate the different aspects of friendship and the difference between close friends and acquaintances - mutual respect, trust, loyalty, listening, spending time, genuine communication, laughter, honesty, resolving conflicts, forgiveness, being just and fair.

Consider problems that can arise in friendships and other relationships and how these could be handled - jealousy, uncertainty, feeling left out, pressure to belong and conform.

Recognise, discuss and understand bullying and its effects - what behaviour constitutes bullying, how and why bullying happens, how it feels to be intimidated and to intimidate others, the effect of bullying on self and others, know that bullying is always wrong.

Explore and discuss how individuals can deal with being bullied, knowing that others are being bullied and being a bully - who to confide in, when to tell, how to be assertive.

Relating to others

Resolving conflict: Discuss how conflict can arise with different people and in different situations. Identify and discuss various responses to conflict situations - submission, negotiation, aggression, telling the truth, avoidance, walking away.

Explore and practise how to handle conflict without being aggressive.