



# Connect – EYFS Friendship



## Lesson Plan: How to be a Good Friend

### Learning Outcomes: [Slide 2]

- To understand how to be a good friend
- To understand what makes a good friend

### Resources Required:

- Photo of teacher with friends
- Photo frame worksheet for children to draw their friendship group in
- Children's own photo with friends (supplied by teacher)

### Links to ELG:

- To form positive attachments to adults and friendships with peers (PSED)
- To show sensitivity to their own and to others' needs (PSED)
- To build constructive and respectful friendships (PSED)
- To express their feelings and consider the feelings of others (PSED)

### Vocabulary:

Friend, friendships, feelings, kind, happy, joyful, sad, unhappy, safe, caring.

### Lesson Overview:

This lesson is to encourage children to talk about their friendships and how their friendships make them feel. Children to also consider their feelings and those of others when friendships go wrong. Children to know what they can do when this happens – who they can speak to and how to resolve and become friends again.

### Teaching Section:

Share a photograph of you (teacher) with your friends.

Explain a little about the photo, including: how your friends make you feel, the types of things you like doing together.

Use language such as: happy, joyful, feelings of being safe and cared for.

Ask children to think about their friends:

- Who they are.
- What activities they like doing with their friends.
- How their friends make them feel.



### Activities

**[Slide 3]** On the photo-frame worksheet, children draw a picture of themselves with their friends.

### Reflection

Children to share their pictures and explain how they are feeling in the pictures.

**[Slide 4]** Show a photo of two children looking sad.

Ask children what they think is happening in the picture.

Question prompts:

- Do you think they are friends?
- Why not?
- How do you think they are feeling?
- How can you tell?

**[Slide 5]** Ask the children if they have ever fallen out with their friends?

- How did that make them feel?
- What do we do if we fall out with our friends?
- Who can we go to for help?
- How can we become friends again?

Explain we are going to have disagreements with our friends and this is OK.

Finish the lesson by showing children some photos of themselves at school with their friends.

Ask children how these photographs of friendships make them feel.

### Continuous Provision Ideas:



Make Friendship Bracelets (EAD)

Create a Friendship Quilt (EAD)

Using a template, create a friendship picture (EAD)

In groups, play a game that involves taking turns.

Colour in the alien and draw some friends for the alien to hang out with. (EAD)



### Supporting Information for Teachers:

Friendships can be difficult to navigate even for children without additional mental health vulnerabilities. Children who may have experienced interrupted socialisation during the pandemic may face additional challenges.

You will be familiar with the turbulent nature of developing friendships for complex children in the class: the child who feels isolated who then becomes fixated upon one friend, exhausts their patience by trying to monopolise them or control them and then finds themselves alone again, ironically even more desperate to connect.

A developmentally delayed child will lack the skills to repair friendship and will struggle to read and understand non-verbal clues. This lesson seeks to start that educative process but translating its messages into the turbulence of day-to-day life in the classroom and the playground will require patience and ongoing vigilance from everyone around the children. Other children will not be great teachers in this regard, because they themselves are also learning how this all works, so it is down to us as adults to help children develop their empathy and harness the skills that support enduring friendship.

These are not easy tasks for the emotionally vulnerable child. We know from years of research that children who have experienced trauma, for example, will often seek to replicate familiar relationship patterns: their 'internal working model' (to use the familiar attachment theory term) will provoke those around them to act in a way that is as similar to their inconsistent early childhood. It is important, therefore, to convey the hopeful message at this early age that all friendships, all *relationships* in fact, go through difficult periods that can be worked through. This will avoid bolstering the child's sense of shame and worthlessness when friendships appear to unravel from time to time.

### Teacher Notes:

EYFS Friendships Worksheet

