

RELATIONSHIPS EDUCATION

MODULE B Caring Friendships

O13 - Problems in friendships and how to
resolve them

Year 4
Spring Term: Lessons 1-2



Lesson Overview

Lessons 1-2: Problems in friendships and how to resolve them

Engage
&
Activate

Whole Class Activity

The tangled web



35 minutes

Explore
&
Explain

Paired & Whole Class Activities

Qualities of strong friendships



25 minutes

Elaborate
&
Reflect

Group Activity

Problems in friendships



45 minutes

Evaluate
&
Review

Whole Class & Group Activities

Self-reflection



15 minutes

Lesson Plan

Lessons 1-2: Problems in friendships and how to resolve them

Aim

To explore problems in friendships and how to resolve them

Lesson Objectives

In this lesson pupils will:

Identify the qualities of strong, healthy friendships which have been maintained over a long period of time

Consider the types of problems that can occur in friendships and how to resolve them

Explore the role of self-reflection as a means of improving friendships

Learning Outcomes

By the end of this lesson pupils will have:

Identified that friendships require work for them to be healthy and successful

Explored through freeze frames, the types of problems we may have in friendships and how to resolve these

Analysed the importance of self-reflection in developing character

Key Vocabulary

reflection

conflict

resolve

exclusion

Resources



Resource sheets



Ball of wool



Pens / Pencils



A4 Paper

Lesson Plan

Engage
&
Activate

Lessons 1-2: Problems in friendships and how to resolve them

Whole Class Activity

The tangled web

Preparation: A large, empty space is required for this activity, such as a sports hall or an empty classroom. A ball of wool is also required.

Ask pupils to **sit** in a circle.

Give one pupil a ball of wool.

Ask him/her to **throw** it to someone they have a connection with, whilst holding the end of the wool and saying what the connection is.

The connection mentioned can be anything, for e.g.

- having the same hair/eye colour
- going to the same Masjid
- having the same favourite colour/subject/sport

Ask the recipient to **hold** the wool so that it forms a bridge between him/her and the pupil who threw it.

Instruct the recipient to then **throw** the ball of wool to another pupil identifying a different connection.

Once the ball of wool has been completely unravelled and the pupils have created 'a tangled web', **ask** pupils: What do we learn from this activity about friendships?

Explain that this activity demonstrates that we connect with those we have things in common with; they become our friends. If we keep our connection strong then our friendships stay strong.

Lesson Plan

Engage
&
Activate

Lessons 1-2: Problems in friendships and how to resolve them

Whole Class Activity

The tangled web

Ask pupils: What would happen if someone got tired of holding their string and decided to let go of it?

Explain that their connection would be lost. Similarly, if we loosen or let go of our connection with our friends, then this can cause our friendships to go weak and could possibly lead to us having friendship problems in future.

Introduce learning objectives and learning outcomes.

Discuss key vocabulary and **share** definitions.

reflection serious thought about something
conflict a serious disagreement or argument
resolve finding a solution to a problem
exclusion making others feel left out/leaving others out

Lesson Plan

Explore
&
Explain

Lessons 1-2: Problems in friendships and how to resolve them

Paired & Whole Class Activities

Qualities of strong friendships

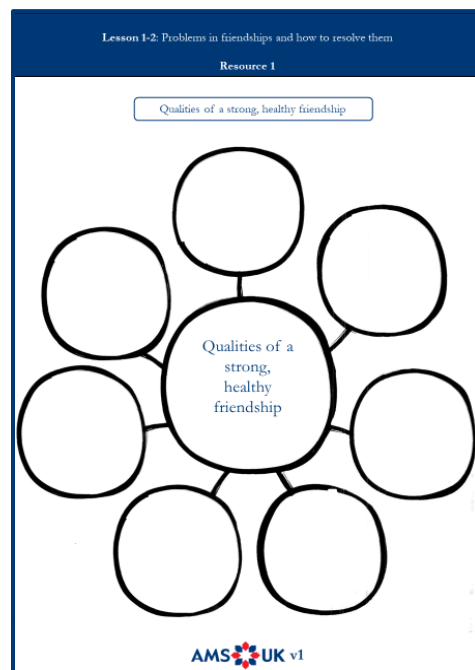
Give pairs of pupils **Resource 1**.

Ask them to **brainstorm** the qualities of strong, healthy friendships that have lasted a long time.

Qualities could include:

- Trust
- Honesty
- Kindness
- Respect
- Fun

Take feedback from pupils and **elaborate** on each quality with examples.



Ask pupils: Are friendships always happy?

Explain that the answer is no – even strong, healthy, long-term friendships have problems. Therefore, it is important to learn what types of problems can arise and how we can resolve them.

Ask pupils to **discuss** in pairs and then **record** on A4 paper:
What types of problems can occur in friendships?

Take feedback from pupils.

Responses could include:

- Feeling jealous because your friend has something that you don't have or is better at something than you
- Feeling ignored/left-out because your friend has become friends/spends more time with someone else
- Pretending to be someone you are not to impress your friend; this can include pretending to be better/worse at something, for e.g. intentionally doing worse in a test

Lesson Plan

Elaborate
&
Reflect

Lessons 1-2: Problems in friendships and how to resolve them

Group Activity

Problems in friendships

Explain that when we have problems in friendships we need to work out ways to resolve them. Resolving problems makes friendships stronger.

Place pupils into groups of **four** or **five**. **Give** each group **one** scenario card from the **six** on **Resources 2a-c**, about resolving problems in friendships.

Ask groups of pupils to **read** their allocated card, to **discuss** the related questions and then to **prepare** a freeze frame to depict their given scenario.

Monitor pupils' discussions about how they would resolve the given problems, **prompt** and **guide** them as needed.

Before pupils **perform** their freeze frame in front of the rest of the class, **ask one** member of the group to **read** the scenario card out loud to set the scene for the rest of the class.

Inform pupils that during the freeze frame, you will **tap** pupils on their shoulder at random; if a pupil is tapped on the shoulder, they should say what their character is feeling at that moment.

Lesson 1-2: Problems in friendships and how to resolve them

Resource 2a

Problems in friendships - scenario cards

Scenario 1

Iqra goes into the lunch hall and sees two of her friends, Becky and Samia, sitting in different parts of the lunch hall. They both motion to her to join them. Iqra walks over and sits with Samia. Becky feels very upset that Iqra didn't sit with her.

- What could Iqra have done in this situation?
- How does Becky feel?
- What can they do to solve the problem in their friendship?

Scenario 2

At break time, a group of friends are playing basketball in the playground and another boy, Muhammad, wants to join them. Some of the boys in the group are friends with Muhammad and want to include him in their game and some do not want him to play. The boys decide not to include him in their game. Muhammad makes eye contact with some of his friends, but they look away and continue playing.

- How does Muhammad feel?
- What could the boys have done to include Muhammad in their game?
- What can they do to solve the problem in their friendship?

AMS UK v1

AMS UK v1

Lesson Plan

Evaluate
&
Review

Lessons 1-2: Problems in friendships and how to resolve them

Whole Class & Group Activities

Self-reflection

Explain to pupils that resolving problems in friendships requires self-reflection.

Ask pupils: What is self-reflection? (something we covered previously)

Explain that self-reflection, also known as *mubaasabah*, is a very important practice in Islam. It involves thinking deeply about our behaviour and our actions.

Explain that if we practice reflection regularly, it can help improve our character and therefore our relationships with others.

Share the hadith.

The Messenger of Allah ﷺ said:

‘There is no wisdom like reflection, and no honour like good manners.’

Ibn Majah

Ask pupils to spend a few moments to **reflect** on what changes they can make so that they are able to be better friends.

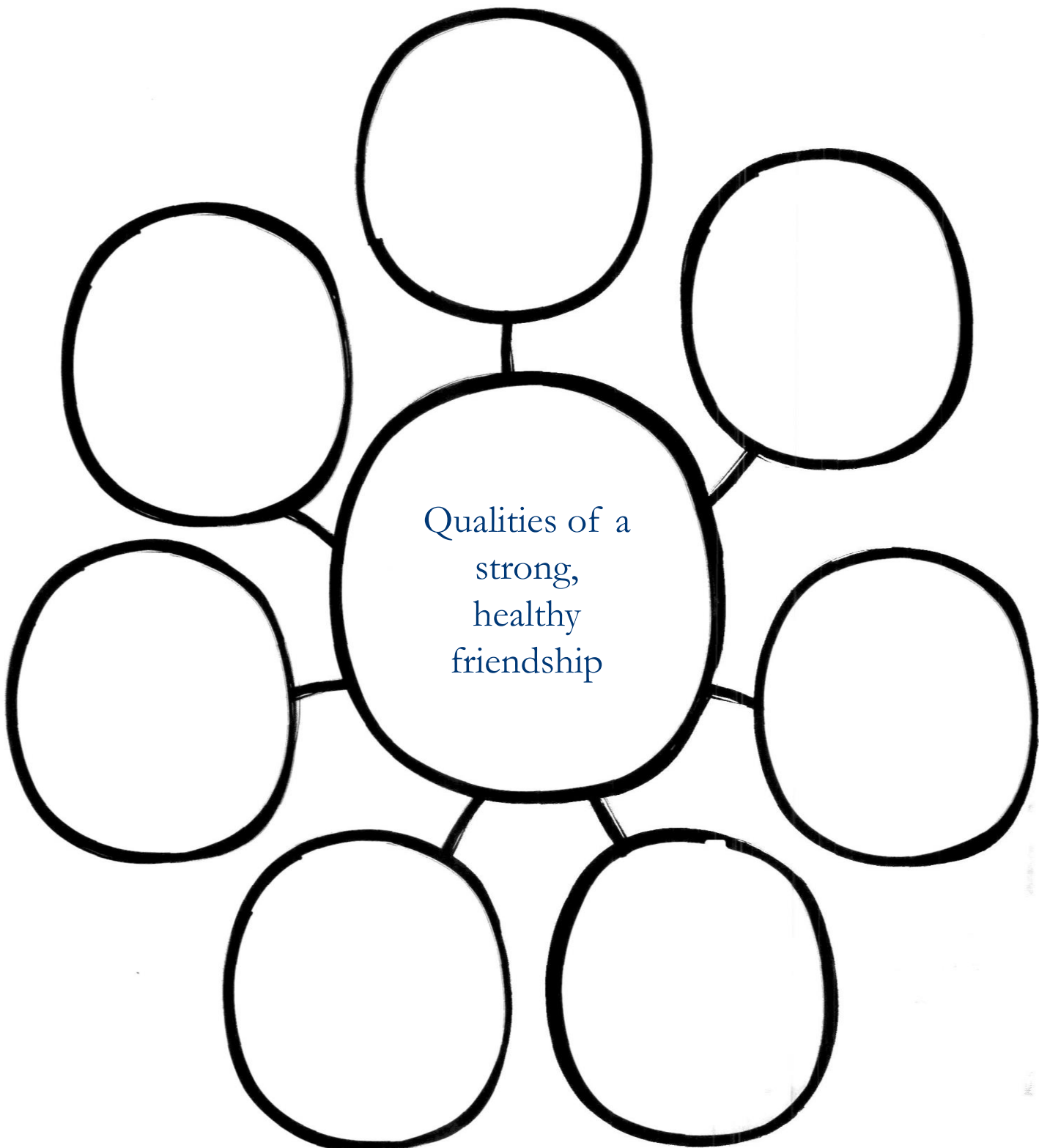
Review learning by referring to learning objectives and learning outcomes.

Pose questions to check understanding and clarify misconceptions using **think, pair, share**:

- Name **three** qualities of strong, healthy friendships which have been maintained over a long period of time.
- Name **two** types of problems we may have in friendships and explain how can we resolve these.
- What is self-reflection and why is it important?
- What changes do you want to make so that you are a better friend?

Resource 1

Qualities of a strong, healthy friendship



Resource 2a

Problems in friendships - scenario cards

Scenario 1

Iqra goes into the lunch hall and sees two of her friends, Becky and Samia, sitting in different parts of the lunch hall. They both motion to her to join them. Iqra walks over and sits with Samia. Becky feels very upset that Iqra didn't sit with her.

- What could Iqra have done in this situation?
- How does Becky feel?
- What can they do to solve the problem in their friendship?

Scenario 2

At break time, a group of friends are playing basketball in the playground and another boy, Muhammad, wants to join them. Some of the boys in the group are friends with Muhammad and want to include him in their game and some do not want him to play. The boys decide not to include him in their game. Muhammad makes eye contact with some of his friends, but they look away and continue playing.

- How does Muhammad feel?
- What could the boys have done to include Muhammad in their game?
- What can they do to solve the problem in their friendship?

Resource 2b

Problems in friendships - scenario cards

Scenario 3

Khadijah and Anna are best friends. A new girl, named Aaliyah, joins their class and they show her around the school and spend time with her. She becomes their friend. After a few weeks, Kadijah and Aaliyah arrive at school together and completely ignore Anna. Anna is confused and finds out from other kids that Khadijah had Aaliyah over to her house for a sleepover.

- How does Anna feel?
- What caused the problem in Anna and Khadijah's friendship?
- What can they do to solve the problem in their friendship?

Scenario 4

Dawood and Zubair have been friends since Year 1. On the weekends, they play football together at the park. Dawood is great at tackling whilst Zubair has a bit of trouble getting the ball from other players. A group of older boys from another school start hanging out at the park too, and they are really good at playing football. They are impressed with Dawood's tackling skills and invite him to play football with them but they don't invite Zubair.

- How might Zubair feel?
- What could happen to Dawood and Zubair's friendship if Dawood leaves Zubair behind?
- What would you do if you were Dawood?
- What can they do to solve the problem in their friendship?

Problems in friendships - scenario cards

Scenario 5

Aisha and Denise enjoy doing the same things: they like to play football, they like to read, and they love history. Sarah and Renee like playing football too but when they aren't playing football they like to paint. When the four friends are together and are tired of playing football, it is difficult for them to find something they all like to do. Aisha and Denise decide that Sarah and Renee have to read a book with them, even though Sarah and Renee don't like to read.

- What can the friends do to choose what to do together?
- How do Sarah and Renee feel?
- What can they do to solve the problem in their friendship?

Scenario 6

Sulayman and Harris are best friends, they always play together at break times and love discussing what the latest trainers and games are. Sulayman comes to school with the latest pair of Adidas trainers. Harris would like a pair too but his parents say he can't have a new pair of trainers until his old pair are worn out. Sulayman laughs at Harris' trainers and says that they look lame.

- How might Harris feel?
- What would you do if you were Sulayman?
- What can they do to solve the problem in their friendship?