

## Year 5



### Topic: Families and friendships

#### Managing friendships and peer influence

In this unit of work, pupils learn:

- what makes a healthy friendship and how they make people feel included.
  - strategies to help someone feel included
- about peer influence and how it can make people feel or behave
- the impact of the need for peer approval in different situations, including online
- strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication
- that it is common for friendships to experience challenges
- strategies to positively resolve disputes and reconcile differences in friendships
- that friendships can change over time and the benefits of having new and different types of friends
- how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable
- when and how to seek support in relation to friendships

#### Lesson 1

Baseline Assessment: what is a healthy friendship?

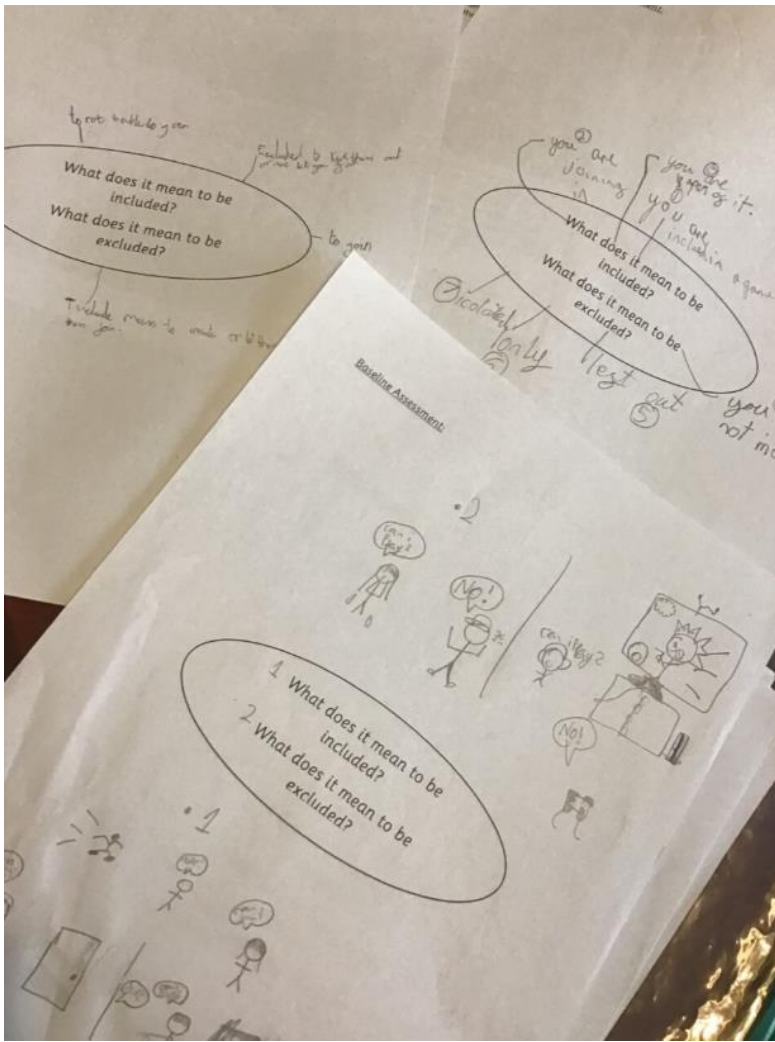
Healthy friendships

Top 3 qualities we look for in a friend

#### Lesson 2

Baseline assessment:





**Included**

- “It’s where people let you into their game”
- “You belong”
- “You are part of a group like a club or a group of friends”
- “Friends let you join in, and they include you”
- “You don’t feel left out”
- “People listen to you, and they appreciate what you are saying or doing – not being ignored”

**Excluded**

- “Being left out”
- “People not letting you join in with things”
- “Not being allowed to be a part of a certain game or group”
- “Feeling like you’ve left out of something that your friends are joining in with”
- “If people exclude you from things, you might feel lonely”
- “Making you feel sad and like you don’t belong”



We discussed

- Similarities and differences that can be seen
- Similarities and differences which cannot be seen

Similarities:

- both children
- both in a room with instruments
- both like music.
- same school.

Differences:

- different colour hair.
- instrument on lap.
- play different instruments
- one teaching the other.
- gender.

<p>Similarities visible</p> <ul style="list-style-type: none"> <li>Love music JK</li> <li>Smiling PA</li> <li>Playing ipad MM</li> <li>Children M, S, P</li> </ul>	<p>Similarities not visible</p> <ul style="list-style-type: none"> <li>Likes + dislikes</li> </ul>
<p>Differences visible</p> <ul style="list-style-type: none"> <li>Skin types IB</li> <li>Hair colour AV</li> <li>Clothes MM</li> <li>Sitting positions FLC</li> <li>Guitar HB</li> <li>Headband FLC</li> <li>Skirt MM</li> </ul>	<p>Differences not visible</p> <ul style="list-style-type: none"> <li>Names MM</li> <li>Sex. DOP.</li> </ul>



### Lesson 3 – Friendship Challenges

LO: to recognise that some friendships experience challenges and there are ways to resolve these

- It is common for friendships to experience challenges
- Strategies to positively resolve disputes and reconcile differences in friendships

**Key Vocabulary:**

- Conflict
- Disagreement
- Resolution
- Compromise
- Empathy
- Apologise / Apology
- Listening
- Dispute
- Resolve



- Have you ever fallen out with a friend? What happened?
- Is it okay to disagree with friends?
- Always, sometimes, never?

Friendship strengths	Friendship challenges
Kindness, fun, shared interests	Jealousy, disagreements, feeling left out

“If everyone thought the same things, it would be boring”

“sometimes me and Henry and Eddie disagree on the Maths answers but then we have to talk about to see who is right”

“it depends what you are disagreeing about”

“you have to listen to what people say and then sometimes you might be able to agree”

“we all like different things so sometimes we might not agree on what we want to do like playing a game”





We worked in groups and looked at different scenarios. With each scenario, we identified what the challenge was and, in our groups, we thought about what we would do to resolve it.

What is the challenge?	What would you do to resolve it? What advice would you give?
A friend makes fun of something you like.	For example they could say 'oh sorry I didn't mean to hurt your feelings' You can give them a hug. Tell a teacher Try own up.
You had a bad morning at home. You come into school feeling upset and angry.	Tell a teacher so they can talk to <del>them</del> him/her. Maybe leave them for a bit.

What is the challenge?	What would you do to resolve it? What advice would you give?
The challenge is the friends want to go on the field but the teacher said no because it has been raining but they want to stay.	1. I would say if you do go on the field it will get you in trouble. 2. I would tell the teacher if you go on the teacher field. E.g. Tell them not to go on the field and if they don't listen to you tell the teacher.
Talking over them and not listening to you.	Tell the teacher and talk to someone else. Ask them to include you because you are feeling excluded.

PART 2

Challenges in friendships

What is the challenge?

What could they do to **resolve** it?

DS = find someone else to play with.

RL = Ask to play as well

LR = Take it in turns

DK = friends together

**Jasmine** usually plays football with her friend **Amber** at lunchtime. Amber has a new friend in the class, Ayesha, and instead of playing football, she plays tag with Ayesha. Jasmine is really upset that she didn't come to football and ignores Amber when she comes back to class.

SEP - Jasmine could tell Amber her feelings and find a solution

AV - Say sorry, try and include her next time.

Resolve  
- to 'fix'

**Jasmine** usually plays football with her friend **Amber** at lunchtime. Amber has a new friend in the class, Ayesha, and instead of playing football, she plays tag with Ayesha. Jasmine is really upset that she didn't come to football and ignores Amber when she comes back to class.

Jasmine will be sad because she ~~is~~ might feel lonely

Jasmine might feel betrayed

She could ask to play tag with them

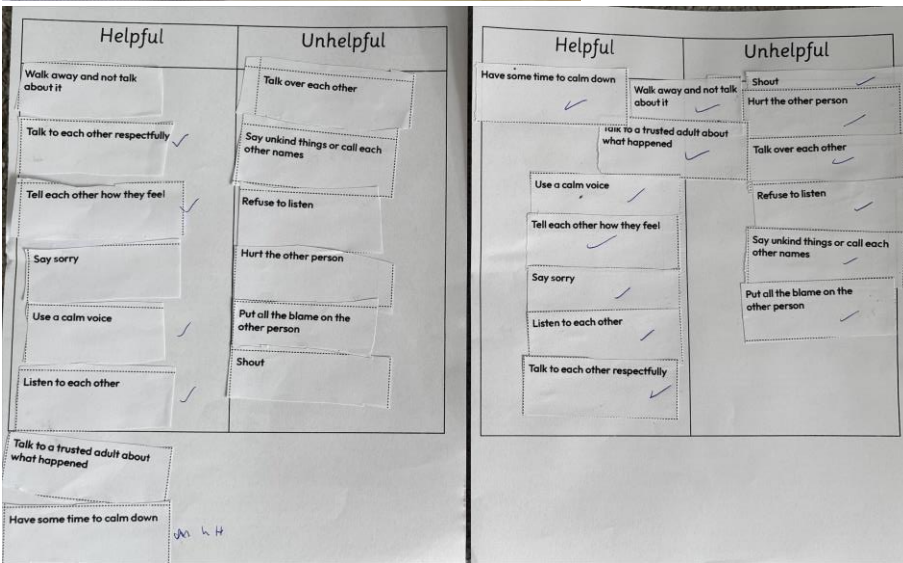
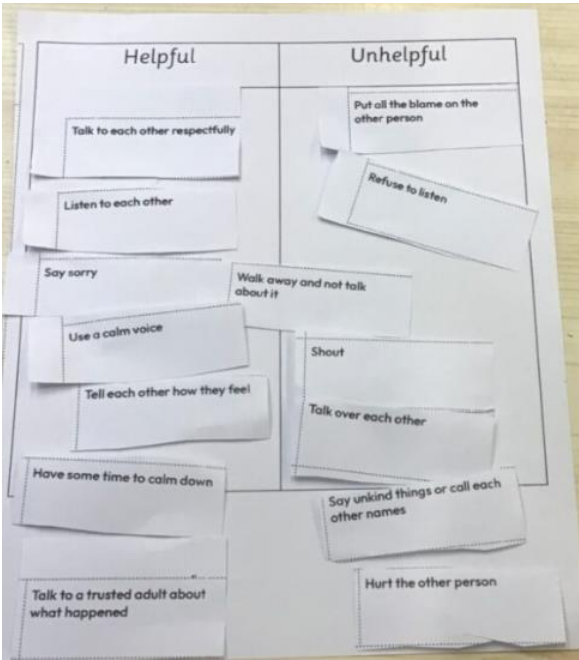
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The problem is that she ignores her.

**Jasmine** usually plays football with her friend **Amber** at lunchtime. **Amber** has a new friend in the class, Ayesha, and instead of playing football, she plays tag with Ayesha. Jasmine is really upset that she didn't come to football and ignores Amber when she comes back to class.

The challenge is Amber plays tag instead of football.  
They can play football one day and tag on other.

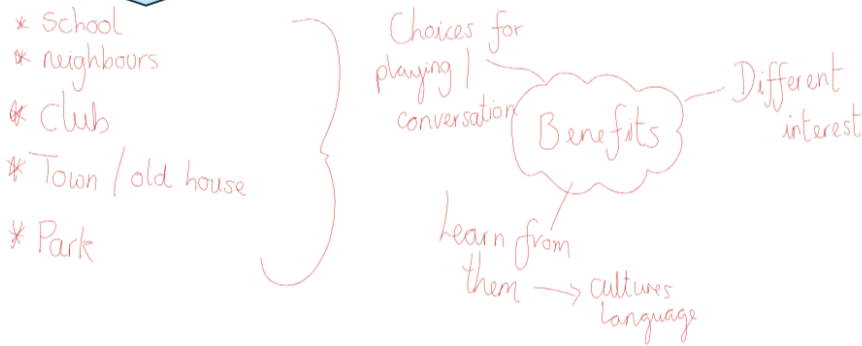
		Helpful	Unhelpful
Talk to each other respectfully H	Talk to a trusted adult about what happened H		
Listen to each other H	Tell each other how they feel H		
Say sorry H	Have some time to calm down H		
Use a calm voice H	Shout UH		
Put all the blame on the other person UH	Talk over each other UH		
Walk away and not talk about it → might need time to calm.	Say unkind things or call each other names UH		
Refuse to listen UH	Hurt the other person UH		



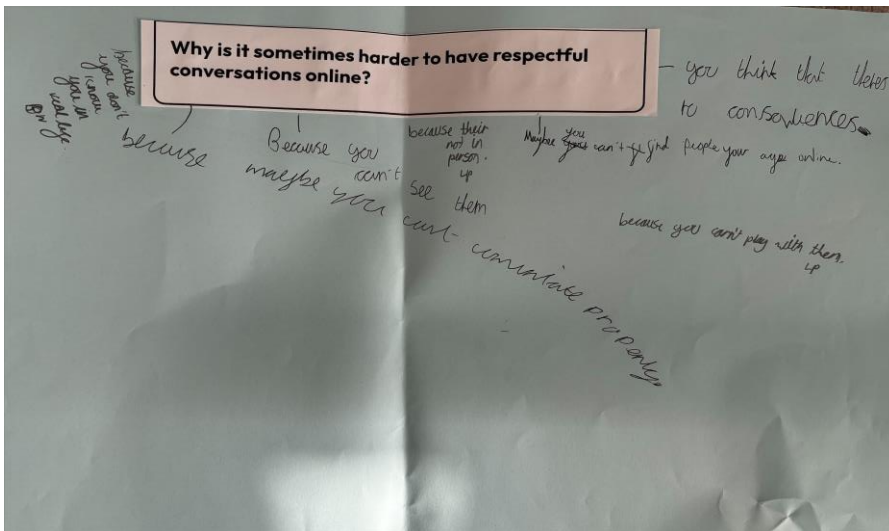
## Lesson 4 -

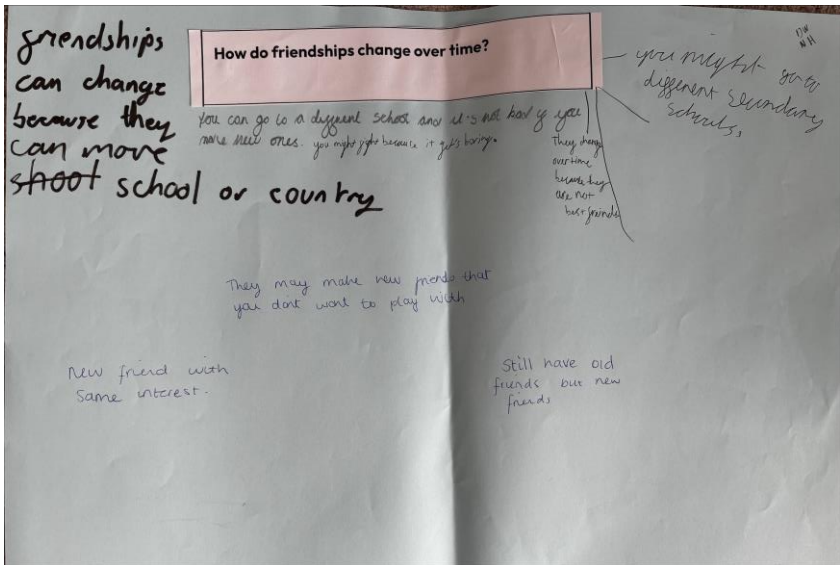
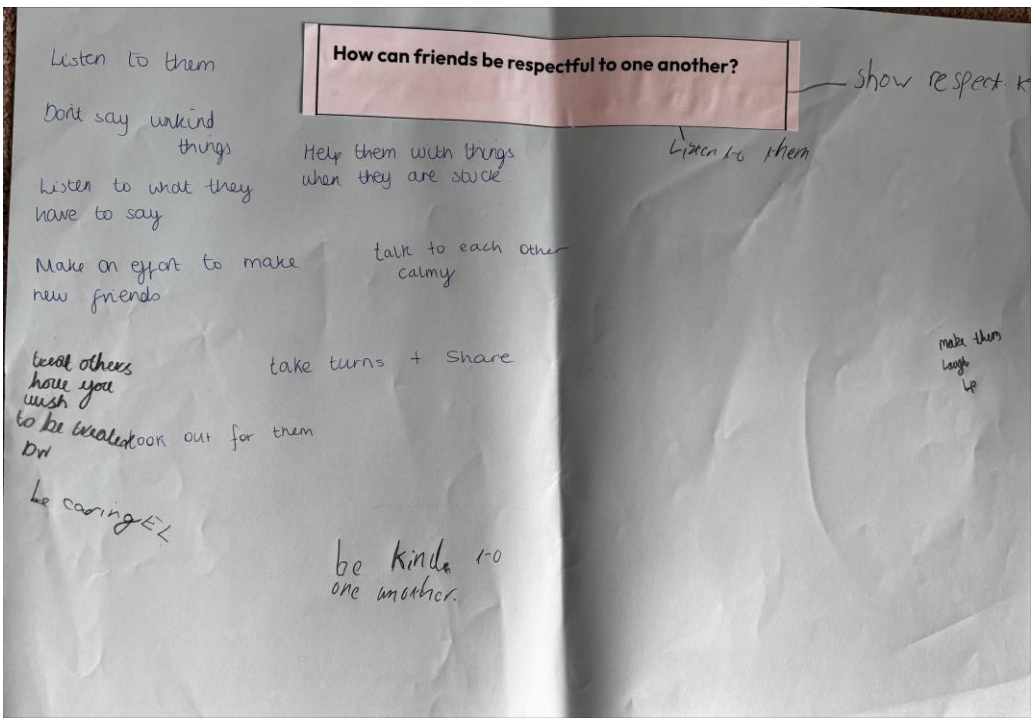
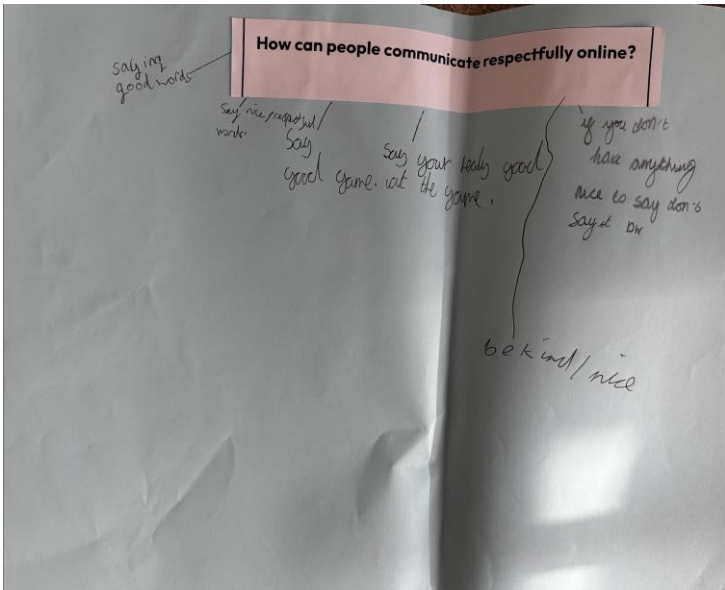
LO: to recognise that friendships can change over time and the benefits of having new and different types of friends.

Where might you make new friends?  
What different groups/types of friends do we have?  
What are the benefits to having different groups of friends?



## Baseline Assessment – silent debate (friendships and online communication)





## Changing friendships

*Aaima and I were such good friends, but now I'm not sure. I've made some new friends in school – they go to dance club too, and since then Aaima doesn't want to join in that much. I have seen Aaima playing more with other people in the class.*

- Why has the friendship changed?
- How might Dilara be feeling? And Aaima?
- If Dilara and Aaima wanted to find ways to repair the friendship, what could they do?

We discussed our answers to the questions as a class – we decided that friendships can be tricky when you feel like your friend is making new friends. Some of us agreed we had been in the situation before, especially those of us who joined Springwood later.

- Why has the friendship changed?

Dilara and Aaima have made other new friends. Aaima might be feeling left out and maybe a bit let down or betrayed, so she has found other people to play with.

- Why has the friendship changed?

Dilara and Aaima have made other new friends.

- How might Dilara and Aaima be feeling/

Dilara: worried, confused, jealous, guilty

Aaima: left out, like she hasn't really got anyone, maybe a little bit betrayed

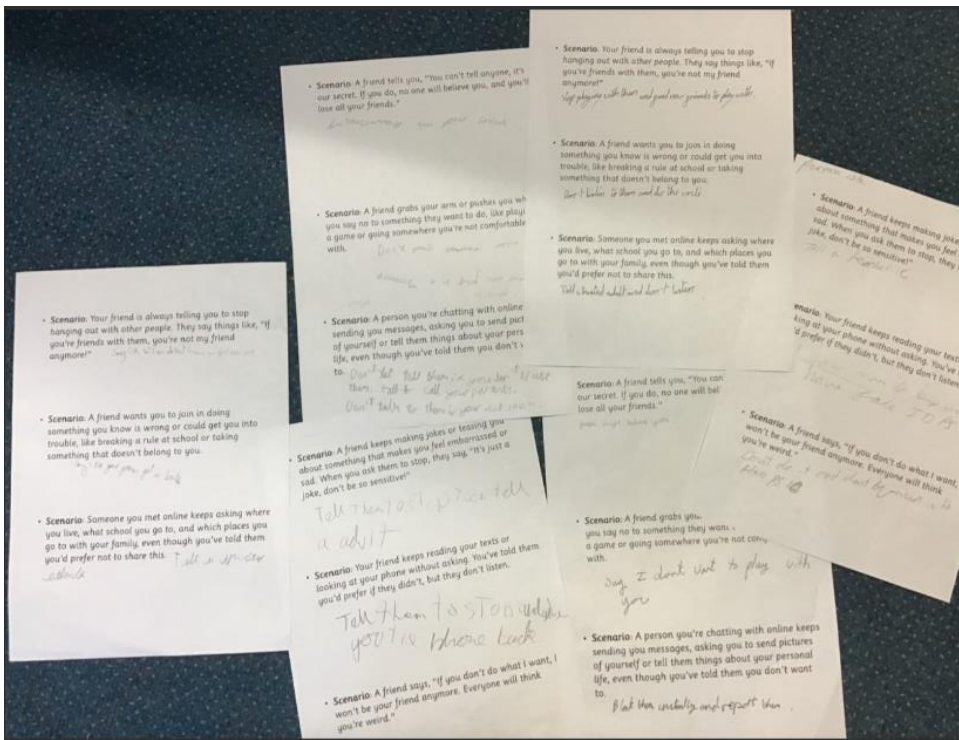
- If Dilara and Aaima wanted to find ways to repair the friendship, what could they do?

They could spend some time together, just the 2 of them, they could talk to each other about their feelings, they could eat lunch next to each other, and they could find some time to play a game together.

“You are allowed to have more than one friend.”

Sometimes friendships change (or even end) and that this is common, especially as someone grows older and their circumstances change, for example, if they move school or class. However, everyone should try to still be kind and respectful to each other, even if they are no longer close friends. If a changing friendship is making someone feel upset, worried or left out, they should talk to their friends about it or ask an adult for help.





We looked at different scenarios and groups and established whether these would make us feel unsafe, worried, or uncomfortable.

### Lessons 6, 7, and 8

**LO:** to learn about peer influence and how it can make people feel or behave (discussion based lesson)

**LO:** to understand the impact of the need for peer approval in different situations, including online

**LO:** to identify strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication

## Peer influence and bullying

Online + offline

New to year 7, acceptance

- What types of bullying does Muhit experience?
- Why does Yasin go along with Tilly and send the message to Muhit?
- When Tilly makes a joke about Muhit's clothes early in the story, what could Yasin do or say here instead of going along with Tilly? *Told Tilly it was unkind*



## Helping Muhit

### What is the impact on Muhit?

#### Consider:

- how he feels *Sad, scared, isolated*
- his behaviour *↳ staying away from others, crying.*
- other effects on his everyday life *↳ not sleeping through worry. ↳ looking over his shoulder.*



## Helping Muhit

What are the signs that might help someone to spot that someone else is being bullied?

- withdrawal
- being upset
- isolation
- flinching if someone gets close



- You should always do what your friends tell you.
- It's okay to say no to a friend.
- People change their behaviour to fit in.
- It's easier to say no online than in person.

YES 12 3 7	NO 10 5 3	SOMETIMES 8 6 10 8 MAYBE
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We used our oracy skills and sentences to discuss these statements.

“Sometimes your friend might be trying to help you like if they are trying to tell you to line up because it's a fire drill – then you should do what they say”

“It is okay to have your own thoughts and opinions and you shouldn’t be forced into something”

“People sometimes think that online you can’t see people’s faces so it is okay”

“Everyone should be able to say no”

“I think it depends on the situation and if you should do what your friend tells you to do”

- Your friend dares you to post a silly video of another classmate without their permission.
- A group laughs at someone’s clothes, and your friend wants you to join in.
- Your online gaming friends keep asking you to play longer even though it’s bedtime.
- Your best friend is upset you won’t join a prank, but you feel it’s wrong.

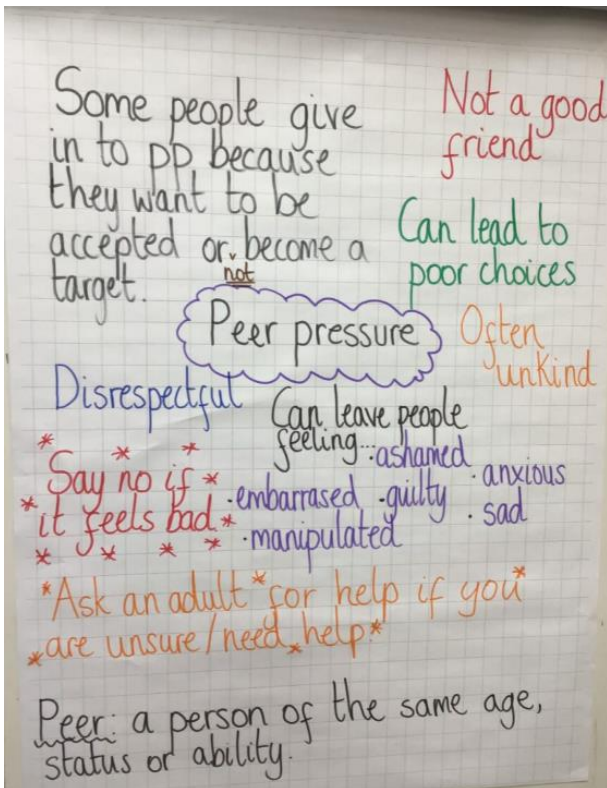
- What is happening?
- How might the person feel?
- Is there peer pressure?
- What could they do?

- The person should tell an adult.
- They are making someone feel embarrassed.
- They should ask for consent before posting
- They are breaking that person’s trust/privacy.

Online Pressure / Offline pressure / Both

1. You’re dared to trip someone over in the playground. *Off*
2. You feel pressure to join in on a prank at school. *off ← could be both.*
3. Friends in a group chat tell you to post a funny photo of someone else. *on*
4. You get lots of likes for a silly video and want to keep making more, even if it upsets others. *On*
5. Your friend says they’ll stop talking to you unless you copy their homework. *both*
6. You’re excluded from a group chat unless you say something unkind about someone. *on*
7. A friend tells you to ignore someone because they don’t like them. *both*
8. You’re invited to a party, but only if you promise not to invite someone else. *both*
9. People are messaging you late at night and getting angry when you don’t reply. *on*
10. Your friend encourages you to lie to your parents about where you’re going. *both*

We looked at the difference between online and offline pressure – we worked in pairs to decide if these were offline/online and then shared our findings as a class and came up with our class answers.



## LO: to be able to manage peer influence and peer approval



### Assertive Communication

Say what you think calmly and clearly (not aggressive or passive).

Use confident body language (eye contact, straight posture).

Use "I" statements: "I don't want to do that."

### Exit Strategies

Ways to leave or change a situation safely.

"I've got to go now." / "I'll catch you later." / "I promised to help someone."

### Getting Support

Talking to a trusted adult or friend afterwards.

# Peer pressure? Problem solved...

What is peer pressure?

*If you don't write...*

When people around you try to get you to do something which has consequences we usually don't want.

Have the courage to stand up to peer pressure!

Tell a trusted adult

Use assertive phrases:



- I don't want to do that.
- I'm not ok with this

Be confident and assertive:

- Stand up straight
- Make eye contact.

## PEER PRESSURE

What? Peer pressure is a feeling that you have to do something because other people are doing it.

When someone asks you to do things you can always say "No". Act if someone asks you to do something you're unsure of, say "No".

Sometimes you forget your actions!

Brain can act on its own!

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YES! This is Peer pressure!

NO! This isn't Peer pressure!

made by teddy T

# HOW TO DEAL WITH PEER PRESSURE

How to deal with Peer Pressure? Stand up tall and speak or say you want to do something. Joe don't want to do or have to do Peer Pressure could make Joe feel nervous, worried and scared. Joining in could leave you feel uncomfortable. Staying silent instead of speaking up could even make

## WAYS TO DEAL WITH PEER PRESSURE

BE

STRONG



Don't be someone you're not

You've got a voice don't be afraid to use it



It's ok to say no

BE

BRAVE