



Anti-Bullying: Lesson Plan 2

Friendship Footprints

EYFS/KS1

# Lesson Plan 2 (EYFS/KS1) – Friendship Footprints

## Students Will...

- ★ Understand how we can be a good friend.
- ★ Understand how being a good friend can make us and our friends feel good.
- ★ Create and decorate a Friendship Footprint.
- ★ Act out the behaviours of being a good friend in a role-play situation.

## Resource List:

- ✓ Felt Pens
- ✓ A4 Paper or Friendship Footprint Outline (One Per Student)
- ✓ Glue and Decorations (Optional)

## Teaching the Lesson...

### Introduction – 15 minutes.

Start with a discussion about what the students have learnt from taking part in the Anti-Bullying show or workshop.

Write 'Being a Good Friend' on the board. Ask your students...

*'How can we be a good friend?'*

Good answers could be:

- ★ Offering to help.
- ★ Listening when other people are talking.
- ★ Saying kind things.
- ★ Being polite.
- ★ Being honest.

And then ask...

*'What is a good friend like?'*

This can include ideas such as:

- ★ Friendly
- ★ Supportive
- ★ Caring

Create a Mind Map on the board with all the ideas. Write some sentences on the board that the students will be able to easily copy down. These sentences can be based on the students' suggestions.

**Extension Task:** For EYFS you can get your students to repeat back the ideas: 'A good friend is kind.' Or 'A good friend is caring.' Ask how we feel when our friends are kind towards us.

### **Activity 2 – Role-Play Being a Good Friend – 10 minutes**

This is an opportunity to have your class repeat some of the role-play situations they did in the OpenView Education Workshop. You can start by asking...

*'Who remembers what we did to be a good friend to Milly and Philip?'*

They may give suggestions such as:

- ★ Asking them to come and play with us.
- ★ Helping them when they need help.
- ★ Saying kind things to them.

Set up a role-play situation as we did in the workshop. Explain your students are going to do some acting just like in the workshop. Choose one student to be Milly or Philip and two or three other students to role-play other students.

You can then guide your students through acting out the following scenarios:

- ★ Philip/Milly is playing by themselves, another student walks over and asks them if they would like to join in playing a game.
- ★ Philip/Milly is being teased by another student and it is upsetting them, one student takes them to speak to a teacher about it.
- ★ Philip/Milly is feeling sad, another student says something kind to cheer them up.

This is a great opportunity to make sure that all students in your class have the chance to take part in the role-play. Encourage the quieter students and any that didn't volunteer during the workshop to take part in this lesson.

For EYFS and if students are unsure of what to say, guide them through the role-play by giving them lines to repeat. After each role-play scenario get the rest of the class to clap.

### **Activity 3 – Friendship Wall Display – 20 minutes**

Explain to your class that they will be creating their very own Friendship Footprint and these will be used to create a wall display to help everyone in the school remember how to be a good friend.

The sentences could be something like:

'A good friend is kind.'

'A good friend is supportive.'

Explain that the students will need to write one of the sentences onto their Friendship Footprint.

### **Leading the Activity...**

- 1.** Give each student an A4 piece of paper.
- 2.** Lead the students in drawing an outline of their foot onto the paper. Students will need to place their foot on the paper, so they will need to take off one of their shoes to do this.

Tip: This can be a fun part of the activity, but for younger groups or if you are concerned about behaviour management with getting the students to take their shoes on and off, please use the Friendship Footprint Outline provided.

3. Once all students have their Friendship Footprints, have the students write one sentence that describes how we can be a good friend on to their Friendship Footprint. Then allow your students to decorate their paper foot, but explain the message must still be easy to read. This can be done with felt pens, or if you are feeling more adventurous allow your students to stick decorations on with glue.
4. Collect in the Friendship Footprints.

You can then use these Friendship Footprints to create your Anti-Bullying or Friendship wall display in your classroom or in the hall along with any pictures taken during the Anti-Bullying show and workshops.

## Conclusion

Conclude the lesson by looking at some examples of the Friendship Footprints the students have made.

Ask some questions to revisit the ideas you looked at during the lesson such as:

- ★ 'What is a good friend like?'
- ★ 'What could we do to be a good friend?'
- ★ 'Why is it fun to have a friend who is different from you?'

# Great job!

We hope you and your students enjoyed these lessons.

We'd love to hear what you thought:



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