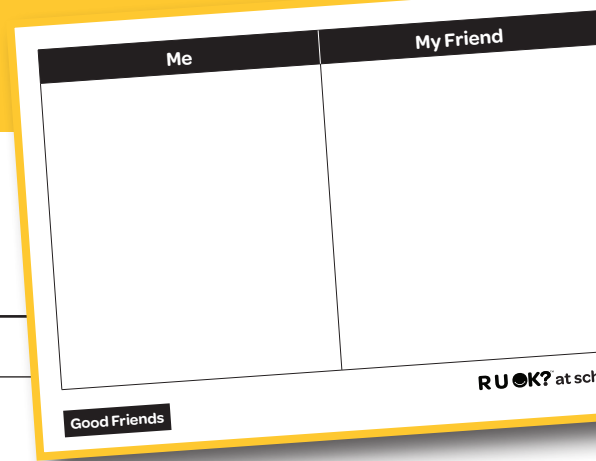


## Classroom activity

# Good Friends

## Year level: Foundation



<b>Duration</b>	30 minutes
<b>Learning intention</b>	Students learn to identify the qualities of a good friend.
<b>Activity focus</b>	This activity encourages students to explore good friends in their life, whilst identifying what makes these people a good friend.
<b>Resources required</b>	<ul style="list-style-type: none"> <li>A Good Friend Template</li> </ul>
<b>Curriculum and wellbeing themes</b>	<ul style="list-style-type: none"> <li>Identity</li> <li>Relationships</li> </ul>
<b>Success criteria</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>Name someone in my life who is a good friend</li> <li>Identify the things that make me a good friend</li> </ul>
<b>Activity description</b>	<ol style="list-style-type: none"> <li>1. Divide the whiteboard into two sections. On the left side of the board write your name e.g. Miss Smith. On the right side of the board, write the name of a friend e.g. the teacher next door.</li> <li>2. Pose question: <i>what do you think makes me a good friend?</i> Some answers might include: good listener, patient and kind. The teacher writes these ideas down (left side of the board).</li> <li>3. Add to these qualities by verbalising things you think about yourself that make you a good friend. Write these next to your name on the left side of the board.</li> <li>4. Pose question: <i>who are some of your good friends?</i> Some answers might include: friends in the class, family members, neighbours, family friends.</li> <li>5. Explain to students that the teacher next door (or someone else in your life) is your good friend. Talk to students about specific times when the teacher next door has been a good friend to you. Provide examples that include being thoughtful, kind and/or a good listener.</li> <li>6. Pose question: <i>Why do you think the teacher next door is a good friend of mine?</i> Answers should respond to the examples provided.</li> <li>7. Write student responses on the right side of the board.</li> <li>8. Provide students with the 'Good Friend' Template. Explain to students that on the left side, they are going to draw a picture of themselves and write down some words that describe why they are a good friend.</li> <li>9. Explain to students that on the right side, they are going to draw a picture of a good friend (e.g. someone in the class, mother, father and/or teacher). Students write down words to describe why this person is a good friend.</li> </ol>
<b>Differentiation</b>	<ul style="list-style-type: none"> <li><b>Supporting Strategies:</b> Students draw a picture of a time that they were a good friend and include a drawing of when someone has been a good friend to them.</li> <li><b>Extension Strategies:</b> Students pair up and provide feedback to each other based on why they think the other person is a good friend.</li> </ul>
<b>Reflection question</b>	What are the main qualities that make someone a good friend?

Me	My Friend