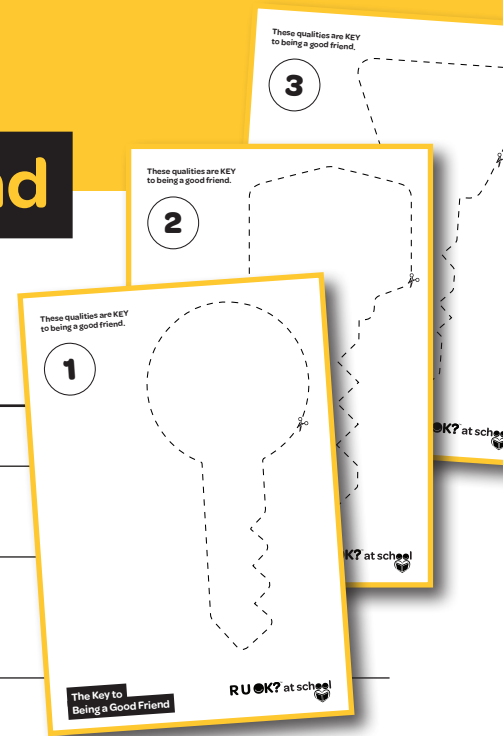


Classroom activity

The Key to Being a Good Friend

Year level **4**



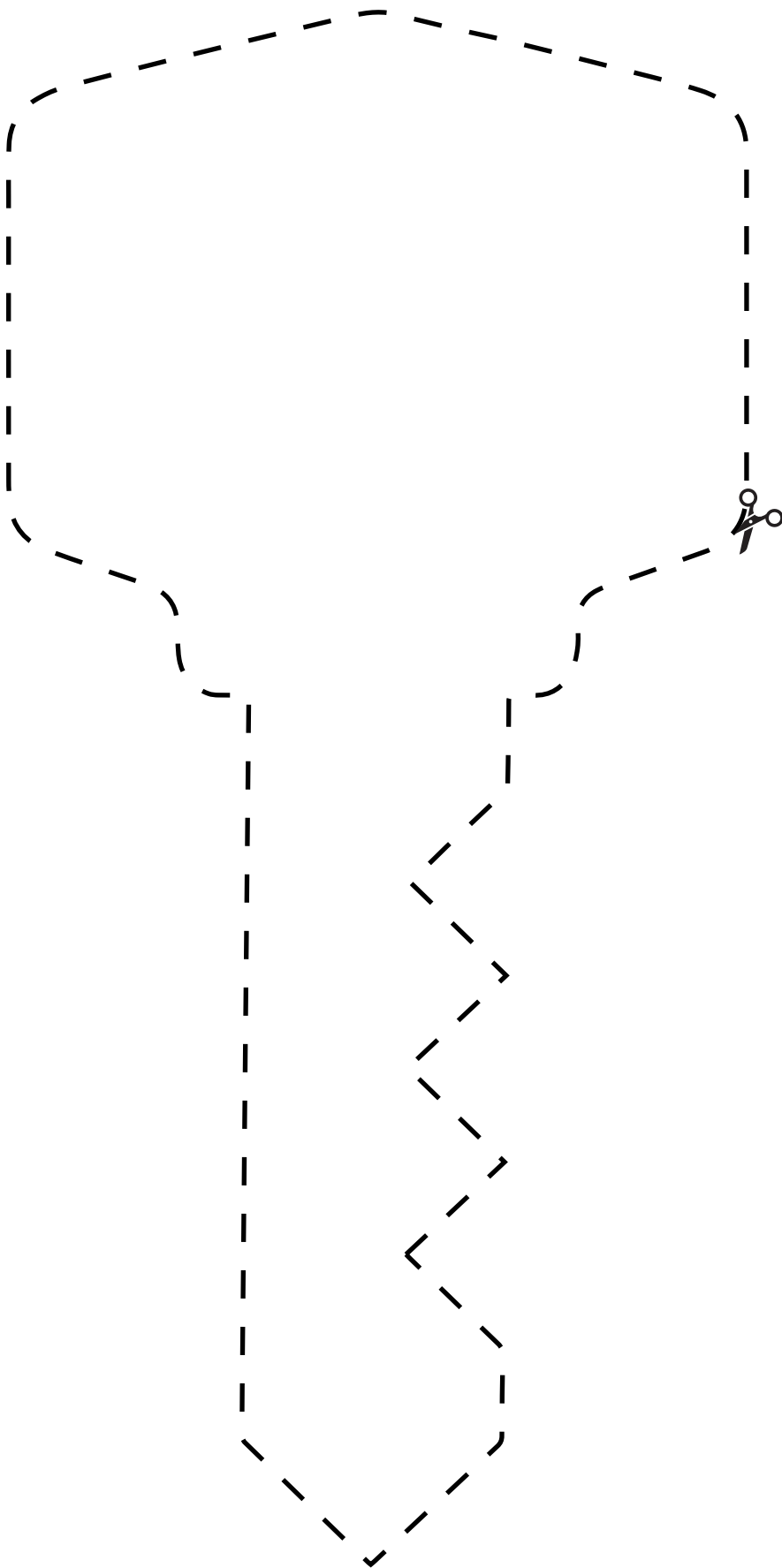
Duration	30 minutes
Learning intention	Students understand the most important part about friendship.
Activity focus	Students identify the most important parts about being a good friend. Students have the opportunity to consider the most key parts of a quality friendship.
Resources required	<ul style="list-style-type: none"> ○ Key Template ○ Lock Template
Curriculum and wellbeing themes	<ul style="list-style-type: none"> ○ Relationships ○ Personal and social skills
Success criteria	<p>I can:</p> <ul style="list-style-type: none"> ○ Identify the key qualities of a good friend
Activity description	<ol style="list-style-type: none"> 1. Pose question: what does it mean to be a friend? Examples could include: sharing, group work, holding the door open, being kind. 2. Pose question: what does it mean to be a good friend? Examples could include: sharing special stories with, trustworthy, supportive, going above and beyond, celebrating each other. 3. Pose question: what is the difference between being a friend and a good friend? (To help with this question, consider the notion of a friend in the class/cohort and a best friend. What is the difference?) Examples could include: you might tell a best/good friend when you are upset or you might have play dates, share resources and/or play together all the time. 4. Pose question: what do you think is key to being a good friend? Examples could include: being trustworthy, being supportive, asking your friend questions, celebrating your friend, standing up for your friend, being kind, keeping secrets, sharing with your friend. 5. Let students know they are going to choose the top three qualities that they think are KEY to being a good friend. 6. Students use the 'key template' to record their top three qualities that are key to being a good friend. 7. Students share their qualities with a small group. 8. Discuss with students the qualities that they believe are key to unlocking a good friendship. 9. Teacher to hang keys around the 'Lock Template'.
Differentiation	<ul style="list-style-type: none"> ○ Supporting Strategies: Students work in pairs to brainstorm qualities prior to commencing the 'Key Template'. ○ Extension Strategies: Ask students to consider when their top three qualities would be of good use. For examples, celebrating a friend can be done even when you didn't win as well OR being supportive can be done when a friend is going through a hard time.
Reflection question	Do you possess the qualities that you think are key for others to have?

These qualities are KEY
to being a good friend.



**The Key to
Being a Good Friend**

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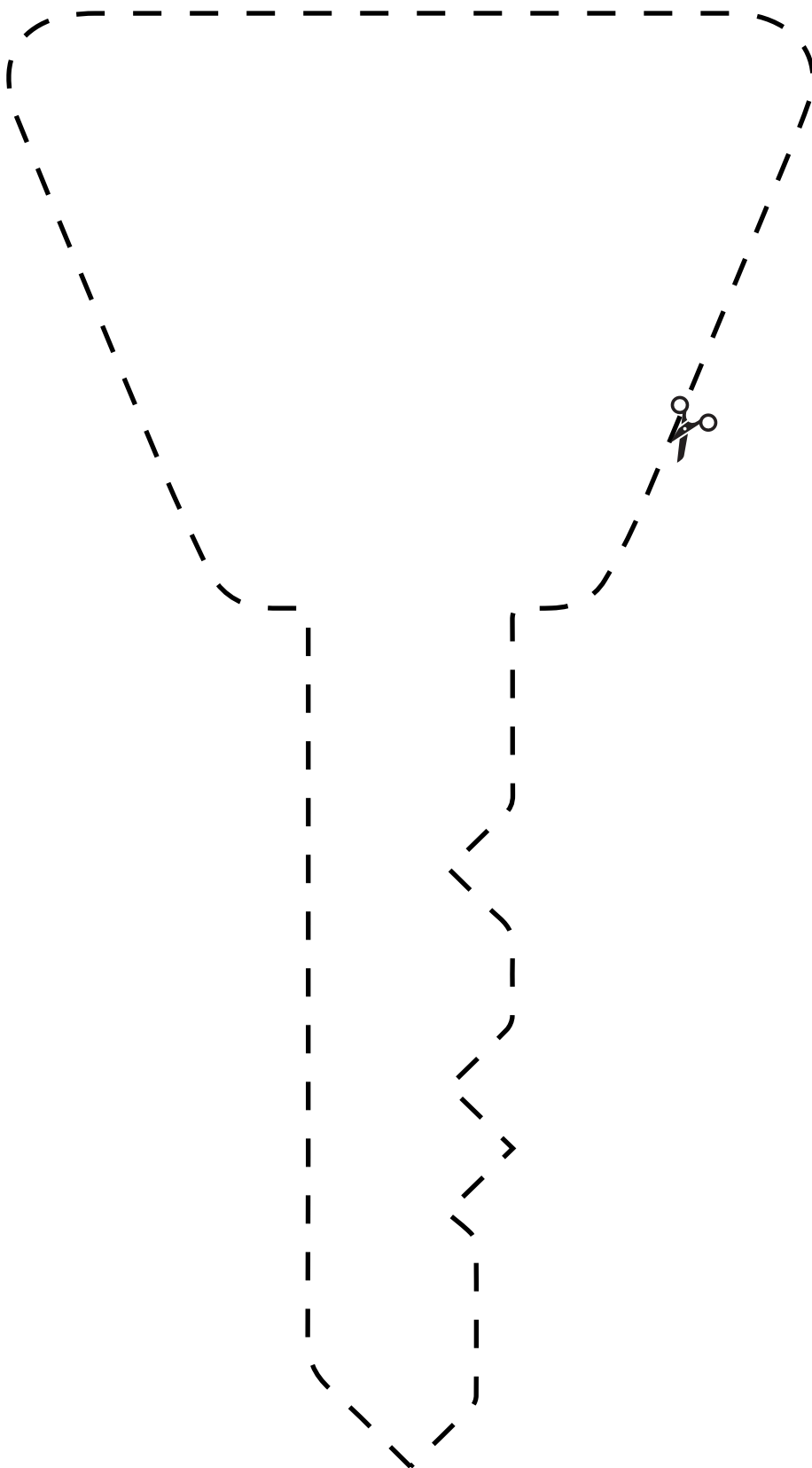


**The Key to
Being a Good Friend**

RU OK?™ at school



These qualities are **KEY**
to being a good friend.



**The Key to
Being a Good Friend**

RUOK? at school

Good Qualities
are **KEY** to
Unlocking a
Good Friendship

