

Topic: FRIENDSHIP

**Objective:** To realise that being a friend calls for unselfishness and honesty so that trust develops.

**Commitment:** willingness to develop a positive approach to life.

**Self-understanding:** developing a mature sense of self-worth and value.

**Weighing respective claims of self-interest.**

**Law/animals - Friendship, protected animals.**

**Curriculum Links:** Art, Citizenship, Drama, English, Geography, Maths, Music, PSHE, RE, Science

**Key words:** lengths, moat, panic, show-off

**Materials needed:**

- The Manual or copy of lesson plan
- Page 36 of the Introduction Manual
- CD/Tape player
- CD/Tape with music for silent sitting
- CD/Tape with music for the song
- Pages of drama for 6 pupils
- Writing materials (*For extension work*)
- Art paper and coloured crayons or paints (*For extension work*)

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QUOTATION/THEME FOR THE WEEK

THE ONLY WAY TO  
HAVE A FRIEND  
IS TO BE ONE

*Ralph Waldo  
Emerson*



What do you think this means?

How can you be a real friend?

Could it ever be an act of friendship to be honest when your words or actions may get your friend into trouble?

Do we have responsibilities towards friends? Give examples.

## SILENT SITTING

Step 1 (*See page 36 of the Introduction Manual*)

Steps 2, 4 (*Optional*)

Step 5: Be aware of yourself in the room.

Let your awareness expand to fill the room, ... the building ... the town

Now imagine your world expanding to cover all the earth ...

Everyone is your brother or sister ...

Everyone needs to be cared about ...

Think, I need to be cared about ...

Pour out good feelings to your family ... your friends ...

your neighbours ... everyone in the country ...

Now out to the whole world ...

Out even further ... out into the universe ...

So that a feeling of love is all around ...

Know that if we are caring in our lives,

The world will be a better place for all to live in.

Step 6.

## DRAMA

### HENRY GETS IT RIGHT

*by Cynthia Bach*

*The scene is set at a public indoor swimming pool on a Saturday morning.*

*Characters:* Narrator  
Henry  
Rajiv  
Thomas  
Thomas' mother  
Pool Attendant

*Henry:* It's the fourth time we've been swimming together, Rajiv. I'm so glad you started at our school. Look, I've swum almost a width using the breast-stroke. I think I'll try to master the crawl.

*Rajiv: (laughing)* You're doing really well, Henry. It's hard trying to get the hang of breathing to one side.

*Henry: (out of breath)* I'm really puffed. And I'm sorry if I keep splashing so much. Do you think I'll ever manage this? I'd like to be able to swim really fast, like you.

*Rajiv:* Of course you will, in time. I've been swimming for years. Dad taught me.

*Henry:* I think my Dad used to swim years ago, but he says he hasn't time now.

*Rajiv:* That's a pity. It's very good exercise. Anyway, come on. Give it another go. I'll be right beside you.

*Narrator:* The boys set off across the width of the pool, Rajiv swimming easily and Henry pleased as he began to get the hang of it. But he was soon puffed out, so he stopped and stood up in the water. Something caught his eye on the side of the pool.

*Henry:* What a surprise. That boy in the wheelchair is from the class below me in school. I heard that the poor boy was in a car accident a few weeks ago . Looks like he got quite hurt.

*(Thomas's mother and the pool attendant helps Thomas out of the wheelchair and gently down into the water).*

*Henry:* Thomas seems nervous the way he's moving about in the water.

*Rajiv:* I'm going to do some lengths for a bit, Henry. Stay in your depth.

*(Rajiv disappears under the water, reappearing again some way up the lane. Then he returns to help Henry).*

*Henry:* Look, there's Thomas, Rajiv. Why is he coming to the pool? He can't swim yet, can he?

*Rajiv:* Oh, I expect the doctor has suggested he tries exercising in the water. It will support him and strengthen his muscles. But he's only got his mother with him today. Usually his older brother comes as well. I hope they can manage.

*Henry:* One day ... *(Henry looks after Rajiv admiringly).* Rajiv has been such a good friend since he rescued me from a ducking in the moat on our school trip. The teachers are pleased too because they say I've become much quieter and I'm not such a show-off since our friendship. Rajiv's quiet strength and self-assurance does give me more confidence in myself. And I want to be really good at something. Just imagine! I might even be in the Olympics ...

*Thomas: (screams)*

*Henry: (Turns round to see Thomas slip from his mother's arms and disappear below the water).* The pool attendant is right over the other side of the pool telling two boys off for larking about and annoying people. I'd better help Thomas quickly.

*Narrator:* Henry launches himself into the crawl towards the struggling boy. He remembered the time when he fell in the moat and the fear he experienced. He must get Thomas out quickly. Quickly! Now he is at Thomas's side and lifting him up out of the water. The pool attendant arrives and together they carry the dripping, shivering boy to a chair where his mother wraps a big towel around him.

*Thomas's mother:* I'm so sorry. I'm afraid I panicked without my son. I didn't want to bring Thomas today, but he does love it so. *(Her voice tails off as the tears well up in her eyes).*

*Pool Attendant:* Don't worry. Thomas hasn't swallowed any water thanks to Henry's quick action. Henry, you should go in for life-saving!

*Henry: (smiling)* Do you think so? But I can't even swim a width yet.

*Thomas:* You swam further than a width just now. I saw where you were just before I fell in. Thanks for helping me. *(Thomas smiles warmly at him).*

*Pool Attendant: (turning to Thomas's mother)* Please bring someone else to help you in future.

*Thomas:* My brother is back at college again next week, so I won't be able to come.

*Henry:* How about if I help you? I can manage in the shallow end. I come here every week at this time with my friend Rajiv.

*Thomas: (Looking happier)* Cool! That's really kind. But what about your own swimming?

*Henry: (Smiling)* There will still be plenty of time for me to swim when you come out, Thomas.

*Rajiv: (Climbing out of the pool)* And I'll help too. Well done, Henry. You really did swim well. Come on, Henry. We must go now.

*Henry:* Goodbye, Thomas. And don't worry. *(Turning to Thomas's mother).* There's no point Thomas missing the chance of coming to the pool when we are here anyway and can help. Goodbye. We must go and get dried and dressed.

*Rajiv:* How does it feel to be a hero?

*Henry: (laughing)* I don't know, but I was glad to be able to get there quickly. I remember how horrid it was going under the water in the moat. I must say that it is nice to get something right sometimes!

**Key words:** Look up any of the words in the dictionary that you have not understood and make sure you understand them and can spell them.

QUESTIONS: Support answers to questions 1 to 4 with evidence from the text.

1. How did Rajiv and Henry become firm friends?
2. What was Henry's immediate reaction when he saw Thomas slip into the water?
3. What qualities and strengths of personality are portrayed by Henry's action?
4. What traits of Rajiv's character are to be admired?
5. How would you define friendship?
6. What values are depicted in this drama?
7. How did you feel when you heard, saw or acted in the drama?
8. Did it remind you of anything in your own life?

## GROUP ACTIVITY



### 1. Protected animals

We can often learn from the animal kingdom how to behave. Do we always empathise with people who are different and treat them as our own?

A lioness in Kenya's Samburu national park adopted five baby oryxes, it was reported in 2002.

Instead of eating the creatures, the young lioness known as Kamuniak meaning 'Blessed One' treated them as her own cubs, grooming and protecting them, while leaving their natural mothers in charge of feeding.

Unfortunately, one of her charges was eaten by a male lion while she was sleeping, so the others were retrieved by their natural mothers or rescued by wardens. Wildlife experts were baffled by the lioness's behaviour.

Say **(a)** what other animals have been reported as looking after the young of species other than their own?

**(b)** What does such friendship teach us about our own behaviour?  
Are humans animals?

In what way are humans different from animals? Consider behaviour versus instinct, intellect, the ability to discriminate and make choices, overcome desire, understand truth.

**(c)** Write in sentences why national parks are necessary/desirable?



## 2. Game - The Trust Circle

*This game needs to be supervised to ensure that no one is hurt - accidentally or deliberately.*

*First discuss:*

To develop friendship we need to develop trust. So this activity tests our ability to trust and also the need of the other party to be completely trustworthy and never to betray or let down the one who is trusting.

With trust comes responsibility. Trust is needed to live life easily.

What is the effect on life if we cannot trust someone?

*Game:*

Form single gender groups of about seven and make sure there is plenty of room between each group.

One person in each group volunteers to be the first 'Friend'.

Each group forms a small circle with shoulders touching.

The person who is the 'Friend' is in the middle of the circle.

The 'Friend', keeping their body rigid, falls gently backwards.

The human circle provides support by holding their hands with flat palms forwards towards the 'Friend'.

The 'Friend' in the centre can then rock gently backwards and forwards, completely trusting the group to give support.

As confidence builds up, the 'Friend' can be passed around the circle from one member to another.

The circle can also be widened so that the angle and distance of the fall becomes greater.

Every member of the group should have the opportunity to experience being the 'Friend'.



*Discuss the importance of confidentiality in a class when we are sharing personal aspects of ourselves.*

**3. Pair work:** Take turns to talk to a partner without being interrupted, for three minutes each about:

*One thing I already do to show caring for someone else ...  
One further thing I would like to do ...  
What might make it difficult for me to do this ...  
What I will do to overcome this difficulty ...*

#### **4. Game: Life without values**

Teacher to write a value related to love on separate cards.  
(See list on page 28 of the Introduction Manual)

Either hold them up one by one, or ask each pupil to pick one.  
Then ask each pupil to say how their life would be without that value.

#### **Extension work:**

1. Arrange to visit a special school to play with the children and see how we can learn from each other.
2. Write a poem on friendship.
3. Write a letter to a friend telling them why you value their friendship.

**Art Link:** Draw or paint a picture showing friends enjoying an activity together.  
Explain your picture to the rest of the class or group.

**Citizenship Link:** Unit 5 How the law protects animals.

Programme of study: 3a use imagination to consider other people's experiences

**English Link:** Spelling 7: Spelling key words;

Sentence level 3: use punctuation to clarify meaning;

Vocabulary 15: use a dictionary;

Drama 15: develop drama techniques.

**Geography link:** Research on Kenya.

**Maths Link:** shape, space and measures and mensuration: Investigate the widths of different swimming pools in your area in metric and imperial units.

**Music Link:** Write a song, with music, on friendship.

Make a tape-recording of your song. Teach the class how to sing it.

**PSHE Link:** 1 Developing confidence and responsibility and making the most of their abilities; 1a strengths in relation to leisure.

3 Developing good relationships. 3c the nature of friendship.

**RE Link:** Values and commitments (AT2 Level 7).

Skills and process - empathy.

**Science Link:** Sc2 i Breathing.

## GROUP SINGING

### A FRIEND

*(lyrics by Nicky Gilbert, music by Stuart Jones)*

We're all made of different talents  
We all shine in different ways  
We have gifts, so we should give  
This is the purpose for our days.

*Chorus: My friend have a loving heart  
Know that you can play your part  
Love and give with all your heart  
My friend.*

As a diamond has faces  
So the world has many races  
Numerous as rays of sun  
We are perfect every one.

*Chorus: My friend have a loving heart  
Know that you can play your part  
Love and give with all your heart  
My friend.*

Like the pieces in a jigsaw  
We are small if we're alone,  
But if we can come together  
The whole picture shows we're one.

*Chorus: My friend have a loving heart  
Know that you can play your part  
Love and give with all your heart  
My friend.*

Love and patience for each other  
Is the way for young and old,  
Living service and compassion  
Turns a heart to shining gold.