

FRIENDSHIPS

A collection of short activities that can be delivered individually or as a whole session to explore the resilience focus area of friendships.



Learning Outcomes

- To think about who we have in our circle and how we make connections with others
- To identify the qualities of a positive friendship
- To describe strategies for dealing with challenges in friendships
- To give the group space and time to talk about any worries or concerns



Time	Activity	Method	Resources
2.5 mins	ICEBREAKER MINUTE MASTERPIECE	Ask the group to pair up and sit facing each other. Handout paper and pens. Ask the group to look at their partner and study their features as they have just 60 seconds to draw them WITHOUT looking at the paper. After the time is up, ask them to share what they have drawn. Ask the group why they thought they were asked to do this activity. Simply to laugh!	Paper Pens
10 mins	ACTIVITY FIND SOMETHING SPECIAL IN OTHERS	Handout the 'Finding Something Special' worksheet or 'Friendship Fortune Teller' to young people and ask them to talk to others in the room to see if they can match them to any of the statements. If so, they write their name in the box. The idea is to complete the whole sheet using the same person no more than three times and not adding in your own name either.	Handout – Find Something Special/ Fortune Teller Pens
10 mins	DISCUSSION FEEDBACK ON ACTIVITY	Go through the answers on the worksheet, being mindful of the group dynamics. Support young people to make connections between things they didn't know about each other and shared interests etc. Award prize for who completed the worksheet first.	Prize

10 mins	DISCUSSION HOW DO WE CONNECT WITH OTHERS?	Ask the group to think about who they have in their circle/network of support and discuss how they made those connections and why, how and when did they meet etc... Look at common themes and highlight the importance of finding things in common as a starting point. Discuss how they much they know about others in the group and how they can find out more.	Flipchart or large sheet of paper Pens
10 mins	SELF ASSESSMENT	Ask the group – on a scale of 1 -10; A. How confident are you in knowing what makes a good friend? B. How confident do you feel about managing changes in your friendships? C. How confident are you in knowing how to support a friend?	
10 mins	ACTIVITY WHAT IS A FRIEND?	Ask the group to discuss what are the qualities that make a good friend? Ask the group to finish these sentences: · Good friends do... (how do they add to your life?) · Good friends don't... (what do good friends avoid doing?) · The most important qualities of a friend are... · Conflicts that can arise in friendship include... <i>Optional – Use menti.com to create an interactive quiz Young people to write down responses on a graffiti wall</i>	Pens Paper

10 mins	ACTIVITY GOOD FRIEND V NOT SO GOOD FRIEND	Ask young people to categorize the following attributes into 2 piles for good friend and not so good friend, using the headings attached. Talk to the young people as they are deciding and ask why? <i>Optional –</i> <i>You could utilise Whiteboard Fox to complete this activity interactively.</i>	Handouts – Categorizing Qualities
5 mins	VIDEO CLIP WHAT MAKES A GOOD FRIEND WITH CHERRY WALLIS	Watch this clip with the group and discuss Cherry's points. https://riseabove.org.uk/article/cherry-wallis-on-friendship/ OR USE THIS LINK https://www.youtube.com/watch?v=Wnt_pDla7Kw	Internet enabled device
10 mins	DRAW YOUR PERFECT FRIEND	Give each young person a copy of the person outline below, explain that you would like them to fill in the sheet, in any way they choose; writing, drawing etc... with the qualities of the 'perfect friend'.	Handouts – Person Outline Pens Paper

5 mins	VIDEO CLIP FRIENDS AND PEER PRESSURE WITH MANDEM 401 SHOW	<p>What this clip with the group and discuss their points. https://riseabove.org.uk/article/how-to-spot-a-frenemy-with-mandem-on-the-wall/ OR USE THIS LINK https://www.youtube.com/watch?v=2mCS2q0ygyY</p> <p>Ask the group to think of some top tips to deal with this kind of pressure.</p>	Internet enabled device
5 mins	Recap, Evaluation and Q&A	<p>Ask the group to feedback on what they will take away from the session; is there anything that they have recognised in the friendships they have, or any ways they think that they could be a better friend etc...</p> <p>Ask if the group have any comments or questions</p> <p>Ask the group to feedback in line with your own session evaluation process</p> <p>Check out with everyone and close session.</p>	Pens Organisations own evaluation forms if using

	EXTENSION ACTIVITY COMPLIMENTS	<p>Talk to the group about compliments and what effect this could have on people.</p> <p>Ask them how often they you give compliments / receive them?</p> <p>In pairs, ask the group to write down a compliment for the person they are working with. When they're finished, fold it over and when ready, give it to that person.</p> <p>If you have time, you could make cards or on a piece of paper, ask each participant to draw around their hand. Ask them to then pass it around the room with 5 people (for each digit) writing a compliment for them. Discuss how this made them feel – to give & to receive a compliment.</p> <p>Task the group to give someone a compliment today.</p>	Pens Paper Card
	Further activities	<p>'Making Connections with Others' activities and session plans session available on Kent Resilience Hub</p> <p>Rise Above resource 'Forming Positive Relationships' available on Kent Resilience Hub</p> <p>'Appreciating Others and Making Thankyou Cards' available on Kent Resilience Hub</p> <p>'Back to School Activity for Year 7 Pupils' available on Kent Resilience Hub</p>	

**** Please note that these activities can be completed in their entirety as a session or you can pick and choose shorter activities to complete with a group of young people – use of the PowerPoint during the session is optional and is not required to deliver the activities.*

Find SOMETHING SPECIAL in Others!

Write the person's name inside each square.

MY NAME _____

someone
with a nice
smile

someone who has
a great handshake

someone who
loves to help
others

someone who
loves dancing

someone
who loves
snow

someone who
loves to read

someone born in
another country

someone who
plays piano

someone
who loves
dogs

someone who
recently learned
a new skill

someone who
loves to travel

someone
who loves
to draw

someone who
makes funny
jokes

someone who
loves to cook

someone who
has a sibling

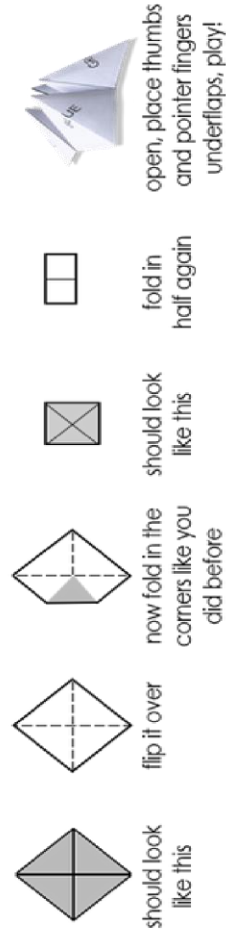
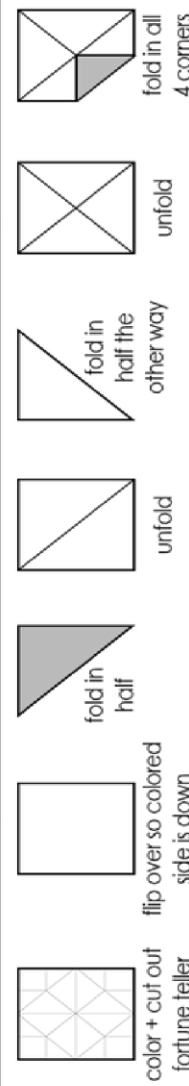
 Big Life Journal

Kent
Resilience
Hub

MOOD
SPARK



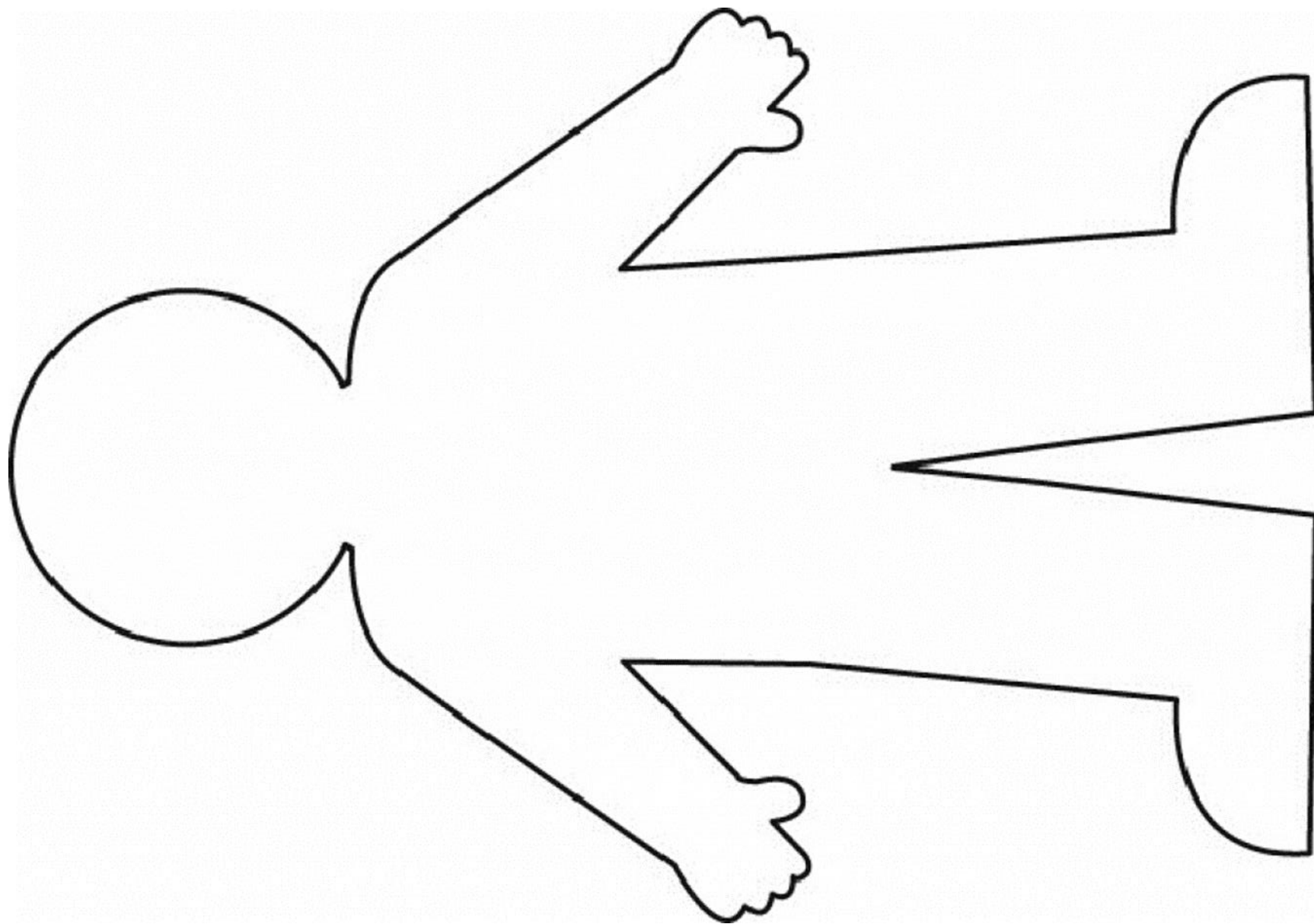
YELLOW		1		Name an interesting place you'd like to visit.		8		RED	
2		If you could do anything over summer break, what would you do?		If you could learn any skill what would it be?		7			
3		If you knew you couldn't fail, what would you do or try?		What's something challenging that you've recently done?		6		BLUE	
GREEN		4		What is your favorite game?		5		If you could have a superpower, what would it be and why?	



GOOD FRIEND VS NOT SO GOOD FRIEND ACTIVITY

Ask young people to categorize the following attributes into 2 piles for good friend and not so good friend.

They know how to keep a secret	They say things they shouldn't say	They remind you of good things that have happened	They tell you are wrong no matter what you say
They get jealous when you do well	They encourage you to do things you enjoy	They try to get you to do things you don't want to	They encourage you to learn and grow
They encourage you to say bad things about others	They encourage you to find the good in others	They try to take up all of your time	They judge and criticize you
They know the importance of alone time	They are caring and empathetic	They respect and value you	They always have to win an argument
They encourage you to find the good in others	They call when they want something	They call when they miss you	They enjoy exchanging opinions
They only ever want to talk about their problems	They celebrate your success	Remind you of mistakes you have made in the past	They lose their temper easily



This session plan provides an outline to deliver activities focussed around areas of young peoples lives that have been proven to support in improving resilience and emotional wellbeing.

Within this there are suggestions of a range of activities and formats that you can use to deliver these, such as power points and online resources as well as timings for activities.

These can be delivered in whichever way suits your organisation and group of young people best.

Whilst a range of videos, icebreaker activities and games have been suggested throughout please feel free to adapt and change these to suit your setting and your young people.

For further resources, activities, ideas and a wide range of other session plans please visit [Kent Resilience Hub](#), you can also find a range of resources and activities that young people may find useful to manage their own wellbeing at [MoodSpark](#). Click on the different segments below to find resources, activities and sessions that meet that resilience area.

