

# Friendships

## Session Plan

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

Learning outcomes:

- To think about who we have in our personal 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.

Within the plan there are suggestion on how you can deliver a range of activities, such as timings, methods and resources needed. These can be delivered / tailored in a way that suits your organisation and/or group of 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 manager their own wellbeing at [MoodSpark](#).



Time	Activity	Method	Resources
10 minutes	Welcome, introductions, housekeeping, ground rules and learning objectives	<ul style="list-style-type: none"> <li>• Ask young people to sign the sign-in sheet as they arrive.</li> <li>• Introduce yourself and your role, and any co-facilitators / guest speakers.</li> <li>• Invite each young person to introduce themselves.</li> <li>• Go over key housekeeping points i.e. break times, location of toilets, emergency exits etc.</li> <li>• Share key ground rules to ensure a safe and inclusive space: <ul style="list-style-type: none"> <li>○ Respect others' views and experiences</li> <li>○ Listen when others are speaking</li> <li>○ What's shared in the session stays in the session (unless there are safeguarding concerns).</li> </ul> </li> <li>• Ask the group if they'd like to add any other ground rules and note them visibly e.g. on a flipchart.</li> <li>• Ask the group to rate how they're feeling on a scale 1-10.</li> <li>• Invite anyone who feels comfortable to share why.</li> <li>• Clearly explain the expected outcomes / learning objectives for the session. Let the group know what they'll be doing and what they can expect to take away.</li> </ul>	<p>Sign-in sheet</p> <p>Prepared ground rules</p> <p>Pens/pencils</p> <p>Flipchart paper and pens</p>

5 minutes	Icebreaker: One minute masterpiece	<ul style="list-style-type: none"> <li>• Ask participants to pair up and sit facing each other. Make sure everyone has a partner.</li> <li>• Handout paper and pens/pencils to each participant.</li> <li>• Explain the task: <i>“You’re going to draw your partner’s portrait- but there’s a twist! You’ll have 60 seconds to draw them without looking at your paper.”</i></li> <li>• Start the timer and encourage everyone to have fun. Reassure them that the goal isn’t to create a perfect drawing.</li> <li>• Once time is up, ask everyone to show their drawings to their partners and the group.</li> <li>• Ask the group: <ul style="list-style-type: none"> <li>○ Why do you think we did this activity?</li> <li>○ How did it feel to draw without looking?</li> <li>○ What did you notice about your partner while drawing?</li> </ul> </li> <li>• Explain to the group this activity was simply to laugh and have fun. It’s a reminder that not everything has to be perfect, and sometimes the best way to connect is through share silliness.</li> </ul>	<p>Paper</p> <p>Pen/pencils</p> <p>Stopwatch/timer</p>
10 minutes	Activity: Find something special in others	<ul style="list-style-type: none"> <li>• Handout the ‘find something special in others’ worksheet and ‘friendship fortune teller’ template.</li> <li>• Explain that the goal is to fill in every box by finding someone in the room who matches each statement. Remind participants they can’t use their own name, can only use the same persons name twice, and they need to talk to other to find matches.</li> <li>• Encourage movement and conversation.</li> <li>• Once most have completed their sheets, gather the group and ask: <ul style="list-style-type: none"> <li>○ Did you learn something new about someone today?</li> <li>○ Was there anything surprising or interesting?</li> <li>○ How did it feel to talk to people you don’t usually chat with?</li> </ul> </li> </ul>	<p>Find something special in others worksheet</p> <p>Friendship fortune teller template</p> <p>Pens/pencils</p>

10 minutes	Discussion: How do we connect with others?	<ul style="list-style-type: none"> <li>Ask the group to think about the people in their life who support them / are in their personal circle i.e. friends, family members etc., and who do they turn to when they need help, advice, or just someone to talk to.</li> <li>Invite the group to share how they meet the people who support them / in their personal circle. Write down common themes on a flipchart.</li> <li>Ask the group how much do they think they know about other in the group. Discuss what are some ways you could find out more and/or what questions could they ask to get to know someone better.</li> </ul>	Flipchart paper and pens
10 minutes	Self-assessment	<ul style="list-style-type: none"> <li>Ask young people to assess themselves on a scale of 1 to 10: <ul style="list-style-type: none"> <li>How confident are you in knowing what makes good friend?</li> <li>How confident do you feel about managing changes in your friendships?</li> <li>How confident are you in knowing how to support a friend?</li> </ul> </li> </ul>	
10 minutes	Activity: What is a friend?	<ul style="list-style-type: none"> <li>Start by asking what are the qualities that make a good friend. Encourage open sharing and write responses on a flipchart.</li> <li>Ask the group to finish these prompts, either in small groups, pairs, or as a whole group: <ul style="list-style-type: none"> <li>Good friends do...</li> <li>Good friends don't...</li> <li>The most important qualities of a friend are...</li> <li>Conflicts that can arise in friendships include...</li> </ul> </li> </ul>	Flipchart paper and pens  Paper  Pens/pencils
10 minutes	Activity: Good friend vs not so good friend	<ul style="list-style-type: none"> <li>Ask the group to split into pairs or small groups, and handout the 'good friend vs not so good friend' worksheet.</li> <li>Ask participants to work together to sort the statements on the worksheet into two piles under the heading 'good friend' and 'not so good friend'.</li> <li>Once completed, invite participants to share how they categorised the statements.</li> </ul>	Good friends vs not so good friend worksheet  Pens/pencils

5 minutes	Video clip: What makes a good friend with Cherry Wallis	<ul style="list-style-type: none"> <li>Share / show the group video - <a href="#">Your skincare, sorted   Boots UK</a></li> <li>As a group discuss Cherry's points.</li> </ul>	Internet enabled device  Wifi access  Projector and screen  Speakers  Flipchart paper and pens
10 minutes	Activity: Describing the 'perfect friend'	<ul style="list-style-type: none"> <li>Handout to each participant the body shape template.</li> <li>Explain the task: <i>this is your chance to describe your version of the 'perfect friend'. You can write or draw on the worksheet. Think about the qualities that matter to you in a friend.</i> Prompts to support reflection:               <ul style="list-style-type: none"> <li>What does a good friend say or do?</li> <li>How do they make you feel?</li> <li>What value do they show?</li> <li>How do they act in tough times?</li> </ul> </li> <li>Once finished, invite volunteers to share their work with the group. Ask:               <ul style="list-style-type: none"> <li>What qualities came up the most?</li> <li>Are there any qualities you'd like to show more in your own friendship?</li> </ul> </li> </ul>	Body shape template  Colouring equipment  Pens/pencils  Flipchart paper and pens
5 minutes	Video clip: Friends and peer pressure	<ul style="list-style-type: none"> <li>Share / show the group video - <a href="https://www.youtube.com/watch?v=2mCS2q0YgyY">https://www.youtube.com/watch?v=2mCS2q0YgyY</a></li> <li>Ask the group to think of some top tips to deal with this kind of pressure.</li> </ul>	Internet enabled device  Wifi access  Projector and screen  Speakers  Flipchart paper and pens
10 minutes	Close	<ul style="list-style-type: none"> <li>Invite participants to ask any final questions.</li> <li>Ask participants to rate how they're feeling now compared to the start of the session.</li> <li>Handout evaluation forms and ask participants to complete.</li> <li>Collect evaluation forms.</li> </ul>	Evaluation forms  Pens/pencils

# 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

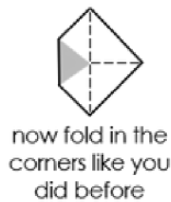
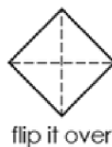
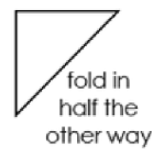
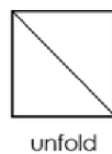
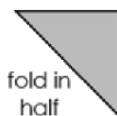
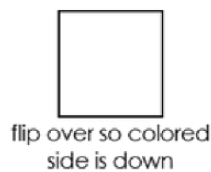
MOOD  
SPARK

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



## 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



