



Lesson 3 Good Neighbours

You will need:

- **RESOURCE 3.1**
Body Outline - enough per group.
- **RESOURCE 3.2**
What Makes a Good Friendship cards - enough per group.
- **RESOURCE 3.3**
Good Neighbour Charter template - enough per group.

Lesson Outcomes

Children will:

- Identify some things that make 'a good friend'.
- Explain how acceptable behaviour can change, depending on the relationship (e.g. close or less close friend).
- List ways to be a 'good neighbour' including things not to do.



Lesson Structure

Starter Activity

- Ask children to think of a TV programme they enjoy that includes two characters who are friends. Invite children to suggest what these characters do together, or for each other, that shows they are friends.

Main Activity

- Working in groups, distribute a What Makes a Good Friendship card to each group and ask them to write all the things they can think of in and around the Body Outline.
- This part of the lesson explores close relationships and will be used to set boundaries later for appropriate expectations in less close relationships (such as neighbours). There are 4 different cards to help share the discussion.
- Some key concepts to elicit are: **Positives**: trust, caring, support, having fun, being yourself, feeling accepted, speaking, listening, disagreeing, being individual, celebrating diversity, hugs (if it is okay for both friends), saying how you feel, holding hands, casual touching, manners and politeness, respect.
Negatives (not okay): bullying, coercion, lying, being unkind, being 2-faced/ exclusive, touching if it is not appropriate or consenting, mocking, over-influencing, being insensitive to feelings etc., telling people what to do, when a safe adult should be informed/asked.
- Feedback to the class and make a display with the Body Outlines.

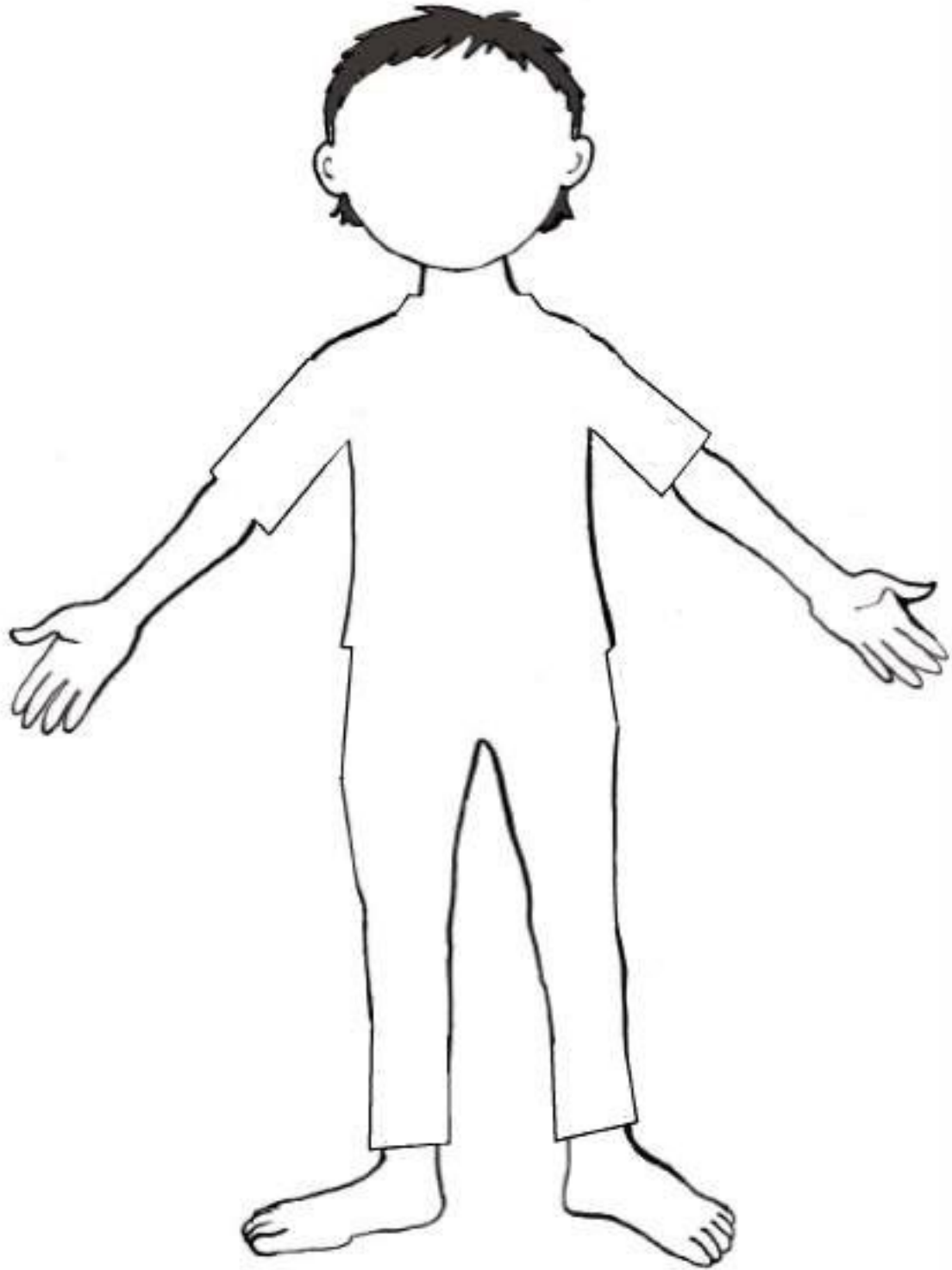
- Next, ask the children to draw a circle round the things that are okay in both a friendship but also in a less close friendship (such as with a neighbour) e.g. manners, friendly.
- Using a new blank outline, ask them to add the things that are okay in a less close friendship and any more. Be sure to reinforce what is not okay*.
- Next, working in their groups, ask the children to devise a charter, using the Good Neighbour Charter template, outlining how they can be a good neighbour.
- Encourage them to think of things they would try to do (e.g. be polite, say hello) and try not to do (e.g. make too much noise, go in their garden without asking).
- Discuss the charters and decide on the best points from all charters to make a class charter.

* You may wish to add a discussion about what you should do, who you should tell if you feel that someone has acted inappropriately.

Plenary Activity

Choose one or two characters that children identified as friends in the starter activity. Invite children to use their ideas to list what things make each character a 'good friend' to the other, or how they are a 'good neighbour' to others in the programme.

BODY OUTLINE



What kinds of things make a friendship valuable?

What kinds of things are not okay in a friendship?

What kinds of things are okay in a friendship?

What kinds of things might harm a friendship?

GOOD NEIGHBOUR CHARTER

My neighbour is called:

I will try to:

I will try not to:

