



FRIENDSHIP



3-6



Small groups (3-5)



MY FRIEND



90 (for all parts)



- Exploring through out a dialogue what children think about friendship, whom they consider friends and why
- Developing in the children knowledge about friendship
- Helping children to establish positive relations with the ones who they consider their friends.



Images of the story (available at <http://waece.org/contenido/noticias/wp-content/uploads/2018/08/story.pdf>) fine cardboard, coloured or white paper, coloured pencils, stickers, scissors...





1st Part: Facilitator will begin by exploring through a dialogue what the children think about friendship, whom they consider friends and why.

2nd Part: To tell the story “Two friends”:

Once upon a time two boys, who had been friends for a long time, were walking through the forest (image 1), when suddenly a great and fierce bear (image 2), imposing with his sharpened claws, and giving strong roars turned up. Oh, how frightening was such a ferocious animal! (image 3) The fear was so high that one of the boys started to run, and without watching backwards nor worrying about anything, climbed a tree and hid among the branches, so that the bear could not see him and thus be able to escape later (image 4). The other boy, terrified, remained paralyzed with fear, and seeing that he could not escape from the animal, and that his friend was out of danger, he remained in the middle of the path, laid down on the ground and pretended to be dead (image 5).

The bear, surprised, approached him and started to smell him, passing its nose through all his face, ears, neck, chest, legs, trying to observe if there was some reaction (image 6). The child held his breath, because he knew that if he made any strong movement the bear could realize that he was trying to deceive it. Again the bear returned to smell his face, lick his cheeks, scrutinize his ears, giving low but calm grunts (image 7).

After a long time smelling him, the bear, thinking that the child was dead and was no danger for it, moved away (image 8).

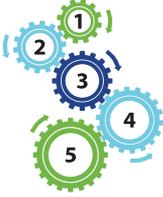
When the fierce animal had left, the other child came down fast from the tree and he asked with laughter to the one who had remained thunderstruck in the path (image 9):

- What has the bear whispered to you in the ear?
- It has told me that those that leave their friends in the moments of danger are not true friends.

After telling the story, the facilitator will ask the children to comment on what happened in the story, s/he will guide the conversation towards the critic that is done on the bad attitude of the character who did not help his friend, s/he will speak to the children about what friendship is all about and how they have to treat their friends, s/he will define the good actions among these examples of affection, the help that is to be given to each other, so that they understand what friendship is, and how the relations between friends must be.

3rd part: Facilitator will invite the children to make cards to give to their Friends (those who are in the classroom, their classmates).





First s/he will talk with the children on the importance of making cards to give to their friends, explaining to them that this is a good example of friendship. Later facilitator will show how a card can be made, and s/he will show one or several models to them. There will be a table prepared with the necessary materials for the preparation of the cards and each child will select what they need, the children must have enough materials to avoid possible conflicts and if some conflict arises, the facilitator will take advantage of the opportunity to speak to the children on how to avoid and solve the conflicts between friends. Finally the children will make cards, which will be displayed in an exhibition.

4th Part: the facilitator invites the children to give their cards to their friends and say why they chose that child as their friend, helping them with questions until they can with their own words give an elementary description

Additional activities (suggestions to be done during a “friendship party”).

Dancing on paper:

The facilitators prepare sheets of newspaper or pieces of cloth of the same size. The participants are divided into pairs. Each pair is given the same, either a newspaper or a piece of cloth. Couples dance while the facilitator plays music or claps their hands. When the music or slaps stop, each couple must stand on their newspaper or their piece of cloth. The next time the music or slaps stop, the couple has to fold their paper or cloth in half before standing on it. After several shifts, the paper or the fabric becomes very small because they have been folded over and over again. It is increasingly difficult for two people to stand on paper or fabric. Couples who have some part of their body on the ground, are ‘out’ of the game. The game continues until a couple wins.

Five islands:

Draw with chalk on the floor five circles large enough to accommodate all the participants. Give each island a name. Ask everyone to choose the island where they would like to live. Then warn the participants that one of the islands is going to sink into the sea very soon and the participants of that island will be forced to move quickly to another island. Allow the suspense to grow and then say the name of the island that is sinking. The participants run to the other four islands. The game continues until everyone is tight on an island.

Do not answer

Ask the group to stand in a circle. One person starts by looking at another and asks, “What is your best quality?” However, this person should not answer the question on its own - the person on your left should respond. People can make their answers as imaginative as possible!