



classroom activity - me and others



My friend

We consider friendship as one of the most important values to develop in the education for peace inasmuch as it is defined as: Personal affection, pure and disinterested, shared with another person, that is born and is fortified by means of the interrelations between human beings. Friendship is a value or general concept that includes others that are more specific.

This activity will talk about friendship, the first activity will be made by means of a conversation of the facilitator with the children on the subject, in a second activity the children will make postcards for their friends, and finally, in a third activity, they will give the postcards made to that or those who they consider as their friend.

AGE	3 – 6 years old
VALUES	friendship
MATERIALS	pictures, photos, films, fine cardboard, coloured paper, coloured pencils, stickers, scissors.
TIME	30 minutes
GROUP SIZE	up to 20 children
OBJECTIVES	<ul style="list-style-type: none">• To develop in the children knowledge about friendship.
METHODOLOGY	conversation, observation, demonstration
AUTHOR	AMEI-WAECE

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STEP BY STEP IMPLEMENTATION

Step 1)

The facilitator will begin by exploring through a dialogue what the children think about friendship, whom they consider friends and why.

Step 2)

To tell the story "Two friends".

Resources: http://waece.org/contenido/noticias/wp-content/uploads/2020/09/story_organized.pdf

and

http://waece.org/contenido/noticias/wp-content/uploads/2020/09/only_images.pdf

"Two friends"

Once upon a time two boys who were friends for a long time were walking through the forest, when suddenly a great and fierce bear, imposing with his sharpened claws, and giving strong roars turned up. Oh, what fright before that so ferocious animal! The fear was so much 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. The other boy, terrified, remained paralyzed with fear, and seeing that he could not escape from the imposing 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.

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. 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, it licked his cheeks, scrutinized his ears, giving low but calm grunts.

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

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:

- 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

Step 3)

The facilitator will invite the children to make cards to give to their friends.

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 s/he will show how a card can be made, and provide 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.

Step 4)

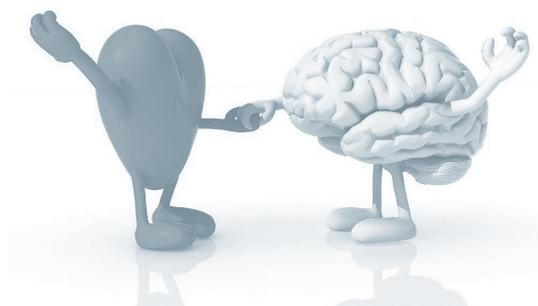
The facilitator invites the children to give their cards to their friends and say why they chose that child as their friend, helping them with questions until they can with their own words give an elementary description on friendship.

For this we can make a small party, using a collective birthday, or simply "inventing" a party, for which he will organize the children for the preparation of it.

CRITICAL ASSESSMENT

OBSERVED BEHAVIOR	YES	NO	COMMENTS
The children had at the beginning of the activity notions about friendship.			
The children knew how to make a right critic about the negative character of the story			
The children showed interest in making a gift to their friend.			
The children established positive relations with the children who they consider their friends.			
They helped the children who they consider their friends.			
They have enriched their concept of friendship at the end of the activity			

Friendship is born at that moment when one person says to another, 'What! You too? I thought I was the only one. - C.S. Lewis.



Teachers' Selfcare tips and hints:

Prepare for your morning the night before, and wake up early enough to be able to start the day slowly. Create a morning routine that engages your mind and makes you feel calm.