

The Girls

Activity 1 - Friendship Tree

Read *The Girls* with the class. When you have read the story, ask the children to share words or thoughts about the story and collect these on the board. Ask the children: Does anybody notice a theme among the words we have collected? Do you think the story could have more than one theme? Note down the children's ideas and contributions. It is likely that the children will notice the theme of friendship, but if they do not, introduce this to the children.

Next, ask the children what they think a good friend looks like. Draw an outline of a person on the board and add the children's ideas around this. Encourage the children to think of a time when they have shown these qualities or when another classmate has shown friendship to them. Discuss how it made them feel.

Introduce the activity to the children. Using green paper, model drawing around your own hand and cutting around the edge. Then, write on the paper something you will do to be a good friend using the class discussion to help your ideas. Give the children time to create their own and make a class display of a tree to remind children of how they can be a good friend.

(Optional: we could provide an optional hand outline in case teachers would prefer to save time on drawing around hands)



Differentiation:

Outline available for use for children who are not able to draw around hands. Word bank of key vocabulary for KS1 children*

Resources:

Interactive board or whiteboard,
Green paper, Scissors, Glue,
Activity sheet template (outline
of hand), Word bank

Resources created by:

Rosie Hegarty
Early Years and KS1
Primary School Teacher.

The
Girls

Activity 1 - Friendship Tree



The Girls

Activity 2 - Who helps you grow?

Read the extract to the children:

*As the tree grew, the branches spread wider and
the roots reached deeper into the ground.*

Ask the children, in this part of the story, is the tree the only thing that is growing? Encourage the children to think back to the previous activity and the themes of the story to support them to understand that the friendship between the girls is also growing, too.

Explain the children that we can grow in many ways. Do they have any ideas of the different ways we can grow? The children may suggest ideas such as: getting taller, becoming more confident or learning new things. Ask the children next: who helps us to grow in these ways? Gather ideas on the board as they are suggested.

Model using the attached template to write in each cloud a person who helps you to grow. As you model, verbalise your ideas and explain to the children how this person helps you to grow. Then give the children time to complete the activity themselves. Once they have completed the activity, ask children if they would like to share who they have written and why.

Differentiation:

Children seated in mixed ability pairs for support

Resources:

Interactive board or whiteboard
Activity sheet template

Resources created by:

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Primary School Teacher.



The Girls

Activity 2 - Who helps you grow?



The Girls

Activity 3 - We are all different!

Discuss with the children how each of the girls in the story is different.

Lottie loves adventure; Leela has great ideas; Sasha is practical and helpful; and Alice is always making the others laugh. Ask the children to think of their own friends. Are they all exactly the same?

We are all different and unique.

What makes you you?



Model using the template to draw lines to different body parts and write something about yourself. For example, you could draw a label to the mouth and write “I speak 2 languages” or a label to the hands and write “I am creative”.

Let the children know that there are no wrong answers! Give them an example of drawing a line to your armpits and writing ‘I am ticklish’!

Put children into partners. Ask them to share some things about themselves that are important to them. Give some examples first, like ‘I love playing netball’ or ‘I’m good at cheering people up’. Give each pair 4 minutes – 2 minutes each – to share and use a timer on the board to ensure both children have an equal opportunity to share.



Differentiation:

Template with outline of a person
Template with outline and guide lines to write on

Resources:

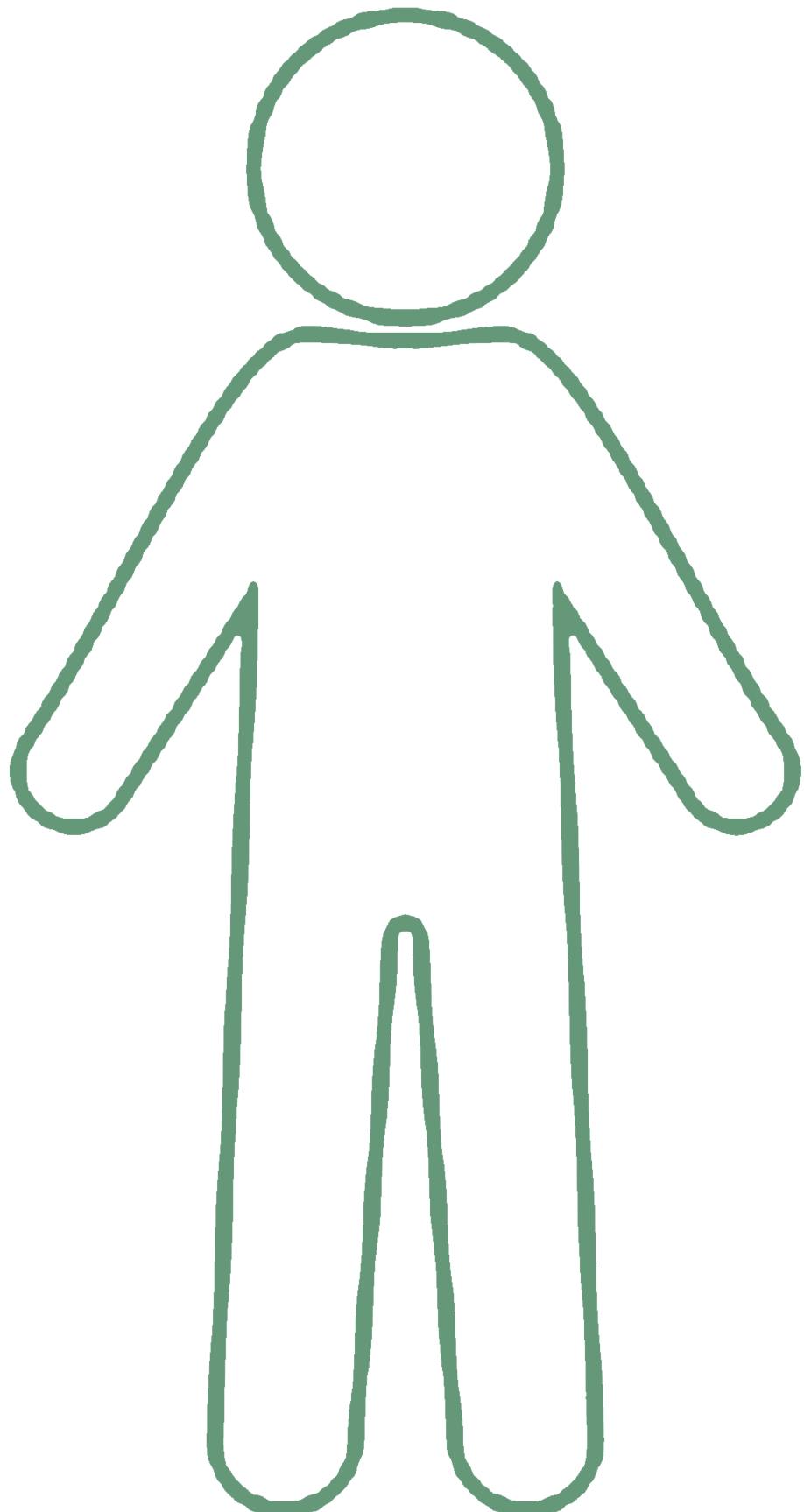
Physical or electronic timer
Activity sheet templates

Resources created by:

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The Girls

Activity 3 - We are all different!



The Girls

Activity 4 - Can you grow a friendship?

Reflect with the children on what we have learned so far through ‘The Girls’. We know that friendship is important and that it is something that can grow. Ask the children: How do you think you can make a friendship grow? Look through some examples in the story: they celebrate each other’s achievements, comfort each other when they are disappointed and take pride in their friendship.

Model the following sentence to the children: A good friend is kind. Can they think of another adjective to describe a good friend? Give the children a couple of minutes thinking time and then sit them in a circle. Take turns to say the sentence ‘A good friend is...’ and complete it.

Model completing the activity template by writing words or phrases on each petal of the flower to complete the sentence and then set children off to complete the activity.



Differentiation:

Word bank to support spellings

Resources:

Activity sheet template
Word bank*

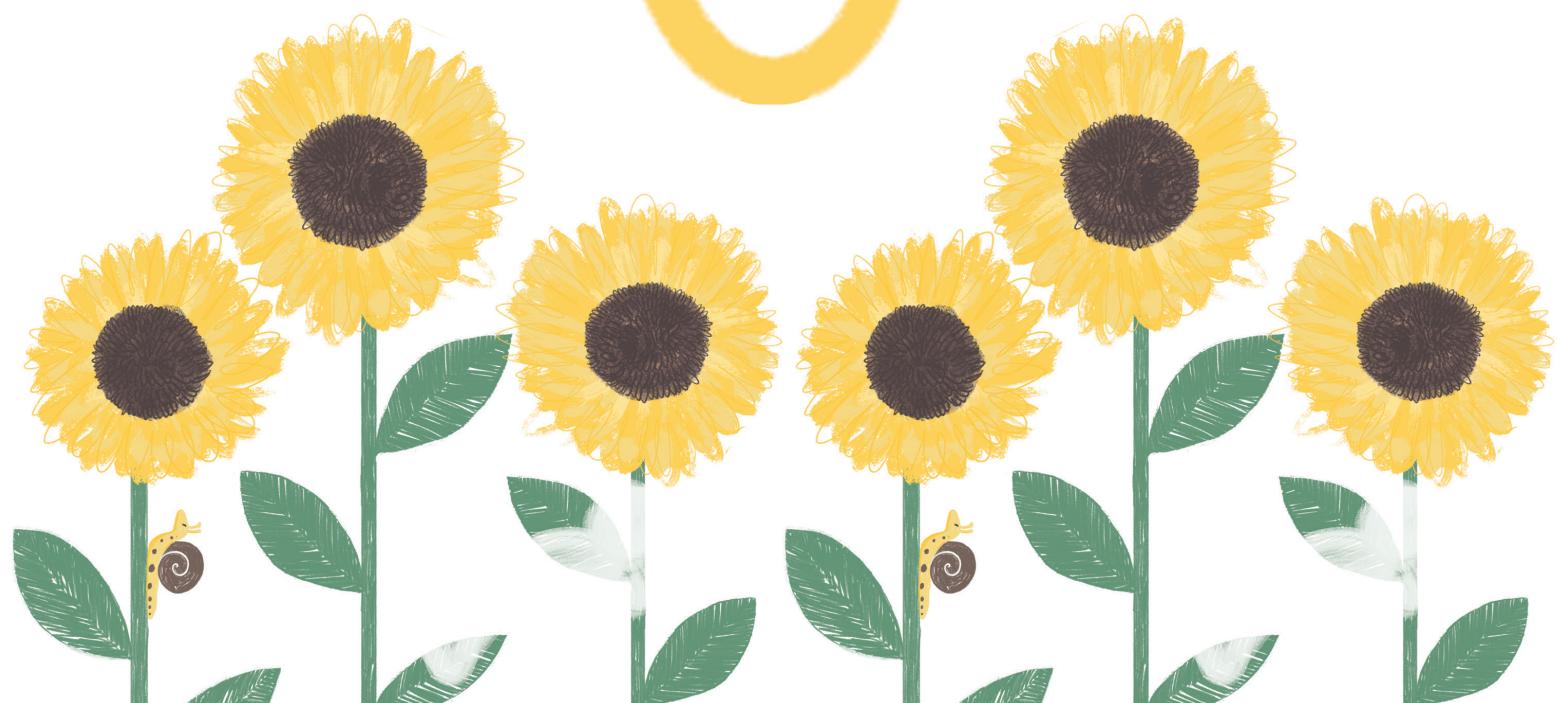
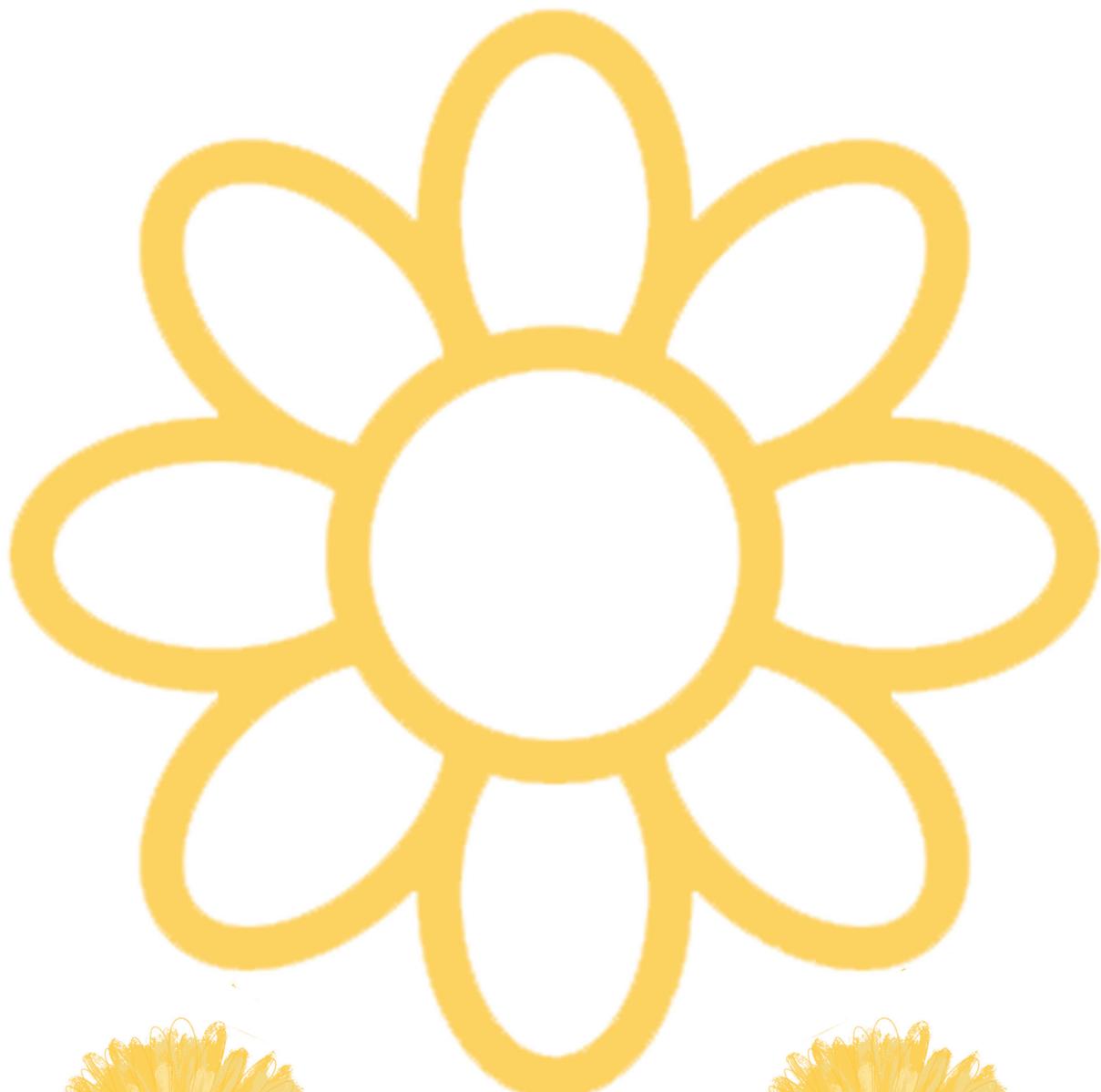
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*Word bank to include: kind, thoughtful, interested, caring, empathetic, funny, positive, understanding, sympathetic.

The Girls

Activity 4 - Can you grow a friendship?



The Girls

Activity 5 - Build each other up!

Now that the children have thought of the things that make them unique and the ways to be a good friend, it is time for them to put together what they have learned in one final activity.

Give each child a piece of A4 paper and ask them to write their name at the bottom and draw a picture of themselves. Once everyone has done this, ask all children to walk around the room (including teachers!) and write a personal compliment on each other's pictures. Depending on the age of the children you may want to display some key words on the board for spellings. Encourage the children to be really thoughtful about their ideas and think hard about each individual child's strengths. By the end, children will have a picture of themselves covered in compliments from their classmates.



Differentiation:

Words displayed on board if needed
Amount of time given for activity depending
on age and stage of learning

Resources:

Paper
Pencils and
colouring pencils

Resources created by:

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Early Years and KS1
Primary School Teacher.