



# Learning Week Series

## Friendship Week



**Special one week exploratory modules**

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# Friendship Week

Festivals and special events bring jubilation to the spirit of celebrations in otherwise routine life of grown ups. These are occasions to have fun and frolic, sing and dance, relish delicious gourmet food, meet people and create memories for life.

These are also occasions to rekindle the rituals, customs and traditions. As educators we can create multiple learning opportunities while having these celebrations. Through this specific learning week it is our endeavour to bring the festivities and the learning experiences together.

The module is spread over five weeks, one celebratory activity per day for kindergarten learners- age 3-6 years approximately.





These activities can be done at the beginning of the day or before dispersal. The experiences are divided into five segments covering:

- Friends in Family**
- Friends in Community**
- Friends from Stories**
- More than one Friend**
- Friends from other Species**

# Day 1

## Friends in Family



Sl no	Materials Required	Description	Activity
1	<p>Clay or playdough, Cardboard or a piece of wooden baseboard Paint to colour Glue to paste</p>   	<p>The teacher begins the conversation by asking children to speak about people they like to spend time with. She begins with some questions like - <b>who are these people? Are they a part of your family? Where did you meet them first? Are they humans or some other species like birds or animals? How do you spend time together? What is special about this person/s?</b></p> <p>From here she briefs about the history and significance of this special day that is designated to celebrate the bond of friendship.</p> <p>Friendship goes beyond two people sharing a pleasant bond, sharing similar interest and approach towards life, it also covers amiable relationships between states, cultures, communities and more.</p> <p>The United Nations acknowledges this day to encourage large and small entities to have friendly alliances, and promote the role that friendship plays across all cultures.</p> <p>Special events are held to mark this day all across the world.</p>	<p><b>Same line of thought and corresponding activity for all three learning levels.</b></p> <p><b>Craft Activity: Making a name plate</b></p>  <p>The children are provided with the craft materials listed in the first left column and invited to design and create a name plate of their first friend.</p>

# Day 1

## Friends in Family

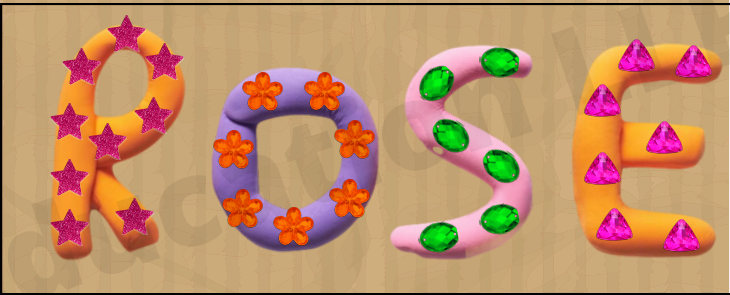



Sl no	Materials Required	Description	Activity
		<p>The <b>International Friendship Day</b> declaration says, people are invited to observe this day in an appropriate manner, in accordance with the culture and other appropriate circumstances or customs of their local, national and regional communities, including through education and public awareness-raising activities.</p> <p>After a brief explanation, the teacher invites children for the related activities.</p> <p><b>On Day One of the Learning Week we celebrate:</b></p> <p><b>Friends in the Family</b></p> <p><b>Conversation:</b> For first time school goes the people from family with whom they are close to are their first friends. School becomes their second place of encountering the external world.</p> <div style="display: flex; justify-content: space-around;">   </div>	<div style="text-align: center;">  </div> <p><b>Process:</b></p> <p>The teacher can demonstrate the process of the activity for younger children and for older children she can assist as and when they ask for support.</p> <p>Write or ask the child to write the name of the friend in the family on a piece of cardboard in language preferred.</p> <p>Roll the clay into thin strips.</p> <p>Construct the letters of clay and place these on the board.</p> <p>Let these dry.</p>

# Day 1

## Friends in Family





Sl no	Materials Required	Description	Activity
		<p>However the friends that one makes within the family remain for life such as the parent-child friendship or the caregiver-child bond!</p> <p>Here the line of thought is that one of the biggest strengths of a friendship is <b>TRUST</b>.</p> <p>The teacher begins the interaction with tuning in leads like:</p> <p><b>Who do you think of first when you are distressed?</b>  <b>Why does this particular person come to your mind? Is there a possibility that this person is unable to help you or take you out of a stressful situation?</b>  <b>What makes you so sure that you will receive help, support, care or empathy from this person/s?</b></p> <p>After this discussion the teacher invites the learners to think of that one person and share his/her name with everyone.</p> <p>For <b>Nursery</b> and <b>KG</b> children the teacher can encourage them to speak about what makes this one person special.</p>	  <p>Once dried, paint the letters and decorate with loose parts or other decorative stationery materials.</p> <p>Suggest the learners to give the nameplate to the person they have created it for.</p>

# Day 2

## Friends in Community




Sl no	Materials Required	Description	Activity
2	Music player	<p><b>Day 2 is planned to explore Friends in Community</b></p> <p>The inquiry begins with acknowledging the importance of people who make our life pleasant and joyous but are not bonded by familial relations. School and neighbourhood are two communities where the friendships outside the immediate family are introduced. These are the alliances which a child chooses by his/her free will, in a way making their first important decisions that will shape their social realm. This also becomes their first ground of emotional development without the security net of the primary caregivers or family members.</p>	<div style="display: flex; justify-content: space-around;">   </div> <p><b>Follow me :</b></p> <p>The activity suggested for this line of thought is to generate the feeling of mutual acceptance, interdependence and creating space for two in a relationship moving away from self-centred attitude.</p> <p><b>Process :</b></p> <p>This is a simple pair activity built on music and movement. She plays some melodious music and invites children for this session. She shares the strategy of the activity with the help of a demonstration and step by step explanation. One partner acts as the leader and initiates soft and slow movements of arms, head and legs.</p>

# Day 2

## Friends in Community




Sl no	Materials Required	Description	Activity
		<p><b>Conversation</b></p> <p>The teacher begins the session with some tuning in leads, such as;  <b>Who do you look for when you enter your classroom? Do you prefer to be with this person throughout the day? What makes you do so? Do you feel like sharing your food/toys with this individual? If you see this person in stress what do you do? Do you feel like this for more than one person? Is there anyone like this in your neighbourhood or in the park?</b>            Tell us more about these people.            Once the group conversation has established some common factors such as:            We have friends outside home.            These are the people who we like and share our interests with.            We trust them and we care for them.            We can like more than one individual and be friends with them.            We have different friends in different environments.            Having friends makes us care for others and be there for them in their time of need, which is experiencing the most wonderful emotion of empathy.</p>	 <p>The role reverses after a few minutes and the other partner takes the lead role. Once the activity is over the teacher asks for children to volunteer and share their experience of performing both roles of a leader and a follower.</p>

# Day 3

## Friends from Stories




Sl no	Materials Required	Description	Activity
3	Props and flash cards.	<p><b>Day 3 is assigned to draw inspiration from stories that speak about extraordinary friendships from mythology, history or fiction.</b></p> <p><b>My friend is sad-Drama pretend play</b></p> <p>Stories have a deep impact on young learners; this is a research backed fact. It is the teacher's responsibility to use this rich and imaginative resource to extract as many positive developmental outcomes especially in the domain of socio-emotional growth.</p> <p>Here we have picked the story of <b>Krishna-Sudama</b> from the Hindu mythology to highlight the special bond of friendship between two young boys who came from two different socio-economic backgrounds, yet how their friendship fared through testing times defying accepted norms of the world!</p>	<p><b>Pretend play and Storytelling</b></p>  <p>The teacher can organise a variety of activities for different learning levels.</p> <ol style="list-style-type: none"> <li>1. Enact the story with the help of props.</li> <li>2. Narrate the story with the help of flash cards.</li> <li>3. Invite children for a pretend play based on a similar situation-if your friend is sad?</li> </ol> <p>She encourages children to come up with different solutions to help their friend and enact it.</p>



# Day 3

## Friends from Stories







Sl no	Materials Required	Description	Activity
		<p><b>Conversation</b></p> <p>The teacher begins the session with some simple questions to establish the premise of the story:  <b>Do you make friends with people who look only like you? Do all your friends look and conduct themselves like you, or are they different? How? What kind of activities or games do you like to play with your friend? Are your interests the same or different? If your friend stops you from doing something, how do you respond to it?</b></p> <p>If your friend needs your help, what do you do?            Once you are grown up and a childhood friend is in need of your help, would you help him/her?            What do you think you can do for your friend to take away his/her worries?</p>	 <p>In addition to this the children can draw and paint any character or scene from the story if they wish to.</p>

# Day 4

## More than one Friend






Sl no	Materials Required	Description	Activity
4	<p>A large bowl, tray/plate to hold the tiny bowls of fruits, spoons, ladle, some sugar, cream, disposable cups, tissues.</p> <p>Fruits of various kinds (seasonal fruits), such as bananas, apples, watermelon, grapes, and so on.</p>	<p><b>Day four is designed around exploring the thought that one can have more than one friend and they all can be special.</b></p> <p><b>Conversation:</b></p> <p>This session begins with the teacher bringing to children's notice some examples from nature where a group of items/objects/things together represent beauty and joy. Such as a rainbow, a flock of birds flying in the sky, a herd of deers in the forest, or a constellation of stars in the sky.</p> <p>She throws some open ended questions to understand their existing knowledge and point of view about this line of thought.</p> <p><b>How do you feel when your only friend does not show up in school or at the park?</b></p> <p><b>Do you think having more than one friend can help?</b></p> <p><b>How many friends do you have?</b></p> <p><b>During your summer break how do you feel having your cousins over?</b></p> <p><b>How much fun do you have when you are in a big group?</b></p>	<p><b>Making Friendship Salad</b></p> <p>Building on the ongoing conversation the teacher invites children to participate in the cooking activity. She brings a tray of cut fruit. Each fruit or ingredient is named after one quality of a good friend. For example, bananas can be named as the sharing quality, sugar can be named as the kindness quality of a friend, and so on.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Sharing</p> </div> <div style="text-align: center;">  <p>Kindness</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  <p>Caring</p> </div> <div style="text-align: center;">  <p>Togetherness</p> </div> </div>

# Day 4

## More than one Friend


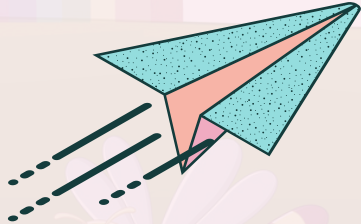


Sl no	Materials Required	Description	Activity
		<p>Through this conversation the teacher helps the learner know about accepting the concept of self to you and to us.</p> <p>Developing friendships in preschool helps teach children to connect with others, learn to share, and grow emotionally. While they're playing in large groups children learn about negotiation, compassion, and respect. These are skills that serve them well beyond preschool and prepare them for life.</p> 	<p>She shares the strategy with children:            Each child makes his/her own salad.            Pick ingredients of their choice.            Name the ingredients as per its quality such as banana for sharing.            Decide the quantity-like two slices of sharing and one piece of kindness for a successful recipe for a good friendship.            Toss the ingredients together, and the friendship salad is ready.</p> <p>She highlights that the variety of fruits represent different people/friends in our life. The variety makes our life more fun and interesting,</p> 

# Day 5

## Friends from other Species


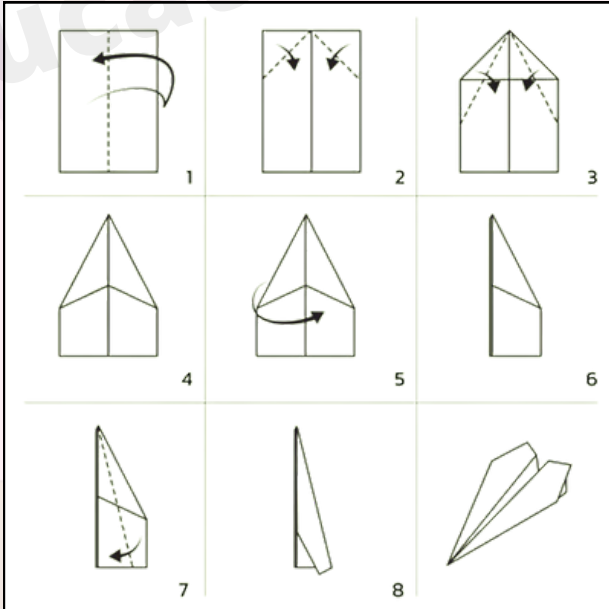


Sl no	Materials Required	Description	Activity
5	Origami paper	<p><b>Day 5, showing love and compassion for friends from other species</b></p> <p><b>Flying a paper plane /balloon for my friend from other species</b></p> <p>This line of thought has been chosen to help children continue recognising and developing their innate love and compassion for all living beings. Children are born without knowing any prejudice or discrimination. These vices are introduced through direct or indirect contact from the surroundings they grow up in. The exploration is about acknowledging this emotion and nurturing it for the well being of all species.</p> 	<p>The craft proposed here is symbolic of showing love for one and all, representing the spirit of universal bonhomie amongst all species.</p> <p><b>Craft:</b></p> <p>The teacher invites children to think of their friend from other species, construct an origami paper plane or inflate a balloon with its name on the flying object and fly it in the sky.</p> 

# Day 5

## Friends from other Species



Sl no	Materials Required	Description	Activity
		<p><b>Conversation</b></p> <p>The teacher starts the conversation with some basic questions like:  <b>How many siblings do you have at home? Do you have a pet at home? How do you treat it?</b>  <b>What if you are in a situation where you are alone and you only have some beings from other species?</b>  <b>Can you be friends with them? How?</b>  <b>How do you show your love for them?</b>  <b>What will you do if you see these friends in stress?</b>  <b>Like someone being unkind to a dog or cat in your street.</b>  <b>Do these friends have equal rights as humans?</b></p> <p>The conversation is navigated to establish the value of brotherhood we share with all species living on the planet. Along with their existence their equal right to live healthily and happily.</p> <p><b>On day five children fly these kites/balloons in the sky at the same time spreading the cheer and good spirit of friendship.</b></p>	<p><b>Process of constructing a paper plane:</b></p> 

# Story of Krishna and Sudama

**Sudama** was Lord Krishna's **friend** and devotee. They both went to the school together spending a lot of time together. Lord Krishna came from an affluent family whereas Sudama belonged to a Brahmin family with limited means.

Once grown up **Krishna** became the ruler of Dvaraka, and became reputed for his deeds, Sudama remained a humble and impoverished villager and married a simple Brahmin girl and led a simple life leaving the worldly pleasures and worshipping lord. He had two children, but due to his austere living, he remained a poor man.

Tired and anguished by the poor living conditions, one-day Sudama's wife asked him to seek help from Lord Krishna. Sudama being an honest and self-made man felt awkward to go and ask his friend for help. After being insisted upon by his wife, Sudama decided to go ahead to meet Krishna. However, he said, "Meeting my old friend after years empty handed wouldn't feel nice". Sudama decided to carry along a handful of puffed rice for Lord Krishna.

As soon as Sudama reached the palace, Krishna received him with great warmth, respect and love; just like their childhood days. Krishna made Sudama sit on his throne and washed his tired feet with sandalwood and warm water to help him relax. They recalled the time spent at the Sandipani school from their childhood. Sudama was awed by the richness and splendour of his friend, however Krishna's hospitality and love made him feel very special and loved too.

The grandeur of his friend's living made him hesitant to share the gift he had brought with him. So he tried to hide the small packet from Krishna. Krishna immediately noticed this and asked Sudama what he was trying to hide.



## Story of Krishna and Sudama

Sudama, reluctantly, handed over the bag, which contained a handful of puffed rice to Krishna. Whereas Krishna was overjoyed to receive this gift from his dear childhood friend. Instantly he opened it and started eating the puffed rice, relishing every single grain.

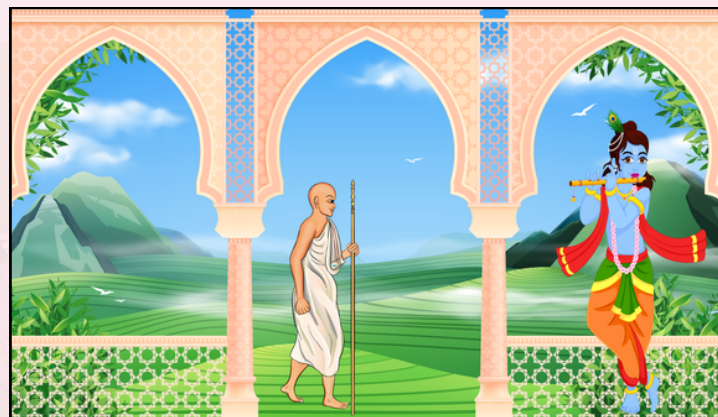
Krishna thanked him for the gift and requested Sudama to have a meal with him. As both of them sat to have their meal, which was served in exquisite gold plates. Sudama felt sad as he remembered his hungry children at home. He stayed at the palace for two days but could not ask Krishna for any personal favours. On the third day, he was ready to leave for home. While leaving, Krishna embraced Sudama and asked him to visit again.

Touched by his love and hospitality, Sudama thanked him. While going back to his family Sudama wondered, "What shall I say when my wife asks me what I've brought back?"

As Sudama reached back home, he was troubled seeing that there was no hut. Instead of his old hut, he saw a magnificent palace being built at the same place. As he walked towards the palace, he saw his wife coming out elegantly dressed in beautiful clothes.

She told Suhama that Krishna's might had helped them to get rid of the poverty and miseries. Thinking about Krishna's love and concern, Sudama's heart filled with gratitude and tears of joy rolled down his eyes.

Thus, it is said that friendship doesn't believe in any discrimination, it only seeks love and respect.





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