



THEME 3 Activity 3

Managing relationships

Learning outcomes

- Students will identify strategies for coping with changes in friendships.
- Students will identify who they can rely on in different situations.

Suggested time allocation

45 minutes

Resources

- The class *landscape wall display (Appendix 1)* and students' personal learning journals
- *Six* by Sarah Penwarden, *School Journal*, Level 3, May 2016
- *Who would I turn to? (Appendix 8)*, one per student

CURRICULUM LINKS

Underlying concepts

- **Hauora:** identifying specific people and strategies that can support their taha whānau (social wellbeing).
- **Socio-ecological perspective:** reflecting on relationships and how they can actively contribute to wellbeing in different situations.

Key competencies

- **Relating to others**

LEARNING SEQUENCE

Getting started

Review what the students learnt in the *levels of relationships (Appendix 7)* activity.

Tell the students that they are going to read a story about friendship and to keep that focus in mind as they read *Six* by Sarah Penwarden.

Development

Have the students read *Six* by Sarah Penwarden.

Remind them of the *levels of relationships (Appendix 7)*.

Get each student to create circles with the names of the characters in the story, identifying any changes that they observe in the friendships.

Prompt group or class discussion with questions, such as:

- Who did you place where? What were the clues that led you to make these placements?
- In our last activity, we thought about the qualities we want in the people we are closest to. Did you see those qualities in Hannah? Does Emi have them? Chelsea? How can you tell?
- What do you think about the end of the story? What is Hannah thinking?