

Poem 8 – Friends Again

Subject:		Resource:	
PSHE (Personal, Social, Health and Economic Education)		BOOK (Poetry for PSHE by Jay Clarke)	
Teacher:	Date:	Group size:	

Direction

Topic: Friendship and dispute resolution	
The poem “Friends Again” is an upbeat response to the earlier poem “Falling Out”, about a dispute with a best friend. It explores the feelings of relief and touches on some of the techniques used to bring about a resolution.	
Lesson Aims:	
To demonstrate how a conflict, regardless of how serious it first appears, can be resolved and how the resolution was brought about. It also identifies the writer’s plans to avoid such disputes in the future.	
Generic learning outcomes: <i>By the end of the session, learners will be able to-</i>	Differentiated learning outcomes: <i>Learners with more advanced current skills will be able to-</i>
Identify with a desire to resolve a dispute and find areas of common ground which can be used to help bring about a resolution.	Discuss with others what they have in common, rather than what divides them and to be able to engage in dispute resolution.

Key Skills Development

Communication / Literacy / Reading The class are required to read the entire poem; reading out loud if preferred.	Wider Key Skills Conflict management. Dispute resolution.
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Time	Teacher activity	Student activity	Resources
2.30- 2.45	Show poem on overhead projector or whiteboard, with a short introduction. Ask students for their initial thoughts.	Review the poem and volunteer views about its content.	Book of poetry, projector and/ or whiteboard. Use handouts, if necessary.
2.45 – 3.05	Question: In the third verse, the writer says, “It doesn’t matter what pulled us apart”. Do you agree? Are some reasons worse than others? Is there anything that can’t be forgiven?	Students engage in a group discussion about the severity of some comments that a friend might make that would upset them, or whether they really believe some things cannot be forgiven.	Students
3.05 – 3.15	Invite students to share a story about falling out with somebody (if not a friend, a family member), which was resolved. Ask who made the first move, and how.	Students give examples of when they have managed to resolve an argument with somebody and who they feel should make the first move.	Pen/Paper
3.15 – 3.30	Question: What if these two friends hadn’t made up? What could be the consequences of a long-standing dispute between the two friends, as well as those around them?	Students engage in a group discussion about long-standing disputes and how they might escalate, even as far as never being able to make up. Explain how others are also effected.	Pen and paper or writing book.
Session Evaluation: <i>Consider what went well, areas for improvement, points to take forward</i>			