

◆ Friendship ◆

◀ No mates now, mate,
nothing much to say.

No mates now, mate,
playtime's very long.
No mates now, mate –
what did I do wrong?

Teacher-led questions for the assembly

Place photocopiable page 85 on an OHP if you would like the children to read the poem.

- ◆ Who can answer the question in the last line of the poem? Is there more than one answer?
- ◆ Can anyone suggest why the speaker of the poem might be surprised about what each of the friends wants to do? (From this discussion it is possible to introduce the concept of stereotypes and prejudice.)
- ◆ What might the speaker in the poem have said to each character in turn that would have been more tactful? (Using four large sheets of paper, one for each character in the poem, make notes of the children's suggestions and fix these up around the hall or classroom.)
- ◆ Is anyone prepared to talk about a time when they fell out with a good friend, and how they managed to make up afterwards?

Role-play activity for the assembly

Invite some children to perform the poem, allocating speaking parts as they see fit.

Closing thought

It is easy to take friends for granted. Your friends are special people. So today, do your best to make them feel special.

Follow-up work for the classroom

- ◆ The children could make a list of:
 - ◆ famous friends from books that they have read
 - ◆ children's TV shows that use friendship as a central theme.
- ◆ The children can write an acrostic poem, either using 'Friendship' as a framework, or the name of a friend. If the school has a digital camera, the children could take photographs of their friends and display pictures alongside their writing.
- ◆ Get the children to write in-role as the speaker of the poem and contact an Agony Aunt for advice on what they should do next. Other children could be in-role Agony Aunts and reply.