

Figure 10.5 Net for a Friendly Dice

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Pupil skills: describing friendship skills

Sit the pupils in a circle, and ask them to roll the dice and say when a person was friendly to them in the way that the dice shows. Ask them to describe what happened and how it made them feel. Use teacher praise to encourage detailed descriptions that do not make moral judgements, but do talk about the emotions aroused by the action. The greater the detail the more useful it is to the pupil who has little understanding of how to be friendly.

Pupils can then be asked to follow up their disclosures with designs for a poster advocating being friendly. The poster shows someone doing a friendly action. Similar activities can be speaking onto tape or writing a story of a friendly deed. These stories can be dramatised and if video is available, recorded.

The Friendly Dice

The friendly and unfriendly dice can also be used in small groups. Although this reduces the amount of models a child hears it can increase the details and reduce the time needed for the initial sharing. As with the Feeling Dice a board game can be constructed to aid the pupils to take turns and to disclose their thoughts.

Unfriendly Dice

Repeat the whole exercise with the Unfriendly Dice (Figure 10.6), again prompting for details and praising their descriptions without any moral judgements. Similar follow ups can be used but the role plays need more structure than with friendly dice. Common incidents are: picking on me, taking my stuff, ignoring me, leaving me out, calling me names, bullying me, hurting me, staring at me, copying my work, talking about me behind my back.

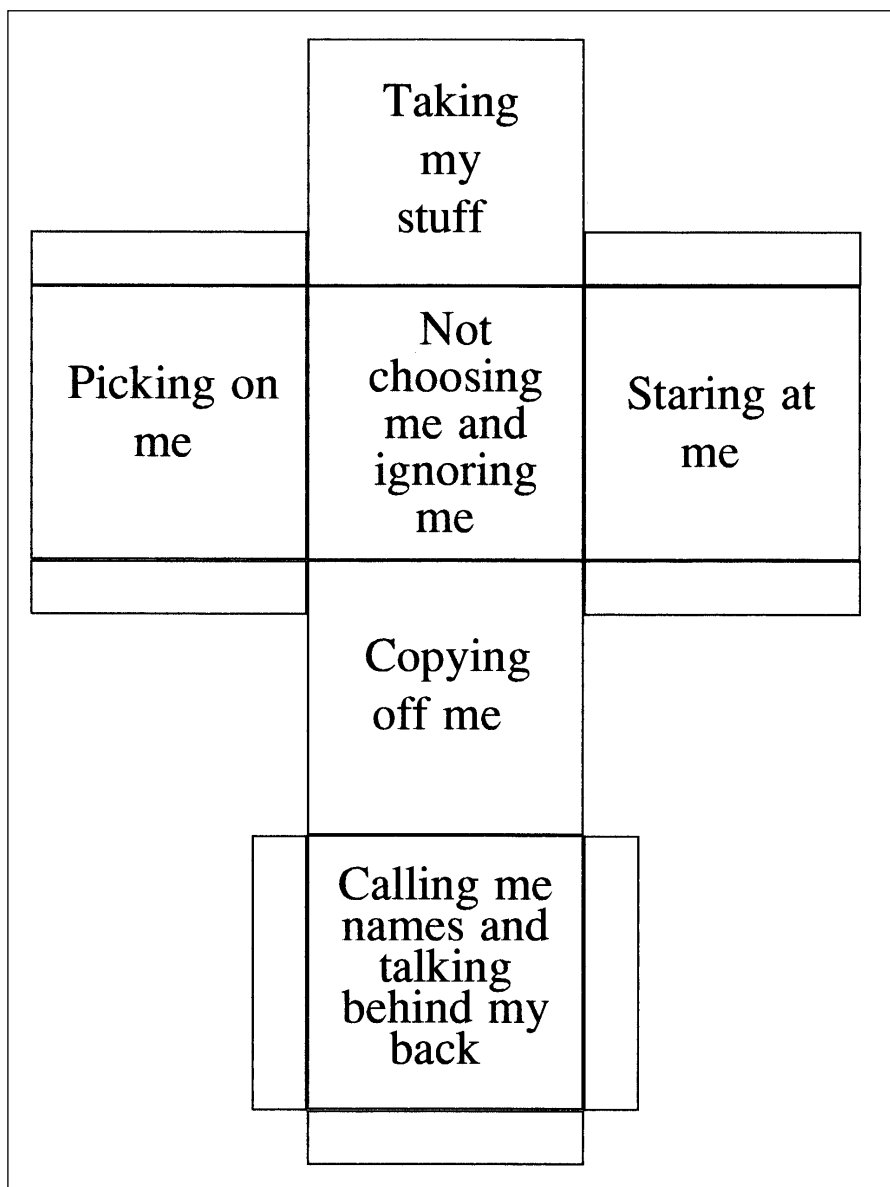


Figure 10.6 Net for an Unfriendly Dice

These are very useful as the nature of the role play allows the children to repeat a disliked unfriendly incident and rewrite the ending. This, like the work in changing the children's scripts, can be salutary as it gives them an alternative way of dealing with an unfriendly incident next time. There are two clear advantages in this. Firstly the child has an alternative behaviour rehearsed, and secondly it can also help children to sort out past feelings of resentment that they may not have been able to deal with before. Many children may in fact, have been unaware of where their negative feelings about another person had come from.

Pupil skill: identifying friendship skills; giving positive feedback

Friendly deeds

This activity must be structured with either a pair, four, circle or carousel in which the children can share their examples. The teacher's or pupils' preferred structure can be chosen, giving further friendly modelling. Teachers should stress that the role of sharing in these structures is for the others to help everyone think about a time when someone was friendly to them. This in itself is a model for what friends do; they help you to think about things that are hard. Having shared their ideas, the Friendly Deeds Sheet (Figure 10.7) can be used to record what has been remembered. One or two incidents are enough on the first occasion.

My Friendly Record			
Who is doing friendly things to me? Write what they did that was friendly.			
Date	Name of the person	What exactly they did	How that made me feel

Figure 10.7 Friendly Deeds Sheet

These can then be used to record ongoing friendly deeds. At the end of a day or two, the pairs or small groups can re-form and share what is now on their sheets. The awareness of their friendly deeds being recorded will always raise the amount of friendly deeds that are being done by class members. This in itself is important for pupils who need many models before they too can try out what, for them, might be new ways of behaving.

The second Friendly Deeds Sheet (Figure 10.8) asks pupils to record the friendly deeds that they do for others. This should be attempted second, preferably during the following few days. Teachers should be using the same format of sharing ideas as in the first. The reason for this is that pupils who have had very little practice in being friendly will have needed to identify what is a friendly act before they can successfully try it for themselves. Following the previous examples, pupils should be able to help each other remember things that they did for each other that were friendly. A whole circle is also a good way of ensuring that all pupils receive the feedback that they have recently done something that is friendly to someone else.

Friendly Deeds			
What friendly things am I doing to others? This is my honest record.			
Date	Name of the person	What exactly I did	How that made me feel

Figure 10.8 Friendly Deeds for others

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For some classes it will be within their capabilities to attempt several of the friendly behaviours at once but for many students it is preferable to concentrate on one skill at a time. Rather in the same way as a

Friendly Behaviour Audit

Date: From..... to Name:.....

	Choosing to spend time with me	Helping me with my work	Sharing with me	----- -----	----- -----
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

Choose other examples of friendly behaviour and write them in the chart.

Put a tick in a box each time someone does something friendly to you.

Change the number of friendly things you do to others.

Try doing this audit again later in the term. Have people got more friendly towards you?

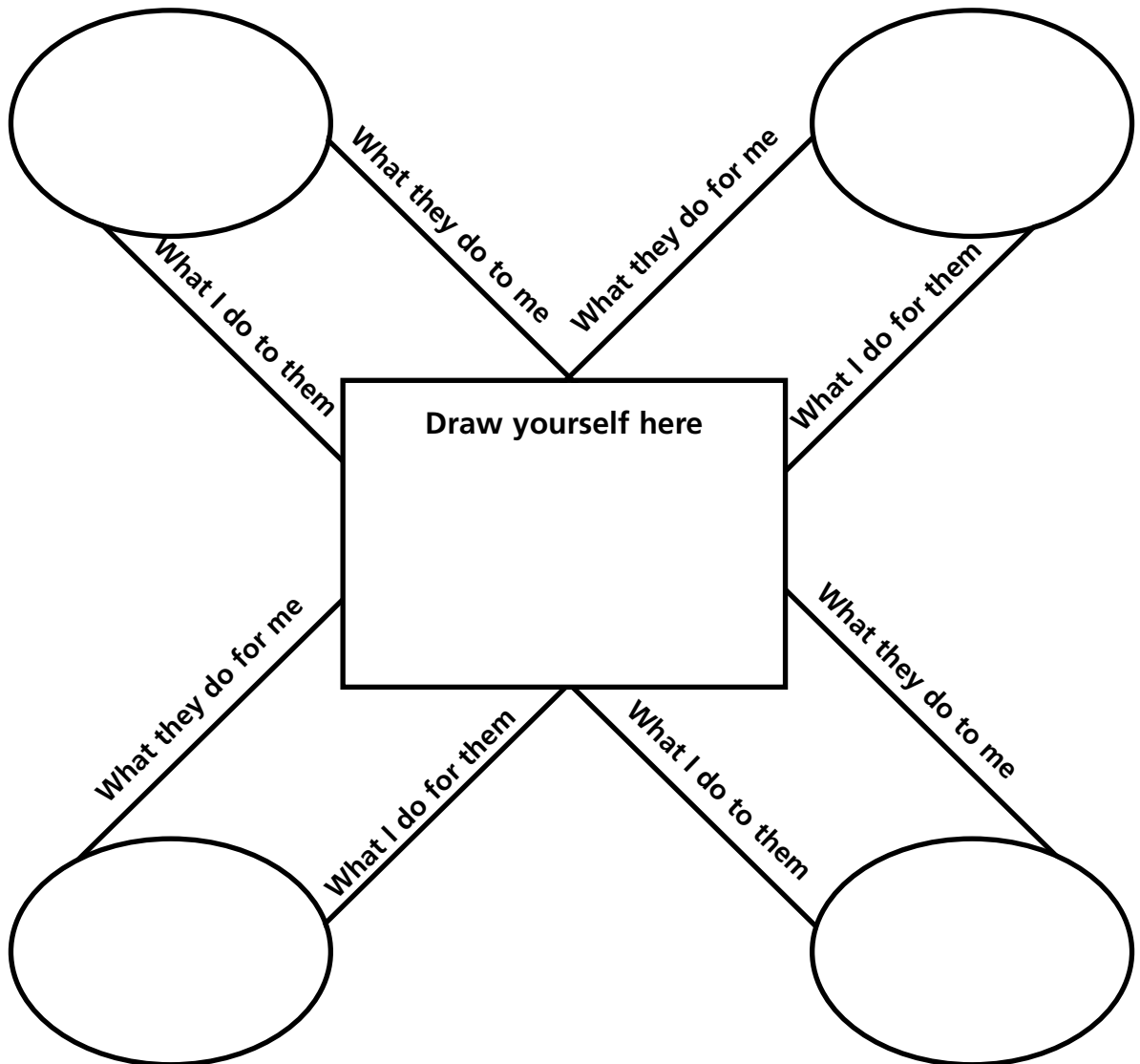
Figure 10.9 Friendly behaviour audit

Good and Bad Relationships: What do we do?

Think about the pupils in your class. In the oval shapes, draw two who you get along with and two you don't. Draw yourself in the centre. Think about one thing that you do to or for them and one thing they do to or for you. Write these along the lines.

Someone I don't get along with

Someone I do get along with



Someone I do get along with

Someone I don't get along with

Figure 10.10 Good and Bad Relationships Sheet

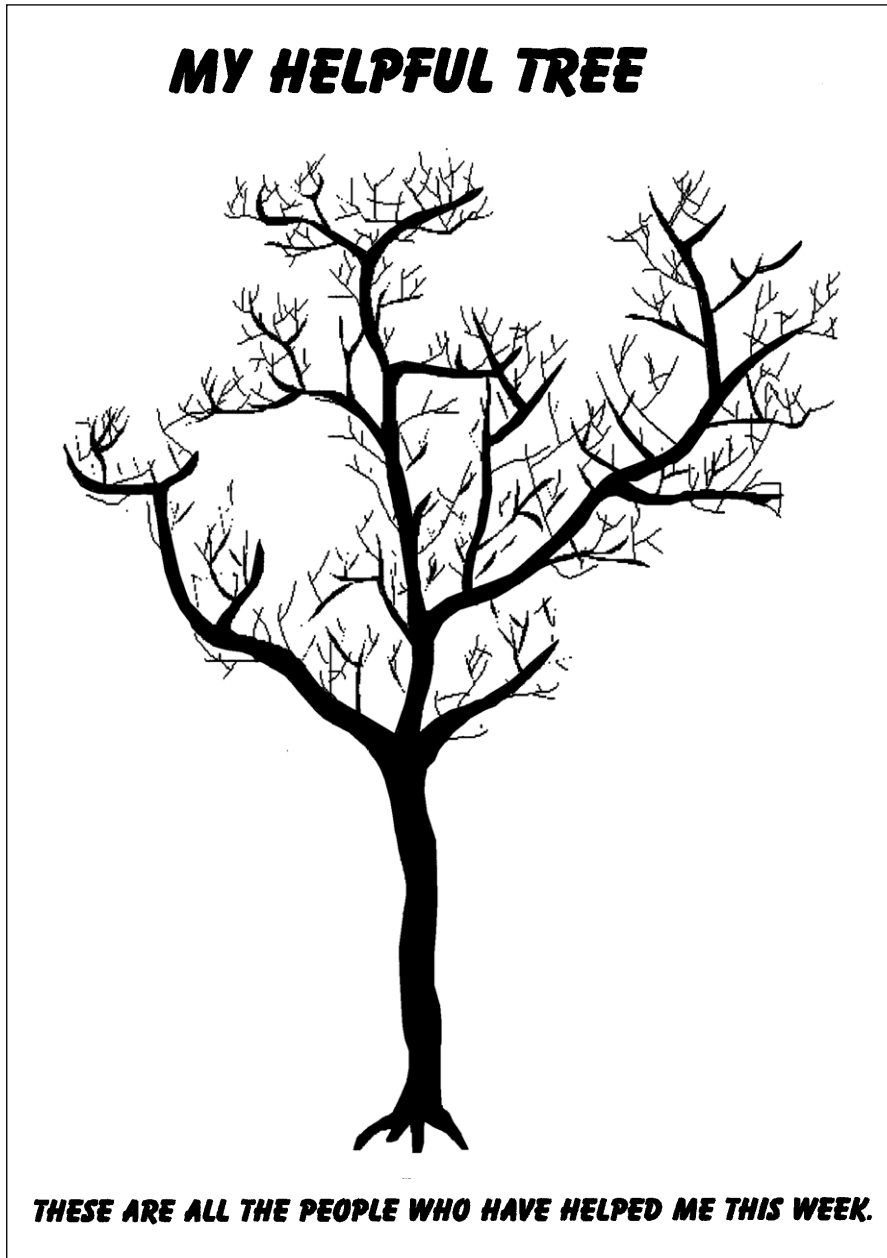


Figure 10.11 Helpful Tree

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relationship as a model for the child. Positive academic and social feedback can be given very effectively by the peer tutor, who in the role of teacher can have a great effect upon the process of enhancing self-esteem.

What we would recommend, however, is that the peer tutoring is set up across as wide a group of students as possible, not just those who have learning difficulties. Bright children who feel excluded from this opportunity to be in a structured supportive friendship with a child from outside their normal peer group might feel rejected. This was indeed the case for a girl, who being a successful reader had not been included in the Web Club, a peer tutored reading scheme in her school. So successful had this been in allowing the children with