

Introduction and background

Without good enough peer relationships children and young people are psychologically at risk. It is generally agreed among parents and educators that peer relationships provide a unique and essential contribution to pupils' emotional and social development.

Children who are accepted by their peers are likely to thrive whereas those who suffer rejection often become increasingly isolated. Children and young people need a minimum level of acceptance by their peer group. Peer relationships matter and are of developmental significance. Harris (1998) concluded, based on a review of the literature, that peer relationships are of primary importance in the development of psychological well-being. Interest in peer relations has burgeoned in recent years and there has been an increasing emphasis on the business of building emotional resilience and encouraging children and young people to get along with others. Goleman (1995) emphasises the value of social and emotional learning and links emotional intelligence to success in all domains of life. There is now growing evidence that academic learning itself is improved when social and emotional matters are explicitly addressed (Petrides et al., 2004). The impact of emotional literacy is that instead of being at the mercy of our emotions we can use our thinking to reflect upon them, shape them and moderate them. The development of emotional literacy therefore can help us improve our motivation, thinking skills and our thinking can help us to become more emotionally literate.

This evidence lifts social and emotional learning firmly out of the 'deficit' model of this work and solely as a response to children and young people with social, emotional and behavioural difficulties (SEBD) into the mainstream arena. The promotion of the 'Social and Emotional aspects of Learning' (SEAL) cross curriculum materials (DfES, 2005) as an entitlement curriculum for *all* children confirms this change of status, as do references to the domains of emotional literacy in the Primary National Strategy (PNS). Putting in place a taught curriculum focusing on social and emotional learning within a school ethos that values and consolidates this work can therefore have significant outcomes.

This programme targets the whole class and takes a proactive approach to the business of building emotional resilience and encouraging children and young people to get along with others. A priority agenda over the past decade has been that of inclusion which also has specific links with the emotional and social aspects of learning. Children and young people who struggle to access learning for a wide variety of reasons can become disaffected. Hart (1996) has emphasised that in most schools collaboration between pupils and therefore effective group work does not take place.

Pupils are rarely taught the principles of effective co-operation. Being able to work effectively as part of a group is however a critical skill in all contexts – school, life and work (Goleman, 1998).

Emphasising the celebration of diversity, acceptance and building the skills of empathy can do a great deal to facilitate inclusion and support the outcomes of the Every Child Matters agenda (DfES, 2003).

- **Be Healthy:** The programme encourages friendships across the peer group and enables children to recognise that they are accepted and liked by their peers.
- **Stay Safe:** The activities and scenarios contained in the programme challenge pupils to explore and change their attitude to discrimination and bullying and to view the possible consequences of both their attitudes and actions through others eyes.
- **Enjoy and Achieve:** The programme emphasises fun combined with achievement. All the activities are interactive and provide positive feedback. Pupils are encouraged throughout the programme to look for recognition of their achievements within themselves.
- **Make a Positive Contribution:** The programme emphasises positive relationships and respect and acceptance of others.

A central aim of this programme then is to support the development of positive working relationships between pupils and enable them to build friendly connections with each other so that friendships can develop. This aim is identified in the National Curriculum Statement of Values:

We value relationships as fundamental to the development and fulfilment of ourselves and others, and to the good of the community.

The programme contributes to the development of four of the key skills which are embedded in the National Curriculum. These are communication, working with others, improving own learning and performance and problem solving. The course also specifically addresses skills which have their basics in the friendship box. These include active listening, the ability to take turns and share, knowing how and when to apologise, how to problem solve and resolve conflict, how to manage being teased. A unique feature of the programme is that it addresses the development of nonverbal communication skills; the ability to read social cues.

The Development of Friendships

The majority of us have groups of friends that may change slowly over the course of our lives. Beginning a new job, moving house, becoming parents are frequently the

time when new friendships are forged. Most of us take these relationships for granted and expect them to happen as a natural course of events. Parents also usually take it for granted that their children will automatically make friends when they go to school. For some children this is not the case. These children frequently experience feelings of isolation and loneliness. The essential question 'How do we go about making friends?' is not an easy one to answer but it is an important question nonetheless because those who are able to make friends are most likely to be happy and fulfilled and those who are unable to get along with others are likely to be, at best, lonely.

Newspapers all too frequently feature items about children and young people who have been somehow unable to get along with their peers and have ended up isolated and bullied. A common theme in these nearly all of these accounts is the pain and bewilderment that is expressed by parents when they discover that their child has been bullied:

You go from anger to despair to wanting to provide a more protective framework for your child. (Times Educational Supplement, 13 May 2005)

It's not easy and research confirms that parents experience great difficulty responding appropriately to their child's social dilemmas. Staff in schools also often express bewilderment that despite taking the appropriate measures and using the full range of strategies that are available to them they have not managed to salvage the situation. The bottom line is that watching children and young people suffer socially is very hard to bear. Children, however usually fear that adult interventions will make things worse. They have a point. On the whole the less *direct* adult involvement there is in friendships the more children will learn about each other and themselves. A parent or member of staff may advise a child to find a different friend but children that advice is not usually followed. The reality is that children are likely to spend a great deal of time in each other's company away from adult supervision. Unbeknown to the adult the friendship may be very important even when it is seemingly, from an adult perspective, it is very out of balance.

The social problems of children present us with a paradox. Although we cannot intervene directly in situations there is a huge role for us to play in shaping the social abilities of children. We can improve a child's social destiny by acknowledging the weight of social power in children's lives and concentrating our efforts on providing opportunities for children to connect with others, teach and model prosocial behaviours and support their friendships.

Making friends and keeping them is one of the most critical tasks we face as human beings. Children need to learn that it takes time, effort and most importantly knowledge and skills to do well. Nowicki and Duke (1996) emphasise that most of what goes into being successful at getting along with others is learned. This learning firstly takes place in the home and happens through modelling and teaching and it is later applied outside the home with play-mates and then peers in school. Children of different ages possess different capacities for developing social relationships with their peers.

Stages of Friendship Development

2–3 year olds

This is the time for enjoying parallel play, children learn to enjoy being in each other's company. These social contexts resemble harmonious mother-child dyads. At this stage children are beginning to learn limits and are listening to language from each other. At this stage children are entirely dependent upon their parents for contact with their peers and this contact is usually characterized by a sense of goodwill and trust that re-creates the harmonious mother-child dyad.

3–6 year olds

This is the time for trying out aggression, boys tend towards horseplay wrestling and rolling around on floor, they threaten with fists and learn about their own aggression. Girls tend to tease each other. There is an emphasis on children appreciating each other for the material benefits that an association can generate, for example children will want to play with the child who has an interesting toy or something good to eat. The adult's role at this stage is to be sure there are opportunities for children to be together and play and relate to each other. If a child is isolated staff and parents should take it very seriously and seek help. This is the time to learn serious lessons in give and take with others. Research suggests that a spoiled or over-protected child won't make it.

6–9 year olds

At this stage children begin to learn to appreciate each other for personal qualities rather than the material benefits of an association. Children begin to form close friendships and can be devastated when they are deserted for another. Boys form small gangs and have one or two close friends with whom they must be all the time. Girls also need small groups. Within these groups children exclude, woo and bully. The parents role is to respect these close friendships, even though they may not approve of some of the provocative play, bullying and teasing. It is a critical time for every child to learn about himself. Children will learn how to live up to the demands of closeness and form deep friendships.

9–12 year olds

At this stage friends continue to be playmates but over time friendship takes on a deeper level of meaning than just having fun. Children begin to differentiate between friends (who have a greater sense of one another's needs and capacities) and companions who one is happy to spend time with but not necessarily close to. At this stage children may also develop a close mutual friendship with a same-sex peer. Sullivan (1952) coined the term *chum* to describe this sort of relationship. Chumship wrote Sullivan offers children the first opportunity to see oneself through other's eyes and experience intimacy. It plays a powerful developmental function as it shapes one's sense of self worth and sense of self. It provides a forum for overcoming bad experiences and provides validation of one's interests, hopes and fears. Chumship

helps you to learn to be sensitive to others and provides the sort of support that parents cannot provide.

It is important to recognise that social skills and friendship are not the same thing. It may be helpful to think in terms of social skills being the foundation on which friendships may develop whereas poor social skills can make it almost impossible for a relationship to grow. Social skills are a critical but not a sufficient foundation for friendships to develop. Reciprocity, commitment, giving and sharing are the essential components of friendship (Hartup, 1992). These qualities however cannot be taught. A child has to bring a sense of confidence and trust to a relationship in order for it to become a friendship.

It has been argued that teaching relationship skills is perhaps the most critical area of education. Children are likely to learn successfully if their basic physical needs are met, they feel unthreatened and valued and have a sense of belonging to the group. Respect is the mantra. Children and young people who bring a wide range of social skills to their interactions are more likely to get along with others and make friends. In order to gain acceptance from their peers children must be able to seek out others and be agreeable to them when asked to do something reasonable. Pupils who give others a large number of positive responses are more likely to be chosen as friends. Communication and listening skills are also important. Children who are poor communicators more likely to be rejected or ignored. Pupils skilled in initiating conversations have more friends. Significant shyness or not knowing how to make positive approaches towards other children will inhibit the development of friendship. The ability to control aggression is also a key skill in social attractiveness. Disrupting the activities of other children or initiating unprovoked physical or verbal attacks are major factors in being disliked

The quality of peer relationships is a good indicator of a child's healthy development. A child who is isolated in school or shunned may be transmitting subtle messages to other children of anxiety, self-doubt, turmoil to which adults may not be sensitive. Children will not usually accept these struggles in their peers as they find it too threatening. If parents suspect that their child is being rejected they should take it as a warning that their child is unhappy. If a child is acutely upset because of for example a bereavement or loss, other children will probably be sympathetic, understanding, protective as long as child retains basic ability for making relationships underneath the pain and turmoil. Children can usually distinguish between a child who has suffered a loss or who is temporarily upset and one who is isolated because of deep-seated social problems.

The programme should not be considered as a stand-alone attempt by the school to enhance the emotional resilience and co-operation of its pupils. It should rather be viewed as a valuable piece of a jigsaw of provision which also includes a robust behaviour policy, committed staff and a variety of peer support programmes.

The structure of the programme

The course consists of 26 sessions each of which focuses on an aspect of building emotional resilience. The sessions aim to raise pupil's awareness and understanding of a range of interpersonal skills, develop their ability to communicate with each other and work more effectively together. It also aims to contribute to the development of specific thinking skills:

- information-processing
- reasoning
- enquiry
- creative thinking
- evaluation skills.

Goleman (1998) emphasises that the most effective learning opportunities for developing social, emotional and behavioural skills must involve participative, experiential and interactive activities which enable individuals to engage at a personal level and to construct their own understanding. 'The process of becoming emotionally literate as an individual or as an organisation must engage both hearts and minds' (Morris and Casey, 2006, p. xix).

Central to the programme is a solution focused approach (Rhodes and Ajmal, 1995) which means that any discussion is forward thinking, positive in outlook and committed to finding new ways of addressing difficult issues. A range of helpful approaches associated with a solution focused approach are introduced throughout the programme. Each session contains resources for organising whole-class lessons in ways which have been shown to improve the quality of pupil's co-operation with each other and their active participation in the class. The final two sessions of the programme 'Y is for You' and 'Z is for Zest for Living' do not follow the format of the other sessions. Y is for You involves each pupil in a personal evaluation of the programme and the identification of specific goals for future learning. Z is for Zest for Living provides an opportunity for pupils to demonstrate their learning throughout the course by coming together in a session which is devoted to a celebration of the end of the programme. During this final session certificates are distributed to each child. The purpose of the certificates is to emphasise to each pupil what they have achieved in their efforts to co-operate and get along together during the programme. A suggested format for the certificate is included on page XXX.

The sessions are arranged in the sequence of the alphabet.

Notes for teachers

'How to make friends' is intended as an approach to teaching and learning as well as a set of specific activities. An interactive teaching style in which the teacher encourages pupils to contribute to discussion is central to this programme. Using open-ended questions for which there are neither right or wrong answers will encourage pupils to contribute. Paraphrasing and scaffolding pupils' contributions and reflecting back what they are saying will ensure that pupils feel listened to and that their ideas are valued. Another advantage of paraphrasing is that pupils' contributions can be expanded into more appropriate language. This is important as an overall aim of the programme is to enable pupils to develop an enhanced vocabulary for expressing how they feel and communicating with others.

The sessions can be delivered in a variety of ways, with a whole class or with a small group. They can also be used as part of the PHSE or citizenship curriculum. The sessions do not have to be delivered in sequence, it may be useful to use a session in response to a specific classroom or school situation however it will be important to introduce A is for Attitude as the first session in order to set the tone for developing collaboration and exploratory talk which can be emphasised during subsequent sessions.

Link to Classroom Activities

It is an important that the skills and behaviours that are emphasised throughout the programme such as for example paying compliments become an integral part of classroom activities and that pupils do not always look to adults to receive positive feedback. Pupils need to receive compliments from their peers as well. Circle Time, for example, can provide an opportunity for pupils to be encouraged to say one nice thing about a classmate. Circle Time can also be used to encourage pupils to share something about themselves that they feel proud of. The ability to reflect one's own performance and achievements is an important part of the development of one's sense of self and achievement.

A positive classroom can be encouraged by staff rewarding co-operation between peers and the social skill of praise. A chart which records when staff notice pupils saying something positive to a classmate or doing something helpful for a peer without being asked can be a source of encouragement to all. The teacher may wish to reward the whole class when the chart shows a certain number of positive responses.

An important component of this session has been to encourage pupils to recognise their existing social strengths and the different sorts of relationships that they have already built at home and in school. Teaching pupils to recognise their own social strengths is essential and staff can encourage pupils' feelings of accomplishment by the way in which they praise pupils. For example praise such as 'You must feel proud of yourself for inviting all those children to join in the game at playtime' or 'You must be very happy that you were able to help (name of child) work with others in the group'. Encouraging children and young people to look inside themselves for self-approval rather than wait passively for praise from others can significantly improve the self-esteem of individual pupils and the overall social climate of the classroom.

Self-Approval

An important component of the programme is encouraging pupils to feel good about themselves and enable them to look inside themselves for self-approval. Teaching children and young people to recognise their own achievements is vital in large and busy classrooms where pupils may have to wait to receive praise from staff. As this programme has been designed to build on pupils existing strengths and prosocial behaviours it is likely that an increasing number of pupils will respond to questions that the teacher poses to the whole group or class. When a large number of pupils seek to answer a question those who do not get selected to respond can feel left out or even despondent. As this programme relies on pupils' individual responses rather than 'right' or 'wrong' answers it is essential that the teachers acknowledge the contributions of *all* pupils including those pupils who have not been selected to answer. One way of addressing this issue is for the teacher to say to the class 'All those children who had a good idea, well done and pat yourself on the back for putting your hand up with an answer'. When time permits it can also be helpful to then allow these pupils to share their idea for a few moments with the person next to them.

An Inclusive Approach

Children and young people often react to difficult situations in ineffective ways by either becoming angry and lashing out at others or by becoming withdrawn and passive. Such responses do not enable the pupils to find manageable solutions for their difficulties. Teachers have a key role to play in teaching pupils positive ways of managing difficult situations and how to evaluate which solutions are better and more likely to lead to positive consequences. Providing *all* pupils with a thinking strategy which reduces the risk of pupils developing ongoing peer relationship problems is an essential component of developing a positive classroom environment in which interpersonal difficulties are unlikely to accelerate. Including pupils who have social and behavioural difficulties or at risk of developing them in the programme minimises the risk of them experiencing social rejection by being singled out for specific teaching. An inclusive approach promotes classroom social cohesion and empathy amongst *all* pupils.

Neglected Children

Happily the majority of children are liked and accepted by their peers. They have positive qualities, which make them liked by their peers and their acceptance by their classmates reinforces their positive attributes. Being left out however can be a particular problem for some pupils who have very little social impact in the classroom and are neglected by their peers. Children with sensory impairment often fall into this category of 'neglected children' as they find the to and fro of conversation, particularly group conversation almost impossible to follow and non-verbal clues such as facial expression, eye contact may not be available to them. Thompson (et al., 2001) suggests that though the social suffering of this neglected children is real, their pain may not come to anybody's attention as they tend not to act out their difficulties. Although the programme sets out to teach pupils a set of specific social skills and is not intended to be therapeutic intervention sessions Teachers need to be aware that sessions such as 'Left out' for example may trigger a powerful response in some children. Look out therefore for pupils who may seem distressed or withdrawn after a session and remind pupils at the end of each session that if they have any worries or concerns they should talk to a member of staff.

The structure of the sessions

Resources

Materials needed for each session are as follows:

- Approximately 45 minutes to run each session.
- A3 copy of session poster.
- A4 copies of session poster for each pupil.
- A4 copies of activity sheets for each pupil.
- Pair and Share evaluation sheet for each pupil.
- Pens, pencils, rubbers, sharpeners etc.
- Friendship Logs.

The last two sessions follow a slightly different format so the resources for these are listed on the relevant pages. Each session has a copiable poster illustrating the relevant letter of the alphabet and an activity sheet. The posters provide the initial teaching points for each session. It is helpful for the teacher to enlarge the posters to a A3 size and use them as focal points for the lesson by placing them on a flip chart or white board. Each lesson also has an activity sheet and a copy of the Pair and Share review form is also required for each pupil.

A time allocation of approximately 45 minutes is suggested for each session however this may be extended or reduced according to the size of the group.

The Friendship Log

Each pupil should be provided with their own individual Friendship Log, an A4 folder in which they can keep a record of the sessions. A record form, which contains a list of the sessions is included for this purpose. Pupils should be encouraged to store their own individual copies of the poster for each session, which they can personalise and also copies of the activity sheet which is completed during each session.

The Friendship Log allows each individual pupil to build up their own folder of work associated with the programme. It is important that pupils are encouraged to take a pride in their Log and add to it with their own personal thoughts and also with cuttings from magazines and newspapers which are relevant to the programme. Take Away Activities are suggested at the end of each session. The Friendship Log also provides pupils with a vehicle in which they can ask the teacher questions about the sessions and to which the teacher can respond with comments, stickers and personal words of encouragement for individual pupils. Thus the Friendship Log allows the teacher to have a more personal dialogue with each pupil about the programme.

It is important to ensure that pupils who experience difficulties with literacy are not penalised. Thus encouraging pupils to express themselves in the Friendship Log through the use of pictures, drawings and mind maps is important as well as the availability of adult assistance to scribe pupils' views or help with spellings.

It is essential that the creativity and individuality of each Friendship Log is fully celebrated.

The Friendship Log can also be used to store any additional work relevant to the programme that the pupils choose to complete between sessions.

Whole Class Introduction

Aims

A critical aspect of the programme is that each session starts with the teacher clearly explaining the aims of the session to the pupils. This is important in order to create a shared purpose and keep the focus firmly on the theme of the session.

The teacher then explains the main focus of the lesson. The introductory notes for each session are written as guidance notes for teachers. In some sessions an illustrative script is also included. At the end of this first phase of the session the teacher should fully explain the activity which the pupils are expected to complete in the 'Pair and Share' middle phase of the session.

Pair and Share

During this second phase of the lesson the pupils work in random pairs that the pupils 'self-select' via a pairing exercise. There are many ways in which pupils can be paired however whichever way the teacher chooses it is important that pupils succeed easily in finding a partner. One of the most effective ways of pairing pupils is for each child to write their names on a piece of card or draw their own portrait and label it with their name prior to the first session. The teacher then distributes these name cards or portraits to each pupil randomly at each subsequent session or sets them out face downwards on a table for pupils to select thus determining their choice of who will be their partner for the session. It is important that pupils are able to easily select another card if they have previously worked with a child. Once pupils have 'found' their

partner the expectation must be that they sit together and commence the activity in partnership. The need to be 'with' each other rather than just sitting by each other must be encouraged by emphasising positive body language and also effective listening and speaking skills.

Sometimes the teacher may decide to partner a particular pupil with a teaching assistant for a particular activity to enable the the child to receive adult modelling of sharing and co-operative behaviour. In such circumstances it is important that the teacher removes that particular pupil's name or portrait from the class set to avoid confusion when the pupils are selecting partners.

During 'Pair and Share' the pupils are given a short activity to complete. All of the activities are easily achievable so that there is an inbuilt element of success for each partnership. This is important as working in partnership successfully together means that pupils are more likely to get to know each other and make friends. Activity sheets are included for each session.

It is essential that the teacher is busy during the the 'Pair and Share' phase of the lesson. Walking around the classroom and providing vigilant monitoring and visual and auditory scanning is key to effective classroom management. Firstly the teacher can praise the pupils as they work in partnership with each other by identifying and highlighting good practice. Secondly, the teacher can catch problems early and can stop and assist pupils as necessary by encouraging reluctant partners and being aware of the specific needs of partnerships which are likely to be volatile. This will prevent frustration on the part of many pupils and provide recognition and encouragement for their learning efforts.

When the Pair and Share activity is completed pupils are encouraged to give positive feedback to their partner about how they have enjoyed working together and then complete a Pair and Share review form which they then store in their Friendship Log.

It is essential that pupils conclude their time with each other in a friendly and positive manner. The overall success of the programme and its contribution to creating a positive climate within the classroom will depend upon the level of good will and co-operation which is shared by each member of the class.

Final Plenary

The final part of each session is the time when the teacher brings the whole class together in order to review the learning and co-operation that has taken place. Encouraging pupils to reflect upon their own learning can help them to pinpoint steps of achievement as they occur. It is envisaged that pupils will increasingly learn to value their achievements and enjoy a growing awareness of their learning throughout the sessions. The aim is to enable pupils to look within themselves for confirmation of their learning. By reflecting on their own work and learning process pupils can:

- enjoy a greater awareness of what they have learnt
- understand the purpose of the sessions

- set themselves realistic targets
- gain self-esteem through pride in accomplishment.

In practical terms the final plenary of each session is a time when the teacher can:

- enable pupils to share their work with the class
- lead a class discussion, emphasising the main learning points which have emerged
- review the lesson aims, allowing the class to consider whether they have been fulfilled.

It is essential to finish each session on a positive note. It is suggested that the teacher asks the class at the end of each session whether they consider the group has achieved its aims.

The teacher should model co-operative and respectful behaviour throughout the programme and each session should end with a formal thank you from the teacher to the class.

Take Away Activities

Each of the sessions include a list of activities for the pupils to work on either independently at the end of the lesson or later at home. The main aim of the Take Away Activities is to encourage the pupils to think about the sessions and evaluate their progress in developing their interpersonal skills throughout the programme and in their own time. Pupils should be encourage to follow up classroom work at home and develop their understanding of the concepts introduced in the sessions by reading, watching TV and films and by being generally observant. It is suggested that the list of Take Away Activities that is provided for for each session are placed in a prominent place in the classroom so that pupils can refer to them during the week. Alternatively the teacher may wish to provide pupils with individual copies of the Take Away Activities that accompanies each session.

The lesson plans can be used as a template for developing further lessons.

References

- DfES (2003) *Every Child Matters*, London, DfES.
- DfES (2005) *Excellence and Enjoyment: Social and emotional aspects of learning (SEAL) 0110-2008G*, London, DfES.
- Goleman, D. (1995) *Emotional Intelligence: Why it can matter more than IQ*. New York, Bantam Books.
- Goleman, D. (1998) *Working with Emotional Intelligence*. New York, Bantam Books.
- Harris, J.R. (1998) *The Nurture Assumption*, New York, Free Press.
- Hart, S. (1996) *Beyond Special Needs*, London, Paul Chapman Publishing.
- Hartup, R. (1992) Conflict and friendship relations, in C.U. Shanz and W. W. Hartup (eds) *Conflict in Child and Adolescent Development*, Cambridge, Cambridge University Press.
- Morris, E. and Casey, J. (2006) *Developing Emotionally Literate Staff*, London, Paul Chapman Publishing.
- Nowicki, S. (2000) How to make friends, in M.P. Duke and S.B. Duke (eds) *What Works with Children: Wisdom and reflections from people who have devoted their careers to kids*. Atlanta, Peachtree Publishers.
- Nowicki, S. and Duke, M.P. (1996) *Teaching Your Child the Language of Social Success*, Atlanta, Peachtree Publishers.
- Petrides, K.V., Mischel, W. and Peake, P.K. (2004) The role of trait emotional intelligence in academic performance and deviant behaviour at school, *Personality and Individual Differences*, 36: 277-293.
- Rhodes, J. and Ajmal, Y. (1995) *Solution Focused Thinking in Schools*, London, Brief Therapy Publications.
- Sullivan, H.S. (1952) *The Interpersonal Theory of Psychiatry*, New York, Norton.
- Thompson, M., O'Neill Grace, C. with Cohen, L.J. (2001) *Best Friends, Worst Enemies: Children's friendships, popularity and social cruelty*, London, Penguin, Michael Joseph.

Record Form for Friendship Log

How to make friends

	Date	Partner	Mark out of 10	Take away activities
Session 1 A is for Attitude				
Session 2 B is for Bounce Back				
Session 3 C is for Compliments				
Session 4 D is for Different				
Session 5 E is for Empathy				
Session 6 F is for Fair				
Session 7 G is for Get Over It				
Session 8 H is for Help Yourself				
Session 9 I is for Invitations				
Session 10 J is for Joining In				
Session 11 K is for Keep Your Word				
Session 12 L is for Left Out				
Session 13 M is for Managing Moods				
Session 14 No is for Nice Ways of Saying No				
Session 15 O is for Open Up				
Session 16 P is for Persuasion				
Session 17 Q is for Quarrels				
Session 18 R is for Receiving Compliments				
Session 19 S is for Saying Sorry				
Session 20 T is for Take Turns Talking				
Session 21 U is for Upset				
Session 22 V is for Value				
Session 23 W is for Win/Win				
Session 24 X is for X-ray Eyes				
Session 25 Y is for You				
Session 26 Z is for Zest for Living				



Friendship Log

This Friendship Log belongs to: _____

Name: _____ Date: _____

Session: _____

Pair and Share Evaluation

How did we work together today?

Did I:

- | | | | |
|-----------------------------------|--------|--------------------------|--------------------------|
| Face my partner? | Yes/No | <input type="checkbox"/> | <input type="checkbox"/> |
| Smile and say hello? | Yes/No | <input type="checkbox"/> | <input type="checkbox"/> |
| Give my partner time to talk? | Yes/No | <input type="checkbox"/> | <input type="checkbox"/> |
| Listen to my partner? | Yes/No | <input type="checkbox"/> | <input type="checkbox"/> |
| Finish the conversation politely? | Yes/No | <input type="checkbox"/> | <input type="checkbox"/> |

How do you rate yourself in this partnership today?

- | | | | |
|-----------|--------|--------------------------|--------------------------|
| Excellent | Yes/No | <input type="checkbox"/> | <input type="checkbox"/> |
| Very good | Yes/No | <input type="checkbox"/> | <input type="checkbox"/> |
| OK | Yes/No | <input type="checkbox"/> | <input type="checkbox"/> |
| Help | Yes/No | <input type="checkbox"/> | <input type="checkbox"/> |

What might you do differently to make future partnerships go better?

A is for Attitude

Poster 1

I'm OK

You're OK