

## Promoting positive friendship skills (Session 3 of 3)

### Acknowledgements

This resource is reproduced with the kind permission of East Sussex County Council Anti-Bullying Team, from their Practitioners' Toolkit: *Responding to bullying of children & young people with special educational needs and disabilities*.

This is Session 3 of 3, which can be used standalone or in sequence: Session 1 deals with identifying bullying and name-calling, and Session 2 deals with "How to look confident and assertive".

You may however, want to think about the group meeting on a regular basis beyond the three sessions. Where a group of Year 7 young people have been brought together at the beginning of a new term, you might want to think about the group meeting regularly over the first school term, as part of their settling in process.

### Promoting positive friendship skills- Group activity

Sometimes it may be more beneficial to work with a group of young people with SEND, using a nurture group style approach, as opposed to working with each young person individually. This can be particularly useful where a group of young people with SEND have been identified as being vulnerable to bullying behaviour as they make the transition from primary to secondary school. Better still, schools could consider mixed groups of learners.

**There are a number of benefits of using a group work approach. These are:**

- **As part of a wider group, children and young people have the opportunity to make new friends - a key protective factor against bullying behaviour.**
- **Children and young people are able to support each other and reinforce the anti-bullying strategies that they learn.**

## Session Three

### Promoting positive friendship skills.

The aim of this final session is to look at why our friends and friendship groups are important, explore friendship skills, and how young people might go about making new friends.

#### Outcomes

##### By the end of the session members of the group will:

- Understand the importance of appearing or being friendly.
- Have explored what a good friend is.
- Be more confident in starting conversations.
- Understand that smiling and complimenting others sends out friendly signals that make them appear friendly.

#### Resources

Copies of the friendship pyramid cards

Copies of the compliments worksheet

### ACTIVITY 1 Reassert ground rules:

It will be important to get the young people to discuss setting ground rules at the beginning. Write these down on a flip chart and hang them up for everyone to see. Explain that anyone can ask to go back to these at any time.

#### They may include:

- Arriving to the sessions on time
- Switching off mobile phones
- Not interrupting when others are talking in the group
- Respecting other people's contributions and their feelings
- Things that are discussed within the group remain confidential i.e. not discussed with other people outside of the group.

## ACTIVITY 2 Start the session with the Friendship Pyramid activity.

- Depending on the size of the group hand out one friendship pyramid set between 2-4 young people. Each group has fifteen cards each with a quality which you might expect a friend to have. **If you feel some cards are inappropriate for age/setting, remove five and use the activity with ten cards.**
- Explain that you now want the young people to rank these with the most important quality at the top and the five least important qualities at the bottom.
- Stress that there are no right or wrong answers. Once each group has finished their pyramid, get them to feed back why they chose the ones they did in the order they did.
- Stress the qualities of a good friend.
  - **Trust** – good secrets bad secrets. How to tell another person your friends might be being bullied or at risk of being hurt.
  - **Fun:** - enjoy spending time with them. Making you laugh.
  - **Support** – being supportive if you are not feeling happy.
  - **Balance of power** – both people treat each other the same

## ACTIVITY 3 Practicing being friendly to make new friends

Ask the young people to imagine you are about to start at a new school. What advice can they give you about how to appear friendly?

What's the first thing you can do to send out the signal that you are friendly? Smile.

Explain that we are 'wired in' to respond to smiles. People will smile back at you most of the time. Smiling also releases a chemical in our brain that has the same effect as eating 5 chocolate bars!

What do I do after I've smiled?

Start a conversation. **THINK AND SHARE** what questions you might ask to start a conversation.

Once the young people have done this get them to move around the room. They must smile at everyone they pass and start a conversation. After 5 minutes stop them and ask them what they found out about the person they spoke to.

Now chose one young person and give them a compliment. Ask the young person how the compliment made them feel. Complimenting others makes them feel good and you appear friendly.

Ask the young people to walk around the room again, smile, start a conversation, making sure that they choose someone different this time, and give the person a compliment. After a while, stop them and ask them to feed back any compliments received.

## ACTIVITY 4 Task for the group

Hand out the compliments worksheets and ask each member of the group to fill in the sheet and then practice these with their family and friends.

Tell them that they need to collect:

COLLECT 3 smiles (a day),

START 3 conversations (a day), and

GIVE 3 compliments (a day). To begin with, this should happen within the group, or with family members. Gradually, they should be encouraged to link giving a compliment to starting/participating in general conversation.

### Help us improve this resource

If you have ideas or suggestions that would improve this resource, such as alternative statements, or adaptations to make activities more affective with younger/older learners, or in the context of specific learning difficulties, we would really welcome your suggestions and comments:

Please contact [antibullying@afa3as.org.uk](mailto:antibullying@afa3as.org.uk)

**ABA Information Hub: [www.anti-bullyingalliance.org.uk/1198](http://www.anti-bullyingalliance.org.uk/1198)**

Achievement for All 



**contact** a family  
for families with disabled children



**mencap**  
The voice of  
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**SEN and disabilities: developing effective anti-bullying practice:** A programme of work, led by the Anti-Bullying Alliance and funded by the Department for Education, to reduce the incidence and impact of bullying of children and young people with SEN and/or disabilities in schools.

## FRIENDSHIP PYRAMID CARDS

Has the same hobbies as me



Is a good laugh to be with



Has lots of other mates



Listens to me



Is a good thinker



Likes the same music - fashion - games as me



Chooses to spend time with me



Does not show off to other people



Cares about what I think



Does not talk behind my back



Someone who I am proud to be with



Is not afraid to show me how they are feeling



Has the same interests as me



Someone I can trust



Someone other people would like too



# COMPLIMENTS WORKSHEET

People like to receive compliments. It makes them feel good about themselves. It makes you seem friendly.

Think of some nice things you can say

"I like your hair like that."

"I really like the painting you did in Art."



Think up 10 more compliments

10 horizontal lines for writing compliments, each preceded by a green star icon.



Now give out 3 compliments to the people around you EVERY DAY!

You might like to write down new ones or ones that you hear others giving

