



Friendship Matters

Promoting Positive Peer
Relationships amongst girls

Scheme of work and resource pack
for Key Stage 2 Girls



Contents

Introduction to the Girls' friendships scheme of work

Background & Linking the programme to Ant-Bullying

Understanding Girls' Friendships

Understanding how Girls Bully

Impact of Girl Aggression

Aim & Overall Learning Outcomes

Further Reading & Resources

Lesson Plans

Lessons 1 - 6

Resources

All resource sheets





Background

This resource contains six one hour long lesson plans for key stage 2 girls. The aim of the resource pack is to develop friendship skills and offer techniques to aid positive friendship relations.

This resource has been written and developed by Cardiff Against Bullying (CAB) the anti-bullying team within the Schools and Lifelong Learning Service of Cardiff Council. Help and advice can be obtained from contacting CAB on (029) 2062 9800 or emailing CAB@cardiff.go.uk. Schools are encouraged to share their experiences and to promote good practice.

The Basis of this resource is to promote 'Positive Friendship Behaviour' and is aimed at enabling girls in key stage 2 to develop their friendship skills. A major focus is also placed on developing their emotional literacy and promoting self worth. This is highlighted through the importance of their own contribution to positive peer relationships.

Each hour long session comprises of both group discussion and a range of reflective tasks, through a variety of mediums, such as circle time, role play, games and art. The sessions were developed for, and delivered to, small intimate groups of girls outside of the classroom setting. However, given the issues that are covered by the programme it can be easily adapted to be used as a whole class/ school approach programme for girls and fits into the PSE frame work.

Linking the programme to Anti-Bullying

CAB recognise that bullying can be initiated by a child's lack of empathy, inability to understand the needs of others and poor emotional awareness. Whilst it is crucial to address the topic of bullying and ensure pupils have a clear understanding of what bullying is and what can be done if witnessed or experienced, CAB also promote a need to address the more 'positive' and proactive methods of addressing bullying, such as developing pupils' understanding of respect, empathy, fostering positive peer relationships and building and maintaining effective social skills.

Friendship Matters

Understanding Girls' Friendships

Girls very much seek out interactions and friendships that work to appease their need for social interaction and acceptance. Girls, more so than boys, rely on their friends to support, listen and provide advice and guidance. Girls are much more likely to turn to their friends in times of need. From around Year 3 onwards we begin to see a marked difference between the interactions between boys and girls. If you look around the playground at break times you will notice different behaviours from boys and girls. We all accept these differences as part of growing up. Girls will form groups and will more often stand to the side talking and watching the boys play, this becomes more evident as they move into secondary school.

It is acceptable for boys and girls to behave in these ways; it is an acceptable part of growing up and is ingrained in the way we grow in society. However, there is a danger that we are missing what is truly occurring during these interactions between girls.

Teachers are probably all too familiar with the young girl who knocks on the staff room door to say that her friends are ignoring her and they are no longer friends, only to find that the next day they have made up and are friends again. Problems between girls can take up a lot of time, time that should be spent planning or preparing for the next lesson.

It can be difficult to be objective and identify the real problem when this behaviour continues time and again. When a young girl has told you for what may be the tenth time that she has fallen out with her friend, it can make a person sceptical that this is nothing more than a part of growing up and forming friendships.

It is important that teaching staff and parents recognise that girls will behave differently to boys and will more likely behave aggressively in more indirect ways rather than the traditional physical aggression portrayed by boys. This is not to say that girls will not partake in physical aggression, as they sometimes do, but that they will find more subtle forms to intimidate others.

Cardiff Against Bullying receive a high number of calls and referrals which relate to girls bullying behaviours. If we are to prevent such behaviours, we need to understand how girls interact and what forms they use to exclude, intimidate and reject their peers. The impact of such behaviours can have detrimental and long lasting effects upon the child on the receiving end.



Friendship Matters

How Girls Bully

Girls bully in very specific ways, which can often be misconstrued as a part of growing up or the normal formation of peer groups. It can be very difficult to identify the root of the problem as it can sometimes be difficult to define the behaviour being portrayed. It can also be difficult to determine the perpetrator of such behaviours as girls will fluidly move through friendship groups as they are experiencing these behaviours.

It is normal for boys and girls to form social groups and close bonds with certain people and to only have connections with others. However, when these groups use their influence and power to intimidate, exclude and isolate others it becomes bullying.



Girls use a variety of tactics to intimidate, harass and humiliate others; these are often covert and indirect behaviours which can be difficult to define. Some tactics girls use to bully others are:

- Anonymous prank phone calls or harassing emails and dummy accounts
- Playing jokes or tricks designed to embarrass and humiliate
- Deliberately excluding others for no apparent reason
- Whispering in front of others with the intent to make them feel left out
- Name calling, rumour spreading and other malicious verbal interactions
- Being friends one week and then turning against a peer the next week with no reason for the exclusion
- Encouraging other peers to ignore or pick on a specific child
- Inciting others to act out violently or aggressively.
- Dirty looks

It is worth noting here that girls will not only behave in this way towards other girls but will also target boys in a similar manner.

Research also shows that girls are more likely to cyber bullying than boys, using interactive technologies to further victimise, harass, humiliate and exclude their targets.

Friendship Matters

Impact of girl aggression

It often takes adults some time before they respond to the forms of bullying portrayed by girls. This occurs for a number of reasons; firstly because teaching staff and parents can view such behaviours as a normal part of growing up and forming friendship groups. It can also be difficult to identify and define these behaviours because of their secretive nature.

Failing to respond to this behaviour can have detrimental and long lasting effects, not only on those who are experiencing such behaviours, but also on those who perpetrate these behaviours.

As with all forms of bullying, girls partake in such behaviours for many reasons which include, but not limited to, jealousy, revenge, fear of competition, need for attention or simply to be part of a group. Girls, and boys in many incidents, will often be drawn into acting aggressively or maliciously against another person simply because they want to fit in. These individuals will be conflicted and feel guilt as they partake in activities that they may not necessarily agree with. Young girls become anxious and worried about what will happen if they don't conform or fit in, and as such will behave in ways that may not necessarily be fitting with their character.

Girls become anxious, hurt, isolated and depressed when they experience such behaviours. They often don't understand what they have done wrong to warrant these accusations and acts of unkindness. They cannot formulate or explain what is happening to them because dirty looks and whispers can often be difficult to understand and explain to an adult. As a result they become further frustrated and exacerbated by the situation they have found themselves in. This behaviour also has a detrimental impact on the social, emotional and academic development of individuals, who often truant or drop out of school to avoid the humiliation and isolation.

If these behaviours are allowed to manifest and continue teachers and parents are failing the girls who are partaking in such behaviours. They assume that it is acceptable to behave in this way and often continue to act this way in adulthood.

It is important to note that although physical attacks are not often associated with girls, violence can occur as the behaviours escalate. At its most extreme, groups of girls have been known to attack individuals causing serious physical injury to their victim. In America school based violence, and many school shooters, cited the ongoing isolation and humiliation from their peers as the reason for their actions. Although, this is its extreme form and violence in the UK has not peaked to this level, it does come as a warning to educators, police officers, parents and other professionals working alongside children and young people.





Aim & Main Themes

This resource aims to improve the friendship skills of pupils, enabling the development of their ability to manage emotions and behaviour through the promotion of positive peer relationships and emotional literacy amongst girls.

- Encouraging self esteem through recognition of skills and achievements.
- Identifying triggers for feelings and emotions and how we communicate them appropriately.
- Appropriate friendship behaviour, what makes a good/bad friend.
- Understanding and appreciating difference.
- Exploration of friendship group dynamics.
- Taking responsibility for our own actions and behaviour.

Overall Learning Outcomes

Each session will provide specific learning outcomes related to the discussion and activities:

- Pupils can identify a range of emotions, a time when they have experienced those emotions, how these emotions affect their action and how their actions can affect the emotions of others.
- Pupils can understand the importance of friendship and the nature of positive relationships, identifying what it means to be a good friend.
- Pupils can contribute to the group discussions, verbalising thoughts and feelings and responding appropriately to the contributions of others.
- Pupils can link an understanding of the themes of the text to individual experiences.





Exploring Friendship in girls

The premise of this resource pack is to manage the emotional complications that are present within female friendship groups through the promotion of positive peer relationships. Whilst as a stand alone resource this will begin to promote ideas and behaviours towards positive peer relationships in girls, ideally it will also be supported and pursued on a regular basis throughout the academic year. This can be as simple as a regular circle time session linking to the theme.

There are a number of excellent further resources, and research information, to help your school to promote positive female peer friendships. These include:-

- Besag, V.E. (2006) *Understanding Girls' Friendships, Fights and Feuds. A practical approach to girls' bullying*. Berkshire: Open University Press
- Leckie, B. *Girls, Bullying Behaviours and Peer Relationships: The Double Edged Sword of Exclusion and Rejection*. University of South Australia/Flinders University
- Rae, T., Nelson, L. and Pedersen, L. (2008) *Developing Emotional Literacy with Teenage Girls Building Confidence, Self-Esteem and Self-Respect*. London: Sage Publications Ltd.
- www.womankind.org.uk
- 'SEAL' materials (social and Emotional Aspects of Learning)





Friendship Matters

Resources

&

Lesson Plans

SCHOOLS & LIFELONG LEARNING SERVICE

Cardiff Against Bullying - Lesson Plans



Title: Positive Peer Friendships Lesson: 1	
Duration: 1 hour Session: Self Esteem/About Me	
Session Aim: To encourage the group to identify and improve their self esteem, identify their skills and achievements. What makes them individual and special?	
Learning objectives: <ul style="list-style-type: none">• To self evaluate• To understand that we are all unique and special• To ascertain that we all have different strengths and weaknesses• To identify a friend's qualities and discuss as a group	Resources: <p>I am special sheet</p> <p>Who am I? sheet</p> <p>Who are you? sheet</p>
Activity 1 - Circle Time - Introduction- Its good to be me...Name, age and a fact about yourself. Group to sit in a circle, group leader to randomly throw the ball to each child, who in turn has to state their name, age and a fact about themselves. 5mins	
Activity 2 -I am special- What makes me special Working individually, each child has to fill in the 'I am special sheet' which encourages them to identify things that make them unique and special. 10 mins	
Activity 3 - I am special- As a whole group discuss each child's answers to the previous activity and compare answers. Reinforce that individuality and similarities between friends are both important friendship traits. 10 mins	
Activity 4 - Who am I? Activity sheet. Individually each child is to fill in the stars on the worksheet with facts about themselves that makes them unique and special. The children are then asked if they would like to read out their sheet in turn. 10 mins	
Activity 5 - Who are you? The group is randomly paired and each pair has to identify facts about their partner. This is to encourage the children to understand others and explore what makes our friends unique and special 10 mins	
Activity 6 - Compare and discuss as a group similarities and differences between friends and why it is important for us all to have both similarities and differences. 10 mins	
Conclusion 5 mins Discuss how we can reinforce what we have learnt through our behaviour in school.	



SCHOOLS & LIFELONG LEARNING SERVICE

Cardiff Against Bullying - Lesson Plans

<p>Title: Girls Group Lesson: 3</p> <p>Duration: 1 hour Session: Friendships/ Friendship skills</p> <p>Session Aim: To enable the group to identify- What is a friend? Explore and discuss.</p>	
<p>Learning objectives:</p> <ul style="list-style-type: none"> • To define ‘friendship’ and explore the positive attributes of a friend • To identify positive attributes in others • To explore what it means to be a good friend • To contribute to the group discussions 	<p>Resources:</p> <p>Ball</p> <p>Friendship Pyramid</p> <p>A good friend worksheet</p> <p>A Bad friend worksheet</p> <p>A friends is... cards</p> <p>Friendship flower</p> <p>Felt tip pens</p>
<p>Activity 1 - Circle time (Ball) - I like to have friends because... This circle time encourages the children to think of the positive benefits of friendship. 5 mins</p> <p>Activity 2 - Friendship pyramid - Use the friendship pyramid to prioritise Friendship traits and discuss - Whole group 15 mins</p> <p>Activity 3 - A good friend is ... A bad friend is... Sheets - Fill in the speech bubbles what makes a good friend and what makes a bad friend - in pairs then discuss the answers as a whole group. This activity is aimed to encourage the children to look at their friendships and think about their behaviour with in their own friendship groups. 20 mins</p> <p>Activity 4 - A friend is... To reinforce the previous activity, show the group ‘a friend is’ flash cards and ask them to read them out as a group and discuss. 5 mins</p> <p>Activity 5 - Friendship flower- What qualities do you bring to your friendship groups? Fill in these qualities in each petal and then decorate individually. Ideally these friendship flowers would then be displayed on the wall to reinforce this session. 15 mins</p>	
<p>Conclusion 5 mins</p> <p>Ask the group to consider over the following week some of the positive attributes of friendship and whether they are present within their friendships.</p>	

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Cardiff Against Bullying - Lesson Plans



<p>Title: Girls Group Lesson: 4</p> <p>Duration: 1 hour Session: Appropriate Friendships- Good Friend/ Bad Friend and Trust</p> <p>Session Aim: To enable the group to identify what makes a good/bad friend, how to gain trust and relate to and treat each other with in friendship groups.</p>	
<p>Learning objectives:</p> <ul style="list-style-type: none"> • To encourage the children to think about the people that they trust • To explore how we gain the trust of others • To Identify supporting and non supporting friendship behaviours • To understand the impact that empathy can have within friendship 	<p>Resources:</p> <p>Who Do I trust? Worksheet Felt tipped pens Supportive Behaviour Worksheet Unsupportive Behaviour Worksheet Situation sheets I feel worried sheet</p>
<p>Activity 1 - Circle time - Can I try to understand? The children are given a piece of paper with the sentence, 'I feel worried when...' to be completed. The slips are folded in half and put in a container. Each child takes a turn to read out the worry trying to imagine that it is her own worry, who would she deal with it? 5 mins</p> <p>Activity 2 - Who do I trust? Worksheet - Ask each child to imagine that they are in the centre of the diagram, who on the diagram do you trust? Write the names of those you trust in the bodies and what you feel you can trust them with in their heads, starting with closest to you moving outwards - Friends/family/neighbours. - Individually to be followed by a group discussion about trust and its importance with in friendship (give some examples). 15 mins</p> <p>Activity 3 -Write down 2 behaviours/actions that would make you feel supported by a friend and write down 2 behaviours/actions that would make you feel unsupported by a friend. Working in pairs then discuss as a whole group. This activity is aimed to encourage the children to think about empathy and understanding others. 10 mins</p> <p>Activity 5 - Put yourself in this situation scenario sheets x2 - read out each scenario and discuss as a whole group. 20 mins</p>	
<p>Conclusion - 5 mins Discuss ways in which we can show others that we value them and gain their trust.</p>	

Cardiff Against Bullying - Lesson Plans

Title: Girls group **Lesson:** 5
Duration: 1 hour **Session:** Friends, Rumours, Forgiveness and Group dynamics

Session Aim: To explore the dynamics of friendship groups

Learning objectives:

- To identify what is appropriate friendship behaviour
- To understand that everyone can make mistakes and learn how to deal with this
- To look at how to approach friendship groups
- To explore how to fit into friendship groups and its positives and negatives
- To discover how an individual's actions can affect the whole friendship group

Resources:

Jug
 Water
 Food colouring/ink
 Forgiveness Statement
 Sheep cards
 Tongue twister cards
 White board

Activity 1 - Circle time - Memory game - I went to the shop and bought a... This game encourages team work, relying on the others in the group to remember all of the items. **10 mins**

Activity 2 - Spoiling the group - Water and ink - Use a jug of water and a drop of ink to discuss as a group how one 'nasty' comment (the drop of ink) can affect others and change the whole attitude of the group not just the perpetrator and victim. **10 mins**

Activity 3 - 'Forgiveness' - "We can't all be best friends, but its good if we can be friendly to everyone" Discuss this statement with the group, reinforce the idea that we can't be best friends with everyone or necessarily like everyone but we can still be kind and amicable to everyone. Use a white board to display the answers given. **10 mins**

Activity 4 - 'Sheep' - Use the sheep cards to demonstrate and discuss how... Being in a group can be fun- Sharing interests, idols, style, attitudes, likes and dislikes. But does this mean that you are prevented from being yourself and making your own decisions? Explain that common interests are a positive thing but so is individually as it brings diversity to the group. Ask the group to think of things that they have in common with their friend and things that they don't. **10 mins**

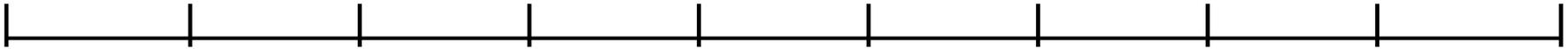
Activity 5 - 'Chinese Whispers' - Get the group to repeat a tongue twister by whispering it to one another, the last child has to say it aloud to the group. Use this game to demonstrate how rumours can spread and change and how this can affect the victim. **15 mins**

Conclusion - Think about how, over the following week we will interact with our friends in school. Looking closely at what we say to them and about them. **5 mins**

Name: _____

Date: _____

1. Where am I now?



1 2 3 4 5 6 7 8 9 10

What does this look like? How do you know you're at that number.....
.....
.....

2. Where do I want to be?



1 2 3 4 5 6 7 8 9 10

How would you know you were at that number?.....
.....
.....

3. How far have I come?



1 2 3 4 5 6 7 8 9 10

I am special sheet

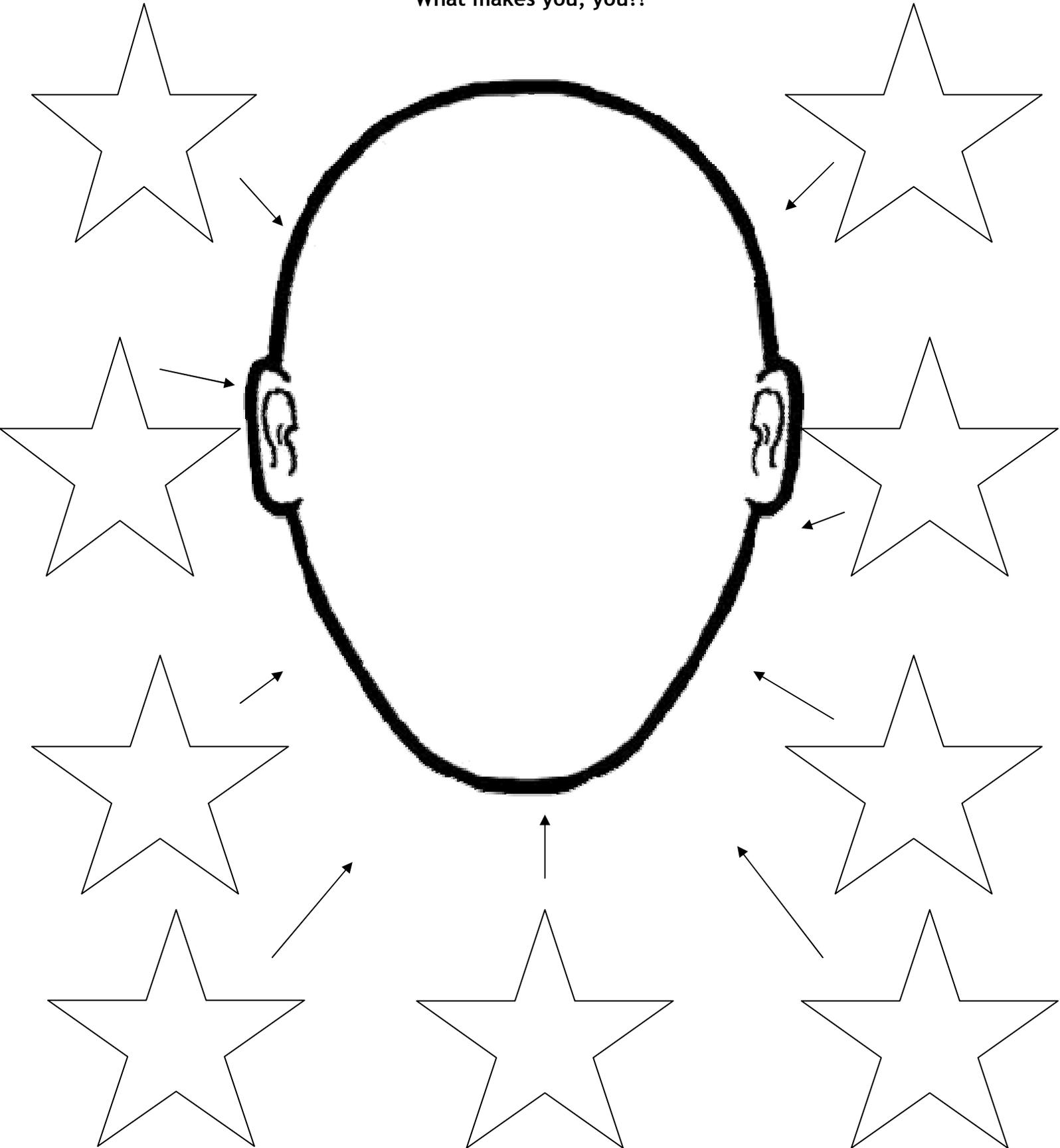
My favourite colour is...	
My favourite food is...	
My favourite activity is...	
My favourite TV programme is...	
My favourite animal is...	
My favourite lesson is...	
I am good at...	

Who am I?

Think about what makes you unique and special

We all have differences, and we have similarities. Think about your friend's hobbies, interests, things that they are good at, feelings, family and friends and personality.

What makes you, you?!

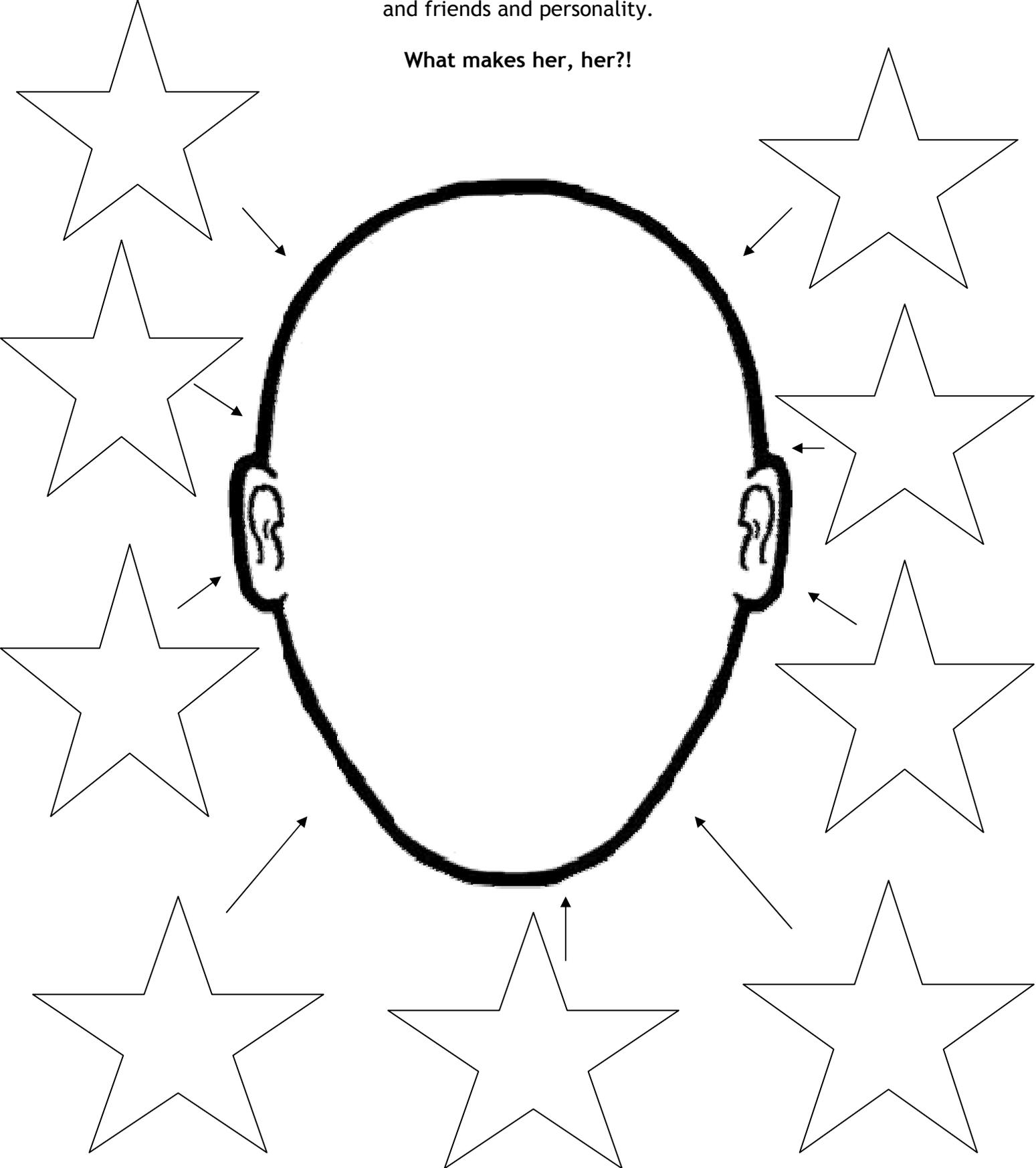


Who are you?

Think about what makes your friend unique and special

We all have differences, and we have similarities. Think about your friend's hobbies, interests, things that they are good at, feelings, family and friends and personality.

What makes her, her?!



An Emotional Alphabet

Add a feeling next to each letter to form an emotional alphabet

A
B
C
D
E
F
G
H
I
J
K
L
M
N
O
P
Q
R
S
T
U
V
W
X
Y
Z

ANGRY

GUILTY

EXCITED

MAD

FRIGHTENED

ANNOYED

LONELY

NERVOUS

HURT

DISAPPOINTED

CHEERFUL

SCARED

BORED

HOPEFUL

HOPELESS

TIRED

CONFUSED

DISGUSTED

PLEASED

SURPRISED

HAPPY

PROUD

ASHAMED

SHOCKED

JOYFUL

POWERLESS

POWERFUL

FRUSTRATED

LOW

DEPRESSED

MISERABLE

CALM

ALIVE

COMFORTABLE

ECSTATIC

FINE

GOOD

GREAT

GLAD

PERKY

Describing Emotions

Below are some of the feelings experienced by the targets of bullying.

- Frightened
- Angry
- Ashamed
- Confused
- Bewildered

Can you add any more?

-
-
-
-
-

How would you describe these feelings?

Below are some examples given by other girls.

- A bag of tears
- Buzzing brain
- Shaky inside

Can you add anymore?

-
-
-



How Do You Feel?



Find the words below in the grid to the left.

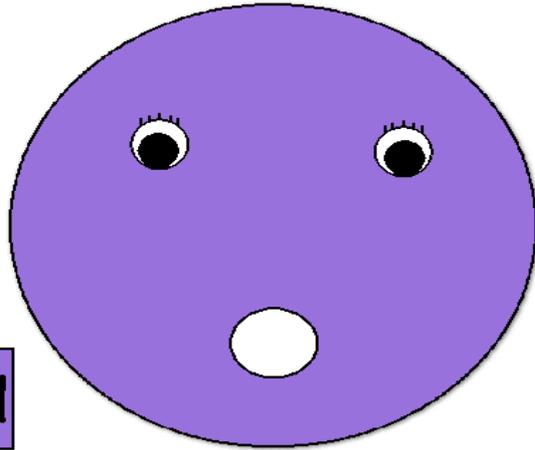


afraid
 angry
 bored
 cold
 comfortable
 confused
 cool

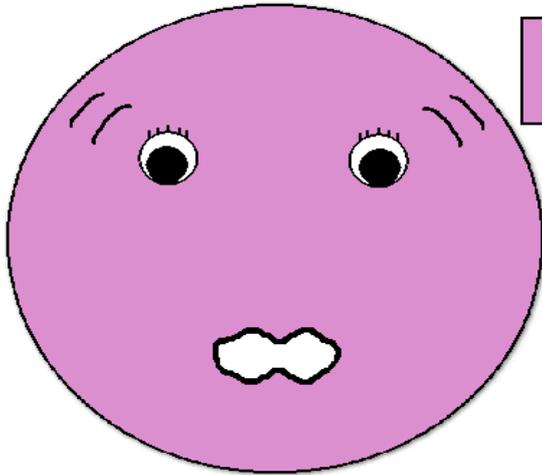
depressed
 excited
 happy
 hot
 hungry
 nervous
 relaxed

sad
 safe
 thirsty
 tired
 uncomfortable
 warm

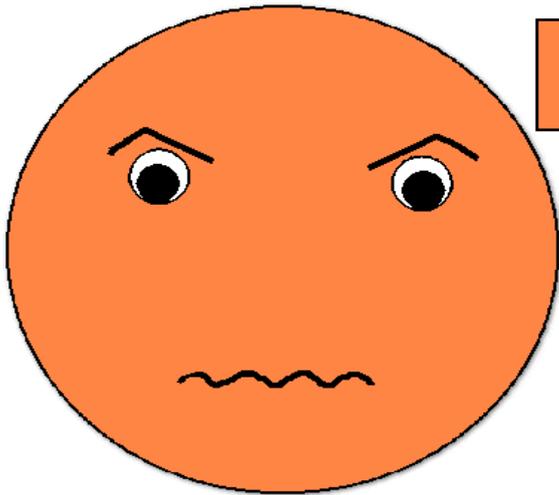
Surprised



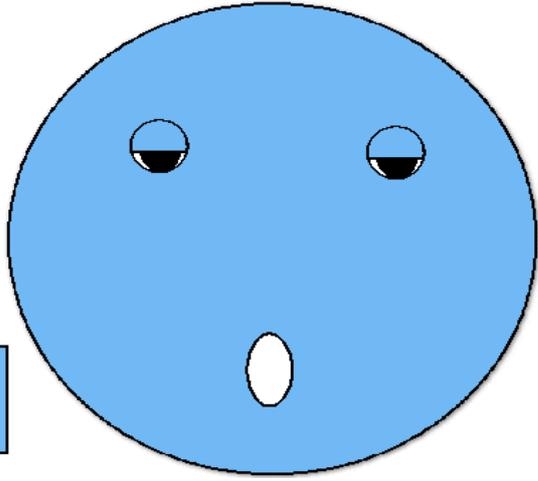
Scared



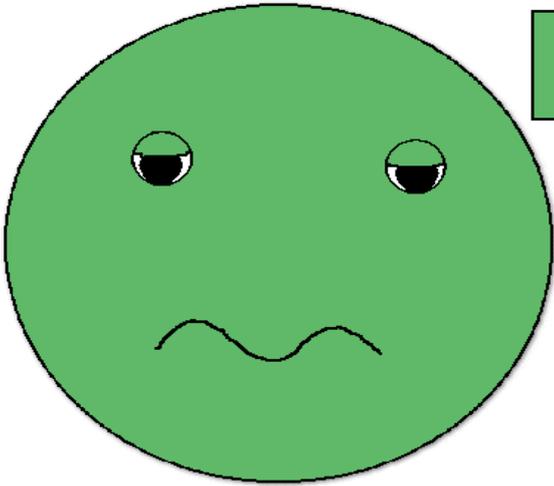
Mad



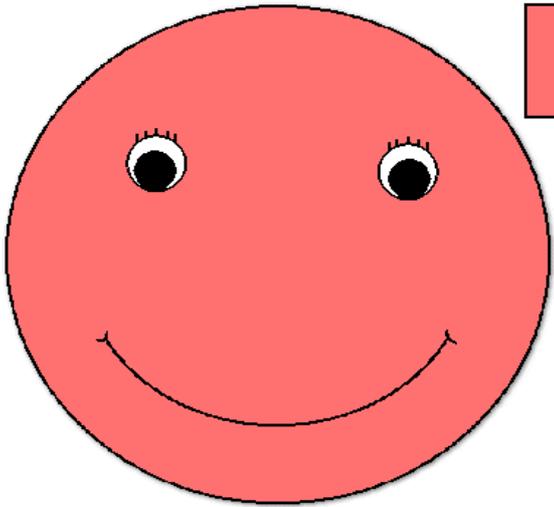
Sleepy



Sick



Happy



Someone my friends like

**Someone who I am
proud to be with**

**Does not show off to
friends**

**Is a good laugh to be
with**

Someone I can trust

Listens to me

**Is not afraid to show me
how they feel**

Is good looking

Has a brain

**Does not talk behind my
back**

**Makes an effort with
personal hygiene**

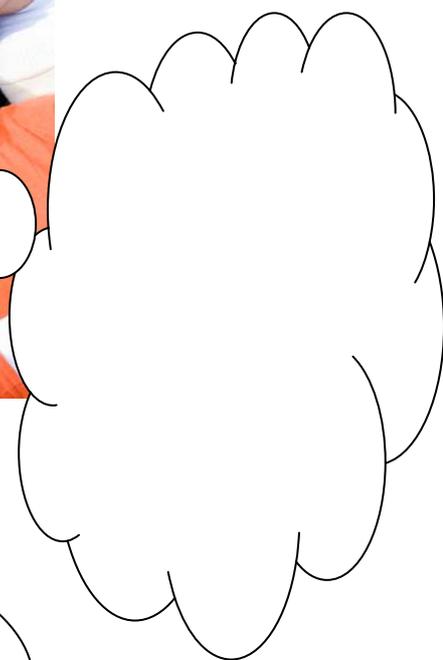
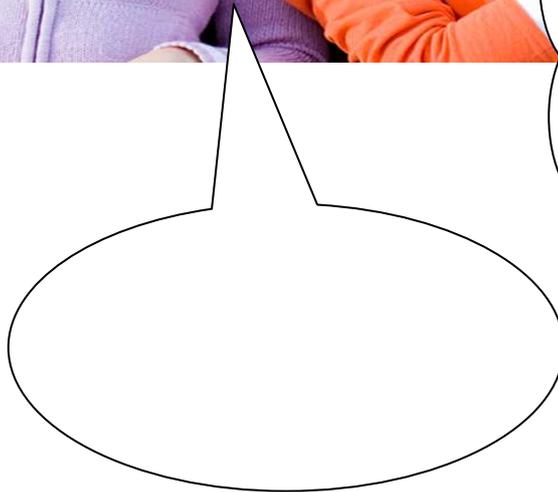
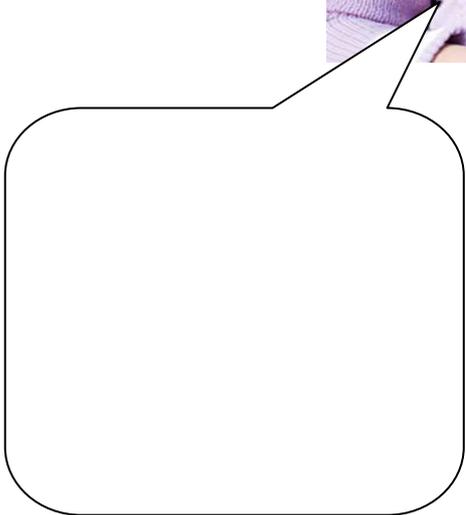
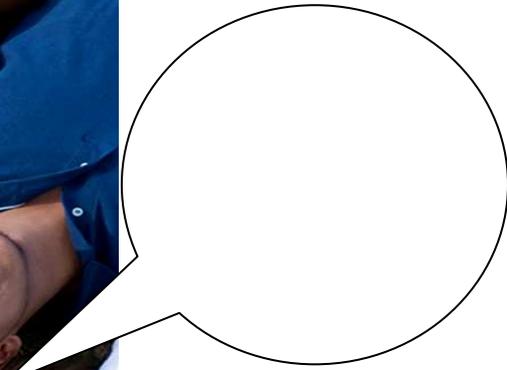
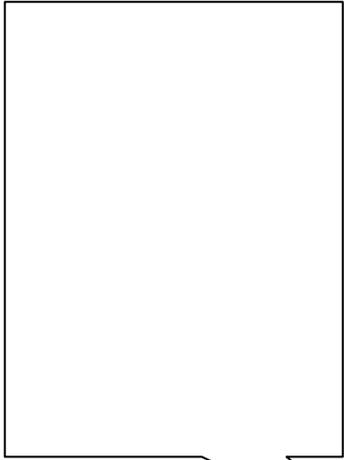
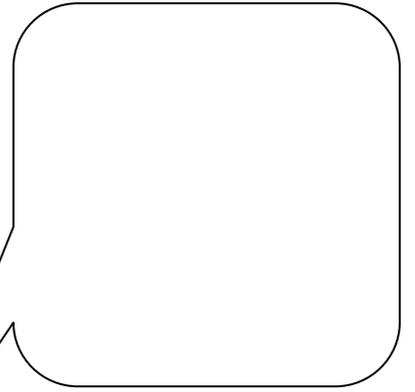
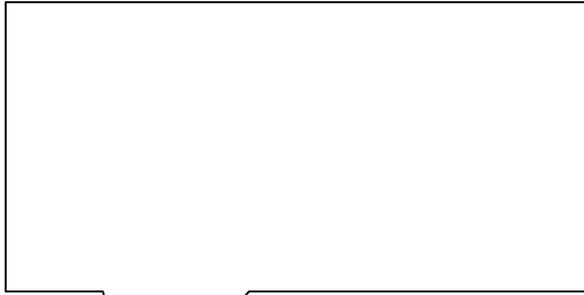
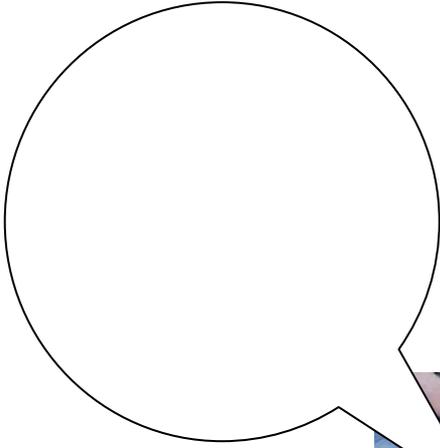
**Has the same interests
as me**

**Chooses to spend time
with me**

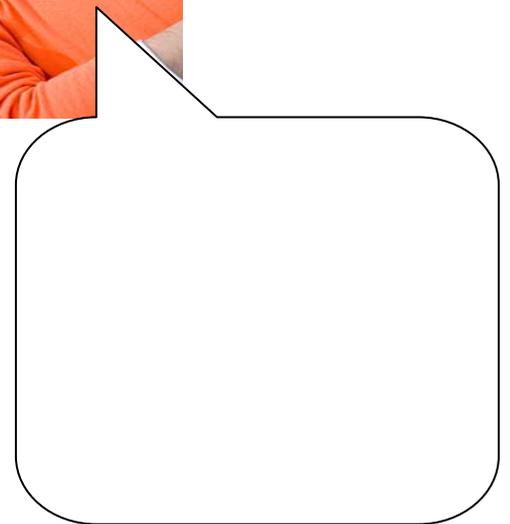
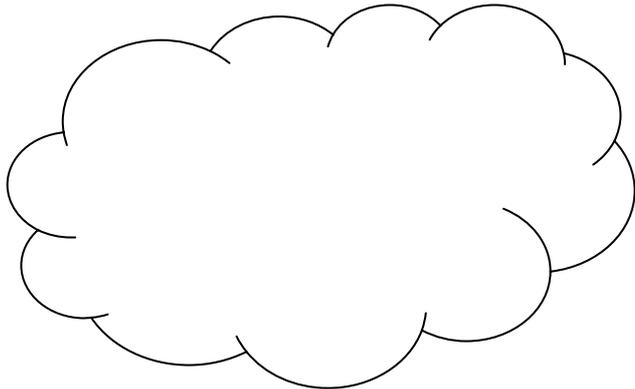
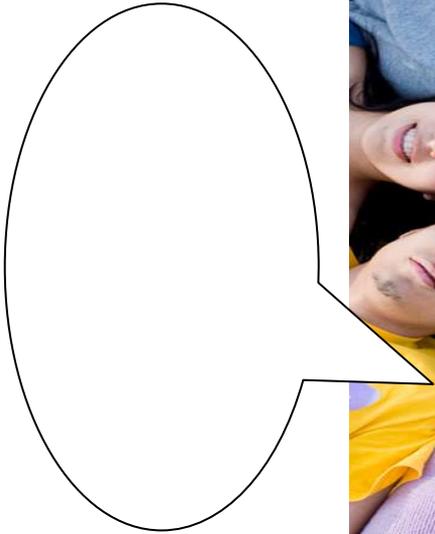
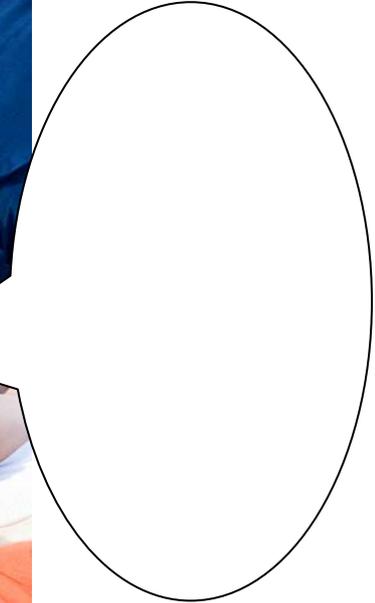
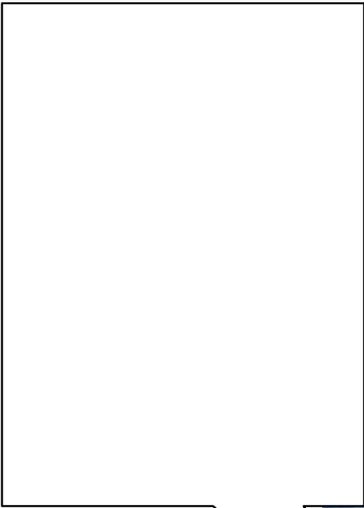
Cares about what I think

Has lots of mates

A good friend is...



A Bad friend is...



**A FRIEND IS SOMEONE
WHO IS NOT AFRAID TO
BE DIFFERENT**

**A FRIEND IS SOMEONE
WHO LISTENS TO ME**

**A FRIEND IS SOMEONE
WHO I CAN TRUST**

**A FRIEND IS ALWAYS ON
MY SIDE**

**A FRIEND DOESN'T TALK
BEHIND MY BACK**

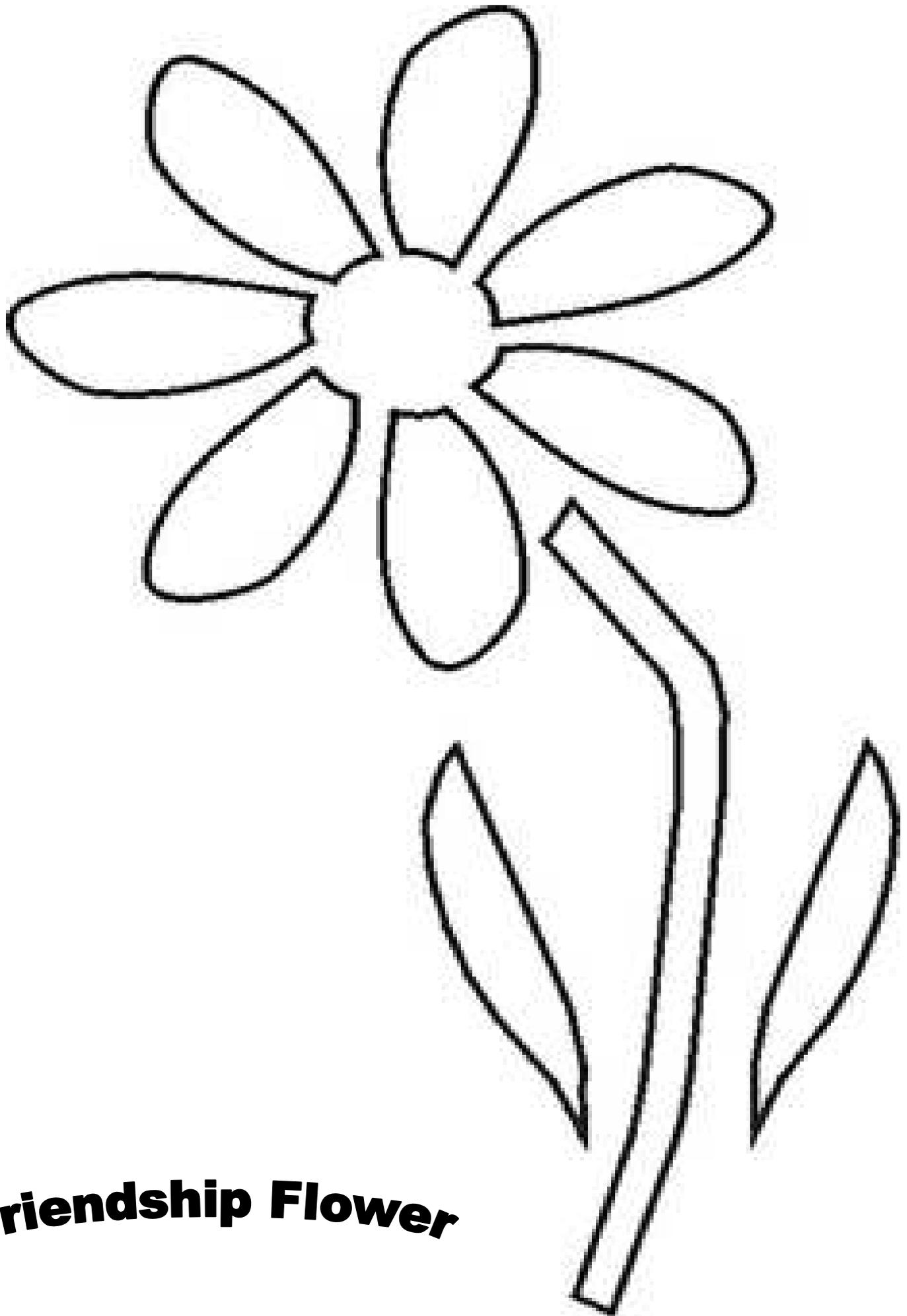
**A FRIEND IS SOMEONE
WHO REASSURES ME
THAT I AM OK**

**A FRIEND FORGIVES ME IF
I MAKE MISTAKES**

**A FRIEND MAKES ME
LAUGH**

**A FRIEND SHOWS ME
WARMTH**

**A FRIEND IS SOMEONE
THAT I CAN TELL
ANYTHING TO**



Friendship Flower

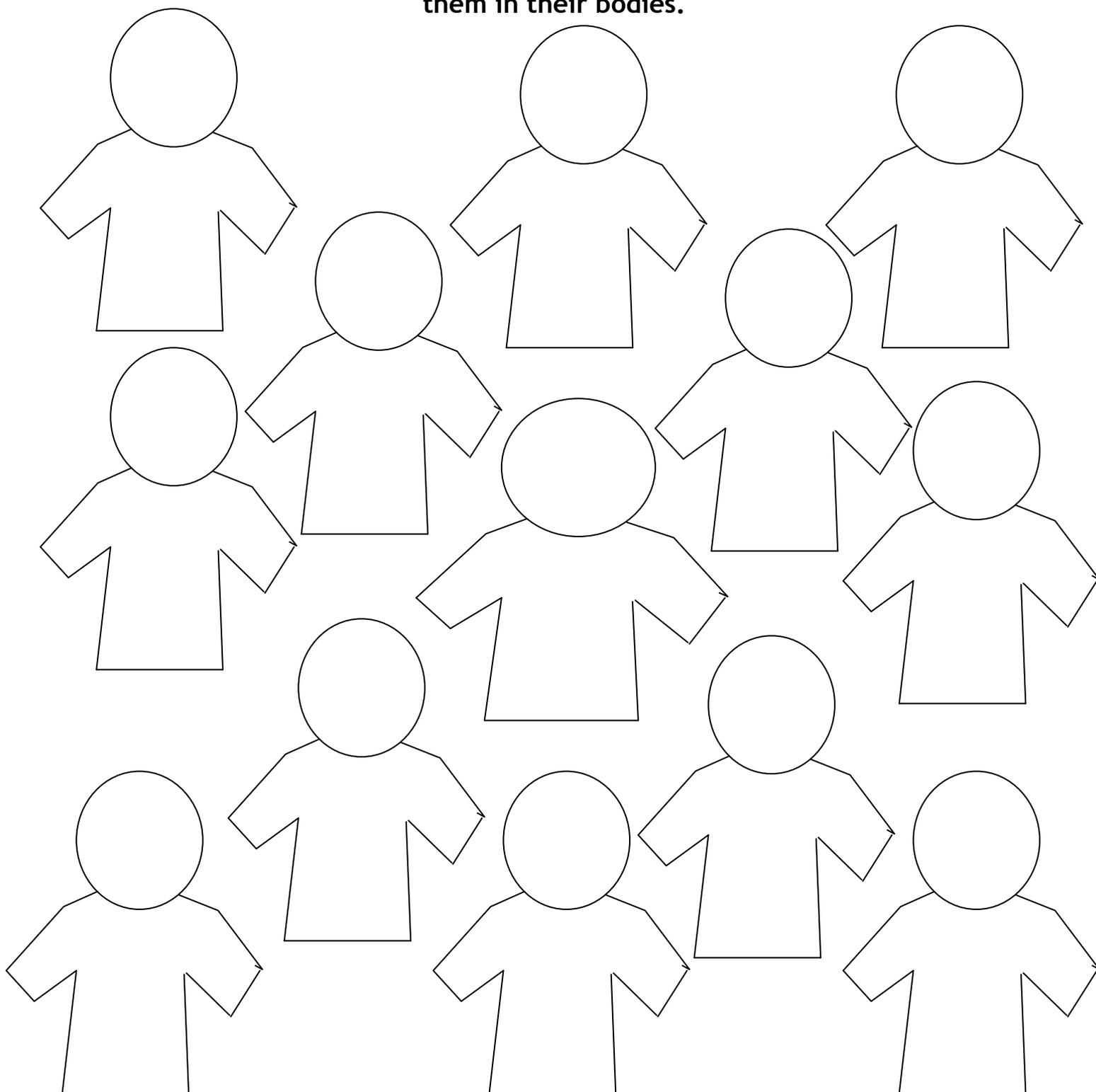
Who do I trust?

Which of the important people in your life do you feel able to talk to and trust?

Use the figures below to represent these people... you are the one in the middle.

Those closest to you are the people that you trust the most and those further away you trust a little less.

Write their names in the heads and the reasons that you trust them in their bodies.

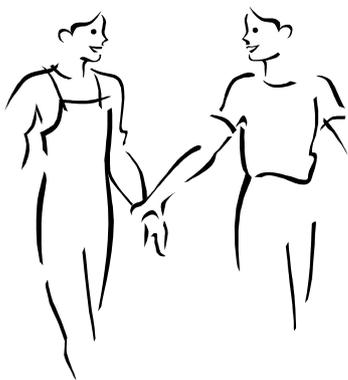


Write down three behaviours that would make you feel supported by a friend.

•

•

•



Write down three behaviours that would make you feel unsupported by a friend.

•

•

•





Friendship Matters



Developed and produced by Cardiff Against Bullying
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