



# Junior Cycle Year One Wellbeing Learning Unit: *Friendship Champions*

# STUDENT JOURNAL

Name





# Welcome!

Being Friendship Champions is about building positive relationships with others and even more importantly, your lovely self! Thinking about how to put what we learn into practice and how we communicate in our own daily lives is how we grow, connect, and create positive change.

The intention of this Journal is to offer you opportunities to do this in meaningful ways. Some of you will love and be a natural at this, for others it may be a little more out of your comfort zone but we'd encourage you to adopt a 'give- it-a-go' attitude.

It's good to try new things! We wish you the best of luck and hope you enjoy the journey.

Childhood Development Initiative ([www.cdi.ie](http://www.cdi.ie))

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**“Be the change you want to see happen  
instead of trying to change everyone else.”**

(Dianne Kennedy Pike, 1976)

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## Process

Each week you will be invited to connect to yourself and your peers by exploring a new theme/restorative value using the following process:

**Check In** taps into what you know already.

**Dig Deeper** unpacks each week's theme a little more.

**Check Out** reflects on what you have learned.

**Friendship Task** invites you to apply this knowledge into your own life.

# 1 Friendship Champions Journal: Week One

## What are Restorative Practices? (Part One: Building Relationships)

### Learning Intentions

- Define two aims of restorative practice.
- Identify two aims of a talking piece.
- List and apply the 5:1 Relationship SCALE.

### Key Words

Restorative Practices, Friendship Champions, Values.

### Check In (focusing activity)

What springs to mind when you think of learning in circles?

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What do you think would be important for circles to work?

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### Dig Deeper

Think of a person in your life who is great at building positive relationships/ friendships. What do they do / say?

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What are your own top tips for building positive relationships?

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## Check Out

Fill in a post-it on what you learned today about Restorative Practice / being Friendship Champions.

What I wrote on my post-it:

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## Friendship Task

Maximise your 5:1 in your classroom, home and beyond.

Target:

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Something I do well is...

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Even better if ..

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# Friendship Champions Journal: Week Two

## What are Restorative Practices? (Part Two: Conflict Resolution)

### Learning Intentions

- Illustrate how to apply the 5:1 Relationship SCALE when things go wrong.
- Identify and use the restorative question 'what happened?'.

### Key Words

Restorative Practices, Friendship Champions, Conflict, Harm.

### Check In (focussing activity)

What are the two aims of Restorative Practices?

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What is the 5:1 Relationship SCALE?

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Write your thoughts about the word conflict?

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### Dig Deeper

Why might the question 'what happened?' be a good way to start a conversation when trying to resolve a disagreement or argument?

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Compare the responses that a 'what happened'? question might get compared to a 'why?' question.

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## Check Out

What did you learn about conflict today?

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What did you learn about yourself today?

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How will you use this moving forward?

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## Friendship Task

Learning to ask and learning to listen:

Maximise your 5:1 in your classroom, home and beyond, especially when meeting conflict. Which aspect will you focus on in particular?

- Seek opportunities to smile with that person.
- Connect by looking at who is harmed as opposed to who is to blame.
- Ask open questions such as 'what happened?'
- Listen to understand the person's response as opposed to just listening to reply.
- Engage in a conversation.

Try to use 'what happened?' three times by the end of the day (2 x to build relationships, e.g. what happened to make you smile today?' and 1 x to resolve a conflict, e.g. what happened that you didn't text me back?).

## Relationship SCALE

**S**mile

**C**onnect

**A**sk

**L**isten

**E**ngage



# Friendship Champions Journal: Week Three

## Respect

### Learning Intentions

- List the restorative RESPECT values.
- Define and apply the word respect in a context.

### Key Words

Values, Respect.

### Check In (focussing activity)

How did you get on with the 5:1 Relationship SCALE Task?

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How did you get on with asking 'What happened?'

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What do you think the word 'value' means?

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What values are important to you?

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What do your values look like in action? (example: the value of honesty looks like telling the truth even when it's hard.)

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## Dig Deeper

Try to guess each word which makes up the acronym R.E.S.P.E.C.T. We will use these words to illustrate the restorative values we will be exploring (hint: the first one is respect!).

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## Check Out

What did you learn about respect today?

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What did you learn about yourself today?

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How will you use this moving forward?

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### Friendship Task

Try to find examples of the restorative RESPECT values in action in your world. Look at Facebook / Snapchat/ Instagram / quotes/ music videos / Netflix etc. and listen to conversations you are a part of. Collect examples into a portfolio that we will use for the Friendship Group RESPECT Task that will involve a five minute group presentation. We will explore this next week and present in week 10. Bring whatever you find to class with you.

# 4

## Friendship Champions Journal: Week Four

### Empathy

#### Learning Intentions

- Define empathy.
- Practise empathy – Use ‘I and Feeling’ language and perspective taking – ‘what happened?’.

#### Key Words

Values, Empathy, Perspective, Emotions, Feelings, Crocodile, Giraffe.

#### Check In (focussing activity)

Can you remember what the RESPECT acronym stands for from memory?

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Can you think of ways that RESPECT showed up this week. What examples did you find in everyday life as part of your Friendship Task?

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## Dig Deeper



Why is the giraffe known as the restorative animal?

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Compare giraffe and crocodile language.

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What does empathy mean?

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### Check Out

What did you learn about empathy today?

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What did you learn about yourself today?

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How will you use this moving forward?

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### Friendship Task

Continue to try to find examples of the restorative RESPECT values in your world. Listen to conversations around you, and look at Facebook / Snapchat/ Instagram/ quotes/ music videos / Netflix etc. and listen to conversations you are a part of. Collect examples into a portfolio that we will use for the Friendship Group RESPECT Task that we will work on over the weeks in order to deliver a five minute presentation on week 10, and bring it to class next week.

# 5 Friendship Champions Journal: Week Five

## Safety

### Learning Intentions

- Identify the characteristics of anger (secondary emotion, Guard Dog Versus Wise Owl).
- List two ways to practise calmness.



### Key Words

Values, Safe, Anger, Guard Dog (reptilian brain), Wise Owl (prefrontal cortex), Calm, Power.

### Check In (focussing activity)

How did you get on with last week's Friendship Task below?

*"Try to find examples of the restorative RESPECT values in your world. Look at Facebook / Snapchat/ Instagram/ quotes/ music videos / Netflix etc. and listen to conversations you are a part of."*

- What did you find and where?

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- Which value(s) did it relate to and in what way?

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- Did anything surprise or interest you in particular?

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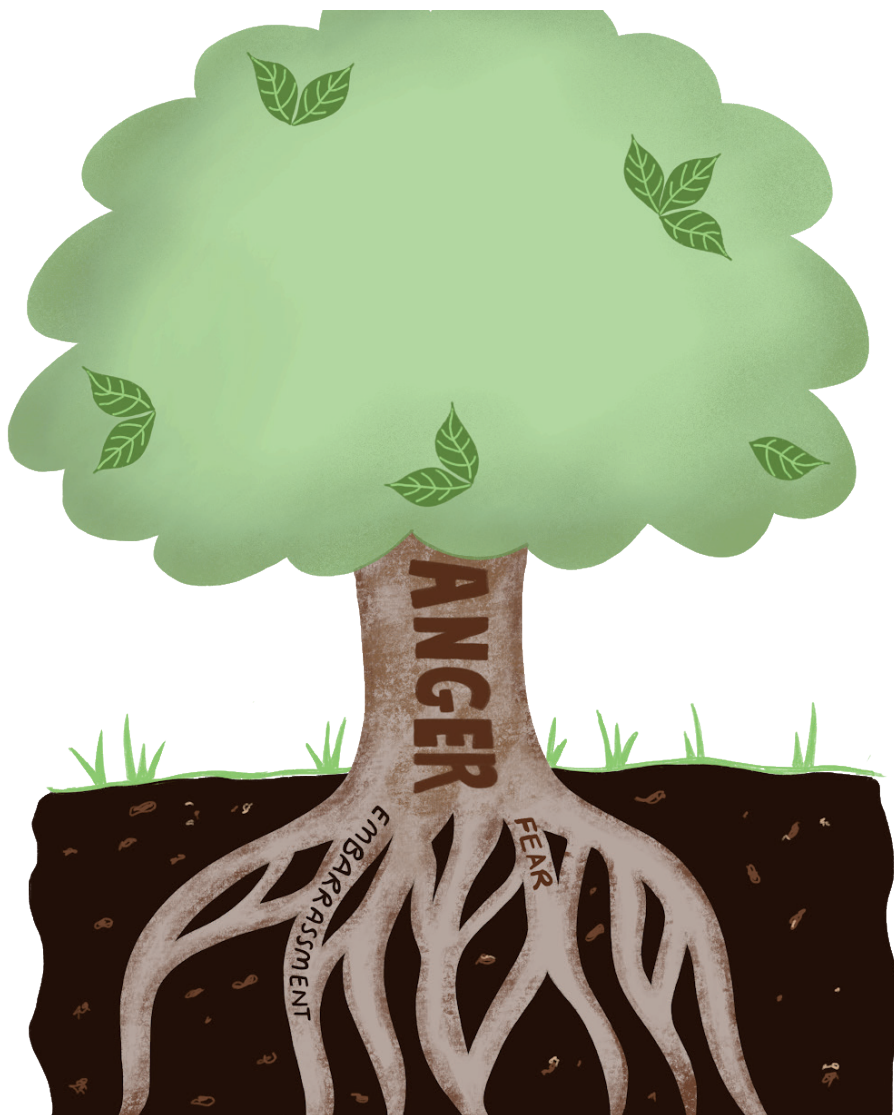
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## Dig Deeper

- i. On the top of the tree, write what you do you do / say / think when you feel angry? We know that anger is a secondary emotion which means that there is a feeling underneath the anger.
- ii. Try to bring to mind times when you behaved like the top of the tree, what feelings might have been underneath or at the root of this for you?



## Check Out

What did you learn about anger (Guard Dog) and calmness (Wise Owl) today?

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What did you learn about yourself today?

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How will you use this moving forward?

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## Friendship Task

Try to pay attention to your body and practise calmness in times of stress.

1. Breathe.
2. Ask questions.

Continue to seek and find examples of the restorative RESPECT values in your world. Look at Facebook / Snapchat/ Instagram/ quotes/ music videos / Netflix etc. and listen to conversations you are a part of. Collect examples of this into a portfolio that we will use group Friendship RESPECT Task and bring it to class next week when we will work in small groups to brainstorm your own chosen Task.



# 6

## Friendship Champions Journal: Week Six

### Personal Accountability

#### Learning Intentions

- Define what personal accountability means.
- Use two restorative questions – ‘Who has been affected and in what way?’ and ‘What do you think needs to happen next?’ to promote / practice accountability and make amends / fix harm.

#### Key Words

Accountability, responsibility, amends, empower, responsibility.

#### Check In (focussing activity)

##### Group RESPECT Task: Summary Instructions

- Presentation to class – approx. five mins (PPT / Performance / Collage / Video / Drama / Other?)
- The presentation will reflect/ share/ promote/ celebrate one or more of the RESPECT values.
- Groups of 5–6 (5 groups in total!).
- The group Task will model RESPECT values in its creation (different roles/ respectful/ inclusive / safe etc.).
- You all get your giraffe on!

What ideas do you have about the group RESPECT Task and what would you like your group to work on?

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What is the best way to form Task groups with the RESPECT values in mind?

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### **Dig Deeper**

Think of a typical conflict scenario and try to practise personal accountability!  
What happened?

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Who has been affected and in what way?

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What needs to happen next (to fix the harm or make amends)?

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### Check Out

What did you learn about personal accountability today?

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What did you learn about yourself today?

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How will you use this moving forward?

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### Friendship Task

Practice asking 'who has been affected and in what way?' and 'what needs to happen next?'

Continue to communicate with your group about the group Friendship RESPECT Task.

# Friendship Champions Journal: Week Seven

## Equality (non-judgemental)

### Learning Intentions

- Identify how Restorative Practice promotes equality.
- Create your Best-Self Shield.
- Apply the Best-Self Shield to repair harm.

### Key Words

Non-Judgemental / amends / equality / tribes.

### Check In (focussing activity)

See how many of the Relationship Keeper tools, practices and tips you can remember!

Theme	Helpful Hints	Key Takeaways
<b>Week One</b> RP (Build Relationships)	5:1 Relationship SCALE Circle agreements	
<b>Week Two</b> RP (Repairing Relationships)	Perspective-taking - open questions	
<b>Week Three</b> Respect	Post it to poster definition activity	
<b>Week Four</b> Empathy	Giraffe language	
<b>Week Five</b> Safety	Practise calmness using 2 things 2 animal brains	
<b>Week Six</b> Personal Accountability	2 questions to understand the harm and make amends	

## Dig Deeper

Create your 'Best-Self Shield'. On your best day, what qualities do you practise, do you carry within you, are you developing?

Some suggestions to get you started:

- Loyal
- Thoughtful
- Caring
- Kind
- Trustworthy
- Funny
- Reliable
- Hardworking



When things go wrong, as they sometimes do, or when you do something to harm someone else, what helps you? What do you need to be able to put things right?

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What can make it be hard to put things right?

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**Check Out**

What did you learn about the value of Equality today to support people to put things right?

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What did you learn about yourself today?

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How will you use this moving forward?

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### Friendship Task

Carry your 'Best-Self Shield' with you, equally in good and challenging times. Try to connect to your best self in times of challenge, remember the qualities on your Best-Self Shield that will protect you and others.

Continue to work on your group Friendship RESPECT Task.





# Friendship Champions Journal: Week Eight

## Community

### Learning Intentions

- Identify what community / inclusion look and feel like.
- Apply community in a group.

### Key Words

Community, Inclusion, Exclusion.

### Check In (focussing activity)

What springs to mind when you think of the word community?

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List some of the communities that you belong to? (for example, family / clubs/  
sport/ friends)

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## Dig Deeper

How can you apply community / inclusion in our class / school more?

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What can you do?

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What can others do?

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## Check Out

What did you learn about community and inclusion today?

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What did you learn about yourself today

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How will you use this moving forward?

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## Friendship Task

Try to practise community – use your ideas from Dig Deeper. Some suggestions:

- 5:1 Relationship SCALE.
- Actively involve others.
- Sit beside someone new.
- Join a new group.
- Ask the restorative questions to repair any breakdown in community.
- Continue to work on your group Friendship Task. Next week you will need to confirm the following:
  - Name of the Task and/or Group.
  - Supports needed – IT, audio, resources and who is in charge of checking or sourcing these.
  - Individual roles – time keeper (5 minutes), facilitator, presenter, organiser, performer, creator, etc.



# Friendship Champions Journal: Week Nine

## Trust

### Learning Intentions

- Identify what is needed to trust.
- Apply identified qualities to practise trust.
- Channel our inner giraffe!

### Key Words

Trust, Risk, Sparkle.

### Check In (focussing activity)

Think of people that you trust. What is it about them that makes you trust them?

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What makes someone worthy of your trust (trustworthy)?

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## Dig Deeper

Relationships, growing friendships and building community involve trust. Why is this a risk worth taking?

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How could we practise RESPECT values during this 'Sparkle' activity?

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## Check Out

What did you learn about trust today?

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What did you learn about yourself today?

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How will you use this moving forward?

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### Friendship Task

Try to practise trust by 'getting your sparkle on' in school and at home. Relationships involve risk but they are usually a risk worth taking! Try being brave and saying something kind, loving, honest to friends, family, classmates and teachers. Trust the people we love to receive the compliment and trust yourself to be able to deliver a sparkle.

Best of luck with your final preparations for your group RESPECT Task!



# Friendship Champions Journal: Week Ten

## Group RESPECT Task

### Learning Intentions

- Apply RESPECT as a group in a variety of student-led/created ways.
- Identify elements of RESPECT in others' presentations.
- Offer feedback that honours and celebrates.

### Key Words

Feedback, Honour, Celebrate.

### Check In (focussing activity)

What are you looking forward to about today's Group RESPECT Task?

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What is the hardest thing for you about today's Group RESPECT Task?

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What do you need from yourself / others for it to go well?

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### Dig Deeper

Group Name and Task	How you saw RESPECT values demonstrated (amongst the group and / or in the content of the presentation)

## Check Out

Something I did well was:

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Even better if:

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## Friendship Task (Living our Values)

Continue to live your values and 'Be the Change you Want to See' by modelling, promoting and sharing the RESPECT values.

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Our lovely world needs Friendship Champions like you! Thank you for contributing to and supporting this way of being. We hope it serves you, your school, and your communities.

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