



Junior Cycle Year Two Wellbeing Learning Unit: *Friendship Masters*

STUDENT JOURNAL

Name



Welcome!

Being Friendship Masters is about having positive relationships with others and even more importantly, with your lovely self! This course revisits and builds on what you learned during the Friendship Champions course you undertook in First Year.

As with your Student Journal in First Year, the intention of this Journal is to offer you exercises for practising restorative skills and opportunities to reflect on your learning as you progress in becoming a Friendship Master.

We wish you the best of luck with this course and hope you enjoy the journey.

Childhood Development Initiative (www.cdi.ie)

“If you desire an apprenticeship, if you want to learn and set yourself up for mastery, you have to do it yourself, and with great energy”

(Robert Greene, 2012)

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 Week One: Friendship Masters – Restorative practices Part One Building Relationships

Learning Intentions

We Are Learning to:

- Identify what you know about Restorative Practice.
- Understand the importance of a Relationship Superhero.

Key Words

Restorative Practice, Friendship Masters, Values, Superhero

Check In (focusing activity)

What can you remember about Friendship Champions Year One?

Key Word Hints:

- Can you remember the RESPECT acronym?
- Four animals we used (Giraffe, Crocodile, Guard Dog, Owl) and what do they symbolise?

What I know..	What I want to know...

Dig Deeper

Looking at your Group Friendship Master Superhero, take a few minutes to reflect on the following and when you have finished the statements, 'dotify' the poster by drawing the symbols below to represent your thoughts.



Heart = My personal favourite quality in a person is _____



Star = Something that I'm good at on my best day is _____



Smiley face = Something that I will choose to work on is _____

Check Out – Giraffe (Head, Heart, Hand)

What I learned...(head)

How I feel about this.. (heart)

What actions will I now take... (hands/feet)

Relationship Bingo Card (Play activity)

Someone who plays an instrument...	Someone who ate chewing gum off the road / their own snots as a kid/ other disgusting childhood habit...	Someone who sings in the shower...	Someone who can play chess...
Someone who can Macarena / Floss/ Electronic Robot (and prove it ☺!)...	Someone who can make you laugh by pulling a funny face...	Someone who has ever done Karaoke...	Someone who speaks more than two languages...
Someone who can cook a decent meal...	Someone who has a pet...	Someone who can tell a good joke (and prove it ☺!)...	Someone who is a vegetarian...

Friendship Task

We know that what we practise grows stronger so put your symbols into action. Try to find someone to practise with this week.

2 Week Two: Friendship Masters – What is Restorative Practice Part Two Conflict Resolution

Learning Intentions

- Identify the skills / experience we have already around meeting conflict in healthy ways.
- Identify and practise the antidote to the negativity bias (gratitude).

Key Words

Restorative Practices, Friendship Masters, Conflict, Harm, Gratitude.

Check In (focussing activity)

Can you remember what giraffe and crocodile language is?

Calm is a superpower; can you remember what two things people who practise calmness do before they respond?

What is the 5:1 rule and can you explain the 'stickability of the negative' that we looked at last year?

Dig Deeper

Think of a time when you helped others or yourself to solve a conflict.

What happened?

What was needed to put things right?

How were you part of the solution?

Check Out – Giraffe (Head, Heart, Hand)

What I learned...(head)

How do I feel about this.. (heart)

What actions will I now take... (hands/feet)

Friendship Task

Practise the antidote to the negativity bias by keeping a daily gratitude journal where you write down three things that you are grateful for each day. It can be as simple as having a roof over your head or a healthy heart that pumps blood.

Express gratitude to people in your life this week by writing a thank you card or composing a thank you text. If you want to stretch into a 'love bomb' you could think of people in at least three different settings (school, home, friends).



Week Three: Friendship Masters – Respect

Learning Intentions

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

Key Words

Values, Respect, Facilitate.

Check In (focussing activity)

Who did you express gratitude to?

What happened? How did it affect you and or others?

Can you remember the RESPECT acronym?

What does the word facilitate mean?

Dig Deeper

Choose five circle rounds that appeal to you from the list below for our mini circles:

See if you can put them in the order that you might ask them. There is no perfect recipe here but consider asking some (approx. three) low risk rounds that are easy to answer (short answers, not too personal) first. Consider higher risk rounds (approx. two) at the end that you may decide to use as the circle progresses if it feels right to do so, if safety has grown. Remember that safety is an important value because without this, it's very unlikely that the other values show up. It is important that we grow safety within our circles by modelling RESPECT and facilitating safe circle rounds.

Relationship Building Check In/Out Circle Rounds

On a scale of 1-10 how you are feeling or your energy level?	On a scale of 1-10 how much effort did you put into your homework last night?	What does your name mean or who are you named after?	Where is your favourite place to spend your time?
Which person (living/ dead/ famous/ known) would you love to have dinner with and why	What is your favourite film?	My hero is ... because....	If I had a magic power I would
One of my first or best memories is ...	The best day of my life was...	Say something nice to the person to your right.	What makes you belly laugh?
Name someone in this class who has helped you this week.	What's your favourite part of this school and why?	Share something that you know how to do now that you couldn't do last year?	Share a poem, song or quote that inspires you.
What makes a good friend/class mate/ teacher/ leader?	Share something you admire about someone in this class.	What did you want to be as a kid?	My dream holiday would be...
My favourite food is...	I love the weather when it is...	The best holiday I've had was...	The best programme on TV is...
My favourite animal is...	My favourite hobby is...	I like to daydream about...	The best book I ever read was...
The sport I like to play most is	The pet I would most like to have is...	I am good at/I am not very good at.....	If I were a teacher I would...

Check Out – Giraffe (Head, Heart, Hand)

What I learned...(head)

How I feel about this.. (heart)

What actions will I now take... (hands/feet)

Friendship Task

Use the circle round questions above to connect with people in your life in new ways.

Ideas:

- Encourage people to put away their phones and facilitate sharing with your friends or in your home with your family.
- Start a conversation with someone you meet on the Luas, or Bus or in the Shop.
- If you want to use the phone, download the “Big Talk: Skip the Small Talk” app for some interesting prompts and pass the phone around as a talking piece with your friends.
- Over to you?

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Week Four: Friendship Masters – Empathy

Learning Intentions

- Recognise shame
- Contrast shame and guilt
- Identify the antidote to shame – empathy

Key Words

Shame, Guilt, Transform, Antidote, Empathy, Perspective, Emotions, Feelings, Crocodile, Giraffe.

Check In (focussing activity)

How did you get on with your facilitating connection Connect Task?

Why is the giraffe known as the restorative animal?

Dig Deeper

What springs to mind when you hear the word shame?

What do people do when they feel shame?

What is the difference between shame and guilt?

Check Out – Giraffe (Head, Heart, Hand)

What I learned...(head)

How do I feel about this..? (heart)

What actions will I now take... (hands/feet)

Friendship Task

Be unspeakably kind to yourself this week. Try to catch the shame gremlins when they start to talk and speak to yourself like someone you really love. If you forget, just hold your hand to your heart and tell yourself:

- I am sorry,
- Please forgive me,
- I love you,
- Thank you.

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Week Five: Friendship Masters – Safety

Learning Intentions

- Define EQ (emotional quotient) = emotional intelligence.
- Identify the stages of anger.
- Recognise how to deal with anger in safe ways.

Key Words

Safe, Anger (irritated, rage), Guard Dog (reptilian brain), Wise Owl (prefrontal cortex), Calm, Power, EQ (emotional quotient) = emotional intelligence, Regulate.

Check In (focussing activity)

How did you get on with last week's Friendship Task to talk unspeakably kindly to yourself and making sure to treat yourself like someone you loved?

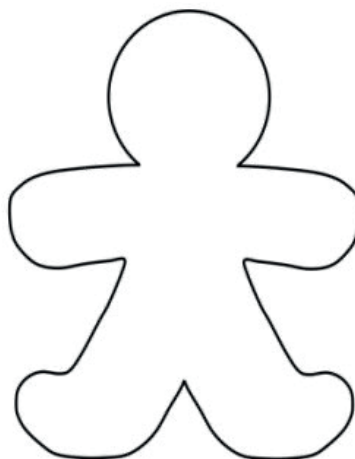
What did we learn last year using the anger tree?

What is EQ (emotional quotient) = emotional intelligence?

Dig Deeper

We learned that the first place we notice our emotions is in our body. Think of your body when you feel anger. Are there different stages of anger? What does it look, sound or feel like when it's big or loud or when it's small or whispering? Do you use different names for each stage, for example annoyance, irritation, anger, rage, fury? What other words do you use?

Think of a colour to describe each stage of anger. Then think about where you feel each stage in the body. Label and colour in the thermometer and then colour in the body to indicate where you feel different stages of anger (e.g. jaw, fists, feet, etc.)



Check Out – Giraffe (Head, Heart, Hand)

What I learned...(head)

How do I feel about this..? (heart)

What actions will I now take...? (hands/feet)

Friendship Task

Try to consciously tune in your superpowers (EQ) by recognising and regulating your emotions. Notice how you (and observe how others) are feeling; pay attention to your body. Identify and set the intention to practise healthier ways to deal with anger that resonate with you from your group task.

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Week Six: Friendship Masters – Personal Accountability

Learning Intentions

- List the 3 As of Accountability.
- Identify and apply the success criteria and characteristics of responding to conflict in a restorative way.

Key Words

Accountability, Amends, Acknowledge, Action, Punish, Punitive, Apology, Healing, Harm, Blame.

Check In (focussing activity)

Brainstorm typical scenarios and situations that can often cause conflict for you.

Restorative Tasks: Revision	School	Home	Peers/Friends
What happened?			
Who is affected?			
What needs to happen to put things right?			

Can you put Viktor Frankl's quote in your own words:

"Between the stimulus and response there is a space, and within that space is your power and your freedom."

Dig Deeper

Friendship Master Success Criteria for Personal Accountability	
Traditional/ Punitive	Restorative
Past	
Blame	
Crocodile = you/ why?	
Defend	
Focus on the person	
Action to punish	
Get even	

Check Out – Giraffe (Head, Heart, Hand)

What I learned (head)

How do I feel about this? (heart)

What actions will I now take...? (hands/feet)

Friendship Task

Try to connect to your best self in times of challenge and practise the three A's of accountability:

Acknowledge

Action

Amends

Week Seven: Friendship Masters – Equality (non-judgemental)

Learning Intentions

- Define the word stereotype.
- Promote empathy through alternative perspective taking.
- Recognise and challenge our brain’s SFD (Sh*tty First Draft).

Key Words

Perspective, Stereotype, Empathy, Equality, Assumption, Fair, Flexible

Check In (focussing activity)

How did you get on with the three A’s of Accountability?

What is a stereotype? For example what stereotypes are there about young people? About people with tattoos on their face? Gang members? Can you give some other examples?

What two qualities does the giraffe have that makes it a restorative animal?

Dig Deeper

Write a personal response to Father Gregory Boyle's Speech.

Perspective Taking / Shifting Exercise

People are hard to hate close up.. move in! (Brené Brown)

Think of a person or situation that has a tendency to bother you or that you find yourself being judgemental about. Now compare your responses using either the SFD thinking routine or the key Friendship Master skill of making a Generous Assumption by thinking **"What's the most generous assumption I can make in this situation?"**

Observation	SFD (Sh*tty First Draft)	Generous assumption
What story are you telling yourself about the person or situation?		
How does this impact you?		
How does it impact the other person / situation / others?		
How does this impact the relationship / potential relationship?		

Check Out – Giraffe (Head, Heart, Hand)

What I learned...(head)

How do I feel about this..?(heart)

What actions will I now take... (hands/feet)

Friendship Task

Pay attention to your inner dialogue this week, notice the gremlins and the thoughts you have about others. Give your SFDs new drafts using the key Friendship Master Skill – what’s the most generous assumption I can make in this situation?



Week Eight: Friendship Masters – Community

Learning Intentions

Compare fitting in and belonging.

Key Words

Community, inclusion, exclusion, fitting in, belonging.

Check In (focussing activity)

How are you getting on with your SFDs (Sh*tty First Drafts) and most generous assumptions?

What is fitting in? Where/how do you try to fit in?

What is belonging? Where/how do you feel a sense of belonging?

Dig Deeper

Do SFDs or generous assumptions affect fitting in or belonging?

Compare the need to fit in versus feeling like we belong:

Fitting In (disconnection)	Belonging (connection)

Check Out – Giraffe (Head, Heart, Hand)

What I learned...(head)

How do I feel about this.. ?(heart)

What actions will I now take... ?(hand/feet)

Friendship Task

Try to practise and promote belonging in your communities. You could use your ideas from your Dig Deeper exercise.

For next week's class, please bring along a treasured possession (e.g. a photograph, a book, a toy, a piece of clothing or jewellery) that you are comfortable talking about with the group.

9 Week Nine: Friendship Masters – Trust

Learning Intentions

- Identify the connection between fear and trust.
- Define vulnerability.
- Identify the impact of vulnerability.

Key Words

Trust, Risk, Vulnerability, Connection, Belonging, Sharing, Courage.

Check In (focussing activity)

What is vulnerability?

What is courage?

Can you think of a person or character that springs to mind when you think of courage?

Dig Deeper

Can you think of examples of times when you felt vulnerable?

Can you think of a time when you witnessed or practised courage?

Check Out – Giraffe (Head, Heart, Hand)

What I learned...(head)

How do I feel about this.. ? (heart)

What actions will I now take...? (hands/feet)

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! Be brave and say 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.

Next week is the final class of this course. It will be focussed on deepening our practice as Friendship Masters and will involve you being organised into small groups of five or six to put together a presentation of your learning from this course.



Week Ten: Friendship Masters – Deepening Our Practice

Learning Intentions

- Apply Friendship Master Skills as a group in a variety of student-led creative ways.
- Identify elements of Friendship Master Skills in others’ presentations.
- Offer feedback that honours and celebrates.

Key Words

Peer-Assessment, Self- Assessment, Honour, Celebrate

Check In (focussing activity)

What are you looking forward to about today’s group presentation?

What is the hardest thing for you about today’s group presentation?

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

Check Out

What did you take away from other people's shares?

Friendship Masters Task

Continue to practice your Friendship Master Skills to develop and deepen connections with yourself and others in your world.

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