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**CDI**  
Restorative Practices  
Childhood Development Initiative

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



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# Table of Contents

Acronyms.....	4
Acknowledgements.....	5
Introduction.....	6
Guidelines.....	7
Lesson Plans.....	12
Week One: Restorative Practices Part One – Building relationships.....	13
Week Two: Restorative Practices Part Two – Conflict Resolution.....	17
Week Three: Friendship Masters – Respect.....	20
Week Four: Friendship Masters – Empathy.....	23
Week Five: Friendship Masters – Safety.....	27
Week Six: Friendship Masters – Personal Accountability.....	30
Week Seven: Friendship Masters – Equality.....	33
Week Eight: Friendship Masters – Community.....	36
Week Nine: Friendship Masters – Trust.....	38
Week Ten: Friendship Masters – Deepening Our Practice.....	42

# Acronyms

<b>CSPE:</b>	Civil, Social and Political Education
<b>RESPECT:</b>	Respect, Empathy, Safety, Personal accountability, Equality, Community, Trust
<b>SPHE:</b>	Social, Personal and Health Education
<b>JC:</b>	Junior Cycle
<b>RP:</b>	Restorative Practices
<b>SCALE:</b>	Smile, connect, ask, listen, engage

# Acknowledgements

I am very grateful to the Childhood Development Initiative (CDI) who have offered me an amazing opportunity by funding and facilitating me to create this Learning Unit, *Friendship Masters*. A very special thank you to Claire Casey, the Restorative Practices (RP) Programme Manager in CDI, who has been such a support and champion of RP and my work, and whose heart embodies all that is good and wholesome in our world!

Teaching wellbeing has always been very close to my heart. When I was a classroom teacher, I sought to integrate it explicitly into my English and Spanish classes at every opportunity. It is indeed something that we need to be mindful of cultivating throughout our school community and school day but I am so thrilled that it now has such a strong explicit curricular component and I am honoured to have the opportunity to contribute to this. This Learning Unit seeks to enhance other subjects and short courses, such as SPHE and CSPE, that also seek to teach positive communication, build relationships and anchor a values-based way of being in schools and beyond.

I am also very grateful to the wonderful bunch of humans, teachers and practitioners, who brainstormed and piloted this Learning Unit with me – Karen Smythe, Daithi O Murchu, Jennifer Browne, Charlotte Kinsella, Eoin Houlihan, Thomas Mcgauley, Jennifer Little, Claire O'Mahony, James Bowes, Sandra Murray. They generously offered their time, insights and RP love which live vibrantly amongst the weekly circles. I am also extremely grateful to my dear friend, Claire Matthews, with whom I have had many restorative adventures. The influence of her visual genius and ideas undoubtedly features throughout this Learning Unit, she absolutely rocks and I am lucky to call her my RP (Rest and Play) pal! I am also thankful to Eithne Coyne and St. Mark's Community School who started me on my restorative path and opened a door for me to 'follow my bliss' and breathe life into the intentions that I have always held in my heart that are honoured in this Learning Unit. I have also been hugely inspired by various mentors and role models such as Belinda Hopkins, Dorothy Vaandering, Margaret Thorsborne, Anthony Malone and John Cronin to name but a few who have touched my life personally and in so doing have contributed to this piece; and Marshal Rosenberg, Brené Brown, Maya Angelou and Oprah Winfrey whose wisdom I regularly call upon (and whom I hope to meet in one form or another along my way ☺!)

Michelle Stowe

## Introduction

Restorative Practices are a values-based way of being and set of skills that aim to actively promote relationships and to respond to conflict in a healthy way that connects us to our best selves and to one another.

Wellbeing is both one of the eight principles of Junior Cycle education and a curricular area. The Junior Cycle Wellbeing Guidelines (2021, Pg. 8) stress that schools have a central role to play in supporting and promoting students' learning about wellbeing i.e. via the curriculum by offering knowledge, skills and awareness and this is what the content of this Learning Unit aims to build, and for wellbeing by considering not only what students learn, but how they learn it, which is the intention of the structure of this Learning Unit as outlined in detail in the Guidelines and Weekly Format for the Unit.

This Learning Unit offers a wonderful opportunity to explicitly model wellbeing in schools. It develops life skills and competencies that will remain with our young people, potentially long after the facts they are taught fade from their minds. RP is a way to transcend wellbeing from a subject in school to a way of being and 'well-becoming', something that is lived and modelled all day, every day!

Each school has the autonomy to design its Junior Cycle programme drawing on a combination of curriculum components (subjects, short courses, Learning Units and other learning experiences). This Learning Unit aims to provide engaging, challenging and enjoyable learning experiences for students becoming restorative practitioners, thereby supporting not only their experience of Wellbeing but their capacity of 'well becoming' throughout their lives.

This Unit is complimentary to other school subjects and seeks to enhance various short courses included in the SPHE and CSPE provision within schools. Care has been given to not redundantly overlap with other courses but to add to the matrix of learning outcomes from other courses, to enhance a school's Wellbeing Programme.

This Friendship Masters Learning Unit builds on its accompanying Year One Learning Unit, Friendship Champions. The intention of this learning unit is to deepen student's learning of restorative concepts and strengthen their skills as restorative practitioners.

Both Learning Units are suitable for a **Post-Primary Wellbeing Programme and can contribute 20 hours to a school's elective Wellbeing hours.**

The Learning Units have the potential to be delivered over the three years of Junior Cycle depending on each school's interests and needs but each Unit could be delivered as a stand-alone short course and that is what is outlined here. Both Learning Units could also potentially be **adapted** to fit in with:

- Transition Year Learning Unit
- Pastoral (non-examination) Religion
- SPHE / CSPE if a school is doing a 70 hour course
- Mentoring / Prefect training
- Social media skills / internet safety, life skills.

Teachers are encouraged to read the Guidelines for delivering this short course, which include the basic methodologies to employ and an outline of weekly content.

# Guidelines

As teachers, you will also be developing and modelling your capacity as Friendship Masters (being restorative practitioners) along with your students during this 10 week Learning Unit Friendship Masters. You will also be the “keeper of the circle” each week which involves modelling and developing the capacity of students to become Circle Keepers, which is the aim for this follow on 10 week Learning Unit (Junior Cycle Year Two Wellbeing Learning Unit: Friendship Masters). The following outlines the weekly process that will support you in the role of facilitating spaces where we reflect, share, connect and laugh together while developing our capacity to be Friendship Masters.

This module builds on the previous RP module, and so you might want to refresh your memory in relation to the content from last year.

## Key elements of Weekly Sessions:

### Circles

Weekly sessions are designed to be delivered with participants seated in circles, with the teacher in the role of Circle Keeper.

### Intention

Intention is a guiding principle throughout our lives and indeed when being Friendship Masters (restorative practitioners). The intention to connect, honour and grow will be reflected throughout this Learning Unit. Intention is more about being and feeling rather than doing; it’s asking how we want to be and feel in this circle rather than merely focussing on a goal; and although each week’s learning intentions will inform what we do, how we explore the learning is just as important as what will be learned.

### Shape

The shape of the circle is important and although it can be difficult to find and organise classrooms where tables can be put to the side and everyone can be seen, Circle Keepers are really encouraged to be solution-focused about this and to make arrangements with management or colleagues to find a space that can facilitate such a shape. The intention of the process outlined below is to act as a compass to live the circle process and offer a scaffold for Circle Keepers (teachers and students) to build upon this during the 10 week Learning Unit and beyond.

### Talking and Listening Piece

The talking and listening piece is an object that you pass around the circle having agreed that whoever has it is the one to speak in that moment. Everyone else is encouraged to be present to the speaker and to listen without interruption. It is a powerful tool that supports equity of voice and active listening in the circle.

Marshal Rosenberg, who founded the Center for Non-Violent Communication, uses the giraffe to represent compassionate communication because it has the biggest heart of all the land animals and using a giraffe for a talking and listening piece invites us to share and listen in a whole-hearted way. Giraffes also have the longest neck, and Rosenberg takes this to symbolise our ability to see everyone’s perspective which is



an essential component of building empathy, understanding and connection; all key elements of being a Friendship Champion. The introduction of a giraffe as a talking and listening piece each week reminds us to set the intention to share and listen from our hearts and to honour, not judge or measure, everyone's perspective within the circle. Ultimately, the giraffe symbolises the agreement to share and listen in open, respectful ways.

You do not need to use an actual giraffe as the talking and listening piece, but explain the relevance of the giraffe at the start of each session, to remind people of these commitments.

### ***Why Use a Talking and Listening Piece?***

- To share the space for speaking.
- To offer balance and reinforce the principle of equality.
- To maximise the potential for listening and reflection before responding.
- To help facilitate rather than control the circle.
- To share responsibility for the discussion. Using a talking and listening piece allows a dominant speaker an opportunity to listen to others and become aware of their viewpoints.
- It offers a shy/quiet student a direct invitation to participate.
- Even passing the talking and listening piece to another without orally contributing can be a form of participation in the circle.
- To allow students to become more visible and connected.
- To develop oral literacy and non-verbal communication skills.

### ***Tips for Using a Talking and Listening Piece***

Introduce the Talking and Listening Piece; share its story / personality / meaning if relevant. Alternatively, introduce the idea of a Talking and Listening Piece and seek ideas around its creation (object / name / source) from the students. Think of the practicalities; will it need to be soft or can it bounce? Can you use something that has a special story or meaning? Can the group be involved in this process? You can make it work for you and your students!

- Ask students for guidance regarding why we might use this Talking and Listening Piece, consider what restorative values it might bring to life (respect/ equity/ safety/ accountability /community etc.).
- Remind participants that we will only share when holding the Talking and Listening Piece.
- Explain that there is no pressure to share and that they are free to pass the talking and listening piece. It is only an invitation, but it would really help the success of the circles if they could share when possible.
- Model the responses at first to illustrate to the students what sharing looks like.
- As time goes on, once students have built the capacity to do so, invite a willing volunteer to begin sharing. The intention here is to share the power, and responsibility for being the leading voice in the circle.
- Use the Talking and Listening Piece for shares such as those outlined in the Check In and Check Out element of each week's circle. The Dig Deeper segment usually involves other opportunities to engage in smaller groups (for example Think-Pair-Share).



## Shuffles

We will introduce a 'Shuffle' at the outset of each week during the set up for the lesson. This will involve various types of movement games to invite students to sit beside other people. The intention is to facilitate the opportunity to connect with other classmates. Sitting beside new people can also support them to focus and pay attention during the circle process. We also know that learning is state sensitive so this part of the process can invite energy and laughter into the circle which is a great way to begin any lesson! The Shuffle also symbolises the importance of movement, flexibility and transformation when working restoratively. Such attributes may be especially needed for Friendship Masters when they are responding to challenging situations, people and emotions.

## Theory into Practice (TIPS)

This section of each lesson consciously integrates the various key skills for Junior Cycle (JC) and is an invitation to students to practice, explore and embed the JC learning intentions.

## Play

Each week will end with a Play activity to have fun together and further embed the learning of that week's theme. This physical activity can really help to facilitate the head-heart-hand process of learning for Friendship Masters that this Learning Unit aims to facilitate. It is a very important part of the circle process and should not be abandoned due to time limits. As teachers and Circle Keepers we sometimes need to make judgements to honour the framework of the circle and lesson within restrictive time limits but we would encourage you to try to incorporate as much Play as possible. This segment is about laughing, learning and building community which are essential for everyone's wellbeing. It also offers the potential to move and energise the room.

## Transitions – Silent Hand-Up Signal

This is a silent signal that communicates the need for quiet. The Circle Keeper raises their hand to begin the signal and when the Friendship Masters (students) in the circle see this, they become quiet and also raise their hand to support others to see this communication cue. It is a visual indication that a new set of instructions need to be shared or a transition to a new activity needs to be facilitated. It is **not a means to 'control'** the group or the circle but an opportunity for the circle to work collaboratively and calmly. The circle process regularly involves shifts in energy and multiple transitions from quiet, focussed reflections to interactive paired activities and lively group play times. This signal facilitates this transition in a calm and effective manner, especially necessary in a specified timeframe such as that of a weekly Learning Unit.

## Student Journal

The Student Journal provides structured weekly activities for students to reflect on their learning and takeaways from each lesson. The Student Journal is a helpful tool to support the Circle Keepers and Friendship Masters, offering structure, and layering the learning and sharing in the room.

Each week's Journal is presented as follows:

- **Check In (Focussing Activity)** will tap into prior or predictive knowledge and often scaffold the share invited in the Check In circle round at the start of the lesson.
- **Dig Deeper** allows students to unpack their learning independently and often facilitates the Think part of a Think-Pair-Share activity. This can also allow students the opportunity to reflect privately.
- **Check Out** invites students to reflect on and attach their own meaning to their learning. It often asks them to think about

ways in which they can apply knowledge in their own lives.

- **Friendship Tasks** involve weekly invitations that focus on implementing the new practices, tools and mindsets explored each week. The intention is to develop student's capacity as Friendship Masters by scaffolding ways to live the RESPECT values with actions and intentions.

## Weekly Format:

### Open

Each week begins with a five minute focussing activity during which students are asked to answer the Check In questions in their Student Journal. The intention here is to introduce and focus everyone to the circle process which involves learning to listen and learning to ask. Two or three elements are explored each week during this exercise and it usually takes approximately five minutes.

Teachers can use this time to call the roll/organise resources etc.

### Group Check In

The Group Check In is usually a 5 minute circle round that involves a brief share while passing the Talking and Listening Piece sequentially around the circle. It aims to build relationships and tap into prior or predictive knowledge in order to focus each week's learning. We begin this stage of the lesson with a low risk question that orientates around each week's theme (or value) and maximises and encourages participation.

This share is often signposted and prepared for in the Students' Journal Check In exercise. The intention of the Group Check In is to build the feeling of safety and connection in the group and gradually grow the students' capacity to share their voice with others in higher risk scenarios as

they develop as Friendship Masters. The Group Check In can create a positive climate and help to determine the energy and/or needs in a room; to understand where people are as a foundation for learning that day, and to improve the feeling of wellbeing overall by facilitating connection and offering 'success' through the safety of the question asked.

All you need to do as a Circle Keeper is remember to '**Give me 5!**'

1. **Ask** a question.
2. **Model** the answer first (build capacity and work towards inviting students to lead).
3. **Pass** the talking and listening piece and remind the group how it works, inviting and encouraging everyone to share.
4. **Support** people's shares with non-verbal communication (building their capacity to share to the group as their practice develops and confidence grows, for example by modelling / encouraging group eye-contact).
5. **Thank** everyone for participating at the end.

### Dig Deeper

The Dig Deeper part (approximately 20 – 30 minutes) of each lesson aims to unpack meaning and scaffold the understanding of each week's chosen learning intentions and theme using various student-centred and active methodologies that breathe life into restorative values and the key skills of Junior Cycle. This segment incorporates independent learning in the Dig Deeper section of the Student Journal and facilitates the opportunity to learn about and WITH each other, honouring the restorative philosophy and the work of a Friendship Champion. Stretch Moments and TIPs (Theory into Practice) activities invite Friendship Masters to work in pairs and smaller groups to

maximise engagement. Consciously creating learning opportunities to build relationships is essential for a collaborative and engaged classroom. The overall intention here is to Dig Deeper collectively with the learning.

## Group Check Out

The Group Check Out segment is usually a five minute check out circle round that involves a brief share while passing the Talking and Listening Piece around the circle. The intention here is to debrief and consolidate the learning before we complete the lesson. This part of the process will be mindful of the power of reflection to move students' learning forward, by asking valuable questions such as: *What did you learn today? What mistakes were made that taught you something? What did you try hard at today? What might you focus on when dealing with theme X next week?* As the practice grows, students may be invited to suggest their own Group Check In or Check Out questions, once they have seen it modelled and understand the intention of the questions, supporting them in becoming Circle Keepers themselves.

## Close

The session ends with a 5-10 minute **consolidation activity** which involves students revisiting the learning intentions by answering the Check Out questions in their Student Journal. It can be a time for reflection, consolidation and celebration, and signifies that the session is coming an end.



# Lesson Plans

The background image shows a classroom scene with a teacher and several students. The teacher, a woman with dark hair, is leaning over a desk, smiling and looking at a book she is holding. She is surrounded by students who are sitting at desks. One student to the right is looking up at the teacher, while others are looking down at their papers or writing. The entire scene is overlaid with a semi-transparent orange filter.

# 1

## Week One: Restorative Practices Part One – Building relationships

### Learning Outcomes

- Identify what the students know about Restorative Practices.
- Understand the importance of a Relationship Superhero.

### Key Words

Restorative Practices, Friendship Masters, Values, Superhero.

### You will need

- Sticky name labels for each student (if necessary).
- Timer to keep on track.
- Talking and Listening Piece.
- Student journal.
- Post-it for each student .
- Large pieces of paper.
- Markers.
- Bingo sheets.
- Kid President’s Pep Talk for Teachers and Students (optional) – 3min, 54 seconds <https://www.youtube.com/watch?v=RwlhUcSGqgs>.

### Focusing Activity (5 mins)

Invite students to answer the Check In questions in their Student Journals.

### Open (10 mins)

### Group Check In Circle

Introduce the Talking and Listening Piece.

Invite students to revisit their reflections on what the circle needs to be successful and seek agreement around respectful sharing and listening using the Talking and Listening Piece as a guide.

### Shuffle

Play The Big Wind Blows:

- Students sit in a circle. Remove one chair and say that you will start by being the person ‘on’.
- Stand in the centre of the circle and say ...“the big wind blows for anyone who (add a description, for example has eyebrows, likes dogs, is wearing white socks)”.
- Anyone who meets the description swaps to a new seat (they cannot move to the one next to them).
- The aim is for the person ‘on’ to take one of the chairs and leave someone else ‘on’ in the middle of the circle.
- The person ‘on’ can shout ‘hurricane’ at any time which is a signal that everyone in the circle moves.

## Group Check In (5 mins)

Teacher Input: As a follow on from our Friendship Champions course last year, we are going to practise learning to sit, ask, share and listen in circles every week. Remember there is no pressure here; there are many ways to contribute to our circle. Being present for and listening to each other is as valuable as sharing and we are always growing the skills we need to do this. We'll start with an opening round and if you could try your best to join in that would be great but anyone can pass the Talking and Listening Piece if you need to! We are learning to be Friendship Masters, so can you share:

- One person that I get on really well with is.... because...
- Or: A person who I know that is excellent at building relationships is because ... (elaboration and participation is always encouraged but invitational.)

## Dig Deeper (25 mins)

Teachers Input: This course is a follow on from the Friendship Champions course you did last year to deepen our awareness of restorative practices and to build our capacity to become Friendship Masters (restorative practitioners / people) and build a restorative classroom.

### Think–Pair–Share

**Think (1 min):** Ask students to write down on a post it what they can remember about being a Friendship Champion.

**Pair (1 min):** Invite them to share this with their learning partner.

**Share (3 mins):** Invite students to populate a flip chart page with the post-its. Pass the Talking and

Listening Piece to see what words have sprung to mind. Use the post-its to validate students' insights.

## Reminder of the definition of Restorative Practice

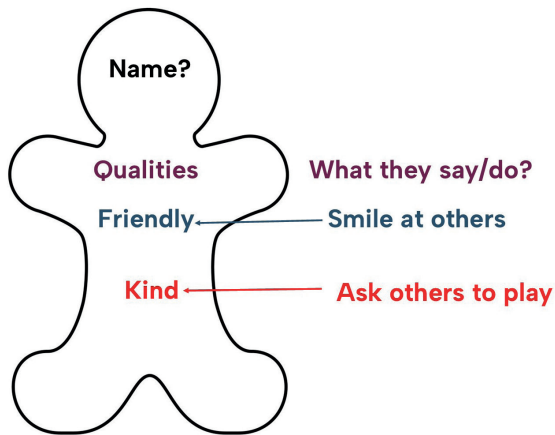
Teacher Input: So what are Restorative Practices(RP) all about? Restorative Practices are a way to build and maintain positive relationships and friendships. When things go wrong, as they sometimes do, Restorative Practices offers language and tools to help us resolve conflict, arguments or disagreements. These are skills for a happy life and they are relevant wherever there are relationships: in our classrooms, living rooms, with our friends and families. As Friendship Masters we will, over this 10 week course practise these skills and develop ways to honour and build connection to ourselves and to one another. At the heart of Restorative Practices, being Friendship Masters is actively living the restorative values. Remember that restorative practices are about relationships and you have lots of skills and insights about how to build positive relationships and friendships already. So we will continue to learn from each other as we go! Every week, you will be invited to put your new skills into practice in and outside of our class. The Friendship Tasks in your student journal will help us to live the values at the heart of restorative practices.

## TIPs (Theory into Practice)


### Create a Friendship Master Superhero (20 mins)


Show the Kid President's Pep Talk for Teachers and Students as a fun introduction to the activity (optional) – (3mins, 54 seconds) <https://www.youtube.com/watch?v=RwlhUcSGqgs>


- Invite students to work in small groups of five, and give each group a sheet of flipchart.
- Show the group this gingerbread man on flipchart or whiteboard:



- Ask the small groups to create a Friendship Master Superhero to answer the Kid President's question – What are you teaching the world?
- They can use a gingerbread man or be creative with an image of their choice (giraffe, tree). They should outline the qualities and observable characteristics of their superhero and give them a name.
- Give students a few minutes to fill in their Dig Deeper Student Journal activity.
- Use symbols to 'dotify' and allow each student to engage individually with their group poster:

 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 chose to work on is ....

- When they are ready, invite the small groups to use the symbols to feedback from each group to the whole group in a circle.
- Link students ideas as a way to revisit the Relationship SCALE below.

## Relationship SCALE 5:1

Teacher Input: Do you remember the 5:1 Relationship SCALE (Smile, Connect, Ask, Listen, Engage)? The Relationship SCALE is a helpful frame to remind us about ways to build positive relationships. We always use this when we share in our weekly circles.

## Check Out (5 mins)

Pass the Talking and Listening Piece around for a 'one word whizz':

- Invite students to share one word that represents for them what Restorative Practices are about or what they felt about the lesson. Add in other shares you feel are appropriate (i.e. you can vary your one word whizz, for example 'If you could have anything for lunch or dinner today what would it be?').

## Close (5 mins)

### Play

Invite students to experiment with how well they know each other by asking them to fill out the Relationship Bingo Card in their Student Journal. Give them the following instructions:

- Walk around the room asking questions of different people.
- Each box must contain a different name.



- Try your best to connect with people you don't know so well.

Consolidate (5 mins)

- Revisit learning intentions.
- Invite students to complete their Check Out Student Journal activity.
- Invite students to reflect on their Friendship Master Task for next week, which is:
  - 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: Restorative Practices Part Two – Conflict Resolution

### Learning Intentions

- Identify the skills and experiences we have already to meet conflict in healthy ways.
- Identify and practise the antidote to the negativity bias (gratitude).

### Key Words

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

### You will need

- Talking and Listening Piece.
- Student Journal.
- Superhero Posters from last week.
- Sticky name labels for each student (if necessary).
- Timer to keep on track.

### Focusing Activity (10 mins)

- Invite students to fill in the Check In journal activity.
- Remind students of the Superhero posters exercise. Invite them to share in pairs what they can remember about Restorative Practices and how they got on with their Heart, Star, Smiley face Friendship Task.

### Open (5 mins)

Introduce the Talking and Listening Piece and revisit circle agreements made last week.

### Shuffle

Repeat The Big Wind Blows... after a few moves, see if the group can adapt this game in a way that reflects peaceful movement when changing chairs (change to movement that might create conflict by comparison but only if safe to do so).

### Group Check In (5 mins)

Teacher Input: Last week we looked at our own top tips for building positive relationships. Being a Friendship Master is also about being able to honour/stick with relationships when things go wrong, when we find ourselves in a disagreement or an argument. Last year we looked at how conflict can be an opportunity for connection and we explored many ways to deal with it in healthy ways.

The following prompts are connected to this:

Someone I know that is great to have around if there is a conflict or an argument is... because...

Or

A way to meet conflict in a healthy way is to...

### Dig Deeper (20 mins)

Teacher Input: Last week we revisited the 5:1 Relationship SCALE and created our Friendship Master Superhero. Today we will expand on this further. What did they tell Superman? ...with great power comes great.....? (yes, responsibility). What if we reversed that? When we are response-able, able to respond in healthy ways, we have immense power, we keep our internal power and do not give it away. Last year we looked at a key question,

'Who do we want to be in this situation, the giraffe or the crocodile?'. We learned language such as 'I statements' and restorative questions such as, 'what happened?'. When things go wrong, we try to avoid the question 'why?' and instead ask 'what happened?'. We also explored being calm as a superpower. Today we will expand our prior knowledge and share how we have practiced what we learned last year to respond to conflict, arguments or disagreements.

**Think:** Ask students to fill in the Dig Deeper journal activity that asks students to note a time when they helped to resolve a conflict – what happened? (1 minute).

**Share:** Invite the class to work in groups of five and share an example of how they helped to solve a conflict by using the question – What happened? The group decides which story to share back to the class, outlining 1. What happened and 2. How the person was part of the resolution. Give the groups the following instructions:

- Time Keeper (Five people x 1 minute each to answer the question).
- Facilitator – asks each person the key question – 'what happened?' and facilitates a discussion around which story to choose.
- Scribe – takes notes on the elected story – what happened, what was needed to put things right and how the person was part of the solution.
- Spokesperson – offers feedback to the whole group for one minute.

## Check Out – (5 mins)

Teacher Input: Conflict is a natural part of relationships and can be an opportunity to connect and grow when met in a restorative way. We know that when we work as Friendship Masters, it doesn't mean that everything is perfect all of the time, it just means that when we lose our way or when we disagree, we do our best to practise language and ways of thinking that honour relationships. Restorative Practices can support us to connect to others in times of challenge and offer a compass to lead us to choose being happy over being right! Last year we looked at the negativity bias, the 'stickability of the negative', which is why we need the 5:1 ratio for flourishing relationships. The antidote to the negativity bias is to practise gratitude.

Check out by asking students to reflect and share using one of the following rounds:

- Something that I am grateful for is...
- A person I am very grateful to have in my life is....because...

## Close (10 mins)

Teacher Input: We learned about the 'stickability of the negative' and how we need to concentrate deliberately to work together on creating connection, especially in times of challenge. Our game will allow us to practise such concentration and cooperation skills and to have some 5:1 fun along the way!

## Play

Group work together to move in a direction:

- Everyone stands up and silently work to all move in the same direction.
- If people are going in different directions, everyone has to stop and wait three seconds before trying again.

## Consolidate (5 mins)

Revisit learning intentions.

Invite students to fill in the Check Out Journal activity and to consider their Friendship Master Task when they go home, which is to:

1. Practise the antidote to the negativity bias by keeping a daily gratitude journal where they write down three things that they are grateful for each day.
2. Express gratitude to people in their life this week by writing a thank you card or composing a thank you text.

# 3 Week Three: Friendship Masters – Respect

## Learning Intentions

- List the five steps for facilitating a circle.
- Facilitate a Circle while applying RESPECT values.

## Key Words

Values, Respect, Facilitate.

## You will need

- Talking and Listening Piece.
- Student Journal.
- Timer to keep on track.
- Relationship Building Prompts.
- Eight soft balls/ mini bean bags (tennis balls are effective but can hurt). These are for the Pattern Ball Game and can also be used as Talking and Listening Pieces for the circle facilitation exercise.

## Focusing Activity (10 mins)

Ask students to complete their Check In journal activity, reminding students of their gratitude Friendship Task and invite them to share in pairs how they got on. Ask students to discuss what RESPECT stands for (Respect, Empathy, Safety, Personal accountability, Equality, Community, Trust), and how we demonstrate these values.

## Open (5 mins)

Introduce the Talking and Listening Piece and recall circle agreements as agreed to during week one.

## Shuffle

- Shuffle the students by giving each student a number between 1 and 5 (in order to create five groups of approximately five students).
- Ask students to form groups and get into small circles with their fellow numbers.
- Give each group 30 seconds to discuss various topics (without the use of a Talking and Listening Piece) that students would like to eagerly talk about, such as (favourite movie, best computer game, one meal that they would eat for a month etc.).
- Do three to four rounds and then invite the groups to stay beside their numbers but fan back into a large circle.

## Group Check In (5 mins)

On a scale from 1-10 how did that group sharing activity reflect the RESPECT values and why? Were any of the values missing? How could we improve them?

**Teacher Input:** As many of you have shared, having no structure and not using a Talking and Listening Piece can change the equality or equity of voice in our circles. This is why using the RESPECT guidelines and a Talking and Listening Piece are so important. It maximises the potential to honour relationships, share our voices and support us to listen to one another. We already know that RP is about building and maintaining positive relationships and friendships and our weekly circles help us to put this into practice.

So far we have been restorative practitioners by participating in our circles through sharing and listening. This week we will deepen this further by planning and facilitating our own circles in small groups (supporting others to share and listen in our circle). We will use a structured and explicit process to support us to illuminate the RESPECT values as Friendship Masters.

## Dig Deeper (30 mins)

Invite students to work in pairs and identify the five steps that they see you each time you facilitate the weekly circles. Bring the group back together, and explain that the process is simple but very important to understand and follow when learning to facilitate circle rounds.

Here are the steps:

1. **Ask** the question.
2. **Model** – share your answer first.
3. **Pass** the Talking and Listening Piece sequentially, inviting people to share or pass if they wish.
4. **Support** non-verbal communication – by nodding, making eye contact, smiling.
5. **Thank** – acknowledge the contributions with a nod and a smile.

Invite students to go to their Dig Deeper Student Journal activity for 5 minutes to plan their own circle prompts.

Give the small groups 20 minutes for each person in the group to practice facilitating a circle using a Talking and Listening Piece and one of the prompts from their Dig Deeper exercise.

## Check Out (5 mins)

What I learned about facilitating circles today was....

Or

The question that I enjoyed the most today was... because...

## Close (10 mins)

### Pattern Ball Game

- Everyone holds their writing hand in the air to indicate that they are available to receive a ball.
- One person starts the game by beginning the pattern, calling someone's name and throwing the ball to them across the circle.
- That person then repeats this activity and puts their hand down to indicate that they are no longer available.
- Continue this until everyone in the circle has received and thrown the ball once so you have established a pattern in the circle. (The last recipient throws to the facilitator who began the pattern).
- Repeat the pattern and make sure everyone knows who they are receiving the ball from and who they are throwing it to.
- Explain that the group will continue to repeat the pattern and that the facilitator will introduce more balls into the sequence, following the same pattern but quickening the pace and opportunity to receive and throw the ball.
- Continue until three or more balls are being passed around simultaneously.
- Ask students what they learned from this game and how it connects to our theme of Respect and circles.

## Tips:

Consider breaking the group into two smaller circles if preferable. Advise people, once they throw the ball, to simply keep their eyes on who they receive the ball from. Advise the group to always call the name of the person that they are throwing the balls to and to make eye contact with them to make sure that they are ready to catch it!

## Consolidate (5 mins)

- Revisit learning intentions.
- Ask students to close their eyes and think of the five steps to facilitate a circle.
- Invite them to hold up their fingers to illustrate how many they can remember.
- Work in pairs to fill in any gaps.

Consolidate with the Check Out journal exercise and introduce the Friendship Task for next week and beyond which is to use the examples of circle round questions in your Journal to connect with people in your life in new ways.

# 4 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.

## You will need

- Talking and Listening Piece.
- Student journal.
- Sticky name labels for each student (if necessary).
- Timer to keep on track.
- Large flip chart page / Show me Boards.
- Large bottle of water.

## Focusing Activity (5 mins)

Ask students to complete their Check In journal activity.

## Open (5 mins)

Introduce the Talking and Listening Piece and recall circle agreements.

## Shuffle

Play a variation of 'The Big Wind Blows', called 'The Sun Shines on anyone who, like me, loves pizza ...' (this is a way to see ourselves in one another and promote empathy).

## Check In (5 mins)

Open using this circle round:

1. An emotion that I like to feel and welcome in easily is....
2. An emotion that I find hard to feel and difficult to tolerate is ...

## Dig Deeper (25 mins)

Invite students to fill in their Dig Deeper student journal activity (2 mins).

**Teacher Input:** During your Friendship Champions course last year, we learned that Empathy is feeling 'WITH' others. It is a skill that we can develop, cultivate and grow. We learned how to practise two key skills to do this:

- Be able to identify and communicate emotions (big heart).
- Understand someone else's perspective (long neck).

We know that giraffes have a big heart which helps them to identify and communicate emotions and a long neck which helps them to see other people's perspective and point of view. Empathy involves understanding and communicating emotion, so it is very important that we have language to help us to do this. During your last course we learned how to communicate using 'I' and 'feeling' words and making 'I message' statements.



This can help us communicate difficult emotions in healthier ways. Today we are going to explore a difficult emotion which can be very painful to feel and hard to tolerate. We are looking at the feeling of shame.

## TIPs (Theory into Practice) (10 mins)

Invite students to take two minutes to reflect on shame in their student journal. Facilitate a discussion about their prior knowledge. As the opening circle will illustrate, we attach different meaning to different emotions. Point out that language is messy but today we will offer a uniform definition around shame and compare this to guilt.

**Teacher Input:** Shame is 'I am bad' while guilt is 'I did something bad'. They are very different. Shame is 'I am a mistake', guilt is 'I made a mistake'. Shame is internal and very destructive, it disconnects us from our goodness and prevents us from changing. Guilt, on the other hand, is when we feel bad about something we did or didn't do because it doesn't match who we believe we really are and our values. It often motivates authentic apologies and change.

Sometimes we shame others if they do something wrong or make a mistake: 'you're a liar, a loser, a bad friend' etc. and although we may want the people who do wrong to feel bad, shaming them will not help. In fact it is far more likely to cause destructive behaviour than to cure it.

Remember the Babemba Tribe that we learned about in our last course? When someone in their tribe made a mistake, as a response to destructive behaviour they gathered around the person in a circle and reminded them of their goodness and loveliness and a reason why they were loved, which is very different to offering a punishment

as a way to change or improve. They feel that a role model is someone who 'knows your song and sings it to you when you have forgotten'. This also makes sense when we think about shame. Thinking 'I am bad or wrong or a mistake' isn't likely to support people to feel and therefore do better.

## Small Group Discussion (10 mins)

Invite students to work in groups of five.

Brainstorm responses to this question – What do people do when they feel ashamed?

Use students' insights to facilitate discussion and unpack the following:

Shame is very corrosive and highly correlated with violence, bullying, aggression, self-harm. We can do various things such as hide or withdraw from people. We can try to numb the pain through eating or gaming or thrill seeking or drinking alcohol etc. We can attack others and even attack ourselves.

Have you ever seen the famous 80's movie called *The Gremlins*? Brené Brown refers to shame as being like the gremlins that can get into your head and give out to you all day; "the state of you, you're no good, nobody likes you, you'll never do it, who do you think you are?". In this movie, the way they got rid of the gremlins was to bring them into the light. It is a great metaphor for our shame, worries or gremlins, because when we share them with people who have earned the right to hear it, they can't survive. I'm not suggesting we share our shame gremlins all over Facebook for example, but we can share with people who have earned the right to hear it, our loved ones, our friends, our trusted teachers, SNAs and parents. It's a very important part of becoming a Friendship Master; it's hard to share things that we worry make us

unworthy of love and belonging but it is in fact the birthplace of connection. Consider the following example:

Read the following scenario and ask students the restorative questions below.

- What happened with the shame?
- Who is affected and in what way?
- What is needed to put things right?

### Scenario 1

#### Option A

Gemma has a big spot on her face and she doesn't want to go to school. The shame gremlins keep telling her she is ugly and horrible. She can't stop looking in the mirror, telling herself repeatedly that her face is disgusting. When her mam tries to get her to go to school she pretends that she is sick, she ignores her friend Katie's text to meet her and leaves Katie waiting, who is now late for school too.

#### Option B

Invite students to create the story where shame gremlins show up. Create an Option A and B of the scenario where shame is dealt with in a destructive way and in a healthy way respectively, using empathy by bringing them into the light where it can be met with empathy by people who love her.

### Check Out (5 mins)

Teacher Input: One thing that I am going to do to is 'Love Bomb' myself this week, and I invite you to do the same. Remember this can be something small but purposeful to you such as watching your favourite feel-good movie with ice-cream, a blanket night or a walk in your happy place.

## Play

### Kinesiology – Arm Test

Kinesiology is the study of human body movement. It can be used in various ways; students may have heard of it for testing food allergies. Experiment with the following arm test:

- Invite students to work in pairs for the following three versions.
- First is the control. Student A holds their arm to the side and resists while Student B offers pressure by pushing down on Student A's arm.
- Next, ask Student A to this time bring to mind something that makes them feel bad, one of their shame gremlins that gives them that sinking feeling in the belly (be very explicit that nobody shares this out loud).
- Once Student A indicates that they have now invited in this feeling, repeat the arm activity again.
- Finally, ask Student A to bring to mind something that makes them feel great, a love bomb for themselves. Something that gives them that fuzzy feeling in the belly. Once Student A indicates that they have now invited in this feeling, repeat the arm activity again.
- Ask students to share what they noticed. Student B might lead with what they observed when they applied the pressure.

Teacher Input: We can see from that activity that we are often stronger when we feel good. Our thoughts have a physiological impact on our body's wellbeing. The body is the wisest part of us, it takes score and it always wins. This is why we can often get sick when we are under a lot of stress or feel continuously anxious. Have you ever noticed that? It's OK to feel all emotions of course,

they say that we need to 'feel it to heal it'. Each week we are learning language, processes and tools to do this in the Friendship Masters course. This is important because it becomes a problem when we don't let go of emotions that can be toxic to our body, when we hold on to them. Toxic emotions include shame and out-of-control anger which we will look at again next week.

Ask a volunteer (or all the students) to hold out a full bottle of water away from their body. Is it difficult or easy to do so? Now, ask them to imagine that they have to hold this like this for an hour, or for the whole day, ask them how hard would that be?

**Teacher Input:** We can see how hard it is on our wellbeing to hold on to negative thoughts. We also learned a lot about the 'stickability of the negative' so really try your best with this week's 'self-love-bomb' to be unspeakably kind to yourself, especially with your self-talk. Remember you are magnificent and one of a kind. If you forget, that's OK, just hold your hand to your heart and practice the kindness. We find this Hawaiian prayer helps us. Feel free to use it too if it resonates with you:

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

Or you might prefer to create your own positive manta like 'I am kind... I am lovely' or even simply repeat a word such as 'love'. This can be a private and internal process; you are just filling up your own cup with love so that it can spill out to others. Remember that it's hard to give to others what we do not have ourselves. As Friendship Masters we all want to spread the love, so we are being careful to treat ourselves like someone we love, especially with our self-talk!

## Consolidate (10 mins)

Revisit learning intentions. Invite students to complete their Check Out Student Journal activity. Introduce the **Friendship Task** which is to try to catch the shame gremlins when they start to talk and speak to yourself like someone you really love for the next week and beyond!

# 5 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

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

## You will need

- Talking and Listening Piece.
- Student journal.
- Sticky name labels for each student (if necessary).
- Timer to keep on track.
- Flip chart page per five students.
- Coloured pens or markers.

## Focusing Activity (5 mins)

Ask students to complete their Check In journal activity.

## Open (5 mins)

Introduce the Talking and Listening Piece and recall circle agreements.

- **Shuffle – Fruit Salad (Variation of The Big Wind Blows)** Assign each student a fruit (apple, orange, pear, pineapple).
- The person who is 'on' stands in the middle and calls one out.
- The people with the identified fruit swap seats (but not taking the one next to their original seat), while the person in the middle takes a chair leaving someone else 'on'.
- 'Fruit salad' can be called to indicate that everyone in the circle moves.

## Check In (5 mins)

**Teacher Input:** Last week we looked at the value of Empathy and how this is the antidote to shame, that feeling of unworthiness, of not deserving love and belonging. This week we will explore another emotion that can often show up in ways that damage relationships: anger. We learned a lot about anger during the last course and how it links to the value of Safety. We talked a little about this last week, how developing our skills, tools and language as Friendship Masters can help us to feel safe. It can help us to be in touch with our inner power which can help us to feel safe. Speaking of powers, we learned about Martin Luther King's definition of power during the last course: he describes it as the ability to affect change.

Conduct a circle round asking "If you had the power to do anything in our school (or our world) to make sure everyone feels safe, what would you do?"

## Dig Deeper (20 mins)

Use students' shares from their Check In journal to lead the following discussion on Emotional Quotient.

**Teacher Input:** Today we will build on this idea of safety and our internal power by defining Emotional Quotient (EQ) = emotional intelligence. Have you heard of this before? What is it? EQ is the ability to recognise and regulate our own emotions and to identify and respond to the emotions of others in healthy ways. EQ is a hugely important success factor in careers which is why all the Fortune 500 companies now place so much importance on it. EQ is extremely important for learning, for life and for love! We are continuously developing our EQ awareness and capacities as Friendship Masters during this course.

We learned about the 'fight-flight-freeze' response when we explored Safety during our last course. When we do not feel safe, we can attack others (fight) or storm off (flight) or totally shut down (freeze). We leave the part of our brain that makes rational decisions i.e. the prefrontal cortex which we call the Wise Owl. The Wise Owl makes calm and healthy choices; it can decide whether a reaction (such as attacking or hitting a wall or slamming the door) is a good idea or not. But our limbic brain, which we call the Guard Dog, cannot make such rational decisions; our rational brain has literally gone 'off line' and as we know even the poor postman who is just trying to deliver a letter may get attacked by the Guard Dog. When we are able to identify and regulate our emotions, (such as anger this week or shame last week) we are building our emotional intelligence. Let's explore this in more detail in your Student journal.

## Think

Fill in the Dig Deeper journal activity (2 mins).

## Pair (5 mins)

- Invite students to work in groups of five.
- Give each group a large sheet of paper and some colouring pens or markers, and tell them you want them to produce a group poster.
- Instruct the groups to split the page into four quarters.
- Ask the students to draw a large thermometer in the top left box and a large gingerbread man in another in the top right.
- When this is complete ask the students to populate the bottom of the page with destructive ways to deal with anger (bottom left) and healthier ways to deal with anger (bottom right), asking them to represent their individual reflections as a group.

## Share

Use the hand signal to calmly communicate the need for silence. Ask students what they noticed about the group share? Did everyone use the same words and colours? Did people feel different things in different parts of their body? How can expressing emotions be an opportunity for connection?

**Teacher Input:** As you can see from the group posters, language is messy and how feelings show up and are expressed is subjective. During the last course we learned that calm was a superpower and that calm people practised two things before they reacted, they breathe and they ask questions.

Learning to regulate our emotions by recognising when they are there, paying attention to the whispers and consciously choosing our responses is a wonderful life skill we are developing as Friendship Masters. It is one of the greatest gifts we can give ourselves and loved ones. Viktor Frankl's book 'Man's Search for Meaning' says that *'between the stimulus and response there is a space, and within that space is your power and your freedom'*. The more aware and conscious we become, the more we unleash our inner power, our superpower!

### Check Out (5 mins)

Something that I can commit to in order to develop my own EQ is...

### Close (5 mins)

### Play

Teacher Input: We have learned that paying attention to our body and to others is very important. We are going to explore this by playing a counting game. I will start it by standing up and saying "one". Someone else then stands up and says "two", another person stands up and says "three", and so on until everyone is standing. If two people move to stand at the same time we have to begin from "one" again.

- Run this game and then layer it to make it more difficult.
- Instruct them to repeat this game but this time with their eyes closed, paying attention to everything around them. This version is much more difficult so if needed, allow students to repeat the pattern established until two students called the same number at the same time which will quicken the game and ease frustration.

- Facilitate a discussion around any stages of anger that have been evident for students and how our EQ requires paying attention to what's going on internally and in the environment around us.

### Consolidate (5 mins)

Revisit learning intentions. Invite students to complete their Check Out Student Journal activity. Introduce the **Friendship Task** which is to try to consciously tune in to your superpowers (EQ) by recognising and regulating your emotions.

# 6 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.

## You will need

- Talking and Listening Piece.
- Student journal.
- Sticky name labels for each student (if necessary).
- Timer to keep on track.
- Blindfold or scarf.

## Focusing Activity (15 mins)

Invite students to complete their Check In journal activity (3 mins)

## Open (5 mins)

Introduce the Talking and Listening Piece and recall circle agreements.

## Shuffle (5 mins)

*Secret Seat Swap (inspired by John Madigan)*

- Choose a volunteer to stand in the middle with a blindfold.
- Quietly assign students numbers from 1 to 5.
- Invite the person 'on' to call one number (scale up to calling out two or three numbers if they find it hard to catch someone!)
- Students with the called number swap seats while the blindfolded person tries to catch them.
- The person caught is 'on' (if they feel safe to be blindfolded. If not, seek a volunteer).

## Check In (5 mins)

Teacher Input: Lynne Johnston is a Canadian cartoonist who said that *"An apology is the superglue of life! It can repair just about anything."* But it's not always easy to do or say it in the right way. So we'll explore this with the following check in...

- I find it hard to say I am sorry when..."

## Dig Deeper (20 mins)

Teacher Input: Last week we explored the transformative potential of learning how to feel and manage emotions that can be difficult to deal with, such as anger and shame, in healthy ways. We also looked at the importance of empathy and calmness to honour relationships. This will really help us this week when we are looking at Personal Accountability. What can you remember from the last course about accountability and the restorative questions that promote it? We will build on this further today.

Invite students in pairs to predict the three characteristics of Accountability that begin with the letter A: Acknowledge, Action, Amends.

**1. Acknowledge**

Teacher Input: Acknowledgment is the best medicine we have; it can make things better even when they can't be made right or taken back. A key part of being able to acknowledge things that have gone wrong is that we move away from blame. We know that blame is never helpful; when we point fingers and talk like the croc, people tend to armour up and defend themselves which minimises accountability (and we also miss an opportunity for empathy). It is very important to acknowledge the harm instead of focussing on the blame. Our restorative question, *'Who has been affected and in what way?'* can really help us here. When we centre our awareness on harm instead of blame, we see that often everyone is affected, and that hurt people hurt people! We can pass our hurt on like a hot potato! But acknowledging harm is a huge part of the healing process and easier to do when we are not being blamed or defending our goodness. Acknowledging harm that has happened is the first and essential step to being a Friendship Master.

**2. Action**

When we identify the harm, and acknowledge that it is there, there needs to be an action to put things right or make amends. In schools, for

example we have many actions when things go wrong, such as lines, detention, or suspension; at home, you may be grounded or have privileges taken away etc. But do these actions actually address the harm? Do they improve relationships or maximise the potential that the harm won't happen again? An apology can be an action if those harmed identify that this is what is needed but it is important that it is authentic and holds empathy, then an apology can be very powerful and healing but a forced or insincere apology can be damaging.

**3. Amends**

From a restorative perspective, the action needs to address the harm (as opposed to just punish) and those that have been harmed are best placed to know what they need to make things better. This is the most important part of accountability and what most distinguishes it from punishment or 'an eye for an eye' mindset. As opposed to making people pay, being restorative leads us to consider how we can support people to heal or contribute in more positive ways. We think about ways to get well as opposed to get even.

**TIPs (Theory into Practice)**

**Think**

Ask students to fill in their Dig Deeper journal activity (correct answers below).

Friendship Master Success Criteria for Personal Accountability	
Traditional / Punitive	Restorative
Past	Past / present/ future
Blame	Harm
Crocodile – You/ why?	Giraffe – I / What happened?
Defend	Acknowledge
Focus on person	Focus on action or behaviour
Action to punish	Action to make amends / fix the harm
Get even	Get well



## Pair

- Invite students to work in groups of five.
- Ask them to put together and roleplay a scenario where an issue is dealt with punitively and then dealt with restoratively, using the success criteria they have identified.

## Share

Ask groups to roleplay their scenarios for the whole group and facilitate feedback on their restorative scenario based on the success criteria if time permits using:

- What went well..
- Even better if...

## Check Out (5 mins)

One word whizz – invite students to share one word that represents what they learned or stood out for them today (they can repeat someone else's or use their journal to support them to come up with their own words).

## Close (5 mins)

## Play

Finish the session with a 'Name of your school/class" Hug':

- Ask students to stand in a circle.
- Invite them to take one step back.
- Then ask them to take three steps forward.

- Students will end up gentling huddling together which usually creates a group giggle! Remind them that a hug can be a good way to consolidate healing (when mutually requested, appropriate and safe of course!)

## Consolidate (5 mins)

Revisit learning intentions. Invite students to complete their Check Out Student Journal activity. Introduce the **Friendship Task** which is to try to connect to their best self in times of challenge and practise the three A's of accountability.

# Week Seven: Friendship Masters – Equality

## 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.

## You will need

- Talking and Listening Piece.
- Student journal.
- Sticky name labels for each student (if necessary).
- Timer to keep on track.
- YouTube clip by Br. Gregory Boyle 'One Of The Most Inspirational Speeches From Gangsters | Father Gregory Boyle | Goalcast' <https://www.youtube.com/watch?v=zK--XN4ozr8> (6.03 minutes).
- Post its.
- Blue Tack.
- Four large pieces of paper, each with a number – 1, 2, 3 and 4 – written on them.

## Focusing Activity (10 mins)

Invite students to complete their Check In journal activity.

## Open (5 mins)

Introduce the Talking and Listening Piece and recall circle agreements.

## Shuffle

Play **Four Corners**: Prepare for this beforehand. You will need four signs labelled 1, 2, 3, 4 for your four corners, tape or blue tack to hang the signs and a list of categories you are going to use. Hang the signs in each corner of the room. Be sure the numbers are LARGE and easy to see. Explain that this exercise will help to discover just how much everyone in the group has in common with the other members of the group. Explain that you will read a list of items and everyone needs to move to the corner which best describes them. You have to move every time, you must pick a corner – no standing in the middle.

You could start with "your favourite beverage is: corner 1 – juice, 2 – water, 3 – tea, 4 – coffee. 1 – juice, 2 – water, 3 – tea, 4 – coffee (you'll need to repeat them at least once). Choose another from the list and go through as many as you wish or as time allows.

Categories List:

- **Favourite beverage:** juice, water, tea, coffee
- **Preferred sweet treats:** cake, pie, chocolate, biscuits
- **Music preference:** country, rock n' roll, blues, "oldies"

- **Which type of movie do you prefer:** comedy, romance, drama, action
- **If you were going to watch a sport:** football, hurling, basketball, rugby
- **Your choice if pampered:** manicure, pedicure, haircut, massage
- **If we were having ice cream:** chocolate, vanilla, strawberry, mint
- **Most dreaded household chore:** ironing, bathrooms, dishes, laundry
- **If you were to get flowers, which would you prefer:** roses, daisies, tulips, wildflowers
- **Favourite season:** summer, autumn, winter, spring
- **Favourite colour:** red, pink, blue, green
- **Dream holiday:** USA, Europe, Australia, Asia
- **If you could be a superhero:** Wonder Woman, Spiderman, Batman, Superman
- **If you had the day to yourself:** sleep, watch TV, shop, read.
- **Which would you like to try:** skydiving, surf boarding, bungee jumping, zip lining.
- **Favourite fast food:** Super Macs, Dominos, Beshoffs, McDonalds.

## Check In (5 mins)

Teacher Input: A stereotype is a widely held but fixed image or idea of a particular type of person or thing. It is often very incomplete, oversimplified and damaging to connection. We can make assumptions about others and this can sometimes promote prejudice and prevent us from treating people equally or giving people a fair chance.

Conduct a circle round using the prompt: A dangerous stereotype about young people (or our community) is....

## Dig Deeper (20 mins)

Teacher Input: This week we will explore the value of Equality by examining the perceptions we make about others. We learned that one of the key components of empathy is perspective taking and this supports us to treat people fairly. We learned that the giraffe's long neck makes it great at seeing everyone's perspective. It isn't stuck with one point of view and it also lives from its big heart. Let's look at this type of thinking and feeling in the following video.

Play Father Gregory Boyle's speech and invite students to write a personal response in their Student journal. The video is here: <https://www.youtube.com/watch?v=zK--XN4ozr8> (5.39 mins).

Teacher Input: Father Gregory Boyle's powerful speech reminds us of the Best Self Shield we made during the last course. The audience member created a Best Self Shield for Mario that 'returned him to himself', that served to remind him of his goodness. How are you all getting on with your Best Self Shields?

This week we will practice ways to examine and shift our own perspective, to see things in new ways like the giraffe does with its long neck. After all, when we change the way we look at things, the things we look at change.

We know that our brains are wired to protect us which is why it goes very quickly to deciding if something is good or bad, safe or unsafe. Our thoughts can be negative and we tend to make SFDs (Sh\*tty First Drafts'). As we know, our brains are wired to survive, not to thrive and although SFDs can protect us when we are in

danger, they can often create disconnection and discomfort. A flexible body is comfortable to live in and so is a flexible mind. We need to stretch our thinking sometimes and to interrogate our quick assumptions in order to give ourselves and others a fair chance, to practice making generous assumptions about others in order to honour healthy perspectives and build relationships.

- Invite students to complete their Dig Deeper Perspective Taking / Shifting exercise in their student journal (10 minutes).
- Ask them to discuss SFD/Generous Assumptions in groups of three using the following prompts:
  - Something I knew already.
  - Something new.
  - Something I still want to know.
- Give each group a post it and ask them to write a comment or a question that they will bring back to the group.
- Use the post its to facilitate discussion.

### Check Out (5 mins)

- Something I learned today was...
- One thing that I will do to put what I learned into practice is...

### Close (5 mins)

### Play – Celebrate Wink

Students may be familiar with Murder Wink. We will practice shifting our perspective to this game by playing in a new way!

- Students sit in a circle.
- Ask volunteer A to leave the room.
- Ask volunteer B to be 'on' as the Party Animal. This student secretly winks at a number of people in the group who then celebrate in some way (shimmy, jump up, dance move, woohooo!, thumbs up, sing) before returning to their seat in a quiet meditation pose or statue.
- Volunteer A returns to the room, stands in the centre of the circle and observes to see who the Party Animal is!

### Consolidate (5 mins)

Revisit learning intentions. Invite students to complete their Check Out Student Journal activity. Introduce the **Friendship Task** which is to pay attention to their inner dialogue this week, notice the gremlins and the thoughts they have about others and give their SFDs new drafts using the key Friendship Master Skill – what's the most generous assumption I can make in this situation?

# 8

## Week Eight: Friendship Masters – Community

### Learning Intentions:

- Compare fitting in and belonging.

### Key Words:

Community, inclusion, exclusion, fitting in, belonging.

### You will need

- Talking and Listening Piece.
- Student journal.
- Sticky name labels for each student (if necessary).
- Timer to keep on track.
- Posters, coloured pens or markers, markers, Mentimeter app.
- A ball of wool.

### Focussing Activity (15 mins)

Invite students to complete their Check In journal activity.

### Open (5 mins)

Introduce the Talking and Listening Piece and recall circle agreements.

### Shuffle

*Play Connect Chakra:*

- Assign each student a colour of the rainbow.
- Vary the instructions given to each colour.
- Example: e.g. Greens move clockwise, Purples move three seats to the left etc.
- The colours of the rainbow are associated with our chakras (energy points in our bodies), as follows:
  - **Red:** Root chakra, associated with strength, physical energy, stability, and power.
  - **Orange:** Sacral chakra, associated with creativity, sexuality, emotions, and pleasure.
  - **Yellow:** Solar plexus chakra, associated with confidence, willpower, self-esteem, and personal identity.
  - **Green:** Heart chakra, associated with love, compassion, healing, and harmony.
  - **Blue:** Throat chakra, associated with communication, expression, truth, and authenticity.
  - **Indigo:** Third eye chakra, associated with intuition, vision, wisdom, and insight.
  - **Violet:** Crown chakra, associated with spirituality, consciousness, enlightenment, and connection.

Violet represents the crown chakra and when working restoratively we are concerned with connection rather than being right and making others wrong which is represented by this energy field. Green represents the heart chakra and like the giraffe, we live from our hearts when being Friendship Masters.

## Check In (5 mins)

Use the one or more of the following prompts for the check-in circle round:

- For me, fitting in is... and belonging is...
- A place where I feel a sense of belonging is.... because...
- Someone who I feel a sense of belonging with is ... because...

## Dig Deeper (20 mins)

Teacher Input: We can say that fitting in is when we try to change or adapt to be accepted but belonging is knowing that we are worthy, just as we are. We don't need to do or be or say or wear anything to be liked. We don't have to hustle for belonging. We belong just as we are. Last week we looked at SFDs and at making generous assumptions. This week we will build on this further by looking at how that can affect community and belonging.

Give students five minutes to complete the Dig Deeper exercises and then invite any reflections or comments on students' comparisons of fitting in and belonging.

## Theory into practice

- Arrange students in groups of five, give each group a poster, and ask them to take ten minutes to creatively represent their views in any way that illustrates the journey to fitting in and the journey to belonging e.g. map, tree, garden, structure, animal, symbol, brainstorm, wordart, Mentimeter, role play.
- Share as a group.

## Check Out (5 mins)

A way that I can promote belonging in my world, our class, this school is...

## Close (5 mins)

### Play – Wool Web

- Ask the group to stand in a circle.
- Hold the ball of wool and unwind enough so that you can throw the ball across the room for a student to catch while you hold the end of the wool.
- The student repeats this by holding the other end to form a straight line, unwinding the wool and throwing the ball to someone new across the room.
- Repeat this until everyone in the circle holds a piece of wool.
- Remind the group of the beauty of this web shape and that it illustrates how connected and interconnected we all are.
- Slowly lower this web of wool to the floor and invite students to step into the spaces and reach out to high five each other and share good vibes!

## Consolidate (5 mins)

Revisit learning intentions. Invite students to complete their Check Out Student Journal activity. Introduce the **Friendship Task** which is to try to practise and promote belonging in their communities. Tell students that next week's lesson will be exploring trust and that you want them to bring a treasured possession to the class. It can be anything – a photograph, a book, a toy, a piece of clothing or jewellery – something that is precious to them, that they get joy from, and that they are comfortable sharing with the group about.

# 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.

## You will need

- Talking and Listening Piece.
- Student journal.
- Sticky name labels for each student (if necessary).
- Timer to keep on track.
- Treasured possession.
- Noise maker/shaker and sheets of paper for play activity.
- Newspaper.

## Focusing Activity (5 mins)

Invite students to complete their Check In journal activity.

## Open (5 mins)

Introduce the Talking and Listening Piece and recall circle agreements.

## Shuffle:

*The Clock in the Tower:*

- Ask students to choose a number between 1 and 4 quietly in their own minds.
- The person 'on' stands in the middle and says 'The clock in the tower, strikes the hour ....' and claps their hand once, twice, three or four times to select a number.
- If students have that number they move chairs.
- The person 'on' will try to take someone else's chair.

Explain that the intention of this game is to shuffle the groups and to practise this week's value of Trust. You trust them to be honest with their secret chosen number and to try their very best to sit beside someone new as much as they can.

## Check In (5 mins)

Use the following prompt of the check-in circle:

- Someone (e.g. a person in my life, a famous figure, a character from book or movie) that springs to mind when I think of courage is ... because ....

## Dig Deeper (20 mins)

**Teacher input:** Let's look at the idea of courage and how this value links to trust. We know that relationships are risky, and being able to trust others is vulnerable and can require the courage

to be open, to be undefended, and to hope. Trusting others requires courage. We can see from our opening circle that courage can be expressed in different ways. This week we will look at the link between courage and vulnerability, and at trusting ourselves and others by being vulnerable.

Different things make people feel vulnerable, eg. saying 'I love you', speaking like a giraffe instead of attacking, asking someone out on a date, raising your hand in class when you're not sure of the answer, asking for help, sitting beside someone new in class on the first day of school, saying 'I'm sorry', sharing a new idea nobody has thought of and may not appreciate. So what is vulnerability? Why do these things make us feel vulnerable?

## Think

Invite students to complete their Dig Deeper student journal exercise.

## Pair

Invite students to reflect in pairs about the connection between vulnerability and courage.

## Share

Take examples from the group regarding things that can make people feel vulnerable and acts of courage they have witnessed.

Teacher Input: Vulnerability is uncertainty, risk and exposure. It's showing up even though there are no guarantees of what will happen. If I sit beside someone new they could reject me; if I say "I love you" first, they may not say it back; if I share an idea that others don't understand, they may laugh or dismiss me. This is a risk, yes, but what is the cost of not doing all of these things? Such actions

are acts of courage. In fact, Brené Brown says that vulnerability is our greatest measure of courage.

Think about your journal reflections and all the acts of courage we have discussed, can you find one that doesn't involve some vulnerability? Although being vulnerable is a risk, and risking can be hard, and according to Brené Brown, being vulnerable can be hard, not controlling or knowing the outcome can be hard to tolerate, especially if we have been hurt before. But being vulnerable has great power too, it is the birthplace of love, joy, connection, creativity and innovation. Sitting beside someone new may open our world; saying 'I love you' first may give someone the permission to say it back; sharing a new idea that nobody has thought of is how we have iPhones!

During the last course we looked at the idea that trust is a very important quality in relationships but it can sometimes take a long time to build and it can also be lost very quickly. It's vulnerable to trust people, to be a Friendship Master. It's an act of courage. Week Four, when we explored the power of empathy, we learned that when we share our gremlins with people who have earned the right to hear them, with people we trust, they don't survive the light. But sharing is vulnerable. As Friendship Masters you have developed lots of skills, awareness and language that will help you to trust your own self too. When we trust ourselves, it makes it easier to open up and trust others – when we know our own goodness, it is easier to see it in others and also if things go wrong, we can trust ourselves to handle it. It gives us the support to make risking a little easier, allows us to become comfortable with being vulnerable.

Let's practice courage and getting comfortable with vulnerability and connection now in our sharing circle. We will practise trust by talking like a giraffe and sharing from our hearts; by being as courageous and vulnerable as we can tolerate at this time. Remember we are growing these skills



and capacities so if today isn't the day to heart share, do not worry. Being present for others is also a way to promote trust and build courage and connection in our group.

## Theory into Practice

- Place your treasured possession in the centre of the circle.
- Invite students to place their treasured possessions in the circle.
- Explain the exercise to the group and then demonstrate by being the first person to pick a treasured possession and explain why you were drawn to it.
- Ask each student in turn to reach for one that they feel drawn to and to explain why they were.
- Then invite the owner to claim it and explain why it is a treasured possession for them.
- Repeat this until each student has had a turn to share.

Note, If you are short on time, just ask everyone to introduce their treasured possession and explain its meaning for them, and demonstrate by doing so first with yours. If anyone has forgotten their treasured possession, invite them to describe it to the group.

## Check Out (5 mins)

Something that I will take away from today is ...

## Close (5 mins)

### Play: Crocodile and Frogs

- Ask everyone to imagine that the floor in the middle of the circle is a pond full of lily pads (represented by large sheets of paper or newspaper that you place randomly around the floor).
- Ask for a volunteer to be the crocodile, while everyone else is a frog.
- Give the crocodile a noisemaker.
- The goal of the crocodile is to catch the frogs and the goal of the frogs is to escape being caught.
- When the crocodile is sleeping and snoring (as indicated by the crocodile using the noisemaker), the frogs are safe. They will swim around the pond without stepping on the lily pads.
- When the noise stops it means the crocodile is awake and the frogs must jump on the lily pads to be safe. They may share a pad with other frogs and support each other but they must be sure that no part of them is on the pond. It is OK to have one foot on a lily and one in the air.
- If some part of any frog is in the pond, the crocodile can catch them and that person is out of the game. The crocodile then gets to remove a lily pad to increase the challenge for the frogs as the game progresses.

## Consolidate (15 mins)

Revisit learning intentions. Invite students to complete their Check Out Student Journal activity. Introduce the **Friendship Task** which is to try to practise trust by being brave and saying

something kind, loving, honest to friends, family, classmates and teachers.

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

# 10

## 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.

### You will need

- Talking piece.
- Student journal.
- Sticky name labels for each student (if necessary).
- Timer to keep on track.
- Post its (one per group for every presentation).
- Paper, Markers, Lego, newspaper, magazines, coloured paper, art materials.

### Focusing Activity (5 mins)

Invite students to complete their Check In journal activity.

### Open (5 mins)

Introduce the talking piece and recall circle agreements.

### Check In (5 mins)

**Teacher Input:** As we know, this week is about demonstrating that we have all learned about being Friendship Masters. We know that we all share the responsibility of our circles and our presentations. So, with all of that in mind, let's think about how we can mind and support each other and create lots of illumination and laughter!

Use the following prompt for the check-in circle:

- For today's group presentation to go well, I need...

### Shuffle

Pre-prepare pages with the numbers one to five or six written on them, fold them up and put them in a box in the middle of the circle. (You are aiming to create groups of five or six students so you may need pages numbered one to seven depending on the size of the class). Ask everyone to pick a page and to find the people who have the same number as them by holding up the same number of fingers as the number on their page. Explain that they need to find each other in silence and then sit together in the circle.

### Dig Deeper (35 mins)

**Teacher Input:** As Friendship Masters and restorative practitioners, our aim this week is to honour and celebrate, not judge or measure, each other's presentation of our learning. Our intention is to express, model, and promote Friendship Master Skills in what we do and how we do it. When we peer and self-assess, we will put

everything that we have learned over the last nine weeks into practice. We will be our best selves, share from our big giraffe hearts, make sure that what we say is safe to hear and be careful of the 'stickability' of the negative by making sure to affirm one another and taking extra care to celebrate ourselves, even when we acknowledge room for growth. We have learned that RP is not about being 'perfect', it is about 'practice', about holding relationships at the heart of what we do and how we do it; trying to be our best self by being restorative with ourselves as well as others. So, now we have our map, let's get started on our task for today!

## Theory into Practice

### Guidelines

- Groups of approximately five people.
- Each group can represent the Friendship Master Skills in their own unique way.
- The intention is to share, promote, and express Friendship Master Skills in content and practice.
- Each group has 20 minutes to plan and complete the presentation which involves creating a piece that is reflective of their theme.
- Some ideas:
  - Vision Board
  - Lego piece
  - Newspaper scaffold / structure
  - Art collage
  - Role play

### Reflection to Honour (15 mins)

Once the groups are ready, have each make their presentation and invite feedback from the rest of the group to honour and celebrate their input.

### Check Out (5 mins)

Use the Talking Piece to facilitate the following 'one word whizz' circle round:

- For me personally, a word that represents this ten-week course and being a Friendship Master is....

### Close (5 mins)

#### Play: *Masashi 'Yes'*

Ask the group to stand in a circle holding hands (with you in the circle also) and explain that you are finishing with a movement devised by a Master of the Japanese martial art of Shintaido called Masashi Minagawa. This is a movement designed to increase positive energy in the world. Ask everyone to take a deep breath and raise their hands and arms straight above their heads as they do so, then to let their breath out and yell "Yes" as they bring their hands and arms quickly down level with their knees. Do this three times, and then applaud!

### Consolidate – 5 mins total

Revisit the learning intentions and invite students to complete their Check Out student journal exercise. Then thank them all for their participation in and work on the course and encourage them to be as courageous as they can in putting their Friendship Master Skills into practice going forward.







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