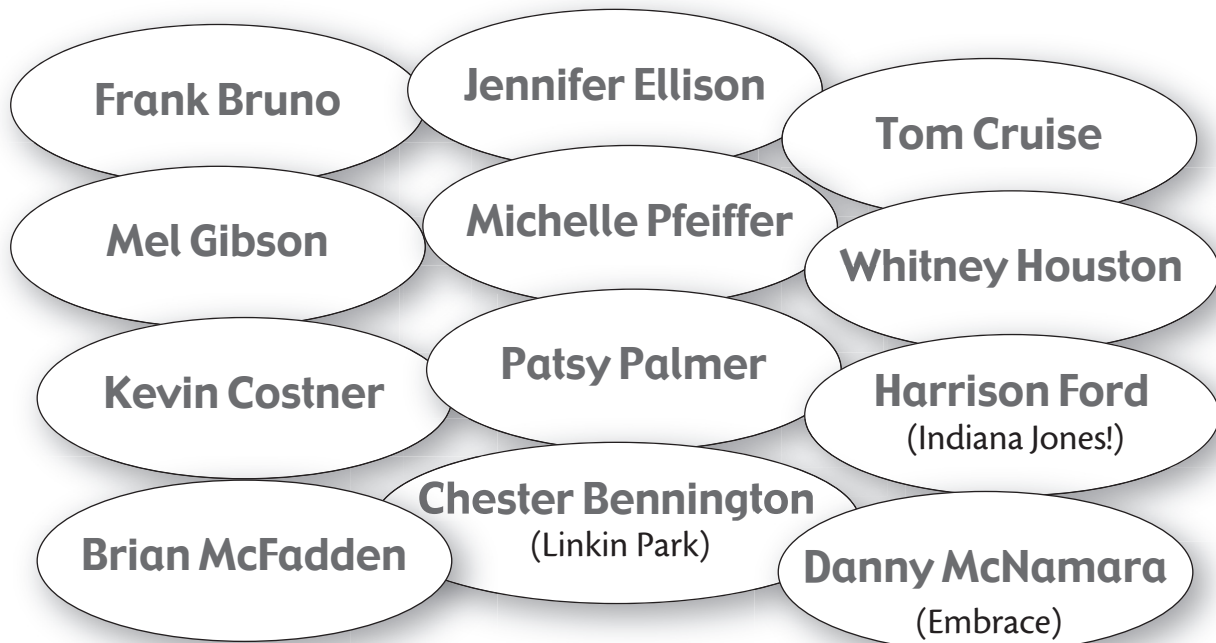


# Bullying!

Q: What do these famous people have in common?



A: They were all bullied at school!

## What can I do if I am being bullied?

- Always tell an adult that you trust, such as your parent/carer, your form tutor or a teacher. You need their help and support –don't keep it to yourself.
- Don't fight back if you can help it.
- Try to avoid being alone in places you know a bully is likely to pick on you.
- Stick with a group, even if they are not your friends.
- Tell an adult – you need their help. Don't keep it to yourself.
- Try some of the assertiveness techniques on the next page.

# Self-assertiveness

If you are a victim of bullying you are probably being passive. This means you behave as if other people's rights matter more than yours. If you are a bully you are probably aggressive. This means you behave as if your own rights matter more than other people's.

If you are assertive you can stand up for yourself without hurting others. You respect yourself and others equally.

With practice you can change your behaviour so that you are assertive!

- **Thoughts:** If we put ourselves down and feel we are no good, others will start to think so too!
- **Making requests:**
  1. Be clear about what you want. 2. Make your requests short. 3. Plan and practise, so you are prepared. Repeat your request in the same way if it is ignored.
- **Saying, 'No.':**
  1. Decide what you are going to say and stick to it – be kind but firm.
  2. Keep your body assertive – walk tall, don't smile, make eye contact or look straight ahead.
  3. Practise looking people in the eye.
  4. When you say 'No', say it firmly.
  5. Don't get sidetracked into apologising.
  6. Try not to get caught up in arguments.
  7. If you don't want to do something don't give in to pressure.

8. If you are not sure and someone is bugging you for an answer say: 'I need more time,' or, 'I need more information.'

9. Offer an alternative to what they are suggesting.

- **Shouting, 'NO':** This is different from saying it, and can be used if you are in danger or need help quickly. Make it sound like a foghorn, not high and squeaky!!
- **Dealing with taunts:** If we insult back when people insult us, things can get quickly out of control. We need to try something else. Fogging – imagine a fog around you that soaks up what people are saying to you. You can either say nothing in return, or say something short such as, 'That's what you think,' or 'It's possible.'
- **Relaxing helps you think more clearly**
  1. Lie on the floor.
  2. Tense all your muscles until really rigid.
  3. Slowly relax your muscles, working from your toes up.

**Most people have experienced bullying**

# Most People Have Experienced Bullying

Write an experience of being bullied that you have had or witnessed...

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What were your feelings?

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# We All Have The Right to Feel Safe

What helps you feel safe in school?

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What do you have to do to help others in school feel safe?

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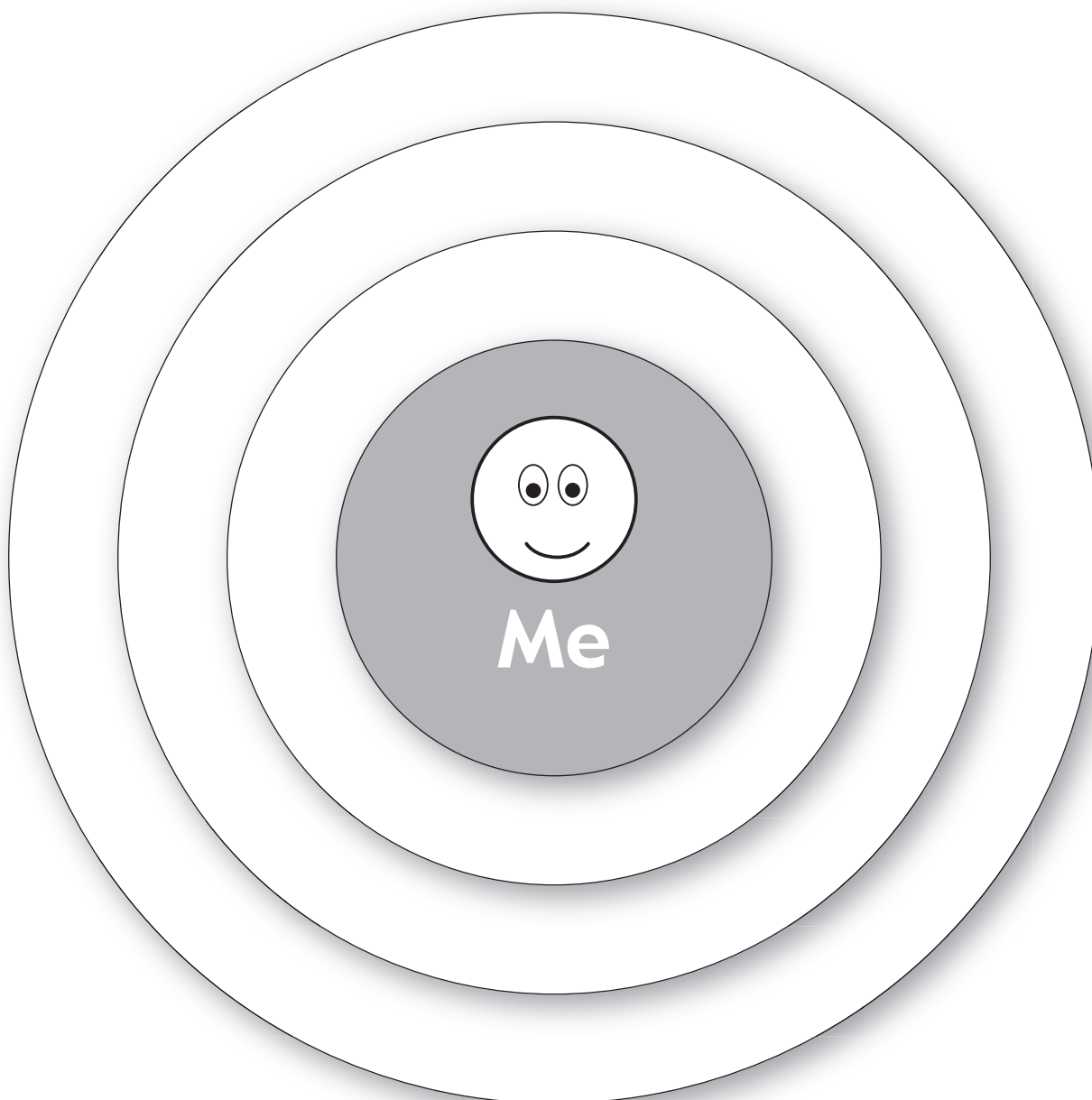
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# My Support Circle



# Ways to Cope with Bullying

It is easy to let bullying worry you and get you down. Here are some ways you could try to help you cope...

- Talk to somebody in your Support Circle
- Go for a walk (if safe)
- Listen to your favourite music – something happy!
- Watch a good film
- Read a book or magazine
- Draw a picture
- Do something you enjoy such as a hobby
- Write down how you feel or write in a diary
- Relax in a warm bath
- Write down positive things about yourself, such as what you are good at, what you enjoy doing, good things you've done today
- Exercise
- Play a game you enjoy
- Ring ChildLine 0800 1111
- 
- 
- 



# Why Would Someone Bully?

Young people bully others for many different reasons. Can you think of any reasons why someone is a bully?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins or other markings on the paper.

Sometimes, children end up bullying others because they feel bad about themselves and try to cover it up. Some children think being a bully makes them look 'big'. Some children do not have many friends. Some children have problems outside of school that they cannot manage.

This doesn't mean that bullying is OK. Bullying is definitely not OK. But thinking of bullies in this way might make them seem less scary.

# What I'd Say...

Use this sheet to write down exactly what you would like to say to the bully! What would you like to ask them? Get your feelings out.

The page contains five large, empty speech bubble outlines arranged in a cluster. Each bubble has a tail pointing towards the center, suggesting a conversation. They are intended for students to write their responses to bullying.

# Anti-bullying Plan of Action

## Part 1

Answer these questions:

1. Am I happy with the way things are going? If not, what can I do to change things?

2. Am I doing something to make myself or others unhappy? If so, it is my responsibility to change.

3. What can I do differently?

4. What will happen if I continue as I am? What choices do I have? Make a list. Which one thing can I work on today or this week?

5. a) What will I do when I see the person I am bullying?

- b) What will I do if I see the person who is bullying me?

6. Should I be changing anything that I am doing?

7. What will my goal be for the day, week, term, year?

Use the Plan of Action Part 2 to write down a point by point plan.



# Anti-bullying Plan of Action

## Part 2

1.

2.

3.

4.

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9.

10.



# **Anti-Bullying Plan of Action**

## **Part 3**

Use these questions to assess how the plan is working, and to change it if necessary.

- 1. How did I feel?**
- 2. What else could I have done?**
- 3. Did the action I took help the situation or make it worse?**
- 4. What will I try next?**
- 5. Can I name one thing that changed the situation for the better?**
- 6. What did I learn about myself?**
- 7. What is my goal now?**

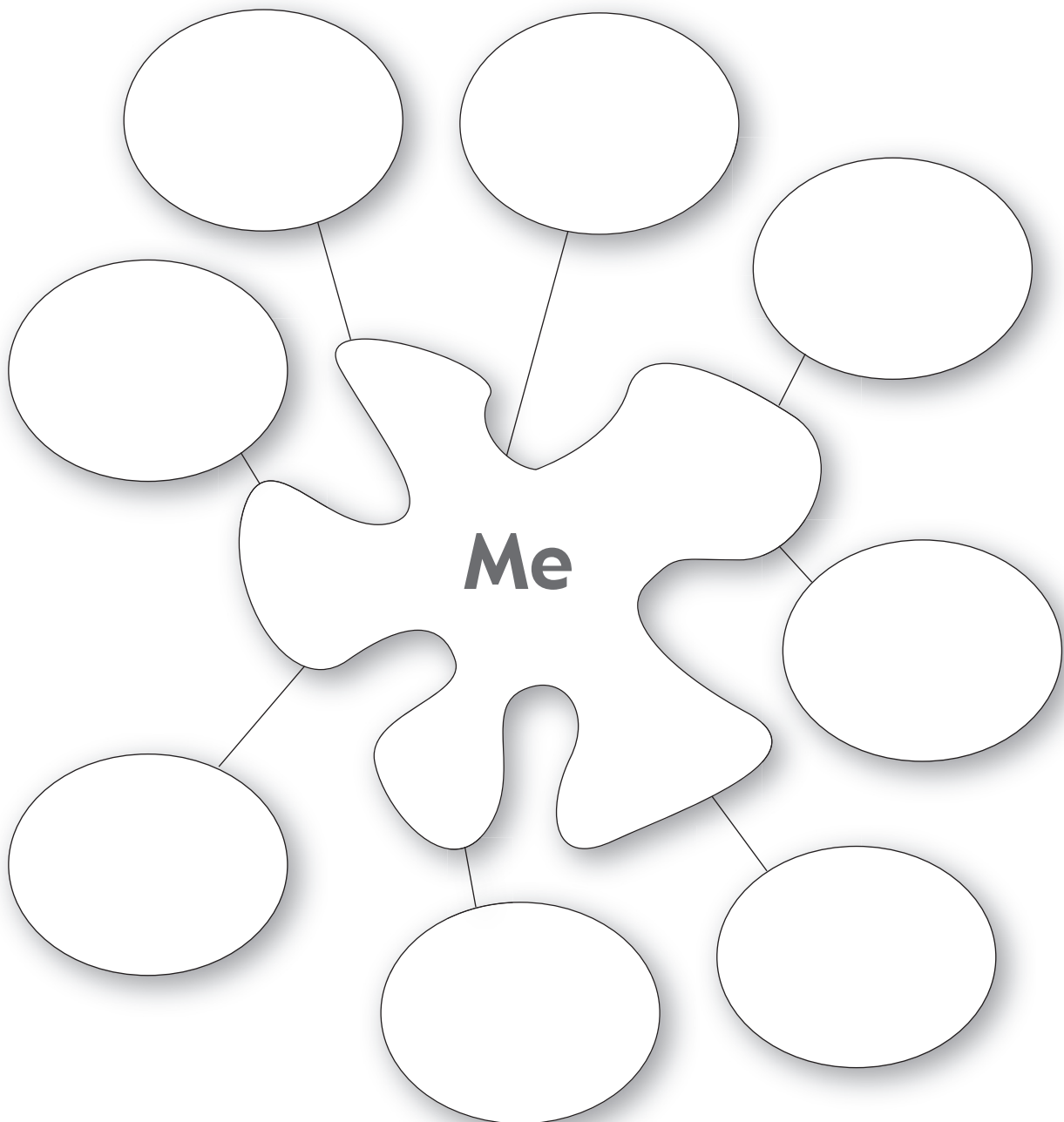
# Mediation

- Sometimes when friends argue, one of them ends up feeling bullied by the other, as feelings run high and things are said that could be regretted later on. This kind of situation is often best resolved with the provision of mediation between the two parties. The mediator should be someone who is neutral about the needs of both students.
- The key to mediation is providing uninterrupted time for each side to put their case forward, and ensuring each side listens to the other.
- When the students arrive at the session, try to ensure that they are sitting in such a way that they can see each other clearly but the mediator is sat between them. Try to set out the chairs so the pupils are not directly opposite to each other.
- Lay down the ground rules before beginning, making sure that each student knows that the other student must not be interrupted. Explain that you will give each student the chance to speak and then to reflect upon what they feel about what the other pupil has said. After this you will identify the points that they agree upon, and build the solution based on those.
- Give the students the choice as to who wants to go first, and if both are reluctant, just choose!
- Give the first student a chance to say what the situation is from her own point of view, gently reminding the other student to wait if he tries to interrupt. Then turn to the other pupil, and give him a chance to put forward his point of view. After both sides have done this, give each student time to give their view of what the other student has said (with no interruptions).
- Usually the feelings of each student surprise the other, and they find that they can proceed as friends from there. Sometimes this does not happen, but the two students can agree not to hurt each other anymore, and decide that they are best having different friends. This is not a failure, but a moving on to a (usually) less destructive acquaintance.
- The process can be repeated if one or other of the students is felt not to be keeping to the agreement.





# Friends



Colour the name of every friend as follows:

- Red if they influence you to do negative things.
- Yellow if they are neither a negative nor a positive influence.
- Green if they influence you to do positive things.


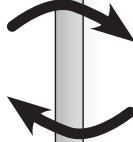

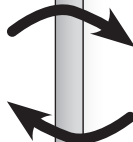




# Peer Pressure

Action

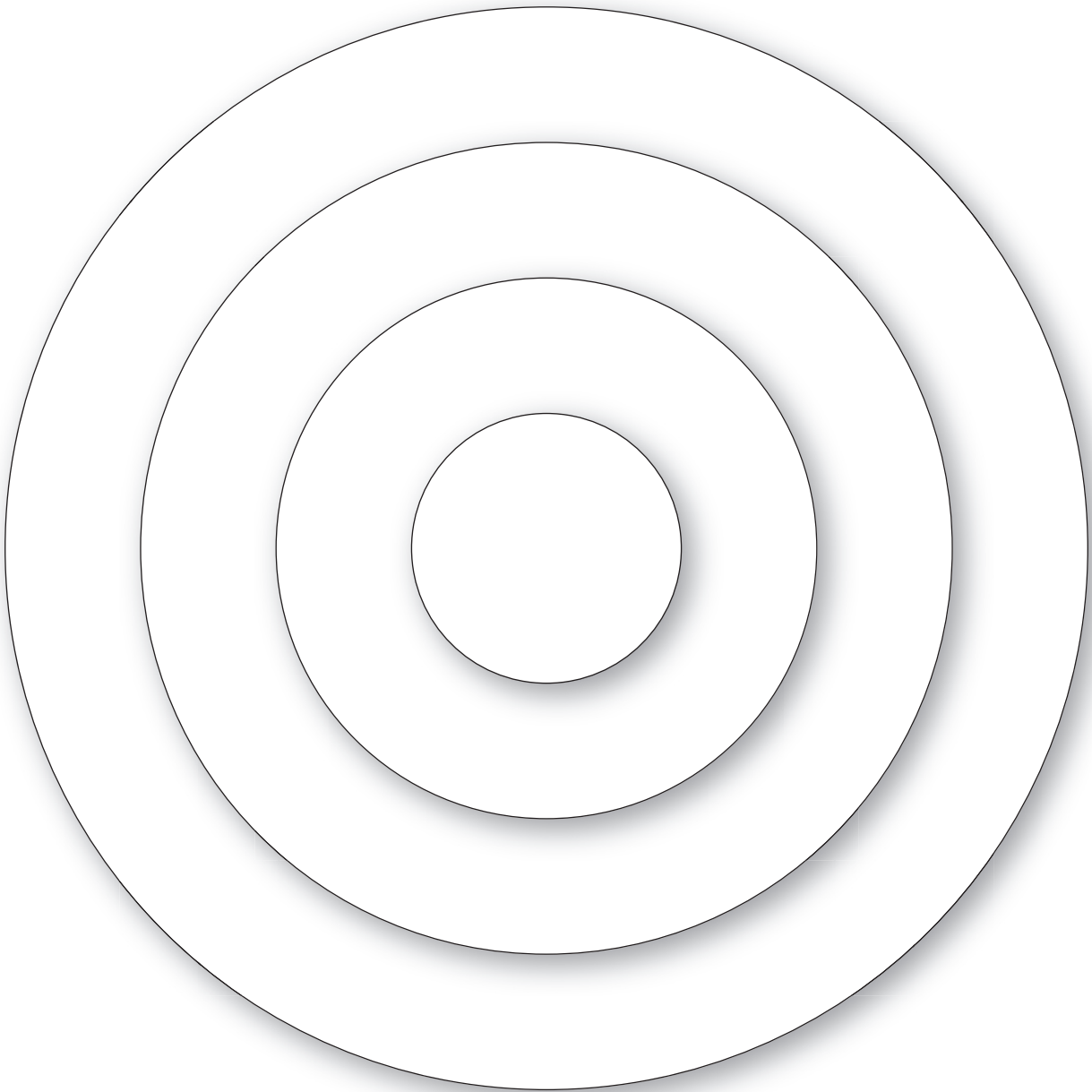
What I think

What I could think



# Who Are the Victims?

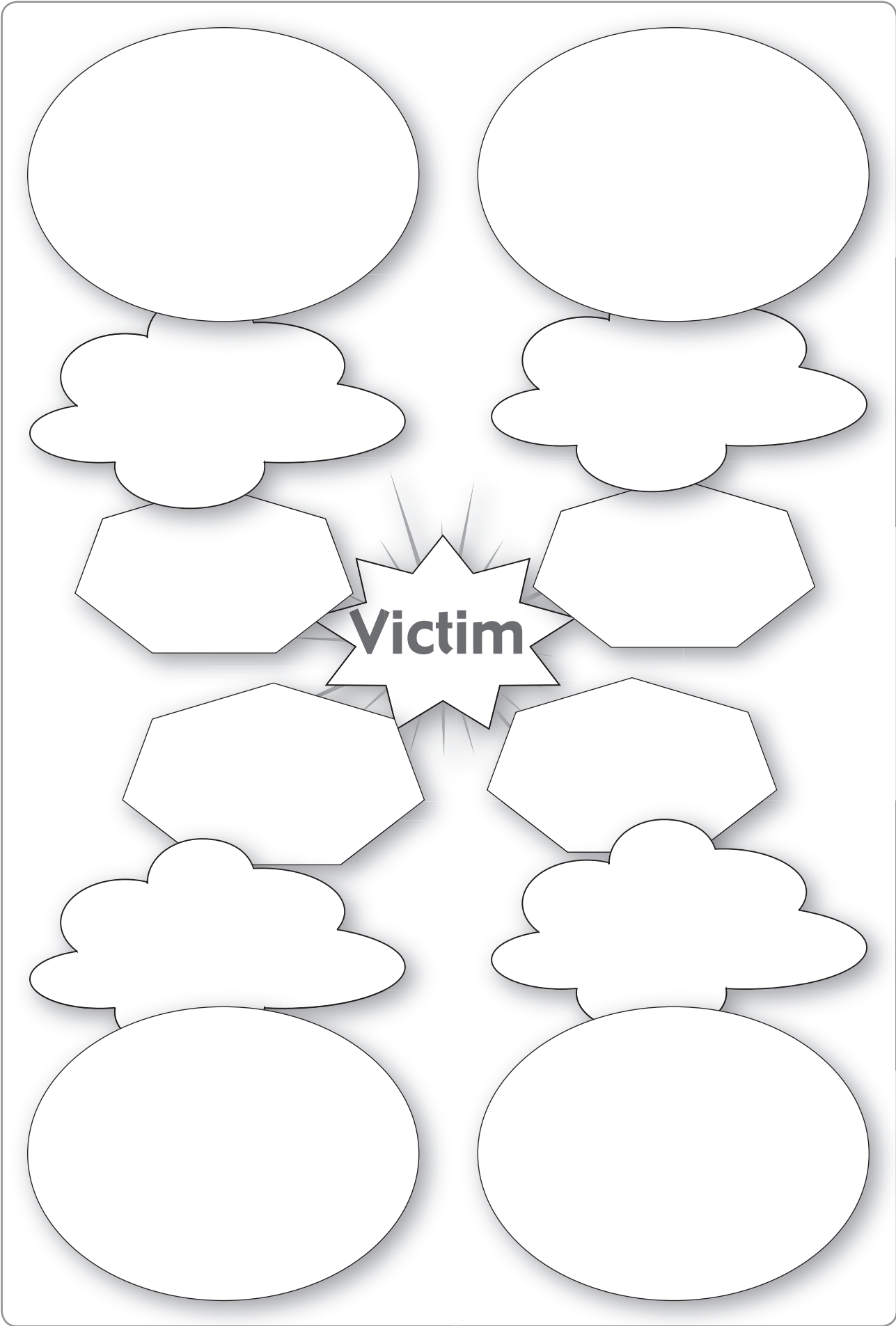


Who are the victims of your actions?

Think about everyone who has been affected in any way (whether you know them or not!).

Put the most affected in the more central circles and the less affected in the outer circles.





# Bullying Scenario 1

Sharon came to school new in Year 8, having moved house. She wears glasses, and has been called names since her first day. She has made some friends, but they have also been called names. They are starting to avoid her, hoping that the name-calling would stop. Sharon is now starting to say she feels sick in the mornings to avoid coming to school. Her mum is very worried about her.

What are the bullying issues?

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Who is affected by the name-calling?

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Who could have changed the situation?

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What are the possible endings for the story?

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# Bullying Scenario 2

Robert is in Year 9. His dad is of white origin and his mum is Chinese. Robert has been getting called names about being half-Chinese for a while but he has been trying to ignore it. Recently, the boys who are calling him names have starting pushing him around and threatening to wait for him after school. Robert has started to lose his temper easily at home and is arguing more with his brother and parents.

What are the bullying issues?

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Who is affected by the name-calling?

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Who could have changed the situation?

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What are the possible endings for the story?

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# Bullying Scenario 3

Emma is in Year 10 and finds reading difficult. She gets embarrassed about this in class so to hide this, she misbehaves. Emma thinks acting tough keeps her safe from others noticing her problems with reading and picking on her for that. There is another girl in her class who is good at schoolwork. She starts to throw things at this girl and trip her up in the dining hall. Emma gets her friend, Sunita, involved. Sunita does not really think it's nice to act like this but Emma keeps telling her to 'be a mate and just do it or we won't be friends'.

What are the bullying issues?

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Who is affected by the name-calling?

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Who could have changed the situation?

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What are the possible endings for the story?

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# Circle Time – Bullying

Activity	Details	What's needed
<b>Introduction</b>	<p>Introduce the subject matter by explaining that the group will be looking at bullying: what it is, why people do it, and what feelings it causes.</p> <p>Ensure that the Circle Time 'rules' of being able to pass if need be, being able to say what someone else has already said if it's relevant, and keeping all contributions positive and non-personal (no names ever mentioned) are clear before the start.</p>	
<b>Icebreaker</b>	All members of the group (facilitators included) introduce themselves to the rest of the group by saying their name and a pet they could have that begins with the same letter as their name (this could extend to tigers and donkeys!)	
<b>What is bullying?</b>	<p>Using a speaking object, go round the circle completing the sentence:</p> <p>'Bullying is...'</p> <p>(This could be done with a big piece paper in the middle with contributions written in thick felt tips around a central sentence starter. This could be a less threatening way to begin)</p>	<p>Speaking object</p> <p>Or</p> <p>Large paper and pens</p>
<b>Emotions (person being bullied)</b>	Go through the Emotion Cards (see Chapter One), and decide as a group which emotions would be felt at some point by someone who has been bullied in the ways listed above. Put the relevant emotions in a separate pile, and then recap them afterwards. (This could also be done by dealing out the cards to each participant, and ask them to put theirs next to one of two signs saying 'yes' or 'no')	<p>Emotion Cards</p> <p>A4 signs 'yes' 'no'</p>
<b>What makes someone bully someone else?</b>	Same format as 'What is bullying?' exercise. Choose one of the methods (depending on how well the group are responding), and ask for endings to the sentence:	<p>Speaking object</p> <p>Or</p> <p>Large paper and pens</p>
<b>Emotions (person bullying)</b>	Same format as for 'Emotions' exercise above, this time considering what the person bullying would feel. If possible, use two sets of Emotion Cards (different colours?) and then compare the two piles of emotions afterwards (chances are there will be many similarities).	<p>Emotion Cards</p> <p>A4 signs 'yes' 'no'</p>





Bullying scenarios	Using the bullying scenarios in this chapter, in pairs with different scenarios, complete the exercise, then share the results with the whole group. Work out, as a whole group a different outcome for each scenario. How could the actors have behaved differently?	Bullying scenarios Pens
What if I...?	One of the facilitators pretends to be someone who is being bullied in school. They say what is happening to them and how it makes them feel (use a pretend name, and act the part). Each member of the group, passing a speaking object, completes the sentence: 'Would it help if I...?'	Speaking object
Sentence completion round	Go round using a speaking object, with each group member (including facilitators) completing the sentence: 'I could help prevent bullying in school by...'	Speaking object
End round	Passing a speaking object round, change the introductory exercise, by this time each person introducing the person next to them, and saying a hobby they could do, beginning with the same letter as their name.	Speaking object

# Termly Self Assessment

## Term 1

What do I want to be different this term?

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What do I want to achieve this term?

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## Term 2

What do I want to be different this term?

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What do I want to achieve this term?

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## Term 3

What do I want to be different this term?

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What do I want to achieve this term?

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## Term 4

What do I want to be different this term?

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What do I want to achieve this term?

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## Term 5

What do I want to be different this term?

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What do I want to achieve this term?

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## Term 6

What do I want to be different this term?

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What do I want to achieve this term?

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# Log of Discipline Events

[illegible]

# Progress Record

Date (week beginning) \_\_\_\_\_

## Subject

English								
Maths								
Science								
Art								
P.E.								
I.C.T.								
French								
German								
R.E.								
History								
Tech.								
Geog.								
Drama								
Music								
P.S.H.C.E.								
Other								
Total								



# Score Your Lesson

1 is the lowest mark, 10 the highest

Subject	1	2	3	4	5	6	7	8	9	10



## I Misbehave In School Because...

- |   |   |
|---|---|
| <input type="checkbox"/> I misbehave at school because....                    | <input type="checkbox"/> I don't like getting homework                    |
| <input type="checkbox"/> I hate school  | <input type="checkbox"/> I get frustrated because I can't do the work     |
| <input type="checkbox"/> I want people to like me                             | <input type="checkbox"/> The teachers pick on me                          |
| <input type="checkbox"/> I don't like following rules                         | <input type="checkbox"/> I don't like teachers                            |
| <input type="checkbox"/> The work is too easy                                 | <input type="checkbox"/> It's not fair                                    |
| <input type="checkbox"/> I don't want people to think I'm stupid              | <input type="checkbox"/> I get bored                                      |
| <input type="checkbox"/> I have trouble making friends with people            | <input type="checkbox"/> I'm always in trouble anyway so I might as well. |
| <input type="checkbox"/> I sit next to people who make me misbehave with them |   |

## I would behave well at school if...

- |  |   |
|--|---|
| <input type="checkbox"/> I could do the work     | <input type="checkbox"/> I had extra help       |
| <input type="checkbox"/> It was fair             | <input type="checkbox"/> I didn't have to _____ |
| <input type="checkbox"/> It was more interesting | _____   |
| <input type="checkbox"/> There was no homework   | <input type="checkbox"/> I had more friends     |
| <input type="checkbox"/> There were no teachers! | <input type="checkbox"/> The day was shorter.   |



# Why I Do Not Like School

**The teacher picks  
on me.**

**I sit next to some-  
one I do not like.**

**The class is too  
noisy.**

**I find it too hard.**

**I need help but do  
not get any.**

**There's too much  
writing.**

**I always get into  
trouble.**

**I find it boring.**

**The teachers  
shout too much.**

**The teacher  
shouts at me a lot.**

**The work is too  
easy.**

**There's too much  
reading.**

**We get too much  
homework.**



# SWOT Analysis

## Strengths

## Weaknesses

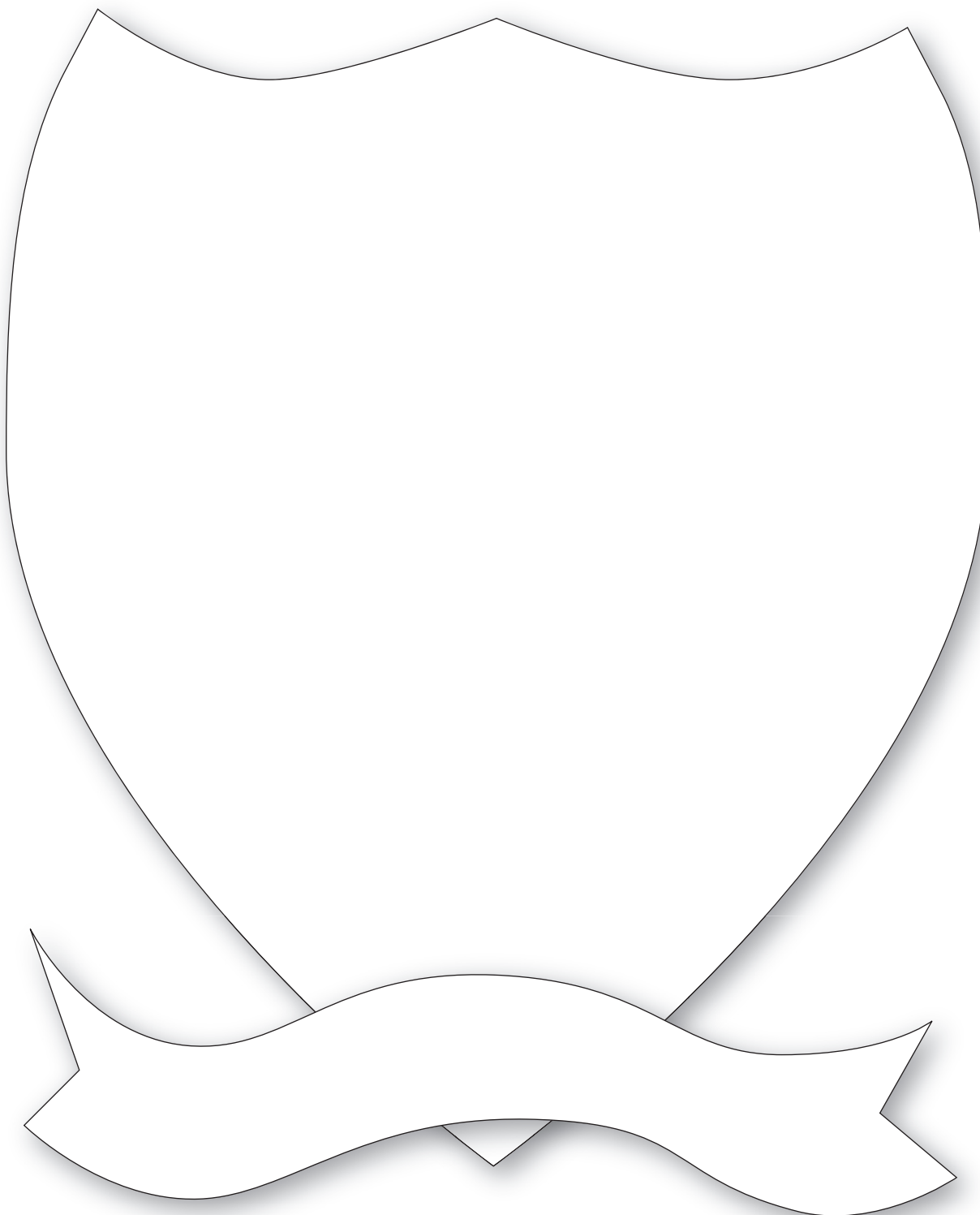
## Obstacles

## Threats

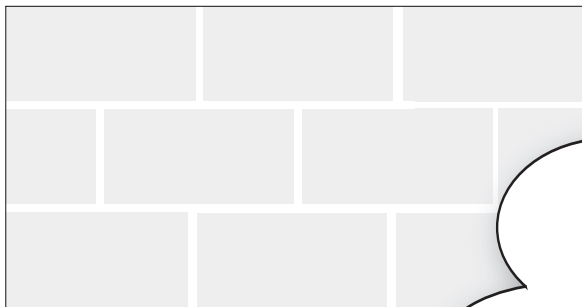
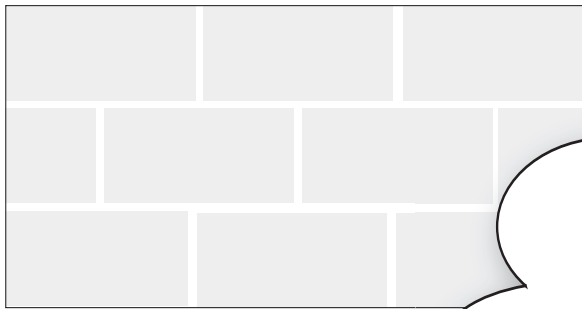
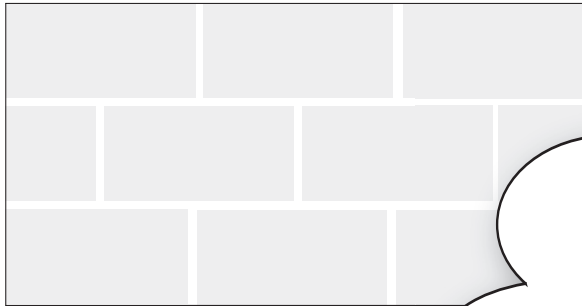




# Personal Crest



# Obstacles... and Their Solutions



# Personal Goals

If you have no goals, that's exactly what you will achieve!

<b>My goals for this week</b>  <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>My goals for the next year</b>  <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>My goals for the when I leave school</b>  <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>My goals for when I am 30</b>  <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

**To get anywhere, you must have a destination!**



# Who Has Control Over You?

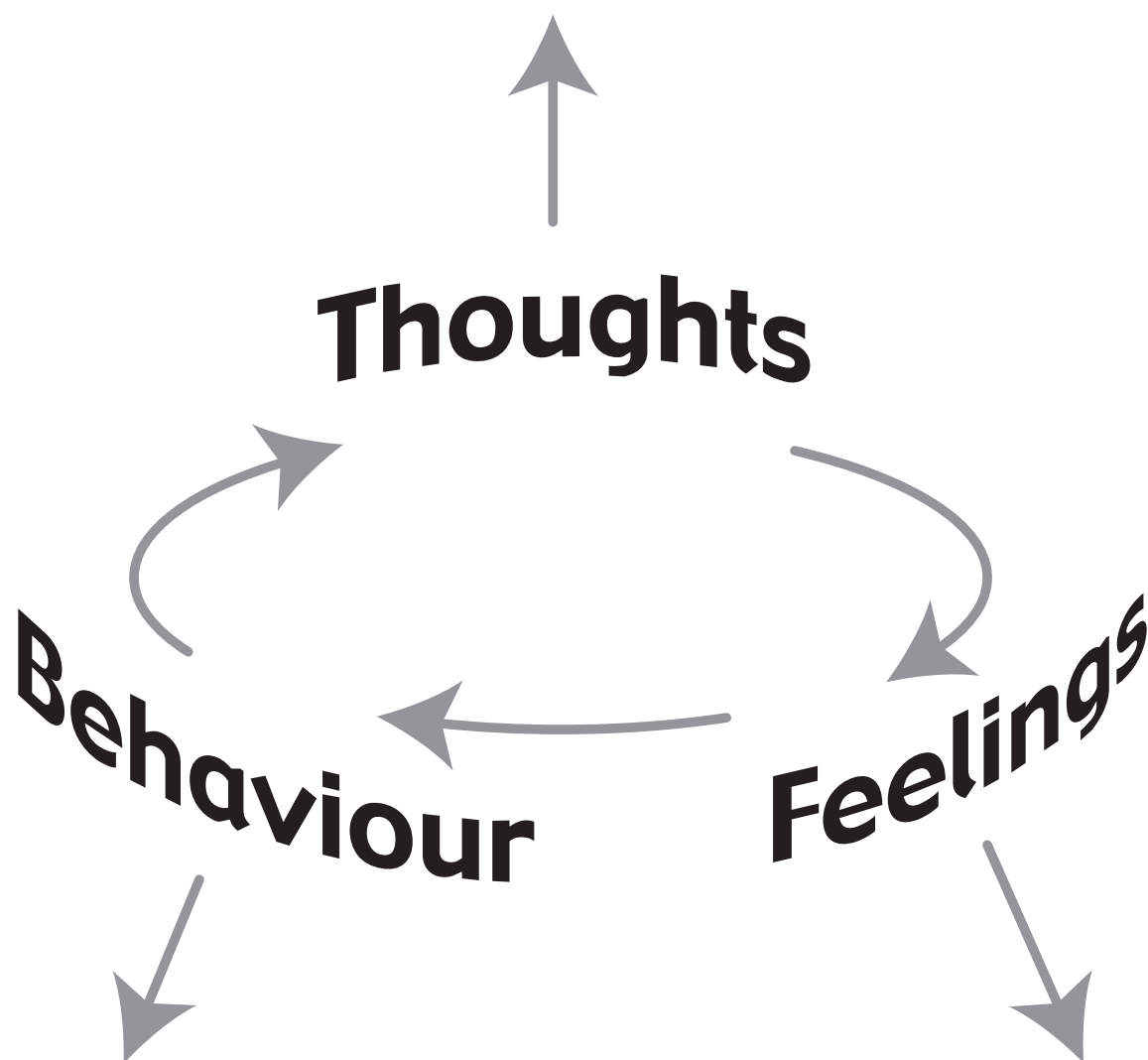
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# I Have a Choice

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# Thought/ Feelings/ Behaviour



# 'I' Statements

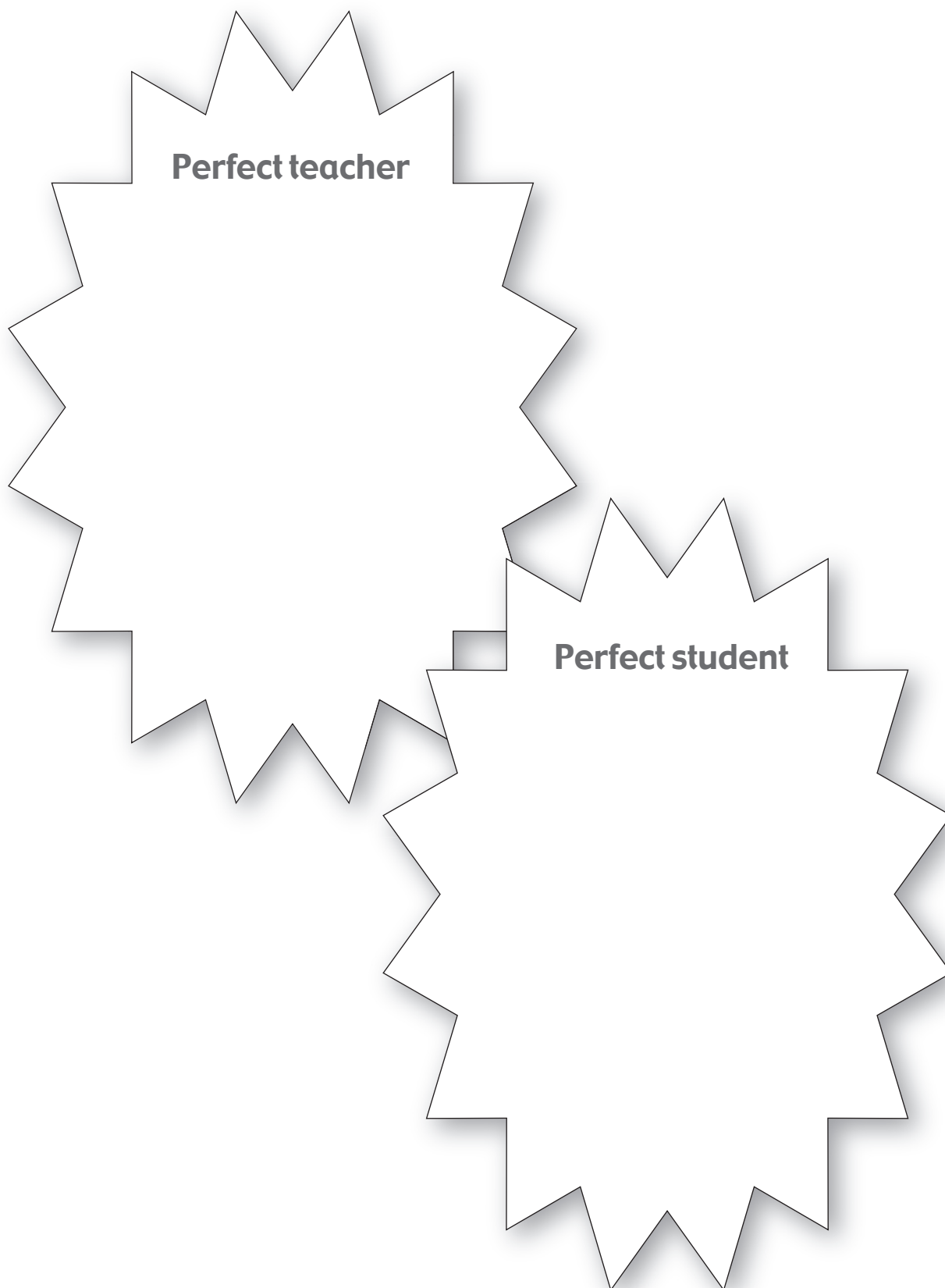
Think about your areas of conflict.

Change the way you express what you feel into an 'I' statement.

Are of conflict	'I' statement



# Perfect Teacher/Perfect Student





# Advise the Alien

Think of ten things an alien would need to know to survive at school.

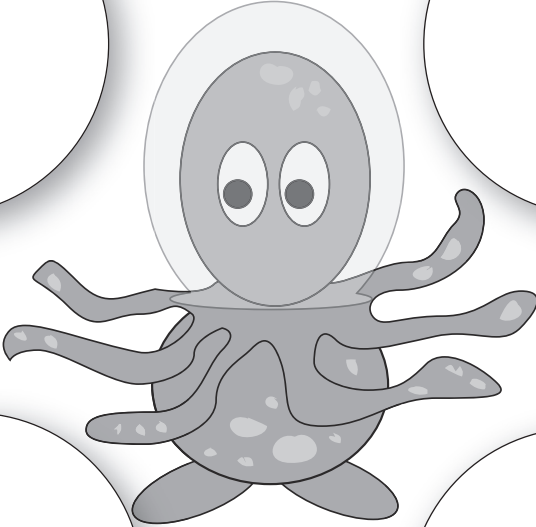


Diagram showing ten empty circles arranged in a circular pattern around a central alien character, intended for students to write advice for the alien.



# Teachers Are Good/Not Good When They...



# What Can I/Teachers Do?



# Positive Report Sheet

To staff: \_\_\_\_\_ has got a positive report sheet. Please will you initial next to the targets \_\_\_\_\_ has achieved in your lesson. Do not write any negative comments! If in doubt, please leave blank!

Targets: 1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_

1

2

3

4

5

Monday	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____
Tuesday	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____
Wednesday	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____
Thursday	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____
Friday	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____



# Targets

\_\_\_\_\_ has identified the following targets for this term. Could you indicate where you feel they lie on the 1-10 scale (1 being poor, 10 being great).

**Target**

1 2 3 4 5 6 7 8 9 10


Please could you put this in \_\_\_\_\_ when completed.

Thanks.



# The Arrogant Prince

There was once a Prince who was incredibly arrogant. He thought he knew it all and had to answer to no one. Now his father, the King was very old and no longer able to make decisions, so he had entrusted all the important decisions to his wise counsel. The Prince was very jealous of this wise man and thought that he himself ought to be making the decisions, now that the King was old. The wise man was too wise to argue with the Prince and calmly went on with the day-to-day running of the country.

Eventually the Prince decided that the only way out of this situation was to plot to have the wise man executed. One day, he caught in his hands one of the beautiful but tiny little birds that lived in the palace gardens. He had the wise man brought into his presence and set him a challenge.

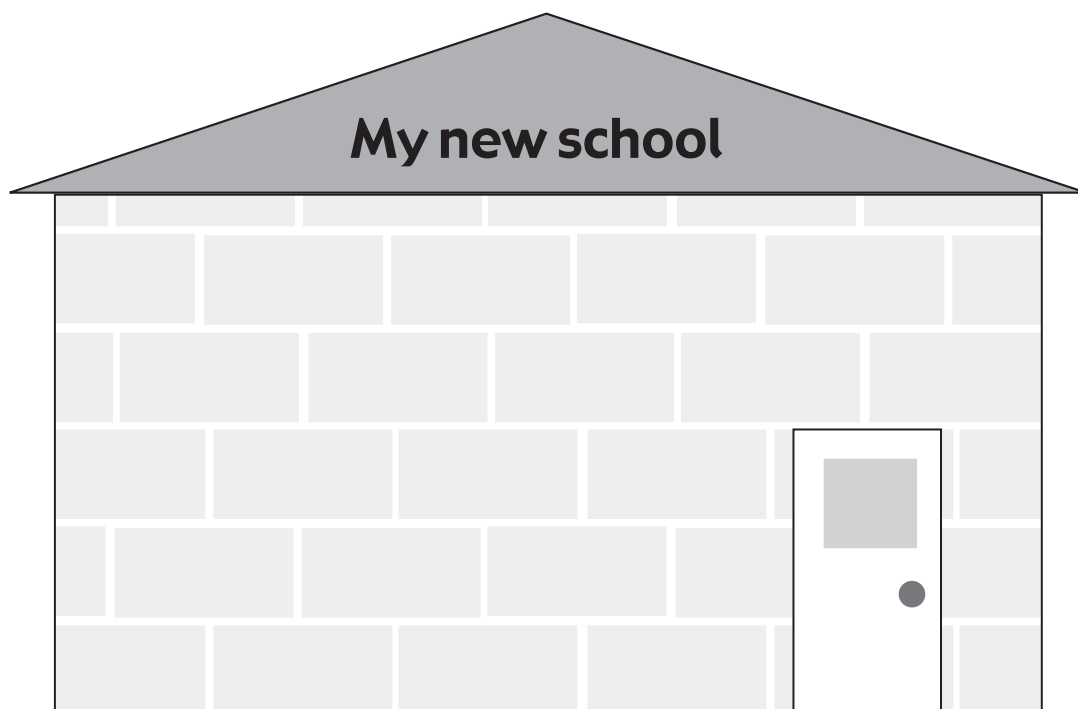
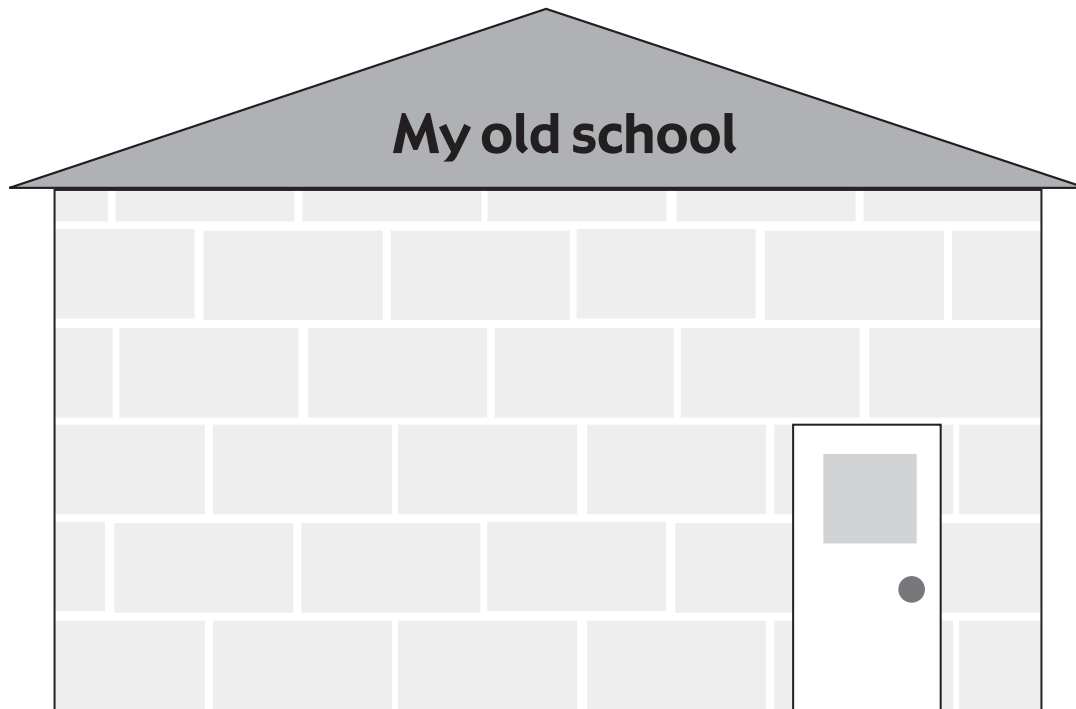
‘Wise man, if you are wise enough to be making my father’s decisions for him, answer me one question correctly, or you will be beheaded. I have here in my hands a tiny bird from the garden. Tell me whether this bird is alive or dead.’

The wise man considered the question. He knew that the Prince was cruel and also that he would do anything to gain power. He knew that if he said the bird was alive, the Prince would crush it in his hands to prove it to be dead. If he said it was dead, then the Prince would let it go to prove him wrong. There seemed no right answer.

After thinking about this for a few minutes, the wise man said: ‘The answer, oh Prince, is in your hands.’

# Moving On Up!

My name \_\_\_\_\_



# My Journey

Draw a picture to show how you will get there.



What do you need to know about getting there?

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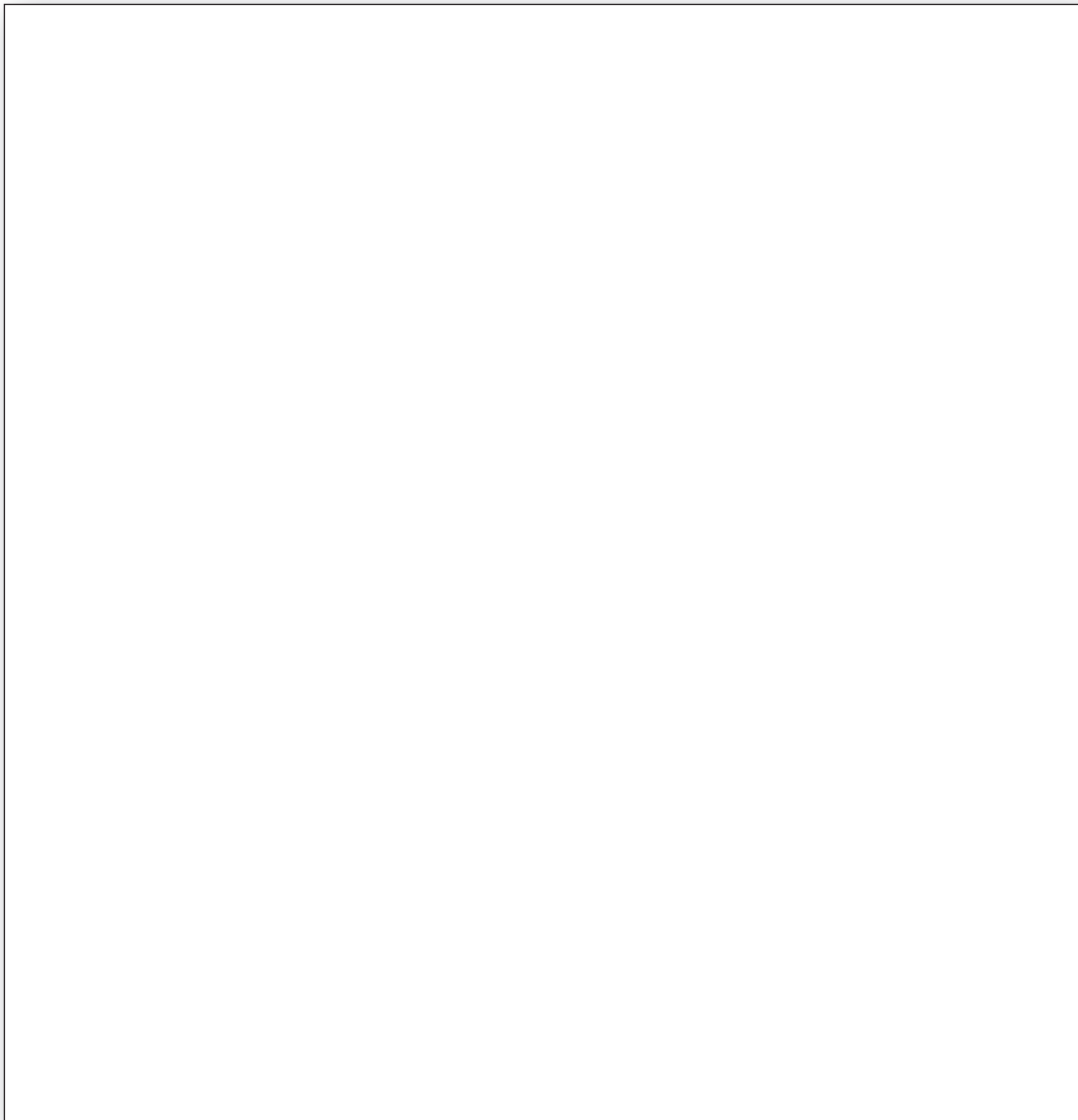




# My School Bag

At secondary school, there are lots of new lessons and you move to different rooms for each class. So it is important to have a school bag to carry your things in.

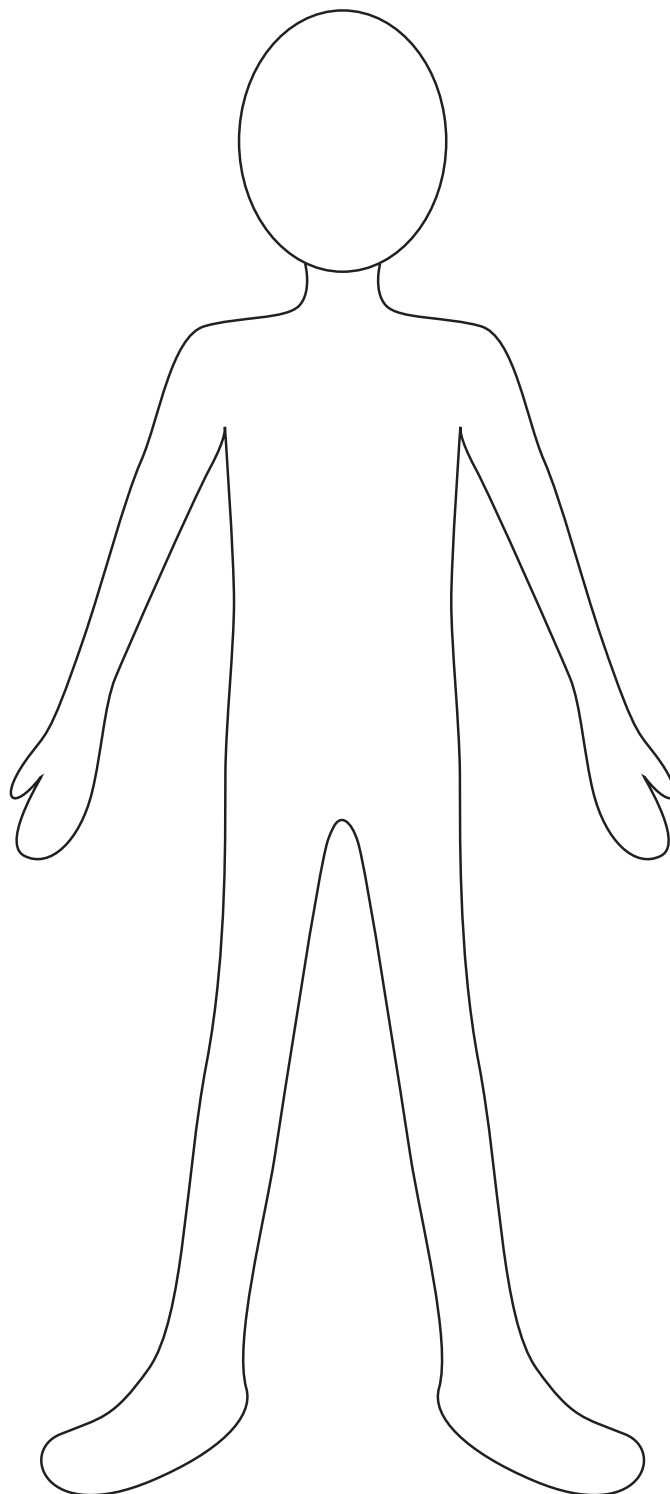
Draw what you might want to put in your school bag.



# My School Uniform

It is important to look smart at school. Make sure you are wearing the right uniform.

Draw the uniform for your new school.



# My Equipment

Think about the different things you might need at your new school. What books will you need? What do you think you might have to wear for P.E?

Write or draw your ideas here.



# Planning

It is a good idea to pack your bag the night before, so that you make sure you have everything you need – equipment, books and homework. Look at your timetable for help.

Draw a picture of you packing your school bag.



# What Happens If...

... I get lost?

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... I forget my homework?

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... I am ill?

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... I need the toilet?

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# Very Important Things

## Punctuality...

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## Attendance...

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## Our School Rules...

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# My Own Experience

Think about the first day you came to this secondary school.

What were you worried about before you started?

What was hard about your first couple of days?

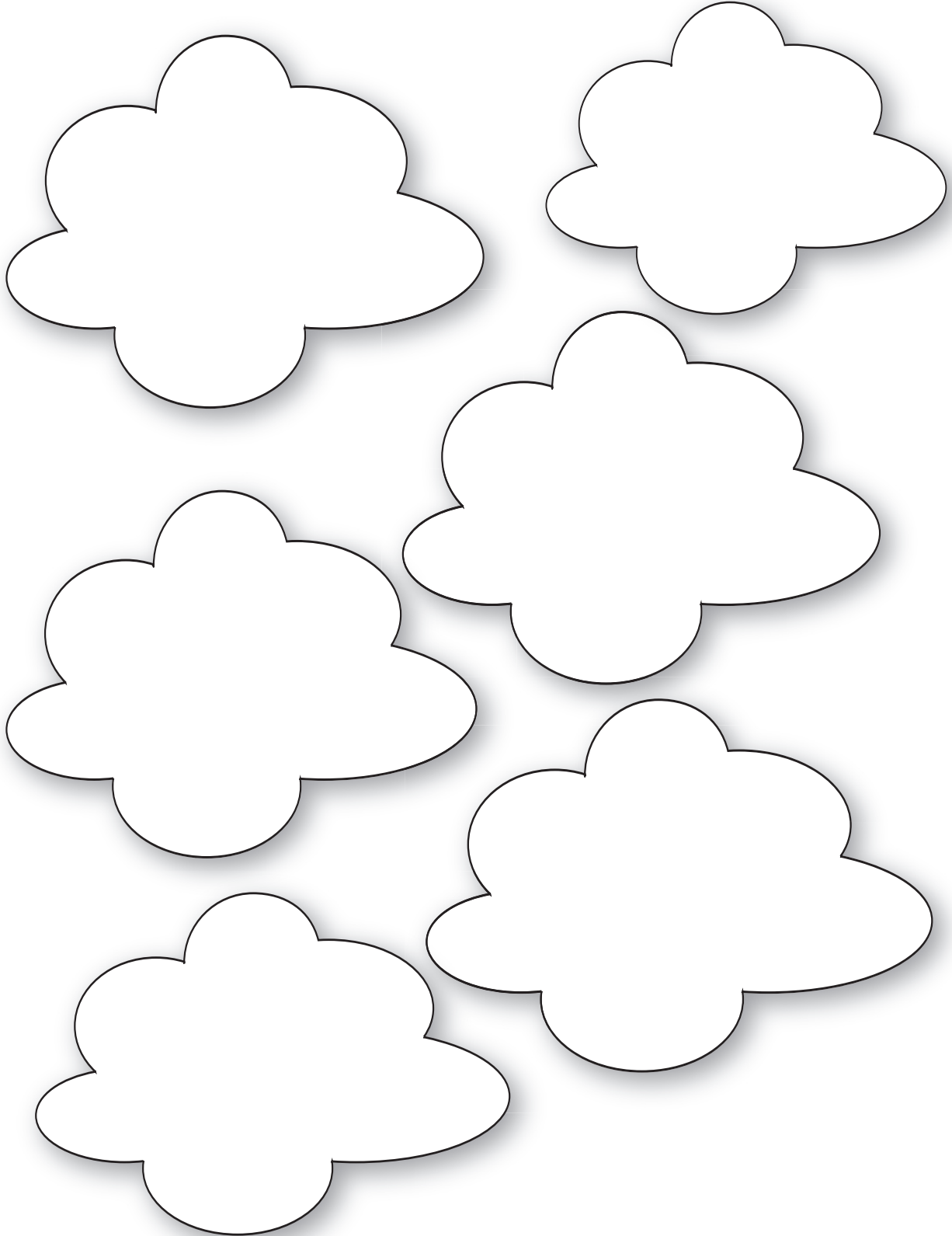
What did other students do to help?

What did staff do to help?



# Brainstorm of Ideas

What can form buddies do to make life easier for the new Year 7s?





# Active Listening

Active listening shows the speaker that you are paying attention, and encourages them to open up and talk more.

This can be broken down into:

- Body language
- Verbal – what you say.

## Body language

Remember the following things!

**Face the person**

**Eye contact**

**Lean forward**

**Open posture**

**Relax.**

## Verbal

You need to make sure you have accurately heard what the person is telling you.

You can do this by...

1. Reflecting – you 'reflect back' (or repeat) what the person has just said. You may do this by saying: 'So what you're saying is...' or, 'You feel... because...'
2. Summarising – if the person has had a long tale to tell, you can remember the main points to repeat back. You are trying to pick up on their keywords, thoughts or feelings.
3. Clarifying – check with the person that what you've understood is correct. You might say: 'Am I right in thinking...?'

# Some Useful Responses When Listening

Starting with phrases such as these will help you to encourage the person to talk.

'Sounds like... \_\_\_\_\_

'Seems as if... \_\_\_\_\_

'I hear you saying... \_\_\_\_\_

'I wonder if... \_\_\_\_\_

'I imagine... \_\_\_\_\_

'I think I hear... \_\_\_\_\_

'What I seem to be hearing... \_\_\_\_\_

'I get the feeling... \_\_\_\_\_

'Sounds to me like... \_\_\_\_\_

'Am I right in thinking... \_\_\_\_\_

'You seem to be... \_\_\_\_\_

'So you are feeling... \_\_\_\_\_



# What is Bullying?

- someone deliberately makes someone else feel miserable, or threatens them
- bullying causes the victim to feel frightened and unhappy.

## There are different types of bullying...

**Verbal** – using hurtful words.

**Physical** – actually pushing, hitting, shoving, kicking.

**Silent** – could be ignoring someone, and trying to stop others talking to them.

**Emotional** – making someone else feel stupid, picking up on differences.

## Did you know...

**Four out of ten young people  
report having been bullied.**

# Form Time Ideas

Ask all the students to write down on a piece of paper one thing that they have found difficult. Take back the papers and then hand them out again but make sure no one gets their own. Go round the class. Each student reads out the problem and offers a solution to it.

Ask the students to form pairs and chat to their partner for two minutes, finding out two interesting facts about them. Then, going round the room, each person has to introduce their partner to the rest of the class.

This is similar to the previous idea, except the point is to find two things the partners have in common, then they introduce themselves by name and both say the things they have in common.

Around the room, each person should complete the sentence: 'If I were an animal, I would be...'

All students move around the room shaking hands with everyone and saying one fact about themselves... giving time for the other person to do likewise!

Make a word search, maybe using words about high school.

You could start to look at student's attitudes by asking them to stand up if they agree with the statement you read out.

This could start with things such as:

**Stand up if you don't like wearing school uniform.**

**Stand up if you like eating chips.**

**Stand up if you watch Coronation Street.**

**and could go on to things like...**

**Stand up if you thinking bullying is wrong.**

**Stand up if you have ever been bullied (be careful with this one!).**

**Stand up if you think students should have more say in how the school is run...**

You could add an extra dimension to this by getting everyone standing to swap places with someone else who is standing at the same time, mixing people up!

Try to help students to think how they are feeling, by asking each person to complete the sentence: 'My name is... and I feel... today.' Make sure you start this with the buddies themselves.

- You could do a brainstorm on the whiteboard on subjects like: 'What is bullying?'
- Each person in the room introduces themselves by saying their name and a describing word beginning with the same letter, for example: 'Hello, I am Perfect Peter,' 'Hello, I am Anxious Abigail.'
- Go round the room, making up a story, with each student adding just one line to it. So you may start by saying: 'There was once a boy called Henry.' The next person may add: 'He had a dog named Patch,' and so on! See where it ends up!

Remember: The form teacher is there to help you!

# Action Plan for Form 7 ☐

What we will do:

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How we will do it:

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Who will do what?

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How will we evaluate what we have done?

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# Looking After Yourself

## Remember...

If someone tells you something that has happened in school, do not keep it to yourself!

You do not have to bear their burden on your own!

Always pass on the information (recorded on the record slip) to a learning mentor, who will then decide how it is to be dealt with.

The new students will know that nothing can be kept confidential if they tell you – they are reporting the incident if they tell you.

However, please ensure that you don't talk about what has been said to your friends... it is confidential from them. You may want to chat over something that has been said if it makes you feel uncomfortable, but please ensure that it is with a learning mentor.

The children will quickly become disillusioned if the information they are passing on to you becomes common knowledge through your friends.

You can always refer students to the peer listeners if you think they need someone to talk to.



# Buddy Scheme Training

Exercise	Details	Items needed	Time	Who
Game/ round	<p>Play Fruit Salad to mix the group up.</p> <p>To play, all participants (including facilitators) sit round, in a circle, on chairs. Three types of fruit are chosen by the pupils and allocated one to each person, so everyone has a fruit name. One facilitator takes her chair out of the circle and stands in the middle as the first 'caller'. She calls one of the fruit, and each person with that fruit name has to swap seats with someone else. The caller has to leap into a vacant seat before it is taken. Hopefully this will result in the new caller who calls another fruit. The caller may call, 'Fruit salad,' if they wish, causing all players to have to find a different seat.</p> <p>Introductions game – in twos, each pair chats for a couple of minutes to find out two things they both have in common. They share their names and the two facts with the whole group.</p>			
Aims	<p>Hand out booklets.</p> <p>Go through and explain that it's a working booklet: to be used today and kept for reference.</p> <p>Contract – brainstorm what should be on the group contract for the session to make it safe.</p>	<p>Booklets</p> <p>Pens</p> <p>Contract sheet</p> <p>Marker</p>		
Ideas brain- storm	<p>Brainstorm ideas for ways buddies can help new Year 7s on large paper.</p> <p>All write up the responses in individual booklets.</p>	<p>Brainstorm sheet</p> <p>Markers</p> <p>Booklets</p> <p>Pens</p>		

Own Experience	In twos, discuss and complete the 'My Own Experience' sheet.  Share with whole group one thing from each section (or pass).	Booklets Pens		
What will help	In groups, explore what the buddies can do to help the Year 7s. Referring to form time ideas, the buddies should think about what they will do with their form.  Can share ideas as a whole group.	Booklets Pens		
Looking after yourself,  Help pathways	As a group, brainstorm what issues the buddies should refer to a mentor. As a group, map out the referral pathways of who can help on large paper.  Discuss confidentiality – the role of the buddy, what issues should be passed on.	Large paper x 2 Markers Booklets Pens		
Listening skills	Leaders role-play <ul style="list-style-type: none"> <li>● bad body language</li> <li>● bad verbal skills.</li> </ul> Ask the group to say each time what was wrong.  Go through and explain FELOR.			
Listening skills 2	Leaders explain and role-play each of the following one by one: <ul style="list-style-type: none"> <li>● reflecting</li> <li>● summarising</li> <li>● clarifying.</li> </ul>			



Student practice	<p>Students role-play in pairs from groups to practise the skills just explained (using the booklet for reference as needed) with one person being either:</p> <ul style="list-style-type: none"> <li>● a new Year 7 who is upset because he haven't made any friends yet</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>● a new Year 7 who is upset because someone has called him a name.</li> </ul> <p>Swap over after a few minutes, so both of the pair play both positions.</p>			
Feedback	<p>How did that feel?</p> <p>Get general feedback.</p> <p>If necessary, pass a speaking object round the room with each person offering one thought about the experience.</p>	Speaking object		
Summarise	Go through the other information in the booklet.	Booklets		
Action Plan	In the form groups, decide and create an action plan of what the buddies will do next – meetings with form tutor, introductions to form, what this will include, when etc.			
End game	Throw the ball around saying your own name and a feeling you are feeling now.	Ball		

# Yearly Attendance Record

[illegible]

Key:

/\	present all day
/	present am
\	present pm
E	exclusion
I	ill

O truancy  
L late  
X training day  
H holiday  
\* end of school year

# Why I Do Not Come to School

I have to babysit.

I have to help a  
member of my family.

I don't like school.

I forgot to do \_\_\_\_\_ so I will  
be in trouble if I come to school.

There's no point coming  
to school, as I'll do badly  
anyway.

I have been threatened  
by \_\_\_\_\_ so I am too  
scared to come to school.

My mum wanted me  
to go shopping with her.

Someone has to stay at  
home with the dog.

I'm too worried to  
leave \_\_\_\_\_ at home to  
come to school.

School is boring – I have  
much better things to do.

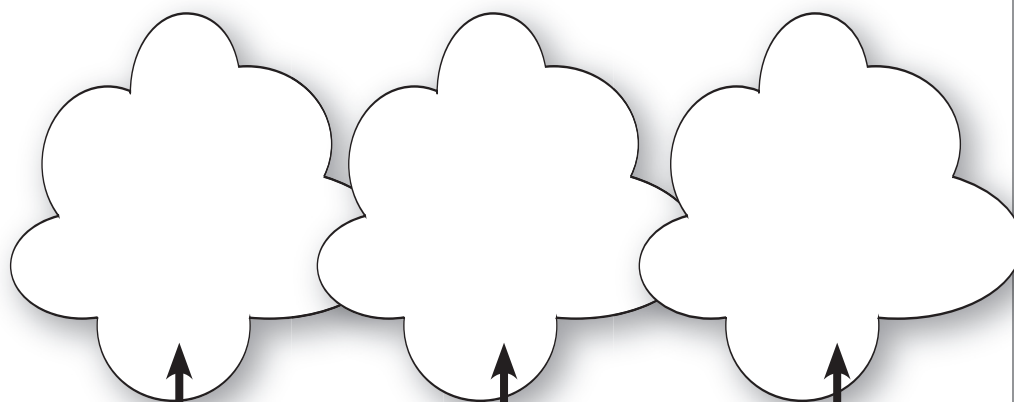
I have \_\_\_\_\_ which  
means I am often too  
ill for school

\_\_\_\_\_ happens at  
school, which makes me  
not want to come.



# What Are the Consequences?

**Solution**



**Reason**

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**Short-term**

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**Long-term**

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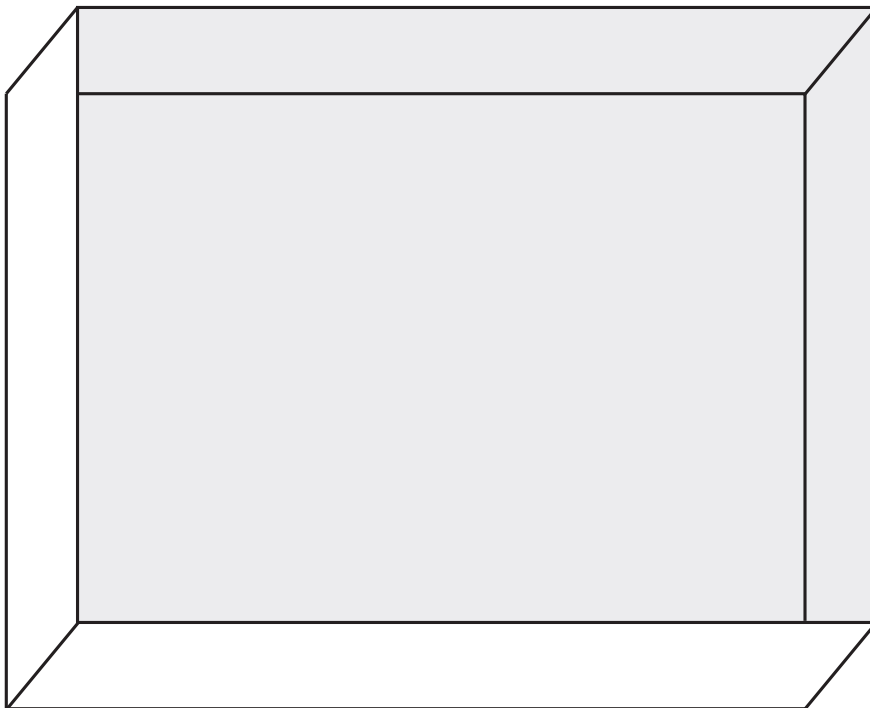


# Box of Reasons/Problems

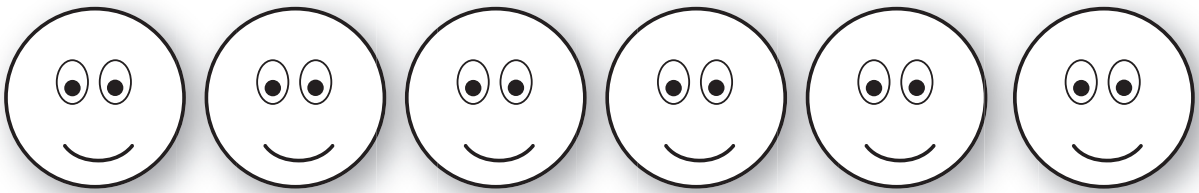
**Box of reasons to come to school**



**Box of problems if I do not come to school**



# Attendance Reward Card




# Attendance Letter

XYZ School,

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Date.

Ms \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear \_\_\_\_\_

I am writing to you to express concern about your child's attendance.

Having checked the registers recently, the Head of Year and myself have found that \_\_\_\_\_'s attendance is \_\_\_\_\_%.

We are worried about this because \_\_\_\_\_ is missing a lot of school, and may find it hard to keep up with classmates. The Government does recommend that all children should attend school for at least 90% of the time, and you can see that \_\_\_\_\_'s attendance is much lower than that.

I do appreciate that there may be difficulties preventing regular attendance and will be available at school to discuss this with you. I hope that by writing to you about this, we will be able to work together to help \_\_\_\_\_ come to school more regularly.

The Education Welfare Officer may have to become involved if we cannot improve \_\_\_\_\_'s attendance.

Yours,

# Reasons and Excuses

I overslept.

I missed the bus.

My mum forgot to wake me up.

I get a lift in and we never set off in time.

My alarm clock broke.

I get a lift in but we have to drop off my little sister/brother first, which makes me late.

I forgot \_\_\_\_\_ and had to go back for it.

I have to walk my little brother/sister to school first.

There are always arguments every morning.





# Reasons and Excuses (Part Two)

Choose your two most relevant reasons for being late:

<b>Reason</b>  <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>Reason</b>  <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>Solution</b>  <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>Solution</b>  <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<b>Outcome</b>  <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>Outcome</b>  <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



# My Day Before School

Time started		How long?	Time finished
	<b>Get up</b>		
	<b>Leave for school</b>		
	<b>Arrive at school</b>		



# When Do You Feel Most Anxious at School?

- ☐ Catching the bus
- ☐ Registration
- ☐ Lesson time
- ☐ Lunchtime
- ☐ After school

- ☐ Before school
- ☐ Assembly
- ☐ Changing lessons
- ☐ Going into lunch.

## When being asked to:

- ☐ Write something down
- ☐ Answer a question (out loud)
- ☐ Do something physical
- ☐ Read out loud
- ☐ Do a test

- ☐ Ask a question
- ☐ Put your hand up
- ☐ Go into small groups
- ☐ Read quietly
- ☐ Get the results of a test

## In particular subjects

Subject	Because of teacher	Because of subject
P.E.		
Maths		
English		
Science		
Geography		
History		
P.S.H.C.E.		
R.E.		
Art		
Music		
German		
French		
I.C.T.		
Technology		

Put a star against the five most difficult areas.



# I Don't Like School Because...

I always get  
picked last at  
games.

I find \_\_\_\_\_  
difficult.

I find maths  
difficult.

I find  
geography hard.

I find art hard.

I find history  
hard.

I don't have  
many friends.

I find English  
difficult.

I find French  
difficult.

I find  
German difficult.

I get blamed  
unfairly.

I find science  
difficult.

The teachers  
don't like me.

I get most of  
my work wrong.

I don't like P.E.

It makes me  
angry.

It's too big.

My test  
marks are always  
the lowest.

It makes me  
scared.

I don't like the  
way I look.

I get picked on.

I find it hard  
to read in class.

I'm lonely.

I find it hard to  
listen.

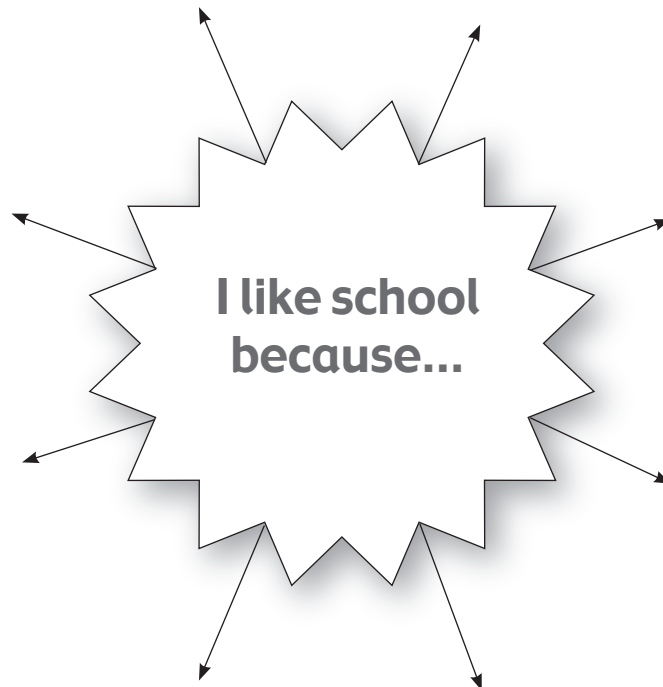
I find it hard  
to make friends.

I find it hard to  
concentrate.

I find it hard  
to keep up with  
the writing.



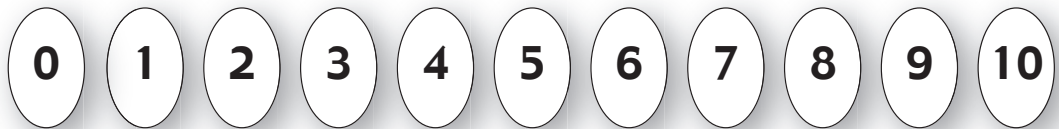
# Why I Like/Do Not Like School



# Scaling

**0** is as anxious as anyone could possibly be

**10** is not anxious at all



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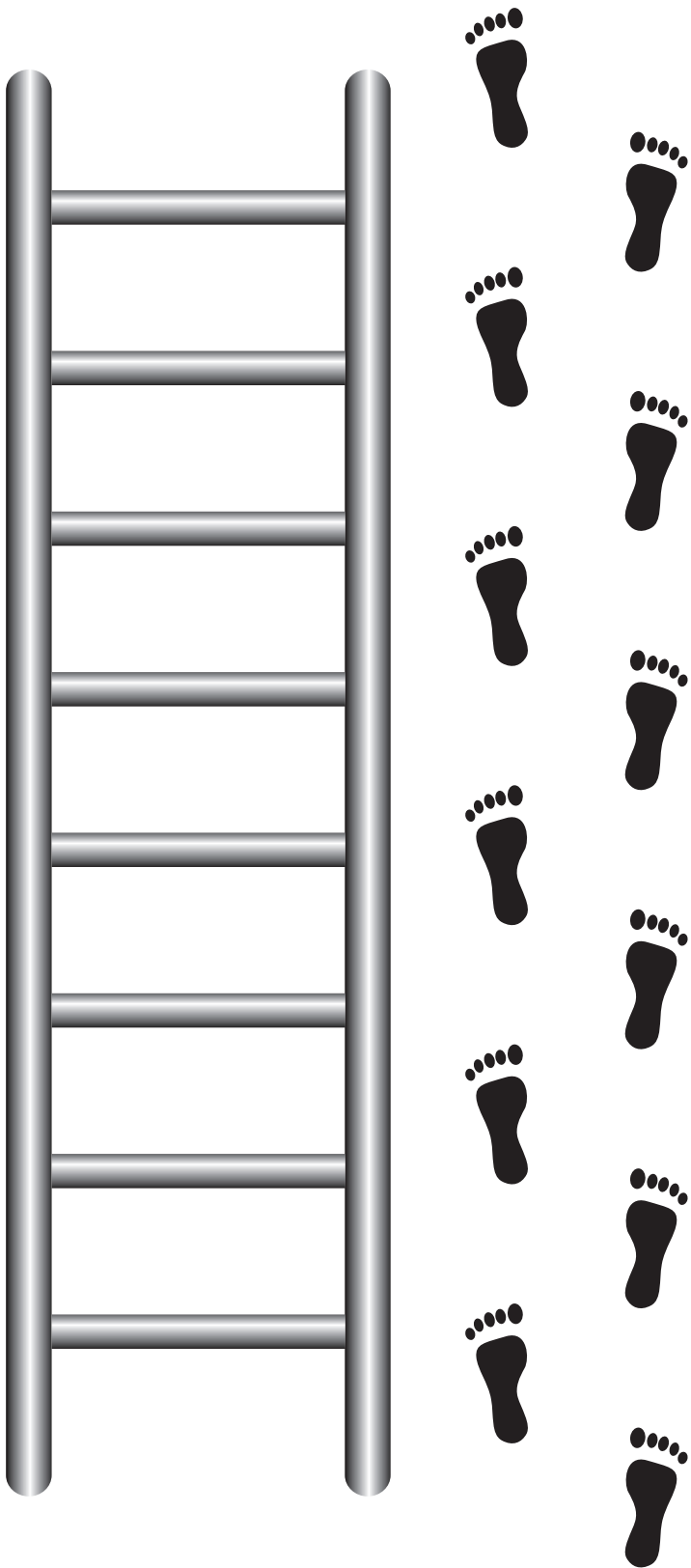
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# The Ladder



# Storytelling: The Frightened Lion

There was once a lion living in a jungle. He looked like a very fierce lion and had an incredibly handsome mane. He used to wander around roaring. All of the other animals were scared of him because he seemed so fierce. But Lion had a terrible secret. He wasn't very brave at all. In fact, you could say he was a real scaredy-cat! And what was he most scared of? Other lions!

Now this was OK most of the time, but recently it had been getting very warm and the stream where Lion always drank from had just dried up. This meant he was going to have to go and drink from the lake at the other end of the jungle. In this lake lived the fiercest lion ever known. Lion knew this because he had seen him – just once – when he had tried to get a drink. As he bent down, the other lion's awful face had appeared and looked as if he were about to eat him up! Lion had run for his life as fast as he could, never to return.

Lion looked in vain for somewhere else to drink, but eventually got so desperate that he knew he was going to have to go to the lake.

'Maybe if I creep up very quietly he won't hear me and I'll be safe,' thought Lion to himself as he looked longingly at the glistening water. He circled round, padding softly on huge paws, looking for his moment to take a delicious drink. With a thumping heart, he crept to the edge of the water and peered over. Oh no! There was the other lion, waiting for him, looking as fierce as a lion could look. Lion dashed away from the edge and sat under a tree feeling more and more desperate.

Eventually, knowing he would die anyway if he did not get a drink, Lion crawled back to the water. His dry mouth told him he had no choice but to face the other lion. Looking into the fearsome eyes of the other lion, Lion plunged his head into the cool water and... the other lion disappeared.



# Revision Planner

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8 pm							
9pm							

Week: \_\_\_\_\_



# Revision Techniques

For successful revision...

**Be confident, believe in yourself, get organised!**

Remember...

**Give yourself some time to relax and chill out.**

## Setting

It is best to be sat at a table or desk where it is quiet and you are not distracted or disturbed. Make sure you have good light and you are warm.

If you prefer to listen to music as you revise, don't let it be too loud or distracting!

## Breaks

It is very important to take lots of breaks. If you revised solidly for two or three hours your brain would only remember the first 20 minutes! So break from your revision every 30-45 minutes or whatever you find works best for you.

Break for five minutes and think of something totally different – turn your music up, play a favourite song, watch some TV, read a book or magazine, have a drink or something to eat.

## Organisation

Revise in advance! It is best to revise topics more than once. First, revise the subjects for which the exams are earliest, or in which you struggle.

- Make 'To do' / Tick lists.  
i.e. Biology – Photosynthesis  
– Reproduction  
– Digestion system.
- Make and use revision timetables.

## Equipment

You'll need pens, pencils, school books, any info/text books, coloured pens, plain/ lined/scrap paper, blue-tack, any subject equipment, folder(s) to keep notes in.

# 1. Note taking

Make them colourful! Your brain likes colour.

Use short sentences and abbreviate – so long as it makes sense to you.

Just note the key information.

Make one set of neat notes then rewrite them out a few times in scrap. Then try turning your notes over so you can't see them and write down everything you can remember.

When you compare this to your neat notes add on what you have forgotten in a different colour.

## 2. Highlighting

If you have any printed sheets of notes or your own textbooks (you can't highlight the school's, they'll want them back for other students!), one idea is to get some different coloured highlighters or felt tips and highlight the important information – the essential parts!

Highlight information that is new to you. It will stand out to your eye but don't highlight everything!

## 3. Mind mapping

One idea is to map out what you already know. You can add to your maps whenever you learn something new. These work well as they connect information fast and store lots of info.

Here's how to do it...

- Use blank, white paper and turn it sideways (landscape)
- Put your key word of the topic you are revising in the middle. Use colours!
- Put the main topics on the thicker 'branches' coming from the middle.
- On smaller thinner branches coming from these words, write the smaller subtopics and details.
- Draw symbols or pictures near the words as your brain remembers pictures better than words.
- You could then circle or use a question mark next to areas you are unsure about and need to come back to.
- If you need to rewrite or redraw these maps, that's fine! This can help the information stick in your head.
- You can also use them to map out what you are learning as you revise. You could try making some more detailed notes, then map these out afterwards as a summary to look back on.

Why not display these maps as revision posters? (See Posters)

## 4. Acronyms

It sounds confusing, but this can be a useful way to remember important information to a topic. Use the first letters of the key words or names of the topic to create a word you will remember. For example, in Geography, the tectonic plates that float on the earth's mantle can be put into this order.

**A**frica  
**N**orth America  
**N**azca  
**A**ntarctica  
**S**outh America  
**P**acific  
**I**ndo-Australian  
**E**urasian

The first letters spell out ANNA'S PIE. This also reminds you there are eight pieces of information you need to know, as there are eight letters.

## 5. Rhymes

You could use the first letters of the key words or phrases to make up a funny rhyme to remember it by.

As an idea, the names of the planets in the solar system could make up this rhyme.

My	Mercury
Very	Venus
Energetic	Earth
Mother	Mars
Just	Jupiter
Swam	Saturn
Under (the)	Uranus

North  
Pole

Neptune  
Pluto

Again, you could stick these around your bedroom (if it's OK with your parent or carer!).

## 6. Questions

Being interested in a topic helps you to learn faster. Try asking the following questions about a topic to improve your understanding. Asking questions helps you concentrate better.

Who? How? When? Why? What?  
Where?

Let's show you an example...

If you were studying the Great Fire of London you may ask these questions:

WHO started it?  
HOW far did it spread?  
WHEN did it begin/finish?  
WHAT happened afterwards?  
WHY did it do so much damage?  
WHERE did it start?

## 7. Posters

Create colourful posters about the key topics you are studying. You could write the topic across the centre of the page and write the essential information around it. You might want to add pictures or just use colours and highlighters. Or you could write the topic at the top of the page and have bullet points or a flowchart below.

The idea is to stick (with parents' or carers' permission) these posters in places you will see them often such as:

- bedroom walls
- your desk at home
- the back of cupboard door where you keep your favourite food
- the fridge door
- the back of the toilet door!
- next to your mirror
- near your stereo.

Change your posters every few days so you are looking at new information or simply draw a picture or diagram that summarises the topic.

## 8. Practise exam questions/papers

This one may sound a bit boring but it gets you into the practise of answering similar questions to what might appear in your actual GCSE. Your teacher may ask you to do some of these in class or as homework.

Practise makes perfect!

In subjects such as History and English, you could try essay plans. This is when you are given examples of possible essay questions you might be faced with in your exam, and you plan what your essay would say. Try brainstorming the title first to see what ideas and answers you come up with then revise over these areas. Write brief notes on what you would include in your introduction, main body and conclusion. Put page reference numbers to your texts where appropriate.

## 9. Test yourself!

After you have revised a topic test yourself by closing all books and hiding all notes and seeing what you can remember. Say it aloud or jot it down. Then check back to your books. Or, ask a parent or friend to test you. They should have your notes or books and ask you questions. This is a good way to see your friends and revise on the run up to exams. You can help each other with parts that you are struggling with.

## 10. Physical revision!

If you find you learn better kinetically, that's to say physically, then try walking around your room as you read out your notes/ books.

Get up and move about every 20-30 minutes

Act it out! Act the topic out in your bedroom or house. You could do this with a friend. Remember to check it back to your books.

Read out your notes in a dramatic or a funny voice. This is good if you learn better audibly.

## 11. Tape yourself

Another idea if you struggle to learn by writing things down is to read out the information that you need to learn to a tape recorder if you have one, and record it. You can then play it back to yourself as many times as you need to.

## 12. Key Words

Write a list of key words for the topic with no information and then tell yourself the details that belong to that key word. Or write these words onto flash cards and stick them about your room, then every time you see the key word recite all the information you can remember.

Everyone will have a different learning style so remember that different techniques might work for you compared to a friend!

It is important to revise for as much as possible – remember it is only for a few weeks or months of your life – however, do not stress yourself out. Have some relaxation time in between revising or before you go to bed. Get a good night's sleep before any exams.

# GOOD LUCK!!

# Friendship Skills Basic Checklist

Use this basic checklist as a guide to identifying those areas in which the student has strengths and weaknesses. This should highlight where the student requires support in improving particular skills.

## Understanding

- ☐ Can he provide examples of what a friend is?
- ☐ Is he aware of ways to sustain a friendship?
- ☐ What is his awareness of the effects of not having friends?

## Social skills

- ☐ Can he share personal property?
- ☐ Can he take turns in games?
- ☐ Does he understand and respect the concept of queuing?
- ☐ Does he use appropriate greetings?
- ☐ Is he aware of different manners in which to speak to people?

## Emotional literacy

- ☐ Can she describe emotions that are experienced in different situations, for example, parents arguing, going to the dentist, a pet dying?
- ☐ Can she identify different emotions from facial expressions?
- ☐ Can she read body language?

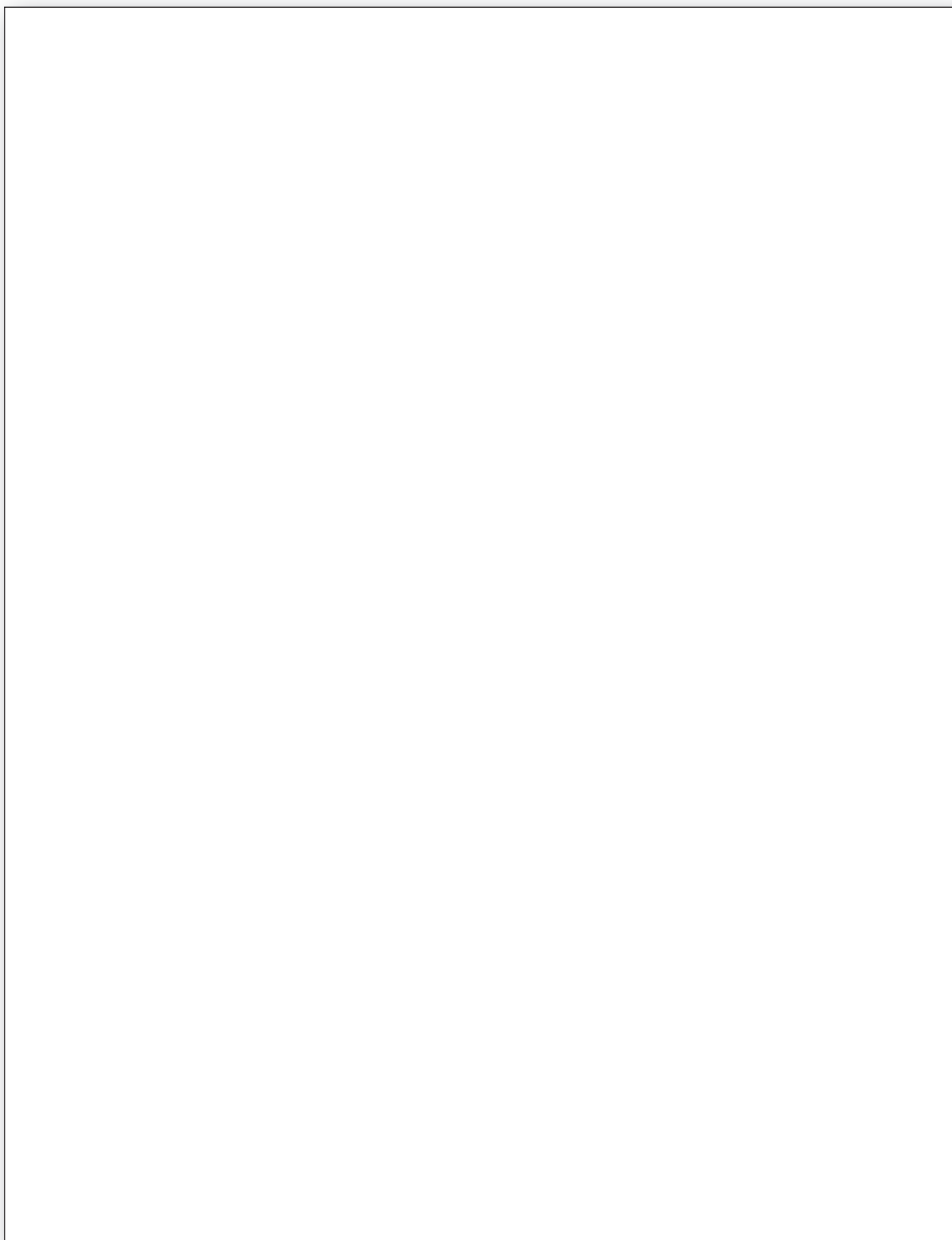
## Role awareness

- ☐ Can she imagine herself 'in the other person's shoes'?
- ☐ Is she aware of the effect of her actions or behaviour on others?
- ☐ Can she tell a story from a different view?
- ☐ Does she understand that there is more than one side to a situation?

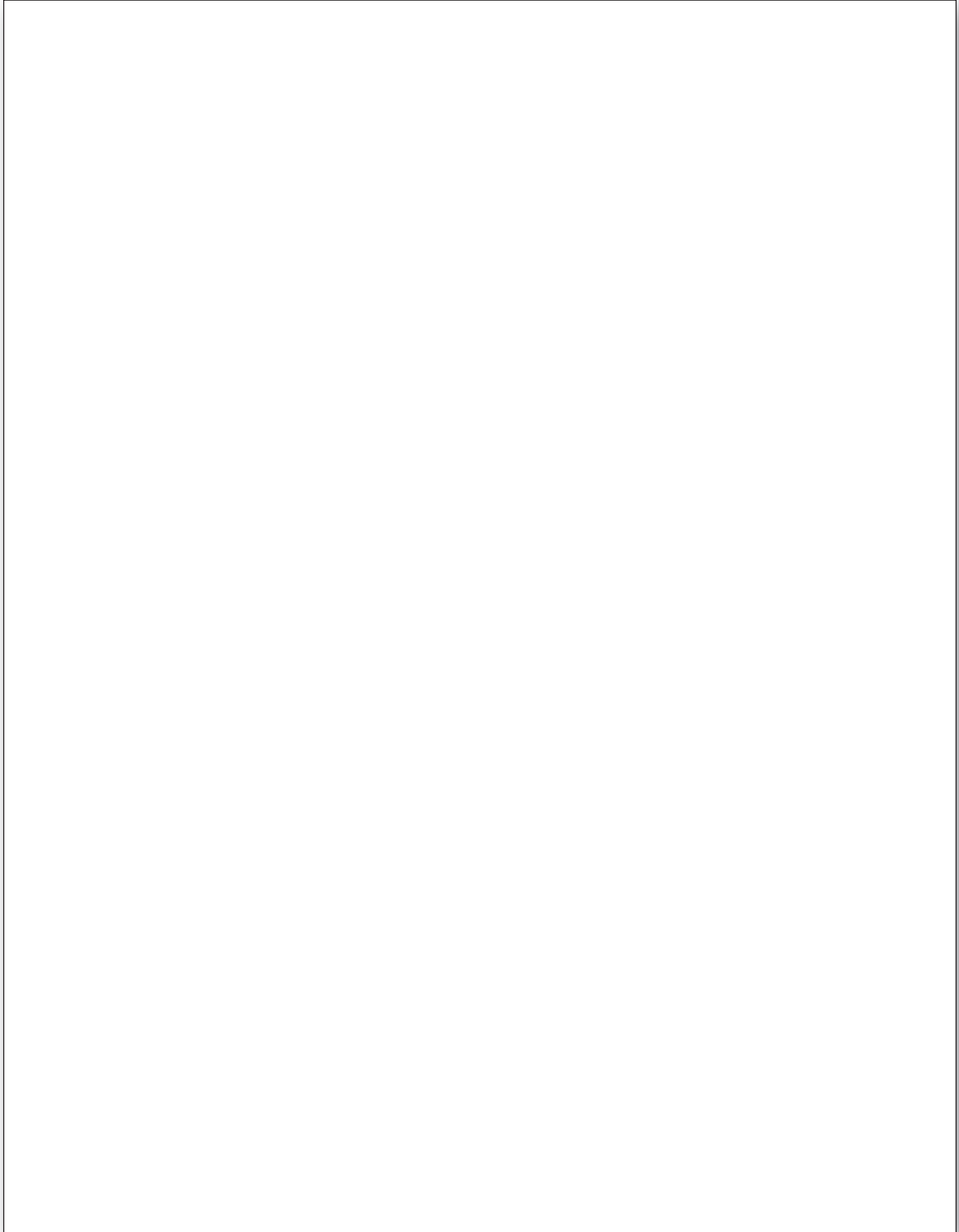
# Friendship Is...



# Draw What Makes a Bad Friend



# Draw What Makes a Good Friend



# A Bad Friend

Is selfish

Is aggressive

Tells your secret

Makes you  
look silly

Hits you

Name calls

Goes off with  
other friends

Gets you into  
trouble

Interrupts all  
the time

Leaves you by  
yourself

Lets you down  
a lot

Is uncaring

Is disrespectful

Says nasty things  
to you



# A Good Friend



Shows kindness



Shows respect




Shows affection



Likes sharing



Is fun to be with



Listens to you



Is thoughtful



Is trusting



Shows support



Makes an effort




Is loyal



Is caring



Is helpful



Gives a sense of belonging.



Is honest



Takes turns



# How Good a Friend Are You?

1. Which statement best describes you?
  - ☐ a. Very friendly
  - ☐ b. Fairly friendly
  - ☐ c. Not very friendly
  - ☐ d. Unfriendly.
2. How easy do you find it to talk to people that you don't know?
  - ☐ a. Not very easy
  - ☐ b. Fairly easy
  - ☐ c. Very easy
  - ☐ d. Difficult.
3. How easy do you find it to talk to new adults?
  - ☐ a. Difficult
  - ☐ b. Fairly easy
  - ☐ c. Not very easy
  - ☐ d. Very easy.
4. How easy do you find it to talk to new kids?
  - ☐ a. Not very easy
  - ☐ b. Difficult
  - ☐ c. Fairly easy
  - ☐ d. Very easy.
5. Which statement best describes you?
  - ☐ a. Easy going
  - ☐ b. Fairly easy going
  - ☐ c. Bad tempered
  - ☐ d. A bit touchy.
6. A new student has joined your class, would you:
  - ☐ a. Make friends straightaway
  - ☐ b. Wait to see whether you liked them
  - ☐ c. See whether other students like them
  - ☐ d. Ignore them.



## How Good a Friend Are You? continued

7. Your friend comes to school wearing terrible perfume/deodorant, would you:
- ☐ a. Tell them it was not very nice, but in a gentle way
  - ☐ b. Tell them it's awful
  - ☐ c. Try not to notice it
  - ☐ d. Call them names like, 'Stinky!'
8. Your best friend gets a detention for something they didn't do, would you:
- ☐ a. Shout at the teacher in their defence
  - ☐ b. Say nothing
  - ☐ c. Laugh at your friend
  - ☐ d. Tell your friend afterwards that you know they were in the right and you're sorry they got told off for nothing.
9. You find your friend being called names by a group of older students, would you:
- ☐ a. Run away
  - ☐ b. Try to help your friend
  - ☐ c. Call the bullies awful names back
  - ☐ d. Hang around until they'd gone before talking to your friend.
10. You fall out with your friend over a misunderstanding, would you:
- ☐ a. Smack them one
  - ☐ b. Try to make peace with them again by clearing up the misunderstanding
  - ☐ c. Not talk to them for a day
  - ☐ d. Spend time with other friends instead.
11. What is most likely to make you and your friend fall out?
- ☐ a. Believing rumours about something they have said
  - ☐ b. Not lending each other things
  - ☐ c. Not giving lent things back
  - ☐ d. Thinking they don't like you any more.
12. What are you most likely to do immediately after falling out with your friend?
- ☐ a. Cry
  - ☐ b. Try to make friends again
  - ☐ c. Hit them
  - ☐ d. Tell other people things about them.



13. How much time do you spend with your friends when you're not in school?

- ☐ a. We're never apart
- ☐ b. Never see them outside school
- ☐ c. Most days
- ☐ d. Occasional times.

14. If your friend asked you for money, would you:

- ☐ a. Refuse to lend them any
- ☐ b. Lend them whatever they wanted
- ☐ c. Think about it first
- ☐ d. Slag them off at the thought that you'd ever lend them money.

15. Who is most likely to make the first move when you have fallen out with your friend?

- ☐ a. You
- ☐ b. Them
- ☐ c. Both of you
- ☐ d. Neither of you – you'd never be friends again!

## Friendship Quiz – How To Total

Question no.	Total			
1	A=4	B=3	C=2	D=1
2	A=2	B=3	C=4	D=1
3	A=1	B=3	C=2	D=4
4	A=2	B=1	C=3	D=4
5	A=4	B=3	C=1	D=2
6	A=4	B=3	C=2	D=1
7	A=4	B=2	C=3	D=1
8	A=2	B=3	C=1	D=4
9	A=1	B=4	C=3	D=2
10	A=1	B=4	C=2	D=3
11	A=1	B=2	C=3	D=4
12	A=4	B=3	C=2	D=1
13	A=4	B=1	C=3	D=2
14	A=2	B=4	C=3	D=1
15	A=4	B=2	C=3	D=1
Total				

What is your score?

Read the verdict about how good a friend you are!



# Friendship Quiz – verdicts

## 15 – 24

With friends like you, who needs enemies?

You can't admit you're wrong, or make the first move to sort out a fall-out. You need to be more forgiving!

You always assume that others are getting at you and you don't feel secure in your friendships at all. You tend to assume that you won't like people you've never met before – try to be a bit friendlier to new faces!

Try to let things go a little bit without taking offence all the time and treat others as you would like to be treated. That way, you are more likely to keep the friends you have!

## 25 – 36

You need to be careful! Your tendency to assume that others are in the wrong, rather than yourself, puts you at risk of losing your friendships. You are sometimes willing to sort out friendship problems, but not often enough!

People you don't know are not always people to avoid – try being braver with new faces!

Be more willing to forgive friends who wind you up. Remember that your true friends are not your enemies – they are on your side! Never be tempted to treat your friends badly – you may need them one day!

## 37 – 49

You are usually a good friend to others. You consider their needs as well as your own and try to treat them as you would want to be treated.

You will find it quite easy to make new friends and know how to keep the ones you already have. You have good, balanced relationships with others, not allowing yourself to be used, but also not using them.

Keep this attitude to others and you'll never be without a friend!

## 50 – 60

Wow! What a wonderful friend you must be! You really go the extra mile to show your friends that you care about them! You hate falling out with them and do everything you can to put the situation right.

You have a lovely, caring attitude to other people, but make sure you don't let people walk over you.

You are always willing to forgive others for what they do, instead of taking offence.

## Well done!



# Tackling Shyness

Feeling shy is a natural part of growing up. Even confident people feel shy sometimes!

Making new friends can be difficult when you are shy because you can seem quiet, or nervous or feel awkward.

Try these ideas to tackle feeling shy or improve your confidence...

## 1) Chill out!

Learn to relax. Feeling shy makes you feel anxious and tense.

Tense your toes together and hold for a few seconds. Then slowly relax them. Now tense your feet. Slowly relax them. Next, try tensing your legs and slowly relax them. Work your way through your whole body. Feel the difference in your muscles.

## 2) 7-11

Breathing quickly or in shallow breaths will make your heart beat a bit faster, which will make you feel more anxious! Breathe in slowly and deeply to the count of seven, then breathe out to the count of 11. This should help you feel calmer.

## 3) Focus your mind

When you are feeling nervous or shy, you will be thinking about what is going on inside of you. Focus your attention on what is going on around you. Notice all the small details surrounding you, where are you standing, who are you with, what

colour jumper are they wearing. Give yourself a running description of the scene. This will hopefully distract your mind from how you feel inside!

## 4) Positive thinking

Trick yourself into believing that you aren't feeling shy! Tell yourself that there is no problem. Say short positive statements to yourself such as:

'I can do this.'

'Blushing is not a problem.'

'I am OK.'

Add some of your own.

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## 5) Say something

If it is the first time you have met somebody, try saying something! The other person is likely to reply to you, which could start off your conversation. You could even say: 'I never know what to say when I first speak to someone!'

Other things to say could be:

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# Friendship

Quality	1	2	3	4	5	6
Show interest in what people do						
Good at giving compliments						
Have a pleasant expression						
Laugh at people's jokes						
Kind						
Ask, not demand, to join in						
Offer to help others						
Invite people to do things						
Hang around where other students are						
Welcoming to new students						
Good at thinking of interesting things to do						
Willing to share						
Humorous and tell jokes						
Fair						
Good at organising games						
Bossy						
Tell others how to behave						
Tell others they are doing things wrong						
Talk about yourself a lot						
Mean						
Talk about other people behind their back						
Negative and sarcastic						
Too intense and serious						
Brag						
Moan a lot						
Bully						
Claim credit for things you didn't do						
Lie or cheat						



# Top Tips for Making Friends

- Smile!
- Be friendly and helpful.
- Talk to others at break and lunch-times.
- Show an interest in other people's activities.
- Be kind.
- Try to change yourself rather than trying to change your friends.
- Practise listening to them – try not to interrupt! Make sure they have finished speaking before you begin.
- Ask questions to show you are interested and to make sure you understand.
- Practise giving your undivided attention when listening to a friend.
- Try to see situations from your friends' point of view as well as your own. Imagine how it would feel if you were in their shoes.
- When arguments happen, try to find a positive outcome that both of you are happy with. This means you will both have to compromise.
- Remember your friends do not 'belong' to you. Share your friends.
- Spend time with your friends. It is OK to have different friends, just make sure no one is left out.
- Show your trust in your friend by lending him things. When you borrow something from a friend, make sure you return it in the same condition it was – this shows your friend that you can be trusted.
- Be honest – lying about something will only hurt and anger your friend and you will lose her trust. Be honest with your feelings.
- If you have a problem with a friend, talk to them about it. Choose a suitable time and place, and discuss your feelings calmly. Listen to your friend's response.

# Friendship Circles

