



CDI Childhood Development Initiative



CDI
Restorative Practices
Childhood Development Initiative

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



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Acronyms

CDI:	Childhood Development Initiative
CSPE:	Civil, Social and Political Education
DES:	Department of Education and Science
NCCA:	National Council for Curriculum and Assessment
PE:	Physical Education
PDST:	Professional Development Service for Teachers
RESPECT:	Respect, Empathy, Safety, Personal accountability, Equality, Community, Trust
RP:	Restorative Practices
SPHE:	Social, Personal and Health Education

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 Champions*. 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 and 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

In 2017, the Department of Education and Science DES included training of all teachers at primary and post-primary level in Restorative Practices as part of their Action Plan for Education (2017) and gave the lead for this action to the Professional Development Service for Teachers (PDST). This Learning Unit supports the vision of the DES to move schools in this direction.

For a number of years, CDI has worked with the PDST to train teachers to be restorative practitioners and support them to bring RP to their classrooms and beyond. This Learning Unit is intended to enable them to share their commitment and skills in an explicit way in their school community.

Student wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community.

(Guidelines for Wellbeing in Junior Cycle, NCCA, 2017, p.17)

Since 2017, the new area of Wellbeing Education has incorporated learning traditionally included in Physical Education (PE), Social, Personal and Health Education (SPHE) and Civic, Social and Political Education (CSPE). A school may also choose to include other areas in their wellbeing provision and this Friendship Champions 10 week Learning Unit in Restorative Practices (RP) aims to facilitate a school that wishes to give their students an explicit understanding of RP. Over the

course of the Junior Cycle, 400 hours are available for learning in the area of Wellbeing.

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.

What are Restorative Practices (RP)?

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.

Adopting Restorative Practices offers teachers and schools the tools, skills, language and dispositions to build meaningful and healthy relationships. RP is firmly rooted in explicit practices that are specific, observable and teachable; that can breathe life into key [Junior Cycle Principles](#)). These practices are always underpinned by restorative values which will be outlined and explored in detail each week of this Learning Unit. The weekly circle process will develop understanding of how teaching, learning and leading through a values-based philosophy has the potential to improve how things are done in our classrooms. Restorative Practices in education has considerable potential for anchoring schools (and societies) in beliefs and values that create wellbeing.

Many teachers are already committed to supporting wellbeing for their students and invested in building positive relationships. This Learning Unit offers an explicit way to enhance this further and facilitates opportunities for teachers to consider their own sense of wellbeing in the process, which is also an aim of the Wellbeing curriculum in Junior Cycle. Research (Stowe, M. 2016¹) illustrates that RP has a significantly positive

impact on teacher wellbeing as well as that of students.

Connectedness is created and promoted through the quality of relationships experienced within the school environment and through the values and school culture experienced on a day-to-day basis. In this context, wellbeing can not only be taught through explicit curriculum components but can be modelled by those working in the school as they show care, respect and consideration in their interactions with students. This is facilitated through the weekly circle process outlined in the Guidelines and Weekly Format sections.

Finally, this Learning Unit is for you and your students if you are looking to:

- Build on your positive communication skills.
- Improve the relationships in your classroom and beyond.
- Reduce stress and increase wellbeing.
- Introduce a proactive approach to enabling healthy behaviours.
- Find ways to cultivate emotional intelligence.
- Improve connection and community in your environment.
- Increase your ability to work WITH others.
- Promote reflective practice and a growth mindset.
- Develop creative and innovative solutions.
- Improve feelings of self-efficacy and autonomy.

¹ Stowe, Michelle (2016). *A Restorative Trail: Restorative Practice – opening up new capacities of hearts and minds in school communities*. Journal of Mediation & Applied Conflict Analysis, 3 (1). pp. 368–381. ISSN 2009–7170

Design of Learning Unit

Intention

This *Friendship Champions* Learning Unit is suitable for a **Post-Primary Wellbeing Programme which can contribute 10 hours to a school's elective Wellbeing hours**. The Learning Unit has the potential to be scaled over the three years of Junior Cycle depending on the school's interests and needs and could equally exist as a stand-alone Learning Unit, as outlined here. It could also potentially be **adapted** to fit in with:

- Transition Year Learning Units.
 - 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.
- Week Three: Respect.
 - Week Four: Empathy.
 - Week Five: Safety.
 - Week Six: Personal accountability.
 - Week Seven: Equality.
 - Week Eight: Community.
 - Week Nine: Trust.
 - Week Ten: RESPECT Group Task.

Overview

This Learning Unit has been designed to be delivered one hour per week over ten weeks. Each week aims to outline an introduction to the philosophy, skills and disposition of being a restorative practitioner using the RESPECT values as a guide – **R**espect, **E**mpathy, **S**afety, **P**ersonal accountability, **E**quality, **C**ommunity, **T**rust:

- Week One: What is RP? The Relationship SCALE (Proactive).
- Week Two: What is RP? The Relationship SCALE (Responsive).

Design

This Unit has been developed in accordance with the National Council for Curriculum and Assessment (NCCA) planning template and guidelines for developing short courses and Learning Units. It is therefore learning outcome-based and learning intentions led; it is also informed by Junior Cycle principles, inclusive of the key Junior Cycle skills, and integrates five of the six indicators of wellbeing throughout each week (the wellbeing indicator of 'active' refers to activities that raise the heart rate and although our weekly Shuffle / Play is active, it is not designed with this in mind.)

Guidelines

As teachers, you will also be developing and modelling your capacity as Friendship Champions (becoming/being restorative practitioners) along with your students during this 10 week Learning Unit **Friendship Champions**. You will also be the Circle Keeper of the circle each week which involves modelling and developing students capacity to become circle keepers, which is the aim for the 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 facilitating spaces where we reflect, share, connect and laugh together while developing our capacity to be Friendship Champions.

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 Champions (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 about 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 learnt.

Shape

Setting up the room in a circle is important and although it can be difficult to find and organise

classrooms where tables are put to the side and everyone can be seen, Circle Keepers are really encouraged to be solution-focussed 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 described below is to outline the circle process and offer a scaffold for Circle Keepers (teachers and students) to build upon 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 suggests this symbolises 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 do 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 on 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 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 Champions when they are responding to challenging situations, people and emotions.

Theory into Practice

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 Champions 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 Champions (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 needs 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 allows for the facilitation of such variety 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 Champions, 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 such knowledge in their own lives.

- **Friendship Tasks** involve weekly invitations that focus on implementing the new practices, tools and mindsets explored each week.

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. The teacher can take the roll call and organise materials while students consider their journal.

Group Check In

The **Group Check In** is usually a five-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 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 Champions. It 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 (building capacity as you invite 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 the lesson aims to unpack meaning and scaffold the understanding of each week's chosen learning intentions and theme (value) using various student-centred and active methodologies that breathe life into the 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 Theory into Practice activities invite Friendship Champions 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.

Group Check Out

The Group **Check Out** segment is a five-minute round that involves a brief share while passing the Talking and Listening Piece sequentially 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. This will support them in becoming Circle Keepers themselves along the way.

Close

The session ends with a 5-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



1

Week One: What is Restorative Practice? (Part One: Building Relationships)

Learning Intentions

- Define two aims of restorative practice.
- Identify two aims of a Talking and Listening Piece.
- List and apply the 5:1 Relationship SCALE.

Key Words

Restorative Practices, Friendship Champions, Values.

You will need

- Talking and listening piece.
- Student journal.
- Post-it for each student.
- Sticky name labels for each student (if necessary).
- Flipchart Paper and Markers.
- Timer to keep on track.

Focusing Activity (5 mins)

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

Group Check In Circle (10 mins)

Teacher input: We are going to practise learning to sit, ask, share and listen in circles every week. This may be out of your comfort zone but please do not worry at all, there is no pressure here and we will grow the skills needed to do this over the ten weeks together. 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 don't want to contribute today.

Introduce and explain the Talking and Listening Piece (refer to page 9 for guidance).

Teacher input: How are your energy levels on a 1-10 (10 = best day of my life and 1= I should have stayed in bed 😊!) and can you tell us your name and who you are named after or what your name means if you know?

Shuffle (5 mins)

Run The Big Wind Blows Exercise.

Students sit in a circle. Remove the teachers' chair. The teacher stands in the centre of the circle and explains the exercise:

- You start by saying ...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 and they cannot move to a seat right next to them.
- The aim is for the teacher to take one of the chairs as everyone moves and leave someone else 'on' in the middle of the circle.

- That person then needs to say “the big wind blows for anyone who.....” and try to get a chair when people move.
- The person ‘on’ can shout ‘hurricane’ at any time to signal that everyone in the whole circle has to move.

Circle Round (5 mins)

Invite students to share from their reflections about what circles need to be successful and seek agreement around respectful sharing and listening using the Talking and Listening Piece as a guide. List “Circle Agreements” on the flipchart and keep this list for use in every lesson.

Dig Deeper – What is RP? (25 mins)

Teacher Input: This course is about being Friendship Champions (restorative practitioners / people) and building a restorative classroom. One of the tools that we will use to run this course smoothly is the Silent Hand Up Signal for when we need quiet in the room. This works by me raising my hand to begin the signal and when anyone sees 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. Does this make sense to you all?

Think–Pair–Share (5 mins)

Think (1 min) Pass out post-its. Ask students to write down a couple of words to describe what they think being a Friendship Champion means and/or what springs to mind when they hear the word restorative on a post-it.

Pair (1 minute) Invite them to share this with their learning partner.

Share (3 minutes) Pass the Talking and Listening Piece around and invite students to explain what came to mind. Use the post-its to validate students’ insights.

Definition of Restorative Practices (2 mins)

Teacher input: So what is Restorative Practice (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 offer language and tools to help us resolve conflict or arguments or disagreements. These are skills for a happy life and they are relevant wherever there are relationships, in our classrooms, homes, with our friends and families.

As Friendship Champions we will, over this 10 week course, practise these skills and develop ways to build and strengthen connection to ourselves and to one another. At the heart of Restorative Practices, and being Friendship Champions, is living the restorative values. Don’t worry if you don’t know what this means yet as we will break down what values look like, feel like, and sound like over the next 10 weeks. 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 be learning 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.

Theory into Practice (10 mins)

Teacher input: OK, let's put this into practice with our first assignment. We'll try something that will be new for some of us! Remember we are practising to live like the giraffe (explain the symbolism of the giraffe outlined on Page 9) and to share and listen from our lovely big hearts.

This activity may be easier for some than others and that's OK, we are all different and develop new skills by leaning into new spaces but there is no pressure here at all. All I'd ask you to do is to adopt a 'give it a go' attitude and just pay attention to how things feel for you. Our intention, as Friendship Champions, is to support each other and to be our best self which is our invitation for each other in our circles!

- If necessary, use the communication silent hand signal to calmly quieten the room.
- Form learning partners by assigning A/B to students.
- Invite students to turn to their learning partner and give them a compliment.
- Again, if necessary, use the communication silent hand signal to calmly quieten the room.
- Ask them to be a little braver and turn to the same person and give themselves a compliment.
- When they have done this, pass the Talking and Listening Piece around to see how it went or what they noticed about this activity.

Teacher input: You may have found the second activity more difficult than the first. Part of learning about Restorative Practices is also learning to be restorative and positive with ourselves, as well as with others, which can be hard at times and may take practice!! Over these 10 weeks we will look

at how to be restorative with ourselves as well as with others, how to keep a positive relationship and ways of thinking about others and about ourselves too, especially when things go wrong as they can sometimes. You already have a huge amount of wisdom when it comes to building positive relationships and during these 10 weeks we will learn how to 'rock what we got' even more! Let's see what you know already, and we can do an 'even better if' later as part of your check out. Go to your Student Journal Dig Deeper questions and fill in your top tips for building positive relationships and friendships.

When the students are ready, conduct a round asking for one Top Tip from everyone and write them up on the flipchart. This can be displayed and referred to during each week of the course.

Relationship SCALE 5:1 (5 mins)

Introduce students to the Relationship SCALE.

Relationship SCALE

Smile

Connect

Ask

Listen

Engage

Compare any similarities between their Top Tips and the Relationship SCALE.

Point out that the SCALE is a guide for maximising the 5:1 ratio of positive to negative feedback needed to build flourishing relationships. Remind students that all their Top Tips build the 5:1 and that our weekly circles are a way to build the 5:1 Relationship SCALE, in a very conscious deliberate way.

Teacher input: The Relationship SCALE (Smile, Connect, Ask, Listen, Engage) is a helpful framework to remind us about ways to build positive relationships. Our brains are wired to survive, not to thrive. This means that we are wired to remember problems and worries more than successes and joys because our brains are trying to mind and protect us, to keep us safe. However, it often doesn't work out that way. As we know, this negative thinking can create lots of pain and upset in our lives. Imagine you went to a party and were greeted by three or four friends who were absolutely thrilled to see you and then you detected one unfriendly look or cool greeting from one person. Who do you imagine you would be thinking and talking and listening about on the way home that night?

Is the unfriendly look life threatening? NO! Would it be better for your brain to remember and focus on all the love you received that night? YES! The 'bad' is like Velcro, it sticks and this is why we call this tendency the 'stickability of the negative', while the 'good' can slide right off us like silk unless we are deliberate in focussing on it. We need to remember, notice and pay attention to the good and create lots of positive interactions to cancel out a negative one. Actually, we need positive to negative interactions at a 5:1 rate for healthy self-esteem.

An average relationship needs 3:1 (according to Maureen Gaffney's research ([Check out Maureen Gaffney's TED](#))).

Maybe for a teacher, this means if they have a disagreement with a student about homework, and are practising the 5:1 Relationship SCALE, they might try to make sure that the first time they see them the next day, they smile and engage with them in a positive way before asking about missing homework. We don't need to be perfect at it but keeping the 5:1 as our intention can be very helpful. We will use your own Top Tips and the SCALE (Smile, Connect, Ask, Listen, Engage) as a guide for our 5:1.

Group 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 they learned today, and what they now think Restorative Practices and being a Friendship Champion is about. Remind students to try their best to share in a real way, and they can of course repeat what someone else says if it resonates with them, or pass if they need to. The invitation is to practise being brave by sharing as much as they can.

Close – Play (5 mins)

Greetings around the World: Ask half the group to stand in a circle in the middle of the room. When they are there, ask them to turn around to face outwards and form an inverted circle.

Ask the rest of the group to stand in a circle outside the inner one and to face one person (standing concentric circles).

Explain that we will be practising world greetings, and that this is for fun and not necessarily accurate. Say that in Ireland, we often greet each other by shaking hands and saying hello. Explain that we will be greeting everyone in the circle this way by moving around clockwise (inner circle stay still and outer circle move clockwise and greet

everyone until they return to the start), making eye contact, shaking hands and saying hello.

When people are back to the start, use your quiet hand-in-the-air signal (see Guidelines) to quieten the room, repeat the process with other greetings as follows (get people to greet three others and stop at the next person for the rest of the exercise in order to save time):

- USA – high five enthusiastically
- Spain – air-kisses
- India – Namaste (the light in me sees the light in you) while bowing and holding their hands in a prayer position
- Hawaii – Aloha (while doing a hula dance and tapping hips together)

Then say “People in Iceland sometimes greet each other by touching noses (Eskimo Kisses)”. When the group hesitates, invite them to finish and take a seat.

Debrief by explaining that this is a fun demonstration of how some people can be uncomfortable in situations that others find easy, for example, some people find it easy to sit and share, or to shake someone’s hand while for others, its hard to sit in a circle and share and might feel as uncomfortable as if we are being asked to touch someone else’s nose!

Draw out the learning about the importance of feeling safe for people to be in circles and trying to grow the capacity to feel comfortable by practising in a safe way with boundaries (voluntary participation, ability to pass, acknowledgment of any contribution).

Consolidate (5 mins)

Invite students to complete the Check Out activity in their Student Journal (2 minutes).

Revisit today’s learning intentions and assess students’ knowledge by asking them to show a thumbs up/middle/down) (1 minute).

Invite students to reflect on their Friendship Task for next week, which is to maximise their 5:1 in class, at home and beyond, and to complete the Friendship Task section of their Student Journal (2 mins).

2

Week Two: What is Restorative Practice? (Part Two: Conflict Resolution)

Learning Intentions

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

Key Words

Restorative Practices, Friendship Champions, Conflict, Harm.

You will need

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

Focusing Activity (10 min total)

Invite students to fill in their Student Journal Check In activity. Remind students of the post-it exercise last week. Invite them to share in pairs what they can remember about Restorative Practices and how they got on with their 5:1 Task.

Open (5 mins)

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

Shuffle (5 mins)

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).

Check In (5 mins)

Teacher input: Last week we looked at our own Top Tips for building positive relationships. Restorative Practices and being a Friendship Champion is also about being able to honour relationships when things go wrong, when we find ourselves in a disagreement or an argument. Can you think of someone you know in your own life (or a character in a movie/ TV show) that is a great Friendship Champion? Someone who is good at building relationships and solving conflict/ arguments? Explain why you chose them if you can.

Demonstrate by giving your own example of a Friendship Champion and saying why they are one.

Dig Deeper (20 mins)

Teacher input: Last week we learned about the 5:1 Relationship SCALE. We looked at how great it was that Restorative Practices offer us skills and language to build positive relationships, for example learning to ask, share and listen to each other in our circles. Today we will expand our use of the Relationship SCALE to respond to conflict/ arguments/ disagreements. The restorative questions that we will learn over this Learning Unit will help us to do this.

Restorative Practices offer us a set of questions which are a great tool to help us be good Friendship Champions. We will look at one of these today, the question 'what happened?'. When things go wrong, we try to avoid the question 'why?' and instead ask 'what happened?'.

Think Pair Share (5 mins)

- Think:** Fill in the Student Journal Dig Deeper journal activity (1 minute).
- Pair:** Share this with the person beside you (1 minute).
- Share:** Take suggestions from around the room (3 minutes).

Teacher input: Now we will put this into practise with a little roleplay. Remember we are not trying to win any Oscars here, just giving each other opportunities to practise using restorative language and being Friendship Champions.

Theory into practice (15 mins)

Ask the group to come up with typical everyday conflicts that they face at school or at home (examples: someone ate the last biscuit / someone didn't do their homework / someone didn't respond to a text).

Invite students to work in pairs, taking turns to roleplay these scenarios using two separate 'takes':

- Take one, using the question 'why?'
- Take two, using the question 'what happened?'

Compare responses to each interaction and draw out the learning. Link this question to the 5:1 Relationship SCALE (outlined below).

Teacher input: As you can see, this week we are learning to ask and learning to listen using the restorative question 'what happened?'. This is a way to link into our 5:1 Relationship SCALE again. Asking this open question invites others to tell their story and is likely to get a less defensive response than asking someone "why did you do that?" It can allow people who may be in conflict opportunities to smile together again. It allows connection by looking at who is harmed as opposed to who is to blame. Asking the restorative question 'what happened?' helps us to understand by listening to the response and engaging in conversation instead of attacking, ignoring or fighting with them. You can use the question 'what happened?' to build positive 5:1 experiences too. For example, 'what's happening for you today? / what happened to make you smile today?', or to repair harm, for example 'what happened that upset you? / what happened that you didn't ask me to go with you?'.

Check Out – (5 mins)

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

- Can conflict ever be a good thing based on the examples that you heard / used in your roleplay?
- Share any reflections, comments or questions on using the question 'what happened?'.

Teacher input: Conflict is a natural part of relationships and can be an opportunity to connect and grow when responded to in a restorative way. When we work as Friendship Champions, 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 practice 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 winning!

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

1,2,3 (noise, gesture, dance move)

- Assign A and B pairs in the group. Ask a volunteer to be your partner. Invite them to stand opposite you and say you are both going to count to three, taking it in turns to say a number.
- **Round One: (1,2,3):** You say 1, they say 2, you say 3, they say 1, you say 2, etc. Invite everyone to try.
- **Round Two: (noise, 2,3):** You make a noise (e.g. woohooo) instead of saying 1. Your volunteer says 2, you say 3, they say the noise, you say 2 etc. Invite everyone to try.
- **Round Three (noise, action, 3):** You add a gesture (e.g. clap hands) for two. You make the noise, your partner makes the gesture, you say 3, etc. Invite everyone to try.
- **Round Four (noise, gesture, dance move – for the brave!):** You add a dance move for 3 (e.g. twirl / shimmy). You make the noise, your partner makes the gesture, you make the dance move, etc. Invite everyone to try.

- This game can be edited with more low risk or easy to follow activities if needed (1. high five, 2. slap thigh, 3. clap etc.) The intention is to consolidate learning, energise the room and to laugh and have fun together by being playful.

Consolidate – (5 mins)

Revisit learning intentions. Invite students to read about and reflect on their Friendship Task for next week in their Student Journal. The Task is to continue to maximise their 5:1 in class, at home and beyond and to try to use 'what happened?' three times by the end of the day.

3 Week Three: Friendship Champions – Respect

Learning Intentions

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

Key Words

Values, Respect.

You will need

- Talking and Listening Piece.
- Student journal
- Sticky name labels for each student (if necessary).
- Timer to keep on track.
- A post-it for every student.
- Piece of paper for each pair.
- Flip chart / Show me Boards for each group of 5–6.

Focusing Activity – (10 mins)

Complete the Student Journal Check In activity on values. Remind students of the 5:1 Relationship SCALE and the restorative question 'what happened?'. Invite them to share in pairs how they got on with their 5:1 and 'what happened?' task.

Open – (5 mins)

Introduce the Talking and Listening Piece and recall circle agreements.

Shuffle (5 mins)

Play The Big Wind Blows. After a few moves, see if the group can adapt this game in a way that exaggerates respectful invitations and movements when changing chairs., e.g. "could those with beautiful blonde hair mind moving, if it wasn't too much bother, that would be marvellous, thank you ever so much!", "oh, after you with" an exaggerated hand gesture.

Stretch Moment – (10 mins)

Invite students to share in pairs what the Student Journal Check In reflection revealed about values.

Teacher input: We already know that RP is about building and maintaining positive relationships and friendships. At the heart of Restorative Practices are restorative values, and we are learning about them as Friendship Champions! Values are what we consider to be important in life, especially in relation to what we do and say and how we do and say it. For example, we all probably value being respectful and respected. The wonderful thing about RP is that there are practices (such as our circles) and language (such as the restorative question 'what happened?') which allow us to live our values. This can be especially helpful in times of conflict when we may easily armour up and forget to practise our values or be our best self. For example, we may disconnect from our value of respect and shout or say something unkind to others. RP can help us to live our values in our everyday lives. We will use the RESPECT acronym to learn about the restorative values each week. Can you guess what each letter stands for? There is not only one possible answer by the way, so you might come up with some brilliant suggestions

that won't match mine but this Learning Unit uses a uniform one to guide us each week. See if you can identify some of the words (values) now!

Invite students to go to their Student Journal Dig Deeper activity and then work in pairs to guess what the acronym might stand for.

Introduce the acronym below on the flipchart and explain that we will use it to teach a different restorative value each week. Explain that they do not need to know what all of the words mean today, we will unpack them as the course unfolds. This week we will focus on the value of respect.

R: Respect

E: Empathy

S: Safety

P: Personal Accountability

E: Equality

C: Community

T: Trust

Check In (5 mins)

Conduct a circle round (model a brief answer): I feel respected when...., and I do not feel respected when....

Dig Deeper (10 mins)

Theory into practice

Think: Give each student a post-it and ask them to define the word 'respect' on it (1 min).

Pair: Invite the students to work in pairs to now write a joint definition on a page. When this is complete, join up two pairs and ask them to now write a definition to represent both pages on a larger page (4 minutes). If time allows you could

continue this and invite students to work in groups of eight and repeat this on a flipchart page which could be displayed in your room.

Share: Place the group definitions for people to read in the centre of the circle and invite each student to walk around and observe each other's answers.

Then use the following prompt as a circle round (5 minutes): How did respect show up or not show up in that activity?

Teacher input: The intention of this activity was not to get the 'perfect' answer for respect, but to live and practise the value of respect while doing it!

Check Out (5 mins)

What I learned or enjoyed today was...

Close (5 mins)

Play

In the Long Grass:

- Gather in a circle and have an empty chair placed to the left of the person who is 'on'. They move into the empty chair saying 'Here I sit'. Initially start in a clockwise direction.
- The next person that has an empty chair to their left jumps into the empty chair saying 'in the long grass'.
- The next person repeats this action by adding 'with my friend' and adds a name, for example, Jack. Jack then moves to the spare chair and leaves an empty chair across the room.

- The person with the empty chair on their left now begins this process again by saying 'Here I sit'.. and so on.
- Once the game is established, switch the expectation by inviting the person either side of the empty chair to compete for it instead of just going in a clockwise direction.
- Once this gets a little messy / chaotic, remind students of our intention to practise respect and to consciously include the respect value into the game. See if students can come up with a respectful way to decide who takes the empty chair to begin the game and to respectfully honour the winner! (For example, the first person to touch the chair wins and the other person congratulates them).

Consolidate (10 mins)

Revisit the learning intentions and ask students to close their eyes and think of the RESPECT acronym. Invite them to hold up their fingers to illustrate how many they can remember. Ask them to work in pairs to fill in the gaps.

Consolidate by asking students to complete the Student Journal Check Out activity and introduce the Friendship Task for next week and beyond, which is for them to try to find examples of the restorative RESPECT values in action in their world. Explain that you want them to find examples of the restorative RESPECT values for a group task that they will work on over the coming weeks. Ask students to bring their examples to class next week.

4

Week Four: Friendship Champions – Empathy

Learning Intentions

- Define empathy
- Practise empathy.
- Use 'I feel' language.
- Perspective taking using 'what happened?'

Key Words

Values, 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.
- YouTube clip of Mark Ruffalo and Murray "Empathy" (optional) (https://www.youtube.com/watch?v=9_IRt1R4xbM).
- A giraffe and a crocodile puppet or images (optional).

Focusing Activity (5 mins)

Invite students to complete their Student Journal Check In activity.

Open (5 mins)

Introduce the Talking and Listening Piece and recall circle agreements.

Shuffle (5 mins)

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

Check In (5 mins)

Open this circle round by completing the statement "When I need to talk, someone I like to talk to is ... because.. ".

Dig Deeper (25 mins)

Invite students to fill in their Dig Deeper Student Journal activity (2 mins).

Stretch Moment (optional)

Play the Mark Ruffalo and Murray clip from Sesame Street to explain empathy (3 mins) and ask the students what they think about it.

Teacher input: This week we will learn about Empathy. Empathy is feeling 'WITH' others. It is a skill that we can develop, cultivate and grow. We will practise two key skills today to help us to grow and cultivate empathy. The first is being able to identify and communicate emotions. The second is understanding someone else's perspective.

Can you remember why giraffes might be good at practising empathy? They 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. If empathy involves understanding and communicating emotion, then it is very important that we have language to help us to do this. Let's look at what we know already!

Invite students to work in groups of 5 (10 mins). Instruct them to draw a large heart in the centre of a large page (flipchart/ A1/ Back of roll of wallpaper). Ask them to draw a large 'I' in the centre of the heart. Then write as many feeling words as possible that they can think of around the heart. Go through the alphabet to inspire words if needed.

Teacher input: This feelings sheet will help us talk like a giraffe as we use 'I feel' language. This is language that supports us to speak with others using 'I' messages. When things go wrong as they sometimes do, or someone is harmed, a giraffe will share from its heart and say 'I feel X', as opposed to blaming others by saying, 'you did X'. The switch from 'You' accusations to 'I' messages can be very powerful. It helps to communicate how people feel and it helps someone who is listening respond from their hearts, and so it can grow empathy. Another component of empathy is perspective taking and being able to understand or see someone else's point of view, to be able to step into their shoes. We already know an effective way to understand someone else's perspective. Can you remember our key restorative question from last week? Yes, it's the 'what happened?' question.

It can be easy to talk like a giraffe when everything is going well. Sometimes, when we meet conflict, when we argue and disagree, we can put on our

armour and try to protect ourselves by attacking others. This can make it hard to tap into our inner giraffe and so we can then end up talking like a crocodile. We will practise giraffe language as opposed to crocodile language to help build empathy when things are not going well. The giraffe uses 'I feel' and sees other people's points of view; the crocodile uses 'YOU and pointed fingers' to blame or attack others.

(Adapted from Rosenberg's Non-Violent Communication²)

Theory into Practice (10 mins)

Think: Invite students to think of examples of everyday conflict, disagreements or arguments that they might see in their lives in school or at home. Write examples on the board and use their examples for this exercise.

Pair: Ask students to work in pairs to compare giraffe and crocodile responses to their outlined scenarios. Give them 60 seconds to come up with a giraffe response (use the heart posters for support) and a crocodile response for each example of a conflict.

Share: Ask for the crocodile responses first. Then compare the giraffe responses. Unpack how others may respond to the language of each animal.

Some examples for guidance:

Example 1: Their favourite dinner wasn't ready as promised when they got home.

Crocodile - 'You never cook my favourite dinner, it's so unfair!'

Giraffe - 'I feel disappointed that my favourite dinner wasn't ready, I love how you cook it. What happened?'

² Rosenberg, M.B., 2002. Nonviolent communication: A language of compassion. Encinitas, CA: Puddledancer press.

Example 2: You see from Snapchat that your friend was at the cinema and didn't invite you.

Crocodile – 'You're a crap friend and I wouldn't want to go to the smelly cinema anyway...PS you look horrible in the photo!'

Giraffe – 'I felt sad when I saw that picture on Snapchat, especially because we are such good friends. What happened that you didn't invite me to go too?'

Remember, giraffes tend to hang out together, as do crocodiles! A croc will usually bring out the croc in others and a giraffe will often inspire a giraffe response. What is really an amazing skill is to be able to talk like and model a giraffe even when someone is being a crocodile with you. That can very hard, and we will only really be able to do that on our best day or when we feel safe in ourselves. The tools and language that we are learning as Friendship Champions can help us to feel this safety; can help us to trust ourselves more and support us to be able to choose our response. We won't always get it right of course, and we do not need to be perfect at it; it is about intention and practice. Asking ourselves, 'who do I want to be in this situation?' puts us in touch with our own inner power, rather than letting what other people (crocodiles) say or do control what we say or do. It can help us pause and choose which animal we want to be. This way of thinking and speaking is a great way to honour relationships with others, but it is also good for us too as we tend to like ourselves a lot more when we speak and think like giraffes! Remember we said that Restorative Practices is also about learning to be restorative with ourselves, learning how to be our best self, remembering our inner loveliness! The giraffe is a helpful reminder to practice using 'I feel' language, to share from our hearts and to ask 'what happened?' so we can understand how someone else is feeling.

Check Out (5 mins)

Something that I learned or enjoyed today was...

Close (5 mins)

Play

Echo Emotions (empathy): Invite the students to stand in a circle. Ask each person to say their name and do an action to show how they feel (for example, someone says 'Michelle' while giving a smile and thumbs up to show she is feeling content). The whole circle repeats this by echoing their name and action back to them, and each person takes a turn to have their name and action echoed back to them.

Consolidate (10 mins)

Revisit the learning intentions by inviting the students to fill in their Student Journal Check Out activity. Remind the group that their Friendship Task for next week and beyond continues to be to try to find examples of the restorative RESPECT values in their world and to collect them for a portfolio that will be used for the Friendship Group RESPECT Task. They will work on this task over the coming weeks in order to deliver a five minute presentation in week 10. Ask students to bring their portfolios to class next week.

5

Week Five: Friendship Champions – Safety

Learning Intentions

- Identify the characteristics of anger.
- Understand that anger is a secondary emotion.
- List two ways to practise calmness.

Key Words

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

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.
- Post-it notes.

Focusing Activity (15 min)

Think: Ask students to complete their Student Journal Check In activity (3 mins).

Pair: Remind students of their individual preparation for the group Friendship RESPECT Task where they were asked to find examples of the RESPECT values in their world conversations, Facebook, Snapchat, Instagram, quotes, clips, Netflix, images of friends, anecdotes etc.. Arrange students into groups of three for five minutes, and ask them to nominate someone as a notetaker and someone as a sharer. Give each group a post-it, and ask the following questions:

- What did you find and where?
- Which value(s) did it relate to and in what way?
- Did anything surprise or interest you in particular?

Ask the notetaker to write the overall answer or summary comment agreed by the group on the post-it.

Share: Invite each group to share their comments to the whole class. Discuss or unpack anything that emerges. (7 mins). Explain that next week we will form groups of five people for our group Friendship RESPECT Task.

Teacher input: The intention is to promote, celebrate and cultivate RESPECT values in a way that is meaningful to you.

Open (5 mins)

Introduce the Talking and Listening Piece and recall circle agreements.

Shuffle (5 mins)

Fruit Salad (Variation of The Big Wind Blows / The Sun Shines):

- Assign each student a fruit (apple, orange, pear, pineapple).
- Ask for a volunteer to be the first 'on' and take their chair out of the circle when they stand up.
- The person who is 'on' stands in the middle and calls out the name of a fruit.
- The people with the identified fruit have to swap seats and the person in the middle moves to take a chair and leave 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. This week we will explore the value of Safety. We talked a little about this last week. Developing our skills, tools and language as Friendship Champions can help us to feel safe. It can help us to be in touch with our inner power which can support us to feel safe. Speaking of powers, we'll use the following prompt for our Check In circle...

- If you had a superpower what would it be? (or who was your favourite Superhero when you were a kid?)

Dig Deeper (20 mins)

Teacher input: Last week we looked at Empathy and at using giraffe language where we share from our hearts and try to see each other's perspective using the restorative question, 'what happened?'. We realised that it can be hard to speak like a giraffe at times, which is especially true when we do not feel safe. We know that when we feel that we need to protect ourselves and armour

up, the crocodile tends to come out instead. Restorative Practices can offer us tools, skills and ways of thinking that remind us of our inner power, our power to choose how we respond to things; our power to use language to promote giraffe responses ('I feel' and 'What happened?'). I like Martin Luther King's definition of power, he describes it as the ability to affect change. As Friendship Champions we can affect how we and others experience relationships and friendships, we have awareness and knowledge about positive communication that gives us power. Today we will build on this and use another animal metaphor to empower us with more information and awareness about the superpowers of a Friendship Champion!

Let's look at how the brain works! When we do not feel safe, our brain can go into survival mode. It's trying to protect us, just like we discovered in week one when we looked at the 'stickability of the negative' and the need for the 5:1 ratio. Our brains have several layers which work on different levels. When it feels that there is a threat, for example when we feel harmed or attacked in an argument or disagreement, it can sometimes go into the reptilian brain which is the limbic system at the base of our brain that wants to protect us. When we are here, we are in survival mode. We will call this the Guard Dog part of our brain. When we feel threatened, we can become angry and might feel the need for protection, so we start to defend ourselves by being the Guard Dog, by 'barking' at others and looking out for potential problems instead of solutions. We may have past hurts that trigger us into this mode very easily. For example, when we overreact by ignoring a friend who forgets to reply to our text because we have been feeling left out. Can you think of other examples of when past hurts show up?

Feeling hurt can lead us to do many things. Have you ever heard of the 'fight-flight-freeze' response? 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 is clear thinking and makes rational decisions. We will call this part of our brain the Wise Owl, it is called the prefrontal cortex at the front of the brain. The Wise Owl makes calm and healthy choices, it can decide whether a reaction (such as attacking, hitting a wall or slamming the door) is a good idea or not. But the Guard Dog cannot make such rational decisions. When we are in this mode 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. What other things might we do when we are in the Guard Dog mode? Let’s look at what we know already about anger and how it shows up.

Think: Complete your Student Journal Dig Deeper activity (2 min)

Pair: Invite students to work in groups of five for 5 minutes. Instruct them to draw a large tree with roots in the centre of a large page (flipchart/ A1/ Back of roll of wallpaper) with the word anger on the trunk. Ask them first to write on the top of the tree how people behave when they are angry! What do they do, or say or think? Then invite them to suggest what feelings could be at the root of the tree. And write those feeling in the roots.

Share: Use the raised hand signal to calmly communicate the need for silence. Ask students to share why they think we act like the top of the tree, instead of sharing feelings from the bottom? (Example, we might say ‘shut up you, ya loser’ and slam the door as we leave, as opposed to saying ‘I feel embarrassed that I cannot do this activity, can you help me please?’) (3 mins).

Teacher input: As you can see from your trees, anger can be a mask we wear when we are trying to protect ourselves. We can also see from the behaviour at the top of the tree that it often leads to disconnection. Anger is not a bad emotion but it can be expressed in an unhealthy way at times

and have a negative impact on our relationships with others and ourselves. Restorative Practices teach us how to deal with difficult emotions, like anger, in a healthier way. They give us the giraffe language that we learned about last week where we can understand and share how we feel (‘I feel’).

We will add to our tools as Friendship Champions this week by learning how we can stay in the Wise Owl mode and remain ‘on-line’ to make rational decisions and healthy judgements. One way that we already know to support us to feel safe and stay in the Wise Owl mode more easily is our 5:1 Relationship SCALE of Week One. When we have positive relationships and interactions, we are less likely to feel threatened. Another way to support us to stay out of the Guard Dog and in the Wise Owl is to practise calmness because calm is a superpower! People are not born calm, it is just a practise and something that we can learn to do. When we are calm, we stay in the Wise Owl and make healthier decisions, we respond on purpose, we are in touch with our inner power instead of giving all of our power away to external stimuli.

Stretch Moment

Think: What do calm people have in common? What do they do to stay calm? What do you do? (30 seconds)

Pair: Ask students to discuss their answers in pairs (1 minute).

Share: Ask for three or four examples from around the room regarding their top tips for practising calmness (1 minute).

Explain that calm people do and practise two things before they respond:

- Breathe.
- Ask questions.

Theory into Practice (3 mins)

- Invite students to take in a very deep breath.
- Ask them to repeat this while observing someone else.
- Ask them what they notice (usually shoulders lift and chest expands).
- Explain that this may be the best way to take a photo for Snapchat (while posing with your hand on your hip looking sideways at the pretend camera) but it is not the best way to breathe. The best way to breathe is into the belly – ‘Belly Breathing’!
- Invite students to put their hands on their belly and to take in a deep breath for seven seconds (belly should expand like an inflating balloon) and to exhale slowly for seven seconds (belly should retract like a deflating balloon).
- Invite students to repeat this three times.

Teacher input: Imagine that simple, practical things that we already know how to do (breathe and ask questions) can give us superpowers! All we need to do is to remember to breathe before we respond which helps us to lower the blood pressure and stress levels in our bodies; this keeps us in the Wise Owl. This gives us the internal pause needed to remember to ask questions before we react or fly off the handle. It could even be an internal question, such as ‘Will shouting at this person help me or this situation to improve?’. Or an external question to someone else, such

as our restorative question, ‘What happened?’. Remember, we are not born a calm person or an uncalm person, it’s just a practice and as Friendship Champions it’s something that we can get better and better at. Practising calmness can really support us to stay out of the Guard Dog and deal with our anger in a healthier way, a way that doesn’t damage our relationship with others or ourselves, a way that helps us to connect and honour relationships in times of challenge.

Now that we understand about the Guard Dog, we may remember as Friendship Champions not to be so hard on ourselves and others when things are said or done from this space. We now understand that you or they needed to feel safer, that you or they didn’t have the skills to practise calmness or speak like a giraffe at that time; and when we know better, we can do better! Simply breathing and asking ‘what can I do or say to support the feeling of safety?’ or ‘who do I want to be in this situation?’ or ‘what would the Giraffe and Wise Owl do say or model right now?’. This is power, our internal power, our ability to affect change.

Check Out (5 mins)

What I learned or enjoyed today was...

Close (5 mins)

Teacher input: The first place we notice our feelings such as anger, is in our body. We need to get in tune with our bodies and pay attention to what is going on inside of us, and the Belly-Breathing can help this. How do you know you are getting angry? Where will it show up? (hands, tummy, chest, jaw, etc.). Paying attention to this is our indicator that the Guard Dog (reptilian brain) might be arriving and (unless we are in danger and need our ‘fight-flight-freeze’) we should practise calmness – 1. Breathe, 2. Ask Questions – to stay in the Wise Owl (prefrontal cortex).

Play

Feelings Mirror: Invite students to stand up. Ask them to think about feelings on a 1-10 (10 = feeling ecstasy and 1 = feeling total despair).

- Invite them to mirror a 1 in their bodies (head low and crouched body) and 10 in their bodies (jump with fist bump).
- Call various numbers and ask student to act the number out.
- Vary this game to mirror anger at variations from a 1 to a 10 if safe to do so. Then model calmness at variations from 1 to 10.

Consolidate (5 mins)

Revisit learning intentions. Invite students to fill in their Student Journal Check Out activity. Remind the group that their Friendship Task for next week and beyond continues to be to try to find examples of the restorative RESPECT values in their world and collect examples for a portfolio that will be used for the Friendship Group RESPECT Task. Ask students to bring their portfolios to class next week when they will work in small groups to brainstorm their own chosen Task.

6 Week Six: Friendship Champions – Personal Accountability

Learning Intentions

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

Key Words

Accountability, responsibility, amends, empower.

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)

Think: Complete the Student Journal Check In activity (3 mins).

Pair: Invite the group to chat in groups of three about the following (5 mins):

- Ideas for the group Friendship Task.
- How this reflects, shares, promotes or celebrates one or all of the RESPECT values.
- How best to form groups with the values in mind.

Share: Get feedback from each group and use the information to facilitate formation of the groups who will work together on the group Friendship Task. Explain to the group that they will work on their ideas as part of this week’s Friendship Task and will be expected to share what they are doing in next week’s class (7 mins).

Open (5 mins)

Introduce the Talking and Listening Piece and recall circle agreements.

Shuffle (5 mins)

Secret Seat Swap:

- Ask for a volunteer to stand in the middle wearing 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 being blindfolded. If not, seek a volunteer).

Check In (5 mins)

A person in my life or a character from a movie or book or cartoon that springs to mind when I think of someone who is responsible or usually tries to do the 'right' thing (even if nobody is watching 😊) is because ...

Dig Deeper (20 mins)

Teacher input: Last week we explored the superpower of calmness and how this helps us to feel safe, to stay in the Wise Owl instead of the Guard Dog. We learned how to practise calmness by 1. breathing and 2. asking questions. Did practising calmness last week support you? How did it go? Take one or two shares.

This week we will look at the value of Personal Accountability. What do you think this means? Have you heard of this before? It is connected to the idea of being responsible that we talked about in our opening circle. Saying we are personally accountable is another way of saying that we are in charge and are responsible and accountable for how we behave and the energy that we bring to situations.

We have already explored the power we have to respond to situations instead of giving our power away to others or external things when we react to situations without thinking. When we respond restoratively instead, like a Giraffe (not a Crocodile) or a Wise Owl (not a Guard Dog), we can impact how we and others experience situations; we take ownership about who we are and how we deal with things. We ask, 'Who do I want to be in this situation?' and let the answer be our compass or guide.

But we are all human, and sometimes we disconnect from our best selves, for example when we go into the Guard Dog and attack or hurt others as we explored last week. When this

happens, Restorative Practices offer language and skills to reconnect us to our best self again. They offer us tools to add to our superpowers as Friendship Champions. One way they do this is by asking restorative questions. We already know 'what happened?' and we will look at another two restorative questions today that support us to make amends and repair any harm that may have been caused by what happened. These questions will support us to be accountable ourselves and to promote accountability among others when things go wrong, as they sometimes do.

The key restorative questions that we can ask to practice personal accountability are:

1. Who has been affected and in what way?

This question will give us the information we need to understand how to best answer the second question we are exploring today.

2. What do you (or I) think needs to happen next to make things better or to fix the harm or to make amends?

Being accountable is about fixing a harm and making things right, and this is often done by making amends. When we think restoratively, we see that conflict is the problem (not the person) and we know that if we are in the conflict, we can be part of the solution! These restorative questions invite us to identify what may be needed to put things right again. As Friendship Champions you can ask these questions of someone who has been harmed and also of someone who has caused harm to others or, indeed, we can ask them of ourselves. Often, people can of course cause harm and be harmed at the same time because hurt people hurt people!

The questions 'who has been affected and in what way?' and 'what do you think needs to happen

next?' give people power to identify ways to fix things, to make amends and to be accountable when they have caused harm. Let's look at an example to unpack this!

Stretch Moment

Outline the following scenario where the questions can be used:

- You arrived home late and forgot to collect your sister from school.
- **What happened?**
- I was late and forgot my sister.
- **Who was affected and in what way?**
- My mam was stressed and worried, my sister was afraid and had to wait. The relationship and our trust have been damaged.
- **What needs to happen to make it right?**

Ask the group to imagine that they are the person in this scenario and to make suggestions for what needs to happen to make things right.

Possible responses might include:

- I need to acknowledge that I should have been there and apologise.
- I need to talk with my sister and ask if she is OK and what she thinks needs to happen to make amends.
- I will see if she would like to cook something together for our mam as a way to reconnect and contribute in a positive way to our home.
- I need to talk with my mam over dinner and assure her it won't happen again and that I will set an alarm on my phone as a reminder next time.

Theory into practice (10 mins)

Think: Complete the Student Journal Dig Deeper activity (3 mins).

Pair: Pair up students and invite them to ask one another about their journal entry using the restorative questions: What happened?, Who has been affected and in what way?, What needs to happen next (to fix the harm or make amends)? (4 mins)

Share: Take one or two examples from the group (3 mins).

Check Out (5 mins)

What I learned or enjoyed today was...

Close (5 mins)

Play

Human Knot: This is a team building activity where everyone has responsibility to be part of the solution.

Get the group to form a circle of 8 or 10 people (each circle needs to be an even number). Tell them to put their right hand up in the air, and then take the hand of someone across the circle from them (they can't take the hand of someone next to them).

Then repeat this with the left hand, ensuring they grab a different person's hand.

Check to make sure that everyone is holding the hands of two different people and they are not holding hands with someone either side of them.

Then they must now try to untangle themselves to form a circle without anyone letting go of any hands.

Ask the group not to tug or pull on each other but to support and work with each other to be part of the solution. The group can often untangle into a circle.

Consolidate (5 mins)

Revisit learning intentions.

Invite students to fill in their Student Journal Check Out activity. Remind the group that their Friendship Task for next week is to practice asking 'who has been affected and in what way?' and 'what needs to happen next?' and to continue to communicate with their group about the group Friendship RESPECT Task.

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

Learning Intentions

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

Key Words

Non-judgemental, amends, equality, tribes.

You will need

- Talking and Listening Piece.
- Student journal.
- Sticky name labels for each student (if necessary).
- Timer to keep on track.
- Six Juggle Balls.

Focusing Activity (15 mins)

Think: Complete your Student Journal Check In activity (2 mins).

Pair: Invite students to work in their five groups to compare revision grids they have completed as

their Check In activity, and peer teach anything that they have forgotten. Use this activity to embed each groups' ideas for the group Friendship RESPECT Task into the values they have explored each week (2 mins).

Give the group time to reflect on and plan for what they would like to do as their five minute group Friendship RESPECT presentation that will **demonstrate their understanding or modelling or promotion of the restorative RESPECT values** (8 mins).

Some ideas for presentations the teacher can suggest are rap, video, collage, poem, poster, or drama. Explain that the roles below may support them to work together:

- Time Keeper.
- Facilitator – invites ideas from group and focuses discussion on the RESPECT values.
- Notetaker – writes down suggestions.
- Cheerleader – encourages everyone to contribute and take part.
- Spokesperson – gives feedback to the whole group (30 seconds per group).

Share: Invite each group to share what they may work on for their group Task which will involve each group making a 5 minute presentation on week 10 (3 mins).

Open (5 mins)

Introduce the Talking and Listening Piece and recall circle agreements.

Shuffle (5 mins)

Group Juggle: Ask the group to stand in a circle facing one another, and stand in the circle with them. Keep the six juggle balls nearby. Tell the group:

- You will call out the name of someone across the circle from you and then throw the ball to them. They will then call another name and throw the ball to that person. That person will then call a name of someone else who hasn't had the ball yet and throw it to them, that person will continue by throwing it to someone else who hasn't had the ball yet, and so on until the ball has been passed to everyone once and back to you.
- Tell the group not to throw the ball to a person right next to them.
- Tell everyone to remember who they received the ball from and who they threw the ball to.
- Begin by calling a name and throwing the ball to someone across the circle from you.
- Continue until everyone has held the ball once and get the last person to throw it back to you.
- Tell the group that this is the pattern of the Group Juggle.
- Practice the pattern once or twice.
- Tell the group the objective will be to have as many balls as possible being passed around and in the air at the same time.
- You can get the group to set their own goal for the number of balls to juggle.
- Once everyone knows the pattern, start the ball again, but this time throw a second ball to the same person after they have passed the first one on.

- Then throw another ball and then another until there are up to six balls being kept aloft simultaneously.
- If a ball drops at any time, have them return the balls to you and start again.
- Continue until the group has reached its' goal or is getting tired!

Group Check In (5 mins)

Teacher input: When doing our group Friendship RESPECT Task, it is important that we model all of the RESPECT values. This week we will explore the value of Equality. Promoting Equality is a big part of being a Friendship Champion.

Use one of the following Check In prompts:

- Restorative Practices promote equality by ...
- Equality shows up when we

Dig Deeper (20 mins)

Teacher input: Last week we looked at the value of Personal Accountability. We explored how to be Friendship Champions when things go wrong by identifying the harm caused and how to make amends by asking the restorative questions, 'who has been affected and in what way?' and 'what needs to happen next?'

Briefly check in with students to see if they had the opportunity to use their superpowers of calmness and making amends or putting things right by using the restorative questions. (2 mins)

Teacher input: This week we are building on ways to be our best selves when we meet conflict, arguments, and disagreements. This is what being Friendship Champions is about, honouring relationships with ourselves and others which

is as important in times of challenge as when things are going well. This week's superpower will be creating our Best-Self Shield. We already looked at the importance of being restorative with ourselves in Week One when some of us struggled with giving ourselves a compliment. It is so important to honour our goodness; the 5:1 principle and 'stickability' of the negative has also taught us that. But knowing our goodness and acknowledging our positive qualities can also support us when things go wrong.

Let's remind ourselves of everything we already know about being our best self and practise celebrating our inner loveliness now!

Invite students to complete their Student Journal Dig Deeper 'Best-Self Shield' activity (3 mins).

Teacher input: It is also extremely important to remember our goodness in times of conflict when we may have behaved like a Crocodile or a Guard Dog. Acknowledging all of the good that we are, that we hold inside us, can give us a reservoir or bank to help us deal with situations when we may have behaved badly or become disconnected from our best self. Our best self can give us the courage, the protection we need to remain in our hearts, to approach the situation like a Giraffe. If we forget our best self, we feel unprotected and can snap like the Crocodile. Remember how we learned that our brains are wired to survive and about the 'stickability' of the negative? Well, this survival mode can really kick in when we feel under attack even when we are in the wrong!! When we feel that we are being blamed, even if we did something wrong, we can become defensive or even attack those whom we have already hurt. This can make us feel even worse when we think back on it later.

Sometimes we can be so hard on ourselves. When we are too hard on ourselves, it can be a big barrier to the value of Personal Accountability that

we looked at last week. It can keep us stuck and stop us from doing better in the future or fixing any harm that we may have caused because we are too busy feeling bad to do better. So, it makes sense that when we are not busy defending our goodness (to ourselves or others), we are more likely to be able to acknowledge the harm that we may have done, right?

When working restoratively, we treat ourselves and others with RESPECT even when things go wrong. We help ourselves and others to make amends and put things right by avoiding blame, for example by asking 'what happened?' instead of 'why?'; by focussing on feelings and needs; by asking 'who has been affected?' and 'what needs to happen next?'. Now we are adding in the importance of remembering our 'Best-Self Shield' to give us the courage to acknowledge harm, knowing that doing a 'bad' thing does not make us a 'bad' person. We separate what we have done from who we are, we know that we are all much more than the worst thing that we have ever done.

I love that the value of Equality reminds us that from a restorative lens, the RESPECT values are not something that you need to earn or hustle for. We practise RESPECT for ourselves and others equally in good and difficult times. This means that we can believe in everyone's potential to grow and learn, including ourselves, and to talk like a Giraffe and be the Wise Owl. In this way, restorative people help others to be restorative.

This does not mean that behaving badly or hurting others is OK, or that we have permission to do bad things. But it is saying that, as Friendship Champions, when harm is caused we adopt a restorative way of thinking and being and we know how to move forward and make amends, to learn and to grow. Does this make sense to you all?

Theory into practice (10 mins)

Ask for a volunteer to read the following out to the group:

In the Babemba tribe of South Africa, when a person acts irresponsibly or unjustly, they are placed in the centre of the village, alone and unfettered. All work ceases, and every man, woman, and child in the village gathers in a large circle around the accused individual.

Then each person in the tribe speaks to the accused, one at a time, each recalling the good things the person in the centre of the circle has done in their lifetime. Every incident, every experience that can be recalled with any detail and accuracy, is recounted. All their positive attributes, good deeds, strengths, and kindnesses are recited carefully and at length. This tribal ceremony often lasts for several days.³

Group Activity

Form a fishbowl by inviting 10 students to form an inner circle while the others remain seated in a surrounding outer circle. Ask for a volunteer to sit in the inner circle and role play being a member of the Babemba Tribe who has stolen some bread from their neighbour.

Invite the others in the inner circle to remind them of their goodness that they have forgotten by sharing a time when they did something good for them or a reason why they are loved. Invite the people in the circle to use the restorative questions and giraffe language to hold a space where they are Friendship Champions, supporting the person who has stolen the bread to acknowledge harm, put things right and honour relationships.

Ask the outer circle to observe and imagine how everyone – the neighbour, the person who took the bread, the rest of the community – in the circle may be feeling.

Come back into a full circle and invite students to share their thoughts and feelings about this exercise.

Finish by showing the YouTube clip from Moana 'You know who you are'⁴ (3 mins 40 seconds, optional if time permits).

https://www.youtube.com/watch?v=BZ9OR_SIOXw

Check Out (5 mins)

What I learned or enjoyed today was...

Close (5 mins)

Teacher input: Let's play Circle Sparkle to honour the Babemba tribe and remind each other of our goodness and a reason that we are seen with love.

Play

Group Sparkle: Form concentric circles with the inner circle of chairs facing outwards and the outer circle facing inwards so students are seated face to face. Invite the pairs to take 20 seconds each to give each other a "sparkle" by telling the other person one thing that they really appreciate, admire or value about them. Use the silent hand-up signal to invite the inner circle to remain still while the outer circle rotate in a clockwise direction and repeat as often as feels right and time allows.

³ How Babemba Tribe Forgives, 2007, Online via <https://www.kindspring.org/story/view.php?sid=7535>

⁴ https://www.youtube.com/watch?v=BZ9OR_SIOXw

Consolidate (5 mins)

Revisit learning intentions.

Invite students to complete their Student Journal Check Out activity. Remind the group that their Friendship Task for next week is to carry their 'Best-Self Shield' with them, equally in good and challenging times, to try to connect to their best selves in times of challenge, remember the qualities on their Best-Self Shield that will protect them and others, and to continue to work with their group on the group Friendship RESPECT Task.

8

Week Eight: Friendship Champions – Community

Learning Intentions:

- Identify what community and inclusion looks and feels like.
- Apply community in a group.

Key Words:

Community, inclusion, exclusion, indigenous communities.

You will need

- Talking and Listening Piece.
- Student journal.
- Sticky name labels for each student (if necessary).
- Timer to keep on track.
- One post-it per group.
- Small cut up pieces of paper for each student.
- Good energy!

Focussing Activity (15 mins)

Think: Complete your Student Journal Check-In activity (3 mins).

Pair: Ask students to work in their Friendship Task groups and give them one post-it per group. Invite them to write the following on the post-it (6 mins).

- Presentation style (Rap, video clip, collage, poem, poster, drama).
- Intention.
- Content.
- Supports needed.
- Question (if they have one).

Share: Ask each group to explain what they have on their post-it to the whole group and discuss. (6 min).

Open (5 mins)

Introduce the Talking and Listening Piece and recall circle agreements.

Shuffle (5 mins)

Connect Chakra:

Assign each student a colour of the rainbow and explain that the seven colours of the rainbow are associated with our chakras which are energy points in our bodies. The colours and attributes associated with chakras are:

- Red, root chakra, grounding (family, abundance, security)
- Orange, sacral chakra, connection (social integration, emotional intelligence, creativity)
- Yellow, solar plexus chakra, self-esteem (career, capabilities, contribution)
- Green, heart chakra, love (empathy)

- Blue, throat chakra, self-awareness (speak our truth)
- Indigo, third eye chakra, insight (rational thought)
- Violet, crown chakra, intuition (connection to all living things, spirituality)

Give each colour a different instruction to move seats, e.g. greens move clockwise, violets move three seats to the left, reds move one seat right, etc.) Tell them to remember the instruction they have been given. After each of the seven colours has been moved, tell them you are going to call "All move now!" and see what happens. If there are two or more people trying to move to the same seat, they will need to negotiate among themselves and possibly with others for everyone to get a seat. The goal is for everyone to be seated as quickly as possible. Check that everyone understands the rules and then call "All move now!".

Check In (5 mins)

Teacher input: Restorative Practices have their roots in indigenous communities and tribes where people live and share in circles, connecting and sharing responsibilities with one another. Have you seen examples of this in any movies or cartoons that you can think of (Moana for example). As your Check In journal activity shows, we may already be part of many different communities. Let's share together in community now in our opening Check-in circle: A community that I belong to is ...

Dig Deeper (20 mins)

Teacher Input: Last week we looked at Equality and how the Babemba Tribe practise and live in community, even in times of challenge. We also created our Best-Self Shield which we try to remember to carry with us, equally through good and difficult times.

Invite any reflections or comments on students' Friendship Task to carry their 'Best-Self Shield' with them.

Teacher input: When we work and share in our circles each week we also practise community and connection; and we can see from our opening circle that we are members of different communities. We will build on the value of community this week and explore what it looks, sounds, and feels like.

Theory into practice (15 mins)

Cut up enough small pieces of paper to have one for each student in your class. Write an 'X' on three or four of the pieces of paper. Crumple them up so nobody can see the 'X' and place them in the middle of the circle asking students to randomly choose one.

If your class has some vulnerable students, you may wish to filter who receives an 'X' or ask for volunteers to reduce any potential risks, but random selection is preferred (if safe to do so) as it adds to the learning that can unfold.

Ask whoever got the X to stand up, exit the room, and wait outside for one minute until you call them in. This can create some tension or unease which may support the feeling of isolation / lack of community that the activity is aiming to highlight.

When the others are out of sight, invite the remaining students to link arms and form a tight, small circle. Explain that they are the 'inner circle' and will not communicate or let the others into their circle unless they ask really nicely! Many students laugh and enjoy this idea. Go along with this tone and save any reflections / guidance until the end. Do not remind them of the values at this time so the activity can highlight the lack of inclusion first.

Open the door and ask the students with the 'X' to come into the room. Explain that they should do whatever they need to do to get into the circle. Students (and adults) will usually get very forceful, and it may take some time before they think to use a different approach. Hover around to keep the activity safe.

After a minute or two, guide them to try something new if necessary. It may be very challenging for them to use a softer approach in such an excluding context. Ask students to sit back in the circle and pass the Talking and Listening Piece around, asking them what they noticed and/or learned from this activity.

Teacher input: This activity explores community and explicitly puts inclusion and exclusion into action. As we saw, we often go into attack or the Guard Dog mode when we feel excluded; we armour up. I'd imagine it felt unnerving to be in the excluded group which makes it very hard to be a Giraffe and ask nicely. Another thing that we see in this exercise is that we sometimes take the hard way around things, the answer may be easy, especially if we connect back to our values. It's important to communicate positively but as we can see it is hard to be a Giraffe (ask nicely to be included) when others seem to be Crocodiles actively excluding us. Being Giraffe when others appear to be Crocodiles is when we know we are true Friendship Champions! Do you think it would be easier for the inner circle to ask the others to join or for the excluded students to ask nicely to be part of the group?

Remember, when working in community we share connection and the responsibility to honour relationships. It is also the inner circle's responsibility to actively include others. Some of us may have felt bad for the others and some of us may have felt amused because we were safe. Was it easier to exclude others when you were part of the group? It can be hard to be brave, sometimes

we are just happy that we are 'fitting in' but connecting to our values can really help us know what the right thing to do is. Can you identify what RESPECT values were evident or were missing during this activity?

Invite students to complete the Dig Deeper section of their Student Journal.

Check Out (5 mins)

What I learned or enjoyed today was...

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)

Revisit learning intentions.

Invite students to complete their Student Journal Check Out activity. Remind the group that their Friendship Task for next week is to try to practise community by using their ideas from their Dig Deeper reflections.

Remind students of the Group Friendship Task presentation and explain that they will need to confirm the following next week:

- Name of their Task and/or Group.
- Supports needed – IT, audio, resources and who is in charge of checking or sourcing these.
- Individual roles – time keeper (5 minutes), facilitator, presenter, organiser, performer, creator, etc.

Week Nine: Friendship Champions – Trust

Learning Intentions:

- Identify what is needed for us to trust others.
- Identify what is needed for others to trust us.
- Apply identified qualities to practise building trust.
- Channel our inner giraffes!

Key Words:

Trust, risk, sparkle.

You will need

- Talking and Listening Piece.
- Student Journal.
- Sticky name labels for each student (if necessary).
- Timer to keep on track.
- Sheets of coloured paper.
- Felt pens and markers.
- Sticky tape.
- One post-it per student.
- Trust!

Focusing Activity (5 mins)

Complete your Student Journal Check-In activity.

Open (5 mins)

Introduce the Talking and Listening Piece and recall circle agreements.

Shuffle (5 mins)

The Clock in the Tower:

- Ask students to choose silently a number between 1 and 4.
- 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)

Teacher input: Trust is a very important quality in relationships. It can sometimes take a long time to build and it can also be lost very quickly. It is important to have people in our lives that we trust, people that we are able to practise trusting others with and to practise being trustworthy. As Friendship Champions you have developed lots of skills, awareness and language that I hope will help you trust yourself. 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 goodness in others and also if things go wrong, we can trust ourselves to handle it. Let's think about people that we know we trust.

Conduct the Check In circle using the following prompt: Someone that I trust is because...

Dig Deeper (20 mins)

Teacher input: Last week we looked at the value of Community and tried to explore what it looks, sounds and feels like. We are going to practise the value of Trust today while once again working as Friendship Champions to build community and connection in our class.

All relationships and friendships involve risk. It is a risk to care for, love and be open to others. But it is a risk worth taking because connection, belonging and love is why we are here! Today we are doing a community building activity and it could be risky. It involves trust. We will need to trust one another to be our very best selves and make sure we practise the RESPECT values that we have explored each week during this Learning Unit.

We are going to develop what we began on Week One when we tried to give and receive a compliment. We also practised this during Week 7 when we worked on our Best-Self Shield to explore the value of Personal Accountability. We formed concentric circles and reminded each other about the many ways in which we are seen with love. This week we are invited to really get our 'sparkle' on! A 'sparkle' is when we say something to another person that is kind, honest and makes their spirit, heart or person 'sparkle' (i.e. feel good). This can be a risky activity, as we saw in Week One, and if we do not practise our RESPECT values when doing it, we might hurt our own or someone else's feelings. Let's look at this.

Stretch Moment (2 mins)

- Give each student a post-it.
- Ask them to crumple it up.
- Ask them to now undo that and try to make it look as it did before.
- What do they notice?

Teacher input: As we can see, once we scrunch up the post it, we cannot totally repair it or make it the same as before. We have left a mark, an impact. This can be the same when we are unkind or hurtful with our words. As Friendship Champions we have looked at ways to acknowledge harm and to make amends, which is indeed important, and we know that sometimes disagreements and conflict can be opportunities for a deeper connection and growth.

But it's also important to understand that sometimes the hurt can still leave a mark, it can impact how we think about ourselves and how we meet our world. Maya Angelou said that 'people will forget what you said, people will forget what you did, but people will never forget how you made them feel'. So, we need to be mindful of this and careful with our words. Let's take great care of each other during this activity. We want to support each other to feel good. We need to wear our Best-Self Shields which will give us courage to be honest, brave and kind with our sparkles. Let's think about what will help us with the group sparkling now.

Think: Complete your Dig Deeper Student Journal activity (1 mins).

Pair: Invite students to pair up and discuss how we can practise trust to help this potentially 'risky' sparkle activity go well (2 mins).

Share: Take examples from the group regarding how we can be our best selves/ practise trust in this activity (2 mins).

Teacher input: We will practise trust by talking like a Giraffe and sharing from our hearts, by being brave enough to not make jokes, by allowing others to sparkle us and trusting that they will do so genuinely. As we have seen, we sometimes find this hard; we can be sceptical or make fun as a form of defence; we may feel embarrassed or exposed because we are not used to talking this way; we may even feel uncomfortable. Remember that Safety is also one of our RESPECT values so nobody HAS to do anything, just be as brave as you can knowing that we are always growing, and the more we practise this type of thing, the easier it gets! Hopefully the last eight weeks have built up our skills and awareness as Friendship Champions to enjoy this activity too. Pay attention to how sharing, saying, reading, and hearing 'sparkles' feels for you.

Social revolution is made up of a million little acts of kindness, it's not the big flamboyant acts that will change our world, it is creating and noticing the many little micro-magic moments that will do that. Let's channel our inner Giraffe, be brave to trust our own and one another's best self.

Theory into Practice (10 mins)

Option A (low risk)

Invite students to write their name at the top of a page and pass their sheets in a clockwise direction. Ask others to sparkle the person whose name is written on the sheet anonymously by writing something they like or admire or appreciate about the person on their page, sprinkling their comments around the page.

Teacher input: But remember that safety is also one of our RESPECT values so if you are stuck or choose not to contribute you can simply, quietly, and respectfully pass the sheet to the next person without drawing attention to the fact that you have passed.

Option B (medium risk)

Ask the students to pass the Talking and Listening Piece to the right and sparkle the person they are passing the piece to. Move in a clockwise direction and repeat in an-anticlockwise direction (if time allows).

Teacher input: Remember that safety is also one of our RESPECT values so if you are stuck (this can happen because we are not used to this type of activity, we do not know the person that well, we feel embarrassed ourselves or our brains are overloaded as there are just too many sparkles that spring to mind) we can use a silent call gesture to 'call a friend' and the group will help you with the sparkle.

Option C (preferred option – higher risk and reward)

Give each student a page of coloured paper and two strips of sticky tape (prepared ahead of time). Invite students to work in pairs and to tape a page to each other's back. Students take a marker and circulate around the room to write sparkles on each other's back (this may evolve into mini train-like rows). Ask students to move around the room writing anonymous sparkles on available backs (there may not be time for everyone to write on everyone else's back). Then invite students to return to the seated circle and take a silent minute to read their sparkle sheets.

Finally, ask students to choose one of their sparkles to share out loud with the group by saying in a brave voice, 'I am' **Teacher input: Try not to laugh this off or dismiss it. It's extremely important to hear ourselves talk about ourselves in an affirming voice.**

Check Out (5 mins)

What I learned or enjoyed today was...

- Running order.
- Name of their Task and/or Group.
- Supports needed – IT, audio, resources and who is in charge of checking or sourcing these.
- Individual roles – time keeper (5 minutes), facilitator, presenter, organiser, performer, creator, etc.

Close (5 mins)

Play

Group Trust:

- Invite students to stand in a close circle, to cross their arms and hold each other's wrists.
- Ask them to lean back and trust that they will support each other.
- Ask students if they can squat to the ground and then trust each other to pull themselves up by leaning away from one another to offer mutual support (this can work equally well with students of different size, weight, height, etc.).

Consolidate (15 mins)

Revisit learning intentions.

Invite students to complete their Check Out Student Journal activity.

Remind students of the Friendship Task for this week which is to try to practise trust by 'getting your sparkle on' in school and at home. Then conduct a final check in for next week's Group Friendship Task presentations:

10

Week Ten: Friendship Champions – Respect Task

Learning Intentions:

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

Key Words:

Feedback, honour, celebrate.

You will need

- Talking and Listening Piece.
- Student Journal.
- Sticky name labels for each student (if necessary).
- Timer to keep on track.
- Post-its (one per group for every presentation).

Focusing Activity (4 mins)

Complete the Check In Student Journal activity.

Open (1 min)

Introduce the Talking and Listening Piece and recall circle agreements.

Shuffle (1 min)

This week we will need to move to sit with the group we have been planning our Group Friendship Task with.

Check In (5 mins)

Teacher input: As we know, this week is about demonstrating all we have learned about being Friendship Champions and lighting up the RESPECT values. 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 laughs!! Introduce a circle round, with each participant completing this statement:

"For today's presentation to go well, I need"

Dig Deeper (40 mins)

Teacher input: As Friendship Champions and restorative practitioners, our aim this week is to honour and celebrate, not judge or measure, each other's presentations of their Group Friendship Task. Our intention is to express, model, promote and light up the RESPECT values in what we do and how we do it.

When we share, 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 the RESPECT values and relationships at the heart of what we do and how we do it; by 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!

Theory into Practice (40 mins)

Guidelines: Seven minutes per group – five minutes presenting, one minute reflecting, one minute celebrating.

Format:

- Each Group presents their project which shares, promotes, and expresses the RESPECT values in content and practice.
- One minute Reflection to honour:
 - The presenting group reflect on a post it by writing "Something we did well was... Even better if we ..."
 - Everyone else fills in their Student Journal Dig Deeper Grid and describes the ways that they saw RESPECT demonstrated during the presentation.

(Use the silent hand up signal to facilitate these transitions in a quick and calm manner.)

- One minute sharing to celebrate:
 - The presenting group shares their post it.
 - The rest of the group share examples ('sparkles') from their Journal where they saw RESPECT demonstrated by the presenting group.

Check Out (5 mins)

Use the Talking and Listening Piece to facilitate the following 'one word whizz' circle round. We did this as our Check Out on Week One and its repetition here symbolises that we have come full circle in this 10 week Learning Unit.

"A word that represents this 10 week Learning Unit and being a Friendship Champion, for me is..."

Close (5 mins)

Play

Each group is invited to create a frozen statue to represent one or all of the RESPECT values. Give the group two minutes to come up with their freeze frame.

Each group performs while the others guess which value(s) they are representing.

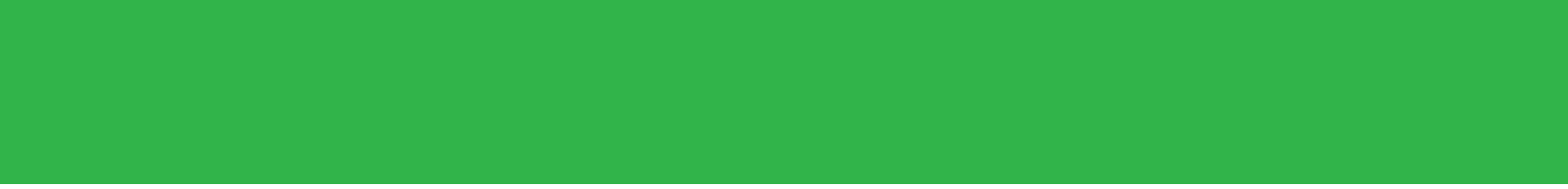
Encourage them to be as creative and cryptic as they wish (within a two minute time barrier of course!).

Consolidate (5 mins)

Revisit learning intentions.

Invite students to complete their Check Out Student Journal activity.

Close with a Masashi 'Yes' (week 8).



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