

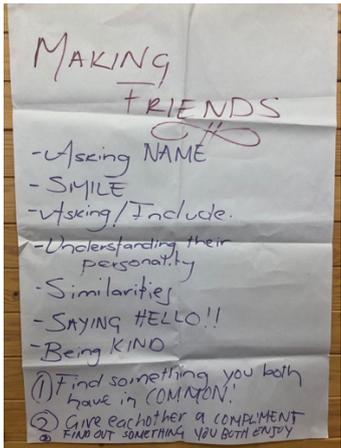


# YOU'VE GOT A FRIEND IN ME

(Friendship/Managing Friendship Issues)



TIME	TOPIC	ACTIVITY	PROPS
5 mins	Warming up	Intro and dance	Music
5 mins	Differences	Game: Left, Right, Middle	n/a
5 mins	Friends	<u>Discussion</u> Why are friends important? <ul style="list-style-type: none"> <li>- Help us learn to share and wait our turn</li> <li>- We get support when we are sad, sick or need help</li> <li>- Encourage us to try new things</li> <li>- Make us feel good – laugh, have fun, compliment us, do kind things for each other</li> </ul> <i>(teacher/student role play examples)</i>	n/a
5 mins	Making Friends	<u>Brainstorm</u> Sometimes we need to make new friends eg starting a new school or new activity Brainstorm some ways to make a friend (responses may be smile, find something in common to talk about, compliment them, say hello). Write responses on wall.	Butchers' paper Pens

			<p>BI</p>  <p>u tac</p>
15 mins	Making Friends	<p><u>Social Skills Game</u> Find someone you don't know well.</p> <ol style="list-style-type: none"> <li>1. Find something you have in common</li> <li>2. Give each other a compliment</li> </ol> <p>Some pairs tell us what they found out, how they felt. Did anything surprise you?</p>	n/a
20 mins	Positive Friendships	<p><u>Teacher In Role</u></p> <p>Yrs 1 – 3 Friendship Soup</p> <p>OR</p> <p>Yrs 4 – 6 Game Show Ask questions about friendship and write answers on wall OR make a friendship person cut out and girls write positive elements of friendship on the cut out</p>	<p><u>Friendship Soup</u> Ingredients Bowl Chef hat Butchers' paper Whiteboard markers Blu tac</p> <p><u>Game Show</u> <b>Friendship Questions</b> Crazy accessories Fake mic Buzzers Butchers' paper Blu tac Whiteboard markers</p> <p><u>Friendship Cut Outs</u> (could have pre-prepared cut outs to save time?) Butchers' paper Scissors Sticky tape Texas</p>

15 mins	Friendship Conflict	<p><u>Discussion</u></p> <p>What are Friendship Fires? List examples on the laminated FIRE cards What are some things we can do to put the fires out? Write on the EXTINGUISHER cards Point out that we can summarise these strategies in an acrostic poem – write this up on wall or stick up pre-written acrostic poem</p>	<p>Laminated Fire Cards Laminated Extinguisher Cards Blu tac White board marker FRIENDS acrostic poem</p>
15 mins	Friendship Conflict	<p><u>Mini Plays</u></p> <p>There are a few options for this activity depending on the ‘vibe’ and dynamics of the group</p> <ol style="list-style-type: none"> <li>1. In pairs/small groups, girls pick a card with a scenario and create a mini play that demonstrates the scenario AND how to deal with the conflict effectively</li> <li>2. If girls not keen to perform, they can discuss ways to manage the situation and then report back to the whole group</li> <li>3. As a whole group, ask volunteers to pick a card from the hat and improvise the situation. Then ask the whole group which extinguisher could be used in the situation</li> </ol> <p>OR</p> <p><u>Friendship Game Show</u> As the host, ask ‘contestants’ questions about making friends, positive friendships and resolving friendship conflict</p>	<p>Friendship Fire Scenario Cards Hat (to pick cards from)</p> <p>OR (if doing Game Show) Friendship Fire Cards Crazy accessories Fake mic Buzzers Butchers’ paper Blu tac Whiteboard markers Prizes (enough for everyone – stickers or wrist bands)</p>
You probably won’t have time for girls to complete during	Consolidating The Learning	<p><u>Friendship Booklets</u></p> <p>Give each girl a booklet</p>	<p>Friendship Booklets Biros (in case time to complete during the w/shop)</p>

workshop - they can take back to the classroom			
		Finishing Up Ask the girls <ol style="list-style-type: none"> <li>1. What have you learnt today?</li> <li>2. What did you enjoy the most about the workshop?</li> </ol>	
<b>Total: 90 mins</b>			

# POWER BOUNCE

## (Resilience/Growth Mindset)



TIME	TOPIC	ACTIVITY	PROPS
5 mins	Warming up	Intro and dance	Music
10 mins	Problem Solving	<u>Hula Hoop Activity</u> Reflect and discuss – at first seemed impossible but after a few tries a strategy was developed	Hula hoop
10 mins	Growth vs Fixed Mindset	<u>Discussion – Growth vs Fixed Mindset</u> Can you think of a time when something was hard at first but after a while it became easier? Why did it get easier (practice, used different strategies, developed more confidence, learnt more about it) Girls share their experiences Explain that in these situations, the girls adopted a GROWTH MINDSET meaning that they realised that by putting in more	n/a

		<p>effort, they can get better at something.</p> <p>Ask the girls – what is the opposite of a growth mindset? Yes, a FIXED mindset. A fixed mindset is when you think you’re either good at something or you’re not and there’s no point in putting in the effort. Someone with a fixed mindset says ‘I Can’t Do This’. Someone with growth mindset say ‘I Can’t Do This Yet!’</p>	
10 mins	Growth vs Fixed Mindset	<p><u>Role play</u></p> <p>Get 2 volunteers. One holds a stretchy animal and the other holds a marble. Ask them to try to stretch each of them. Which one is like a GROWTH mindset and which one is like a FIXED mindset?</p> <p>Role play scenarios demonstrating either a fixed or growth mindset. Ask girls to point to the person holding the stretchy animal or the marble, depending on the scenario. Ask for volunteers to show the opposite mindset.</p>	Stretchy animal Marble
15 mins	Growth Mindset	<p><u>Activity - Growth Mindset Tree.</u></p> <p>Stick the pre-drawn tree on the wall.</p> <p>Give each girl 1-3 leaves. On the leaves the girls write something they can’t do YET!</p>	<p>Growth Mindset Tree</p> <p>Coloured leaves</p> <p>Blu tac</p> <p>Textas</p> <p>(example of Growth Mindset Tree - this is fancier than the tree you will be able to create!)</p> 
15 mins	Resilience	<p>Ask a classroom teacher to SLOWLY read the story about J.K Rowling. Role play the part of JK Rowling and along the way</p>	<b>JK Rowling story</b>

		get girls to become the other characters – her daughter, her agent, the publishers, Harry Potter, the owl etc	
5 mins	Resilience	<p><u>Reflection and Discussion</u></p> <p>What did J.K Rowling need to have to keep going? Resilience, persistence, belief in herself, positivity</p> <p><b>What is resilience?</b></p> <p>Resilience is our ability to recover from disappointment and things that don't go the way we would like them to.</p> <p>In what way was J.K resilient?</p> <p>If she wasn't resilient, how would things have been different?</p> <p>Can you think of a time when you were resilient?</p> <p>Being <b>resilient</b> is really important because it helps us solve problems, stay motivated and boost our overall happiness and self-esteem.</p>	
10 mins	Resilience	<p><u>Brainstorm – Positive Self-Talk</u></p> <p>When something doesn't go the way we want it to, we can say some positive things to ourselves – what could we say?</p> <p>What would J.K Rowling have said to herself? Write ideas on Super Hero posters stuck on wall eg</p> <p style="padding-left: 40px;">I won't let this ruin my day</p> <p style="padding-left: 80px;">I can handle this</p> <p style="padding-left: 80px;">It will be ok</p> <p style="padding-left: 80px;">I can try again</p> <p style="padding-left: 40px;">I am in control of my feelings</p> <p>What kind of things would a person do or say if they DIDN'T have resilience? eg</p> <p style="padding-left: 40px;">My day is ruined</p> <p style="padding-left: 40px;">This is a disaster</p> <p style="padding-left: 80px;">I'm hopeless</p> <p style="padding-left: 40px;">Kick or punch something</p>	<p><b>Resilient and non-resilient Superhero print outs</b> (Around 4 of each - not laminated – you can leave them at the school)</p> <p>Whiteboard markers</p> <p>Blu tac</p> 

		Yell at someone	
10 mins	Resilience	<p>Another way to describe resilience is to <b>BOUNCE BACK</b>, like this ball (get a volunteer to bounce a ball). And if we don't bounce back and let a problem get us down, we go <b>SPLAT</b> like this ball (get a volunteer to demonstrate)</p> <p>Give a couple of examples and potential responses (volunteers with balls splat or bounce depending accordingly)</p> <p>In groups, girls sort out Bounce and Splat cards</p>	<p>Bouncy ball</p> <p>Splat ball</p> <p>Bounce and Splat cards</p>
5 mins	Calming Strategies to Develop Resilience	<p><u>Discussion</u></p> <p>Get into a circle (sitting down). Explain that another way we can develop resilience is to calm our minds and bodies when we feel stressed by a situation. How does our body let us know when we are stressed? (clammy palms, headache, butterflies, stomach ache, feel hot, sweat, shake, racing heart, rapid breathing etc)</p> <p>What are some things we can do to calm our minds and our bodies?</p> <p>Practice deep breathing – blow up a balloon in our tummies (in breath), blow on hot chocolate to cool it down (out breath)</p>	
You probably won't have time for girls to complete during workshop - they can take back to the classroom	Consolidating The Learning	<p><u>Power Bounce Booklets</u></p> <p>Give each girl a booklet</p>	<p>Worksheet: Power Bounce School Booklet A52034</p> <p>Biros (in case time to complete during the w/shop)</p>

		<p>Finishing Up</p> <p>Ask the girls</p> <ol style="list-style-type: none"> <li>3. What have you learnt today?</li> <li>4. What did you enjoy the most about the workshop?</li> </ol>	
<b>Total: 90 mins</b>			

# FREE TO BE ME

## (Identity/Strengths)



TIME	TOPIC	ACTIVITY	PROPS
5 mins	Warming up	Intro and dance	Music
10 mins	Identity	<u>Activity - The Wind Blows...</u> Use some of the latter statements to lead into discussion about how we feel when we do something kind for someone, give compliments, ask if some girls would like to share a time they were brave etc	
5 mins	Identity	<u>Activity - Left, Right, Middle</u> Following this game, ask the girls what this activity tells us? (that we are all different)	
10 mins	Identity	<u>Brainstorm</u> Brainstorm things that make us different – likes, dislikes, interests, the way we look, attitudes, personality, strengths. Write the ways we are different on the print outs stuck on the wall	<b>Print outs of girl outline</b> (not laminated – can be left at the school) Blu tac Whiteboard markers

15 mins	Identity	<p><u>Individual Activity</u></p> <p>Ask the girls to think about the things that make them who they are – complete the Free To Be Me booklets</p> <p>1. What do you love doing? 2. What are you doing when you feel at your best? 3. What things do people tell you, you are good at? 4. What do you see yourself good at?</p>	<p>Worksheet: Free To Be Me School Workshop Booklet A52035</p> <p>Textas</p>
10 mins	Strengths	<p><u>Discussion/Brainstorm - Strengths</u></p> <p>What are strengths?</p> <p>Discuss different types of strengths. Brainstorm strengths from within the group and write up on the wall on the different category posters</p> <p>Emphasise that character strengths, while not always as acknowledged as others, are just as important.</p>	<p>Strengths A4 posters (not laminated – can leave at school)</p> <p>Whiteboard markers</p> <p>Blu tac</p>
15 mins	Strengths	<p><u>Creative Activity – Strengths Tree</u></p> <p>Create your own Strengths Tree (option to use different colours on the leaves to represent different types of strengths)</p>	<p>Worksheet: Strengths Tree A41006</p> <p>Textas</p>
15 mins	Girl Power	<p><u>Girl Power Game Show</u></p> <p>As the host, ask ‘contestants’ questions about identity, strengths and other empowerment/positive topics.</p> <p>Discuss some of the issues and topics that arise</p>	<p>Question Cards</p> <p>Optional crazy accessories &amp; fake mic</p> <p>Buzzers</p> <p>Butchers’ paper</p> <p>Blu tac</p> <p>Whiteboard markers</p> <p>Optional prizes (eg stickers or wrist bands)</p>
5 mins	Finishing Up	<p>Finishing Up</p> <p>Ask the girls</p> <ol style="list-style-type: none"> <li>1. What have you learnt today?</li> <li>2. What did you enjoy the most about the workshop?</li> </ol>	
<b>Total: 90 mins</b>			