



Level 4 TALKABOUT Friends

Contents

	Page
Introduction	127
Topic 1: Introducing Friends	128
Worksheet 1 <i>Circle of friends</i>	129
Worksheet 2 <i>That's what friends are for</i>	130
Worksheet 3 <i>Important qualities</i>	131
Worksheet 4 <i>Recipe for a friend</i>	132
Worksheet 5 <i>To have good friends...</i>	133
Topic 2: Trust and responsibility	134
Activity 1 <i>Trust in me & the blindfold game</i>	135
Worksheet 6 <i>Who do I trust?</i>	136
Worksheet 7 <i>Trust in you</i>	137
Topic 3: Valuing Others	138
Activity 2 <i>The hat game</i>	139
Worksheet 8 <i>Something I value...</i>	140
Worksheet 9 <i>Valuing others</i>	141
Topic 4: Being Nice	142
Worksheet 10 <i>I'm proud of me!</i>	143
Worksheet 11 <i>I am great because...</i>	144
Handout 1 <i>Good compliments</i>	145
Activity 3 <i>The token game</i>	146
Topic 5: When friendships Go Wrong	147
Activity 4 <i>Brad gets mad...</i>	148
Handout 2 <i>The FACs</i>	149
Worksheet 12 <i>The FACs</i>	150
Activity 5 <i>When friendships go wrong</i>	151
Worksheet 13 <i>When friendships go wrong</i>	152
Topic 6: Arguments	153
Activity 6 <i>Fighting friends</i>	154
Worksheet 14 <i>Fighting friends</i>	155



Contents *continued*

Worksheet 15 Questions: the FACs	156
Worksheet 16 Coping with anger	157
Handout 3 Coping with anger	158
Topic 7: Peer Pressure	159
Worksheet 17 Pressurising Pete	161
Worksheet 18 What is peer pressure?	162
Handout 4 Where does peer pressure come from?	163
Worksheet 19 Peer pressure: The FACs	164
Worksheet 20 Peer pressure	165
Handout 5 Coping with peer pressure	166
Activity 7 Get in the ring	167
Topic 8: Jealousy	169
Activity 8 Jealous James	170
Worksheet 21 Jealous James	171
Activity 9 What should we do?	172
Worksheet 22 Things I get jealous about	175
Worksheet 23 Jealousy: The FACs	176
Handout 6 Coping with jealousy	177
Topic 9: Moving forward	178
Worksheet 24 Friends	179
Worksheet 25 Moving forward	180



Introduction

Aim of this level	To raise awareness of how we to make and maintain friendships.
Topics covered	<ol style="list-style-type: none">1. Introducing friends2. Trust and responsibility3. Valuing others4. Being nice5. When friendships go wrong6. Arguments7. Peer pressure8. Jealousy9. Moving forward
Length of level	This level will take 17 - 27 lessons depending on the ability of the students and the length of the lessons
Students	Groups work best if students get on and are well matched for both personality and need. Aim for a group of between 5 and 8 people. Remember that a larger group will mean the level may take longer to complete.
Group gelling	Factors that can help group cohesion are: group cohesion activities (see pages 225-229); get the group to decide on a name for the group; devise some group rules; make sure everyone takes part; and good leadership.
Format of the session	<ol style="list-style-type: none">1. Group cohesion activity2. Recap3. Main activity(s)4. Set homework (if appropriate)5. Group cohesion activity
Confidentiality	Remind everyone that the content of the sessions is not to be discussed with other students outside of the session



Level 7: TALKABOUT FRIENDS

Topic 1: Introducing Friends

Objectives:

To introduce the topic of friends and why they are important.

To consider what it means to be a good friend

Materials:

Photocopy Worksheets

Timing:

This topic will take up to 4 sessions to complete

Activity

Circle of friends

(Worksheet 1)

Notes

Students are asked to list all of their friends and then to place them on their 'circle of friends' in the corresponding circles: those who are their closest friends go in the inner circle and those who are not so close in the outer circles.

That's what friends are for

(Worksheet 2)

Students consider one friend from their circle of friends. Firstly they consider why they like that person - what is it about them that they like? They then consider why their friend may like them - what is it about them that they think they like? The group then discusses the common things that people have written down. Are there certain things we look for in a friend?

Important qualities

(Worksheet 3)

Students complete the survey of what are important qualities and not such important qualities. The group then share their top 3 and discuss the differences and similarities. Can the group agree on the core friendship skills? The group leader then introduces the next few topics to the section: trust and responsibility, valuing others and being nice.

Recipe for a friend

(Worksheet 4)

The group then agree on their 10 most important ingredients for a perfect friend. The group think about how much of that is needed and they allocate a number from 1 - 10. Do they all agree? The students then complete Worksheet 4.

To have good friends

(Worksheet 5)

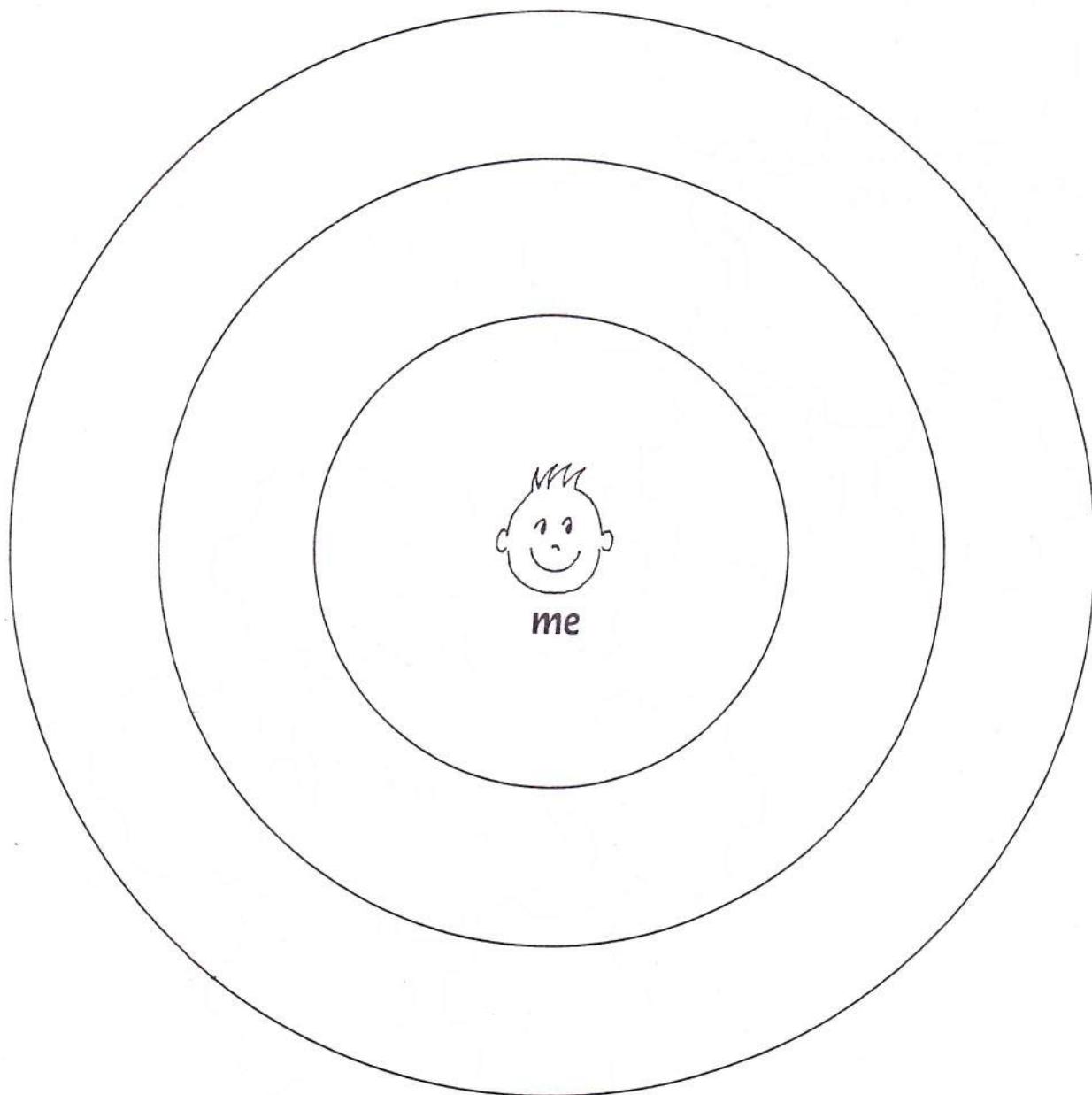
The group look at the quote on Worksheet 5 and discuss what it means. Look at the qualities they have identified in the previous worksheets - do they have these?

Worksheet 1: Circle of friends

Name Date

Instructions

Consider all of your friends. Add their names to the circle, starting in the middle with those that are closest to you, then work your way out to the less important ones.





Worksheet 2:

That's what friends are for

Name Date

Instructions

Choose one friend from your circle of friends. Firstly think: what is it about them that you like? Then, what is it about you that you think they like?

I like
because...

.....
likes me
because...



Worksheet 3: Important Qualities

Name Date

Instructions

Consider the qualities below – how important is it that your friends have them? There are also two blank spaces for you to add any qualities that you think need to be included.

Qualities	Very important	Quite important	Not important
1. They are kind to me			
2. They are good fun			
3. They are nice looking			
4. They are thoughtful			
5. They help me when I need it			
6. They give me things			
7. I can trust them			
8. They are cool and fashionable			
9. They have the latest gadgets /games			
10. They often say nice things to me			
11. They value our friendship			
12. They are a bit of a rebel			
13. We have the same interests			
14. They are a good listener			
15. They are sensitive			
16. They are honest			
17. They are funny and make me laugh			
18. They are popular			
19. We can talk about anything			
20. We can work through difficulties			
21.			
22.			

The 3 most important qualities are:



Worksheet 4: Recipe for a friend

Name

Date

Instructions

What are the most important ingredients of an ideal friend? And how much of each ingredient do you need?

How to make a friend...

Take all the ingredients below and mix well. You will then have the perfect friend for you!

You can decorate your friend with sweets if you want!!



INGREDIENTS

You will need the following...

Quantity (1-10)

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

What is your most important ingredient?

.....



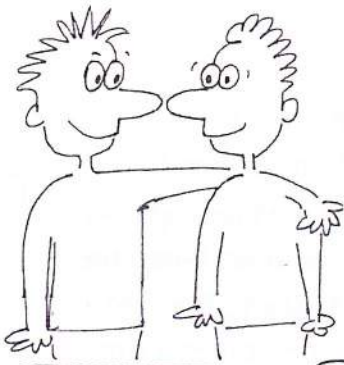
Worksheet 5: To have good friends

Name Date

Instructions

Read these two quotes - what do you think they mean?

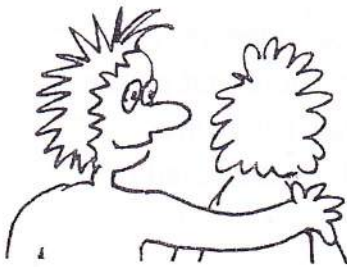
THOUGHTS FOR THE DAY...



"To have good friends, you must firstly be a good friend"

Our thoughts...

Friendship



"Friendship isn't a big thing... it's a million little things"

Our thoughts...



Topic 2:

Trust and Responsibility

Objectives:

To increase awareness of what it means to be trustworthy and responsible and why it is important within friendships

Materials:

Photocopy Worksheets
A (precious) object and blindfold(s)

Timing:

This topic will take up to 2 sessions to complete

Activity

Trust in me and the Blindfold game

(Worksheet 6)

Notes

The group leader brings in an object that she says is very important to her e.g. a ring. She says that she needs someone in the group to look after it for a while and asks the group to decide who that person should be. When the group has decided, the object is given to them. The next activity is then played: The Blindfold game. Students are paired up and one of them is blindfolded. The student that is blindfolded is lead around the room and around obstacles by the other person.

Variation: one person is blindfolded and the rest of the group form a tight circle around them. The person in the middle is asked to stand still and the others place their hands on that person and gently move them backwards and forwards within the circle. At the end, the students talk about how easy it was and how comfortable they felt. What helped them trust the other person?

The object is then taken back from the group member and the group are asked to reflect on why they chose that person and what it meant to be chosen. The words 'trust' and 'responsibility' are talked about and students are asked to think about who they trust. Worksheet 6 is completed.

Trust in You

(Worksheet 7)

Group discussion on why the students chose those people in worksheet 6. What do we look for in someone we trust – e.g. someone who can keep a secret, is honest, reliable, will not judge you or criticise, takes care of your feelings and your possessions, and has shown you they are responsible. Complete Worksheet 7.



Activity 1:

Trust in me & The Blindfold game

Instructions

The group leader brings in an object that she says is very important to her e.g. a ring. She says that she needs someone in the group to look after it for a while and asks the group to decide who that person should be. When the group has decided, the object is given to them.

The next activity is then played: The Blindfold game.

Students are paired up and one of them is blindfolded. The student that is blindfolded is lead around the room and around obstacles by the other person.

Variation: one person is blindfolded and the rest of the group form a tight circle around them. The person in the middle is asked to stand still and the others place their hands on that person and gently move them backwards and forwards within the circle.

At the end, the students talk about how easy it was and how comfortable they felt. What helped them trust the other person?

The object is then taken back from the group member and the group are asked to reflect on why they chose that person and what it meant to be chosen. The words 'trust' and 'responsibility' are talked about and students are asked to think about who they trust.

Students then complete Worksheet 6



Worksheet 6: Who do I trust?

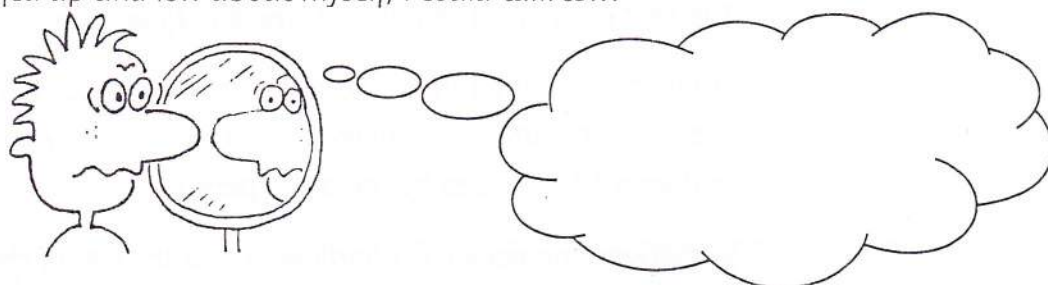
Name Date

 **Instructions**

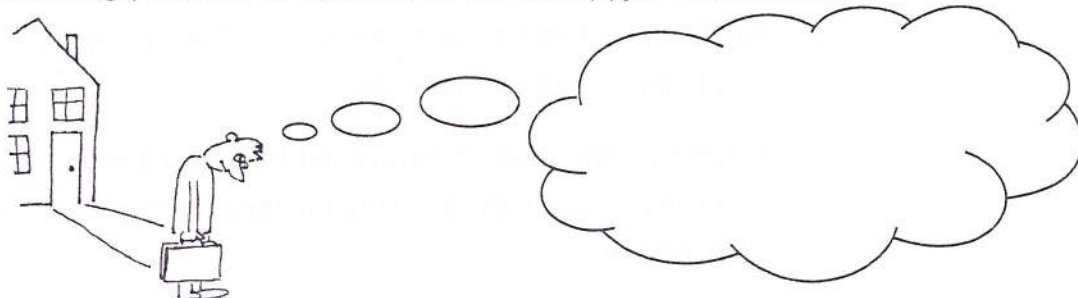
Think about who you trust with certain things.

WHO DO I TRUST?

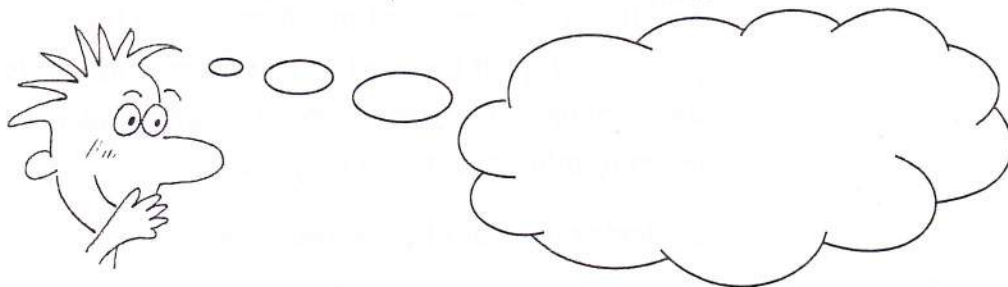
1. I feel fed up and low about myself, I could talk to...



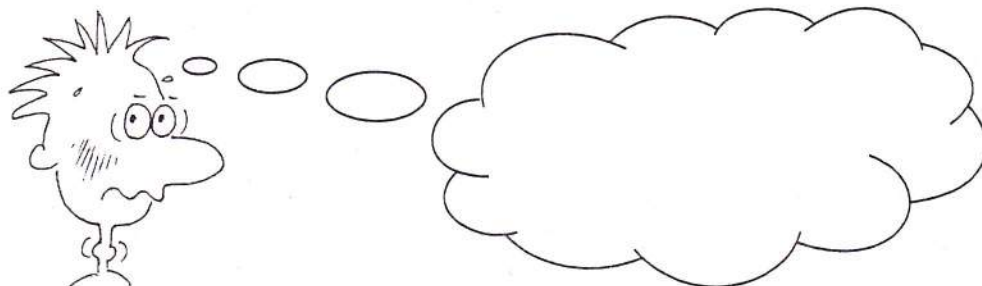
2. I am having problems at home and I am unhappy, I could talk to...



3. I have a secret that I'm excited about; I would share it with...



4. I am worried about something personal and I feel embarrassed but I could talk to...





Worksheet 7: Trust in you

Name Date

 **Instructions**

Think about people you trust. What do you look for in someone you trust?

SOMEONE I TRUST WILL BE...

The central illustration features a cartoon character with spiky hair and a large nose, looking upwards. Seven thought bubbles are arranged around the character, each containing two horizontal dotted lines for writing. The bubbles are connected to the character by small circles, representing the flow of thought.



Topic 3: Valuing Others

Objectives:

To increase awareness of the importance of valuing others in relationships

Materials:

Photocopy Worksheets and Activity
Hats made out of strips of hard paper

Timing:

This topic will take up to 3 sessions to complete

Activity

The Hat Game

(Activity 2)

Notes

Students are seated in a circle and 'hats' are placed on them. On each hat is a 'label' that tells the group how to react to and treat that person (see activity for details). Group discussion at the end on: What did it feel like to be treated in a negative way? What can we learn about the importance of treating others in a certain way?

NB Be aware that this is not a pleasant activity for those students who had negative hats so it is important to choose the students carefully and to not do this activity at the end of a session.

Something I value

(Worksheet 8)

Group leader asks each student to think of an object or a pet that they really value. They are then asked what they do to look after it. These ideas are written down one side of the paper or board. The group are then asked to think about a friendship being similar to that of a valued object or pet and to see if they can translate what they said to make sense for a friendship e.g. 'feed it' might translate to 'share my crisps with my friend'; 'take care of it' to 'always look out for them'. They are then asked to think what would happen if they didn't look after it. These ideas are then thought about in terms of friendships e.g. you may **lose** the friend, the friendship may **break** down, the friend may **run away**. Students complete Worksheet 8.

Valuing Others

(Worksheet 9)

Students are then asked to consider how we can make people feel valued or important. Ideas should include listening to them, spending time with them, sharing, being there for them etc. Worksheet 9 is then completed.



Activity 2: The hat game

Instructions

Students are seated in a circle and 'hats' are placed on them. On each hat is a 'label' that tells the group how to react to and treat that person. The students are unaware of what is on their own hat and are asked to have a discussion about a certain topic and to try and react to the others according to what it on their hat. At the end, ask the students who had positive comments to feedback on the activity. How did they feel? Did they enjoy it? The students who had negative comments are then asked for their feedback. Can anyone guess what was on their hat?

Group discussion on:

- What did it feel like to be treated in a negative way?
- What can we learn about the importance of treating others in a certain way?

VARIATION: four students volunteer to take part in the activity and the rest sit around the outside of the circle to observe what happens.

LABELS

I AM A VERY NICE PERSON –
I AM FRIENDLY AND KIND

I AM NOT A NICE PERSON –
I AM MEAN

I AM FUNNY AND GOOD
TO BE AROUND

I DO NOT HAVE ANY
FRIENDS – I AM
UNPOPULAR

I AM INTERESTING AND
POPULAR

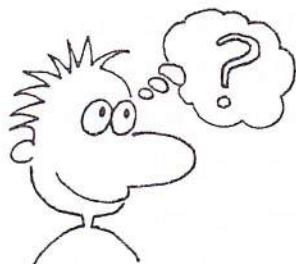
I AM SERIOUS AND
BORING

Worksheet 8: Something I value...

Name Date

Instructions

Think of an object or a pet that you really value. What do you do to look after it? What would happen if you didn't look after it?



Something I really value is....
.....

How do we look after treasured possessions? 	What about our friendships?
1.	→
2.	→
3.	→
4.	→
5.	→

What happens if we don't? 	What happens to our friendships?
1.	→
2.	→
3.	→
4.	→
5.	→



Worksheet 9: Valuing others

Name Date

 **Instructions**

How can we make people feel more valued and important? How can we show our friends that are valuable to us?

I WILL SHOW MY FRIENDS I VALUE THEM BY...



Topic 4: Being Nice

Objectives:

To increase awareness of the importance of giving and receiving compliments

Materials:

Photocopy Worksheets
Index cards or pieces of paper
'Tokens' – pieces of paper or pencils or marbles

Timing:

This topic will take up to 3 sessions to complete

Activity

I'm proud of me

(Worksheet 10)

Notes

Students are seated in a circle and are asked to complete the sentence 'I feel proud that...'. The group leader gives topics for the students to consider, for example, something that happened at school, at home or within a friendship. The group discuss that it is important to feel proud and good about ourselves and to sometimes pay ourselves a compliment. Complete Worksheet 10.

I think you're great because...

(Worksheet 11)

Students are given lots of pieces of paper with the words 'I think you're great because...'. They are asked to get into pairs and then complete the sentence about their partner. The pieces of paper are then swapped and read. The students then swap partners until everyone has had several turns. The students then return to the circle and share one compliment that they particularly liked and then complete Worksheet 11.

Good compliments

(Handout 1)

Group discussion on what is a good compliment and what is a bad one. Discuss aspects such as sarcasm and inappropriate sexual remarks. Discuss how you accept a compliment. Look at Handout 1 and practise paying and receiving a compliment with someone in the group.

Token Game

(Activity 3)

Each student is given a number of tokens (say 5). They move around the room and say something nice to someone. As they pay the compliment, they give one of their tokens to that person. After a few minutes they stop and count their tokens. Can the group decide who the winner is? Is it the person with the most or least tokens?



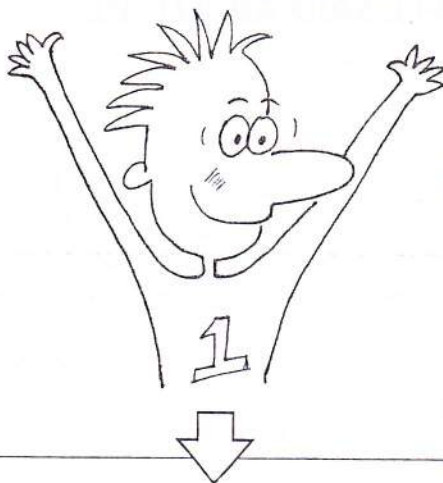
Worksheet 10: I'm proud of me!


Name Date


 **Instructions**


What have you done recently that you feel proud about?
Write them down and then share a few with the group.


THINGS THAT I CAN FEEL PROUD ABOUT...






.....
.....


.....
.....


.....
.....


.....
.....


.....
.....


.....
.....



Worksheet 11:

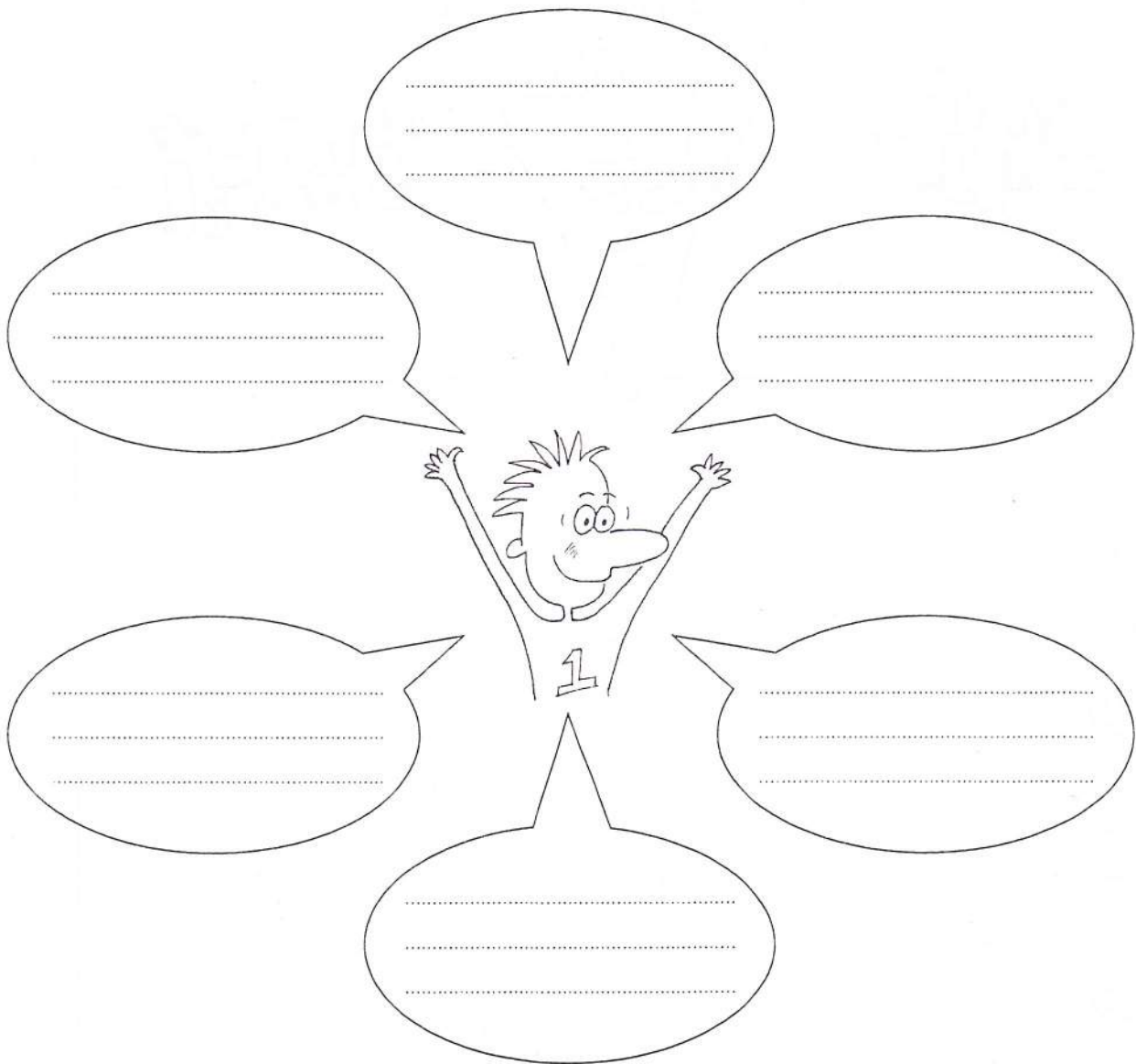
I am great because...

Name Date

 **Instructions**

Collect all the pieces of paper from the exercise 'You are great because...' and then copy some of your favourites onto this Worksheet. How does it make you feel?

NICE THINGS THAT PEOPLE SAID ABOUT ME...



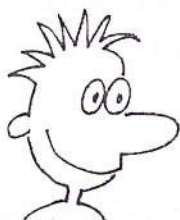
How do I feel?



Handout 1: Good compliments

Name Date

GIVING COMPLIMENTS



Look at the person and smile!

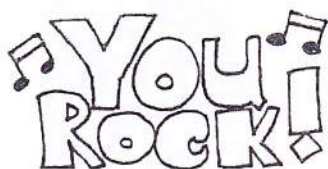
Otherwise it will look as if you don't mean it.



Use a nice voice

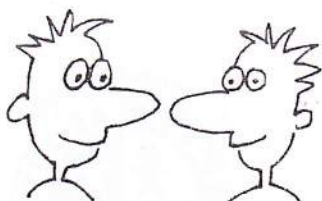
Be careful with your intonation – sarcasm is not a compliment.

Speak nice and clearly so that they can hear the compliment



Say something genuine and positive

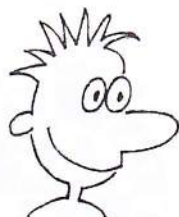
Remember to compliment the person on something you genuinely like about them. Also, check that it is appropriate, for example, not too familiar.



Give the person time to respond

Allow the person to say thank you!

RECEIVING COMPLIMENTS



Smile!

Thank you!

Say thank you!

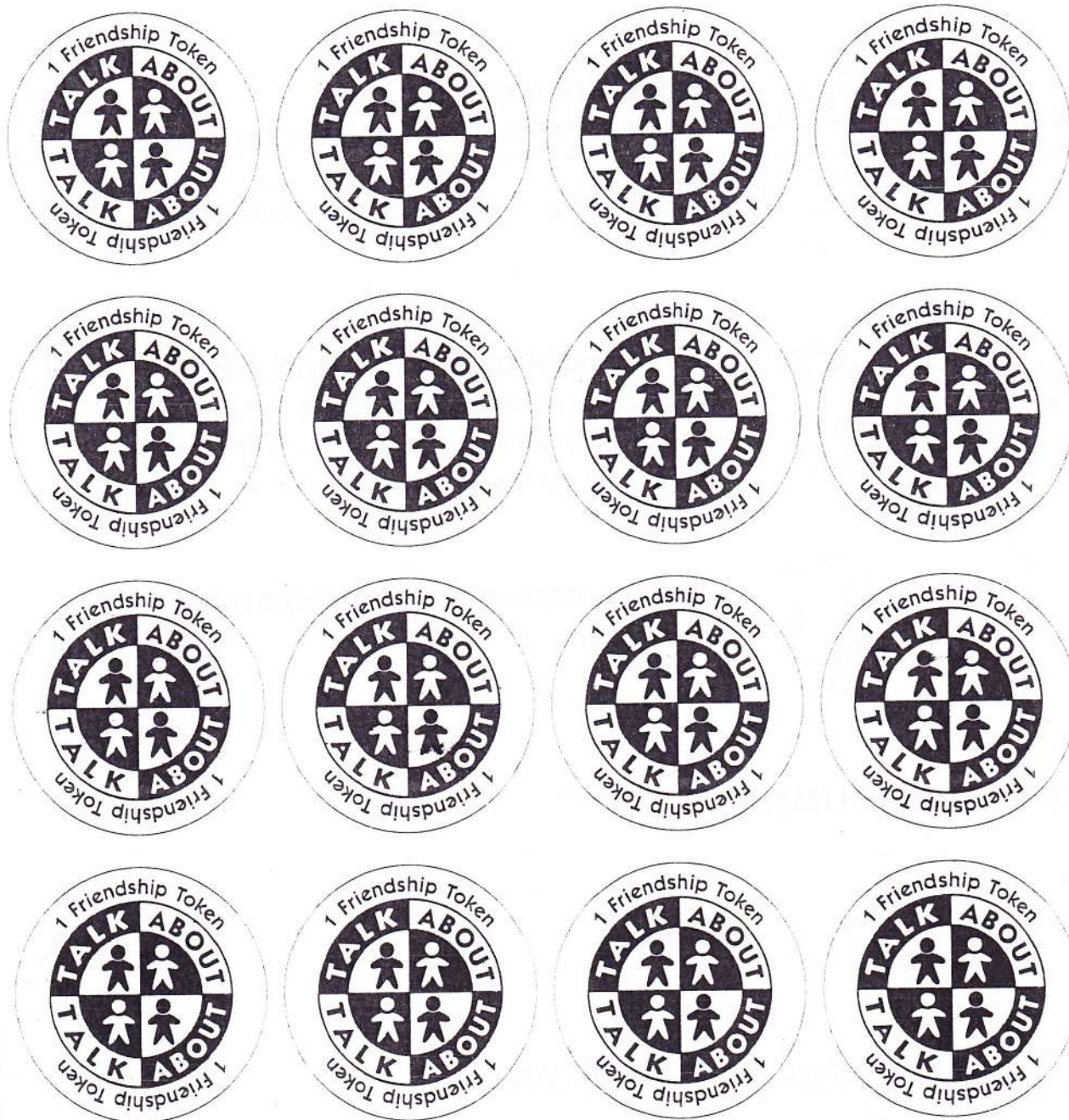


Activity 3: The token game

Instructions

Each student is given a number of tokens (say 5). They move around the room and say something nice to someone. As they pay the compliment, they give one of their tokens to that person. After a few minutes they stop and count their tokens. Can the group decide who the winner is? Is it the person with the most or least tokens?

TALKABOUT TOKENS





Topic 5: When friendships go wrong

Objectives:

To increase awareness of how friendships are not always easy and they need to be worked at
To introduce the FACs circle of feelings and actions and consequences

Materials:

Photocopy Worksheets and activities

Timing:

This topic will take up to 3 sessions to complete

Activity

Brad gets mad

(Activity 4)

Notes

The story 'Brad gets mad in the library' is read to the students. After the story, students discuss what went wrong. What are the consequences to his behaviour?

The FACs

(Handout 2 & Worksheet 12)

Students are introduced to the idea that a situation can affect our **feelings** which can affect our **actions** / behaviour which in turn can affect the feelings and behaviours of others and all of this has **consequences**. Students see if they can map out Brad and James' feelings and actions onto the Worksheet.

When friendships go wrong

(Activity 5 & Worksheet 13)

Students read the scenarios and consider what is going wrong in each situation. These are the potential things that can go wrong in a friendship, such as conflict, jealousy, and peer pressure. These are written down and Worksheet 13 is then completed.



Activity 4:

Brad gets mad...

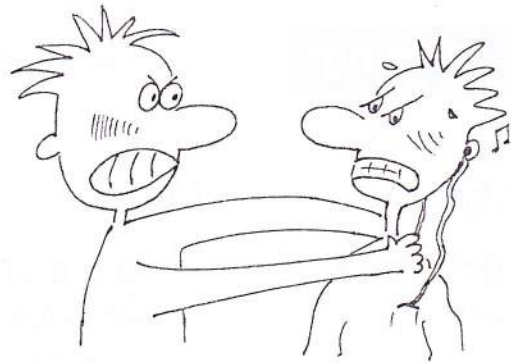
Name Date

Instructions

Read the following story and think about what goes wrong and what Brad could have done differently

Brad gets mad in the library

It was the week before Brad's exams and he was trying to do some revision in the library. His friend, James, was sitting at the next table. James could be a little irritating at times – he never worked and he always did well at

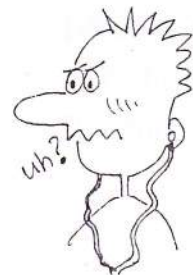


exams whereas Brad had to work hard just to pass. James was reading a magazine and listening to his music. Brad was finding it hard to concentrate as he was thinking about how unfair it was that James could sit and read his music magazine and he could also hear James' music.



He became angry – surely James would know that his music would be bothering him? Surely James realised how important it was that Brad revised and passed his exam? And he must know that it was very unfair to sit and relax while Brad had to work? Suddenly he couldn't bear it any longer. He went up to James and screamed at him to turn down his music.

James was really startled and upset at Brad and refused. Brad was furious and stormed out of the library.



Later when Brad and James talked about it with the librarian, it became apparent that James had had no idea that his music was bothering Brad. He had only gone in to the library to be with Brad and he had assumed that Brad would tell him if it was too loud. In fact the librarian had also not noticed the music and so thought the volume was fine.



Handout 2:

The FACs: Feelings–Actions–Consequences

Name Date

The situation

The situation we find ourselves in will always have some kind of effect on our feelings and our behaviour. We will know that some situations are more difficult for us than others.



me

FEELING

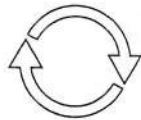
I felt... Remember that all feelings are OK – it is fine to feel angry or sad – it's what we do about it that's the important thing



ACTION

I chose to... Remember what you choose to do will have an immediate effect on what other people then feel and what they do.

me



ACTION

They chose to...
Their actions will be a result of what they choose to do about their feelings. This will in turn affect your feelings and so it goes on



FEELING

They felt...
You don't have any control over the other person's feelings but remember that their feelings are a direct result of your actions



choice

What you choose to do...

choice



The consequences

The consequence of our choices or actions can be positive or negative. Friendships can grow if we make the right choices when difficulties arise. But friendships can also be destroyed if we make the wrong choices. It's up to you!





Worksheet 12:

The FACs: Feelings–Actions–Consequences

Name Date

The situation

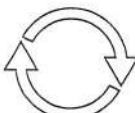


FEELING
Brad felt...



ACTION
Brad chose to...

Brad



ACTION
James chose to...

James

FEELING
James felt...



choice **What you choose to do...** choice

The consequences





Activity 5:

When friendships go wrong



Instructions

Photocopy and cut out the cards. Cards are placed face down in the centre of the group. One card is picked up and read. The group then discuss what is going wrong in the situation. The potential problems are written down on the board or a large piece of paper.



Sue is confused. She has heard a rumour that her best friend George has been talking about her behind her back.

Pam is upset. Her best friend Adrian has been avoiding her lately and Pam doesn't really know why. She thinks it might have something to do with the fact that she's going on holiday to Florida and Adrian can't afford a holiday.

Tom is worried. All his friends have decided to play a trick on a teacher, Mr Smith. Tom doesn't want to as he likes Mr Smith but he doesn't want to be the odd one out.

Lucy and Jo have been friends for years but lately Jo has been moody and wanting to be on her own. Lucy thinks Jo doesn't want to be her friend any more and is thinking of asking Alex if she wants to hang out with her after school.

Chris has a new friend, Matt, but Matt has an annoying habit of copying Chris' work and Chris is worried that they will get into trouble. Chris has already been in trouble once this term and his mum will ground him if anything else happens.

Jan is upset. Yesterday she said something mean to her best friend Marina and now Marina is not talking to her. Jan can understand that Marina is upset too but she doesn't know what to do.

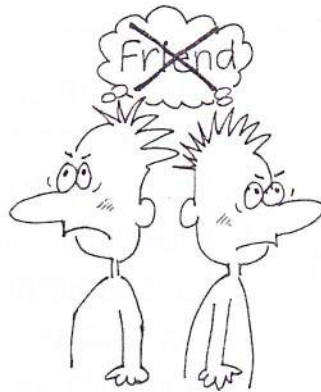


Worksheet 13: When friendships go wrong

Name Date

 **Instructions**

What are the things that can go wrong in a friendship?
Can you think of a few?



What can go wrong in a friendship?...

1.
.....
2.
.....
3.
.....
4.
.....
5.
.....



Topic 6:

Arguments

Objectives:

To increase awareness of how arguments can often occur within friendships and to develop some strategies for coping with them

Materials:

Photocopy Worksheets and activities

Timing:

This topic will take up to 3 sessions to complete

Activity

Fighting friends

(Activity 6 & Worksheet 14)

Notes

The story 'Brad and Bill get mad' is read to the students. After the story, students discuss what's going on, considering aspects such as being tired, as well as not dealing with little annoyances before they grow into big problems. They then discuss what Brad and Bill could do to resolve the argument. Ideas are written on Worksheet 14.

Questions – the FACs

(Worksheet 15)

Students are asked to think of an argument they have recently had with a friend. How did it start? What did they do about it? Did they resolve it? Students discuss as a group and then complete the Worksheets individually and then share with the group.

Coping with anger

(Worksheet 16 & Handout 3)

Students brainstorm different ways they handle their anger, for example, walking away, counting to 10, telling the person how you are feeling. Ideas are written on Worksheet 16. Handout 3 is then given to the students and discussed. What do they think? Could they try to use this approach next time they feel angry or a little annoyed? Ask them to try during the week and feedback to the group next session.



Activity 6: Fighting Friends

Name Date

Instructions

Read the following story and think about what's going on and what Brad and Bill should do.

Brad and Bill get mad

Brad and Bill were having a sleep over and decided to stay up all night. They settled in Brad's room with snacks and drinks and started to watch one of the DVDs that Bill brought over. When that was over, they couldn't decide whether to watch another film or play a board



game. Bill wanted to play a game but Brad was getting tired and would have preferred to watch a film. After a bit of discussion, Brad agreed to play a game.

However after about 10 minutes, Bill started to annoy Brad because he was bringing in different rules to the game that seemed to always benefit him. He decided not to say anything and carried on but was getting increasingly irritated with Bill. Bill was also getting increasingly excited about winning and kept on taunting Brad with silly remarks like 'who's the best now?' and 'losers are losing the plot'. In the end, Brad couldn't bear it any longer. He put his fingers under the board and flipped it over, scattering the pieces everywhere and shouting at Bill. He said some horrible things to Bill that he didn't really mean but he was so angry he couldn't stop himself. Bill was shocked and upset and so shouted back at Brad and then stormed out of the house. Brad's parents were furious as it was 2 o'clock in the morning and they had to go out and find Bill and then take him home.



Worksheet 14: Fighting Friends

Name Date

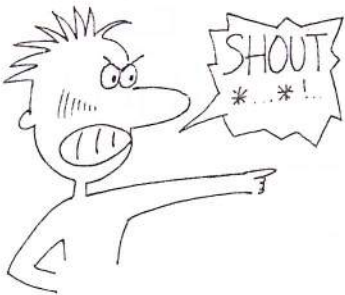
Instructions

Consider some of the things that went wrong for Brad and Bill in the story. What could they have done differently?

1. What were some of the things that were going on?

Three rows of writing space, each starting with a sad face icon.

2. What could Brad have done differently?



Six rows of writing space, each starting with a happy face icon.

3. What could Bill have done differently?

Four rows of writing space, each starting with a happy face icon.





Worksheet 15:

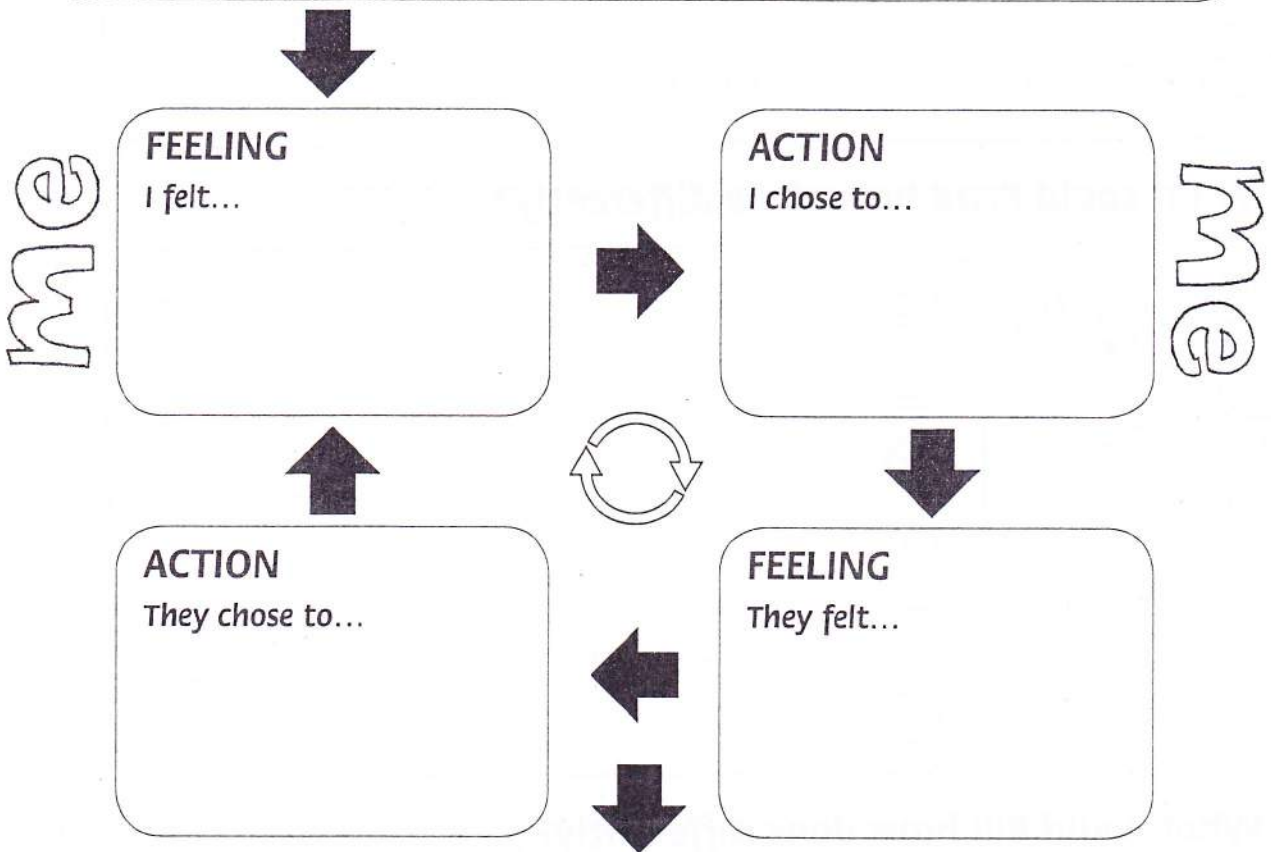
The FACS: Feelings–Actions–Consequences

Name Date

 **Instructions**

Consider a recent argument that you have had with a friend. What was the situation? What did you feel and do? Can you guess how your friend felt? Could you have done anything differently?

The situation



? The consequences

Could you have done anything differently?




Worksheet 16: Coping with anger

Name Date

Instructions

Think about good ways that you have found to handle your anger. What do you do that works? What do others do? Could that work for you?

IDEAS FOR COPING WITH MY ANGER...



I could.....
.....
.....

I could.....
.....
.....

I could.....
.....
.....

I could.....
.....
.....

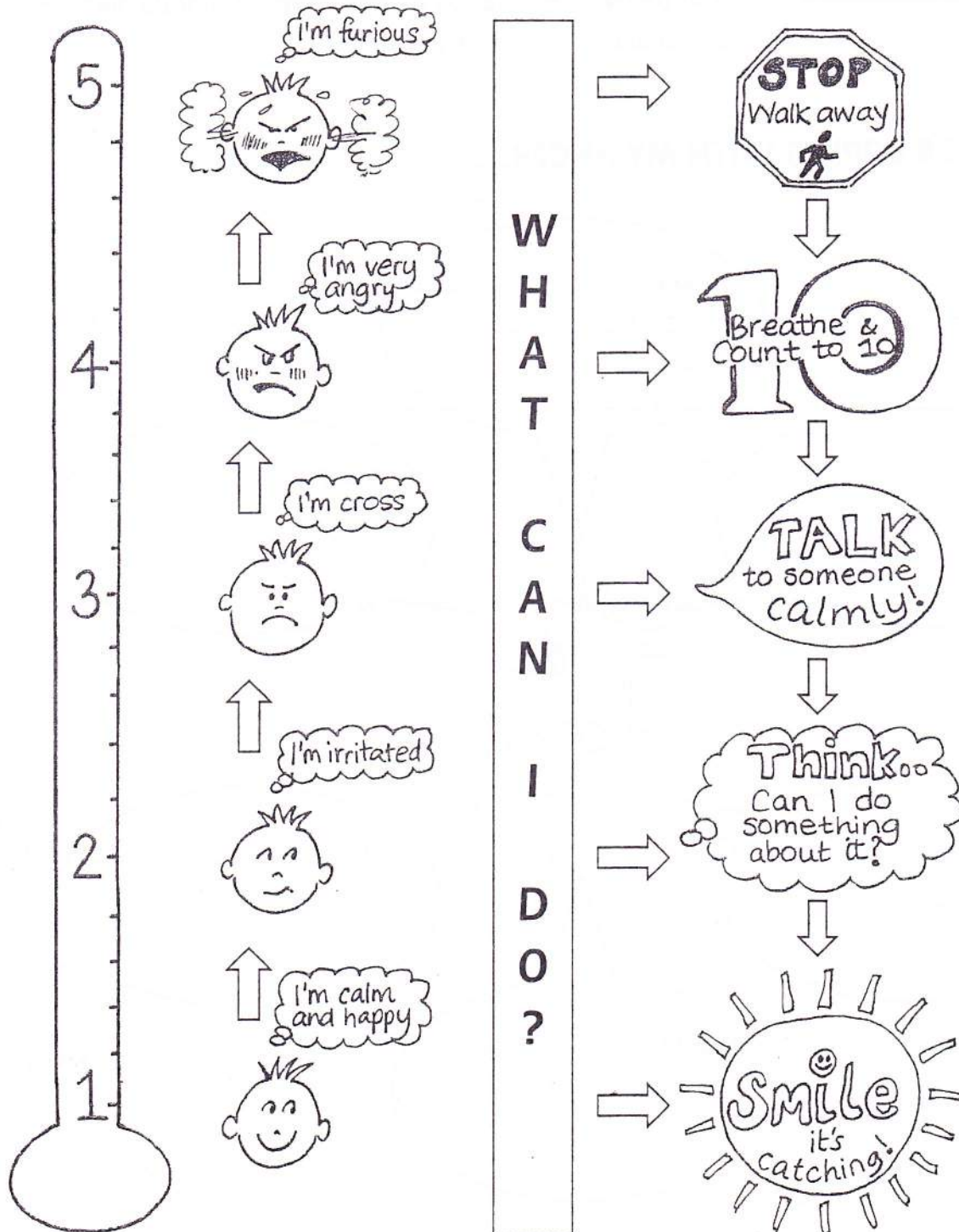
I could.....
.....
.....

I could.....
.....
.....



Handout 3: Coping with anger

Name Date





Topic 7: Peer Pressure

Objectives:

To increase awareness of peer pressure and where it comes from, and to develop some strategies for coping with it

Materials:

Photocopy Worksheets, handouts and activities

Timing:

This topic will take up to 4 sessions to complete

Activity

Notes

Pressurizing Pete

(Worksheet 17)

Read the story about Brad and Pete to the group and ask them to think about what is going on in this story. Why is Brad unhappy?

What is Peer Pressure

(Worksheet 18)

The group are asked to think about the term 'peer pressure' and to brainstorm all the different examples of peer pressure. Encourage the group to think about activities such as: sneaking out of the house, meeting friends and not doing school work, allowing others to cheat or copy your homework, drinking, smoking, drugs, having sex before you're ready, teasing or bullying others.

Where does it come from?

(Handout 4)

Group discuss where they think peer pressure comes from? Is it always from their peers? Discuss how it might come from within you. Is it ever a good thing? Give Handout 4 and discuss. What do they think?

Questions – the FACs

(Worksheet 19)

Students are asked to think of a time they experienced peer pressure. What happened? Do they wish they had done things differently? Students discuss as a group and then complete the Worksheets individually and then share with the group.

What are the options

(Worksheet 20 & Handout 5)

Students brainstorm different ways they could try to handle peer pressure and ideas are written on Worksheet 20. Handout 5 is then given to the students and discussed. What do they think? Could they try to use this approach next time and tell the group about it at the next session?



Topic 7:

Peer Pressure

Activity

Notes

Get in the ring

(Activity 7)

The idea of this game is to give students the opportunity to come up with quick fire responses to typical peer pressure situations. It also models the ability to turn to friends for support and to see how other people respond to these situations. The cards are cut out and held by the leader and students are seated in a circle. One student volunteers to go first and sits or stands in the middle facing the group leader. Using the cards and also their own examples of peer pressure, they are asked to give a good reason why they shouldn't... smoke, skip class etc. If they are unable to think of a reason within a given time (e.g. 10 seconds), they 'tag' a friend who then takes their place and answers the question for them. The game should be played in a speedy manner to get students thinking on their feet!

NB Group leaders should only use cards that are relevant to their group and may choose to add in their own based on the group's experiences of peer pressure.



Worksheet 17: Pressurising Pete

Name Date

 **Instructions**

Read the following story and think about what's going on and why Brad is unhappy.

Pressurising Pete

Brad and Pete had been friends for a long time but recently Pete had been hanging out with some friends that Brad was not keen on. They were always getting into trouble and



never seemed to worry about the consequences. Pete told Brad one day that a small group of them had decided to bunk off school for the afternoon as the fair was in town. Brad was worried and tried to tell Pete that he didn't want to go, but Pete was insistent, telling him that it would be great and no-one would ever know. He'd even asked Sam to cover for them so it was all agreed.

What do you think is going on in this story?

.....
.....
.....

How do you think Brad feels?

.....
.....
.....



Worksheet 18:

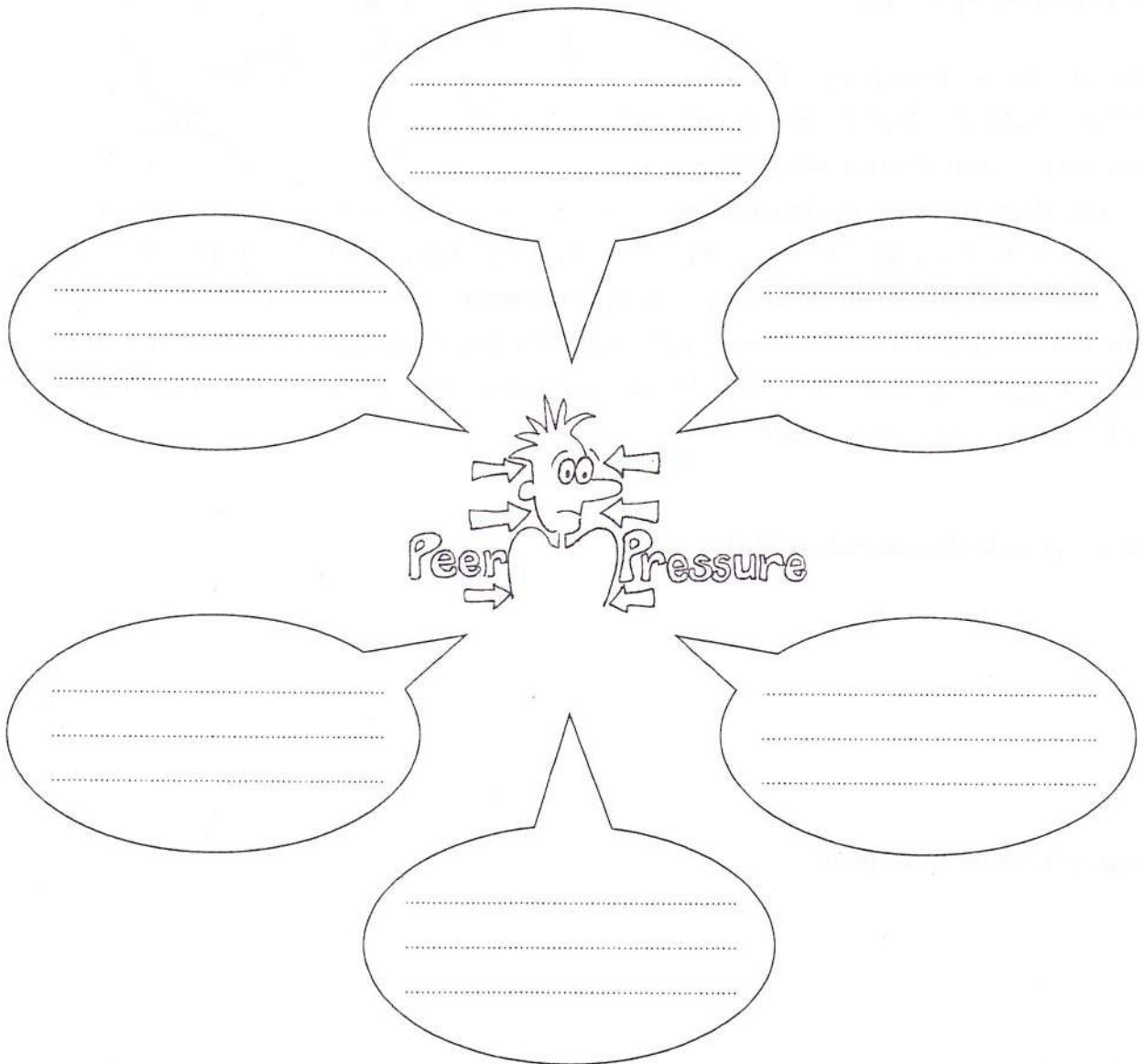
What is peer pressure?

Name Date

 **Instructions**

Can you think of all the different kinds of peer pressure? What does it mean and what examples of peer pressure can you come up with?

PEER PRESSURE MEANS...



Peer Pressure

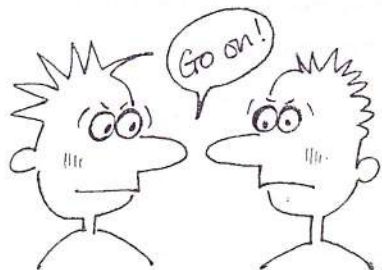


Handout 4:

Where does peer pressure come from?

Name Date

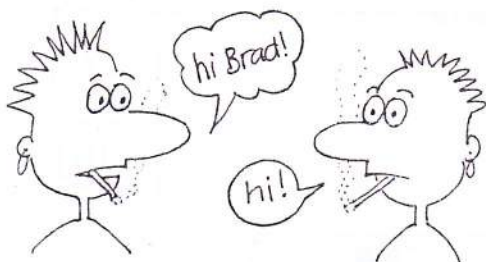
1. DIRECTLY



Directly from a peer...

You may experience peer pressure when someone tells you what you should be doing, for example, how to spend your time, how to behave in school, things to experiment with.

2. INDIRECTLY



Indirectly...

You may not always recognise peer pressure but you may find that you only behave in a certain way with a particular group of friends. This means that they are having an indirect effect on you.

3. FROM YOU



From you...

Sometimes the pressure comes from inside you. You may feel different from your group of friends and you may do things to try and make yourself feel more like part of the group.



Thought for the day...

Peer pressure is not always a bad thing... Sometimes our peers pressurise us to behave in a better way and they can therefore have a positive effect on us.



Worksheet 19:

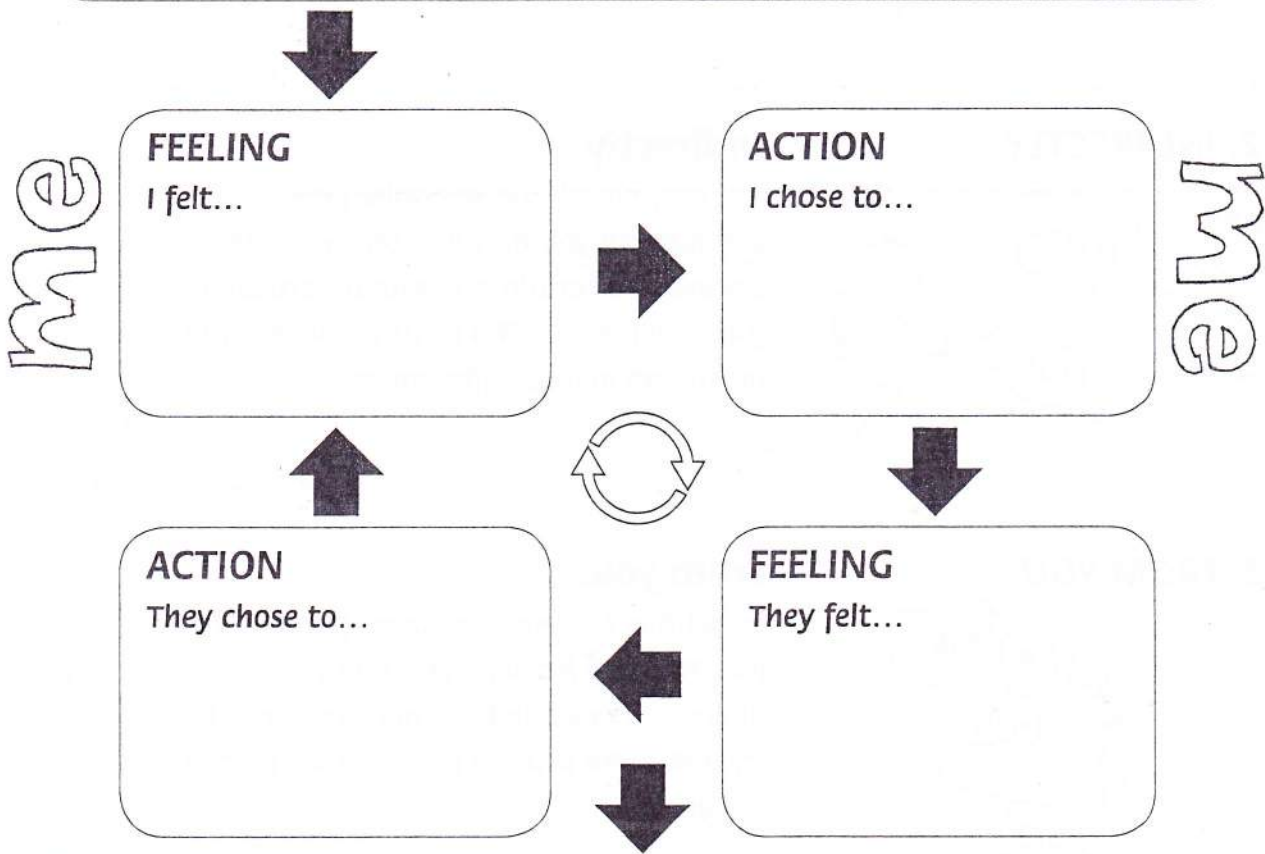
Peer pressure: the FACs

Name Date

Instructions

Consider a time when you have experienced peer pressure. What happened? What did you feel and do? Can you guess how your friend felt? You may need to leave this box empty. Could you have done anything differently?

The situation



? The consequences

Could you have done anything differently?



Worksheet 20: Peer pressure

Name Date

Instructions

Think about good ways that you have found to handle peer pressure. What do you do that works? What do others do? Could that work for you?

IDEAS FOR COPING WITH PEER PRESSURE...

I could.....
.....
.....

I could.....
.....
.....

I could.....
.....
.....

I could.....
.....
.....

I could.....
.....
.....

I could.....
.....
.....



Handout 5: Coping with peer pressure

Name Date

STEPS TO SUCCESS



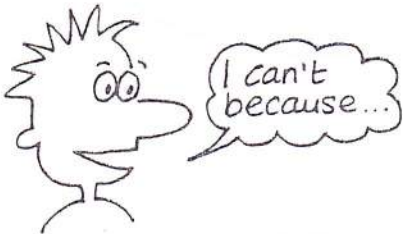
1. Choose your friends

Try to hang out with people who like doing the same things as you do and then you won't feel pressurised to do things you don't want to. Choose friends who don't pressure you and distance yourself from bullies or critical friends.

NO!

2. Say "NO"

Saying 'no' can be really hard but it can also feel good to stick with what you believe in. You never know... explaining why you are saying 'no' may earn you some respect from others.



3. Have some excuses ready

Try to be prepared for as many situations as possible and if you suspect one, have your opinions and excuses ready. You can always blame your parents or your homework if you have to! It's better to do this than to give in to something you feel uncomfortable with.

RESPECT!

4. Respect others

Remember that you should try and respect other people's choices even if you don't agree with their actions. If you show respect for their choices and don't judge them, they may show respect for your choice.



5. Talk to someone

You may need support to deal with peer pressure. Find someone you feel comfortable with and discuss it with them. If possible, talk to your parents as well.



Activity 7: Get in the ring

Instructions

The idea of this game is to give students the opportunity to come up with quick fire responses to typical peer pressure situations. It also models the ability to turn to friends for support and to see how other people respond to these situations. The cards are cut out and held by the leader and students are seated in a circle. One student volunteers to go first and sits or stands in the middle facing the group leader. Using the cards and also their own examples of peer pressure, they are asked to give a good reason why they shouldn't... smoke, skip class etc. If they are unable to think of a reason within a given time (e.g. 10 seconds), they 'tag' a friend who then takes their place and answers the question for them. The game should be played in a speedy manner to get students thinking on their feet! NB Group leaders should only use cards that are relevant to their group and may choose to add in their own based on the group's experiences of peer pressure.



Smoking

Drinking alcohol

Bunking off school

Allowing a mate to
copy your homework

shoplifting

Teasing a new student

Taking some money
from your mum

Sneaking out of your
house to see your friends



Activity 7:

Get in the ring

Page 2



Drawing on a park
wall

Bullying a younger
child

Taking drugs

Looking at
inappropriate websites

Telling a lie

Setting fire to the litter
bin

Setting off fireworks in
the park

Smashing a window

Stealing another
student's lunch money

Having your nose
pierced

Trespassing

Ringling on doorbells
and running away

Having sex before
you're ready

.....
(your own one)



Topic 8: Jealousy

Objectives:

To increase awareness of how jealousy can affect friendships and to develop some strategies for coping with it

Materials:

Photocopy Worksheets, handouts and activities

Timing:

This topic will take up to 3 sessions to complete

Activity

Notes

Jealous James

(Activity 8 & Worksheet 21)

Read the story about James and Brad to the group and ask them to think about what is going on in this story. Discuss what went wrong and then complete Worksheet.

What should we do?

(Activity 9)

The group consider each scenario and responses and decide which one they think is the best. Do they all agree? Is there another option that is better?

Things I get jealous about

(Worksheet 22)

The group are asked to think about things that might make them feel jealous. Consider the following categories: objects and material possessions; looks and fashion; success and achievements; ability (mental and physical); friendships and rivalry; and relationships with a partner. Complete Worksheet 22.

Jealousy – the FACs

(Worksheet 23)

Students are asked to think of a time they were jealous. What happened? Do they wish they had done things differently? Students discuss as a group and then complete the Worksheets individually and then share with the group.

Coping with jealousy

(Handout 6)

Students brainstorm different ways they could try to handle jealousy and handout 6 is then given to the students and discussed. What do they think? Could they try to use this approach next time and tell the group about it at the next session?



Activity 8: Jealous James

Name Date

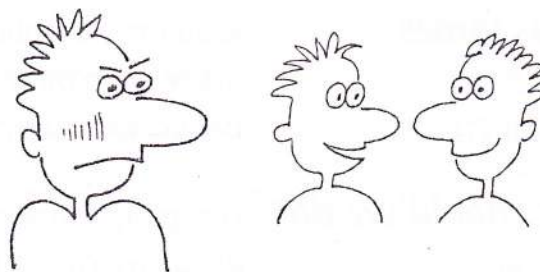


Instructions

Read the following story and think about what's going on and why James could be jealous.

Jealous James

James and Brad were friends. When Brad started at his new school, James looked after him and showed him around. Brad was really pleased to have a new friend and it seemed as if they had lots in



common. After a couple of weeks Brad suggested that James came over to his house at the weekend as his family own a boat and they were hoping to go out in it. James seemed keen and they talked about trying to organise a sleep over as well.

The next day, Brad came to school and overheard James saying something mean about Brad to another boy, Gary. They were laughing but stopped when they saw Brad. Later James told Brad that he couldn't come over at the weekend because he was now going to the cinema with Gary.

Brad was upset and confused and decided that James was not as nice as he thought he was. He decided to stop talking to James and to try and make friends with another boy.

Eventually Brad found out that James was jealous of Brad. James was jealous of Brad's clothes and where he lived and that his family has more money than James' family. He thought that Brad was showing off and talking about his expensive things just to make James feel small.




Worksheet 21: Jealous James


Name Date


Instructions

Consider some of the things that went wrong for Brad and James in the story. What could they have done differently?

1. What were some of the things that were going on?











2. What could James have done differently?





















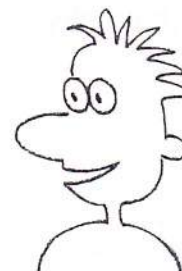
3. What could Brad have done differently?













Activity 9: What should we do?

Name Date



Instructions

Photocopy and cut out the cards. Cards are placed face down in the centre of the group. One card is picked up and read. The group then discuss which option they would choose.



You notice your best friend going into the cinema with a new boy / girl in school.

Do you...

- Go out for the evening with someone else and make sure your friend knows
- Phone your friend later and demand to know all about the evening
- Go up and say hi to them and see if you can join them
- Wave to them and then carry on with what you were doing
- Something else...

You notice that your sister / brother has a new top. You have been asking your parents for a new top for ages. Do you...

- Tell your brother/sister that they look really nice in their new top
- Get upset and tell your parents that they love him / her more than you
- Let him / her know that you will be borrowing his / her jacket as that is only fair
- Ask him / her if they want to do a swap
- Something else...



Activity 9:

What should we do? Page 2



You have worked really hard for an exam and you get a B. Your friend has not done any work and got an A. Do you...

- a) Complain lots about how lucky your friend is
- b) Spread a rumour about your friend cheating in the exam
- c) Ask your friend for help with the next exam
- d) Decide that the exam was unfair
- e) Something else...

You went shopping at the w/e and bought a new coat. At school on Monday you notice that someone you don't like also has the same coat. Do you...

- a) Tell them not to wear it again
- b) Ask everyone who looks better in it – you or them
- c) Feel bothered but then forget about it
- d) Do nothing.
- e) Something else...

You and your best friend are both single but your friend keeps on getting asked out. Do you...

- a) Get annoyed that she / he gets all the attention
- b) Feel happy for your friend
- c) Feel sad that you are not getting more attention
- d) Tell them that you got asked out at the weekend and you turned them down
- e) Something else...



Activity 9:

What should we do? Page 3



Your best friend has just been offered a part time job. Your friend doesn't need the money but you could have really done with it. Do you...

- Tell your friend to give the job to you - after all, they know you need the money more
- Congratulate your friend and keep quiet
- Ask your friend to see if there is another job going
- Ask your friend to lend you some money
- Something else...

Your friend is very slim and attractive and has just bought some shorts and looks great in them. Shorts don't look good on you. Do you...

- Tell him / her that they look great
- Don't say anything - they don't need another compliment
- Tell him / her that the colour of the shorts doesn't really suit them
- Ask them to give you some advice on what would look good on you
- Something else...

Your brother has been invited to another party this weekend. This is his third this month and you haven't been out at all. Do you...

- Make sure you get into a fight with him so that you both get grounded
- Persuade your brother to take you along
- Do nothing
- Complain to your parents
- Something else...



Worksheet 22: Things I get jealous about

Name Date

Instructions

Consider things that might make you feel jealous. Consider the following categories: objects and material possessions; looks and fashion; success and achievements; ability (mental and physical); friendships and rivalry; and relationships with a partner.

Things that make me feel jealous...

Seven thought bubbles are arranged around a central cartoon character. Each bubble contains two horizontal dotted lines for writing. The bubbles are connected to the character by small circles representing thought paths.



Worksheet 22: Things I get jealous about

Name Date

Instructions

Consider things that might make you feel jealous. Consider the following categories: objects and material possessions; looks and fashion; success and achievements; ability (mental and physical); friendships and rivalry; and relationships with a partner.

Things that make me feel jealous...

The illustration shows a central cartoon character with a worried or thoughtful expression, looking upwards. Seven thought bubbles of various sizes are connected to the character by small circles, suggesting a stream of thoughts. Each thought bubble contains two horizontal lines for writing.



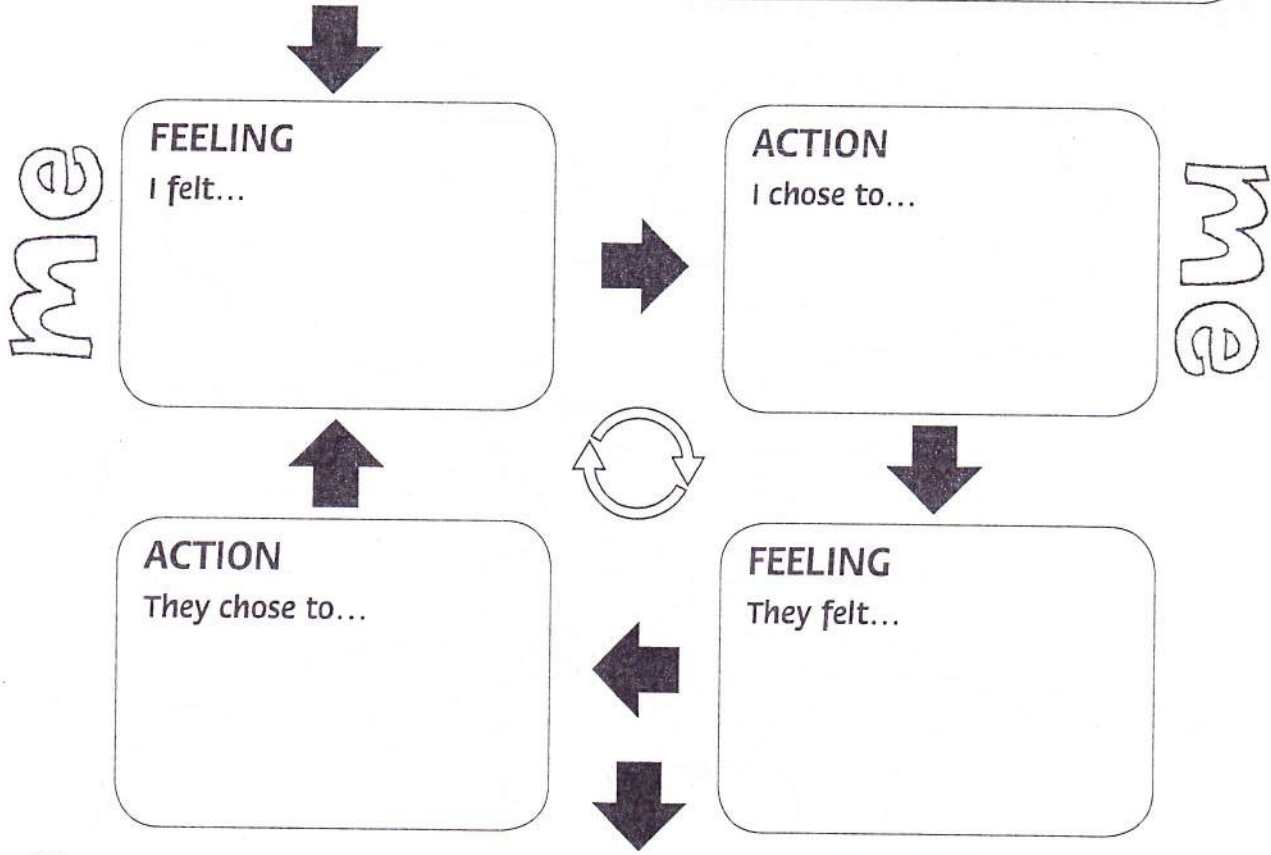
Worksheet 23: Jealousy: the FACs

Name Date

Instructions

Consider a time when you felt jealous. What happened? What did you feel and do or say? Can you guess how your friend felt? Could you have done anything differently?

The situation



? **The consequences**

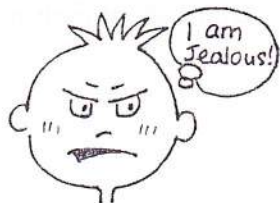
Could you have done anything differently? ?



Handout 6: Coping with jealousy

Name Date

STEPS TO SUCCESS



1. Recognise you are jealous!

Admit that you are jealous and remember that it's normal to feel jealous – it's how we act that makes the difference



2. Think before you speak!

Take a moment and think about how you're feeling and what would be the consequence of saying something negative.



3. Choose to say something nice!

Try to say something nice if you're going to say something at all. It will make you feel good about yourself.



4. Consider... why are you jealous?

Have a think about why it is you feel jealous. Is it something that you want and if it is, could you achieve it? If you can't, why worry? Are you feeling bad or insecure about yourself and could you do something about that?



5. Talk to someone

It may help to talk to someone about how you're feeling.



Topic 9: **Moving Forward**



Objectives:

To reflect on what has been covered in this module and to summarise those aspects that are most important for each student

To decide on one key action for each student to take away with them (optional)

To support the students in making the changes identified in their action plan (optional)



Materials:

Photocopy Worksheets



Timing:

This topic will take up to 2 sessions to complete

Activity

Friends

(Worksheet 24)

Notes

Students are asked to consider what they have worked on over the past few weeks. The group reviews and discusses each topic and the students are asked to write down a couple of key points on the Worksheet. From this they are asked to consider if there is one thing with which they would like further support. Worksheet 25 is then completed if appropriate.

Moving Forward

(Worksheet 25)

Students complete this if they have identified something with which they would like further support. Worksheet 25 can be used to create a plan of action.

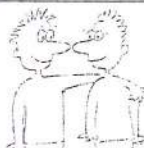

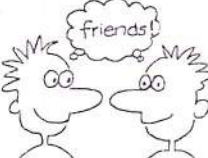
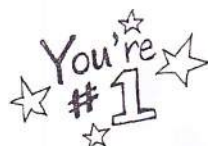
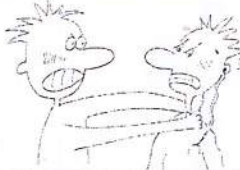





Worksheet 24: Friends

Name Date

 **Instructions**

Consider some of the things we have talked about in this section and summarise the key things you remember about...

	Qualities of a friend...
	Trust and responsibility...
	Valuing others...
	Being nice...
	When friendships go wrong...
	Arguments...
	Peer pressure...
	jealousy



Worksheet 25: Moving Forward

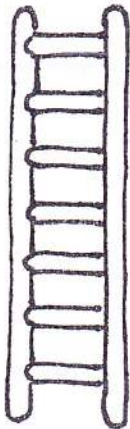
Name Date

Instructions

Consider Worksheet 24. Think of one thing you have identified that you would like to change.

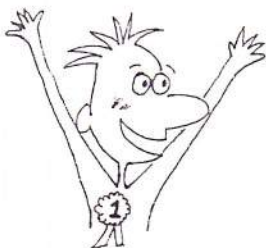


MY GOAL
I'd like to change...



MY STEPS TO SUCCESS
I could try to...

- 1.
- 2.
- 3.
- 4.



How will I know I've succeeded?
People will notice that...

I will feel...