

	Steps	Teacher Skills	Pupil Skills
Ch 5	Rule formation Boundary setting for security Feeling safe Trusting people you know well All saying the same things	Making rules explicit Feedback skills	Learning to work with one another in pairs and fours Learning to negotiate when the emotional context is low
Ch 6	Establishing new rules Helping and encouraging Rewarding learning Rule keeping behaviour	Praise, reward and encourage Positive feedback skills	Encourage each other Say how you feel when rules are broken Give and receive positive feedback
Ch 7	Identify feelings State feelings Feel feelings	Using different media – drama, art, clay Stating own feelings Using the three part message – describing the behaviour only Checking out with children	Stating own feelings
Ch 8	Being able to see things from someone else's perspective To be able to hear others Teacher learning the rules and skills for managing classroom disputes	Ability to empathise Broken Record Behaviour description Three part message Hearing two sides No assumptions	Ability to empathise Paraphrasing Listening to others Suspending judgement Starting to trust
Ch 9	Children learning to settle disputes	Role play Structuring steps Continuing to model skills Prompting Giving negative feedback	Broken Record Observing and describing behaviour Using a three part message Negotiation when emotional context is high Giving negative feedback
Ch 10	Learning to help each other	Sharing power and responsibility Creating teaching and responsibility roles Praising for helping skills	Friendship skills Helping skills Peer tutoring skills

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Figure 4.4 Skills grid for chapters 5–10

THE GOOD LISTENER

There are lots of ways to be a good listener. Here are four. Draw cartoons to illustrate these skills and add two of your own.

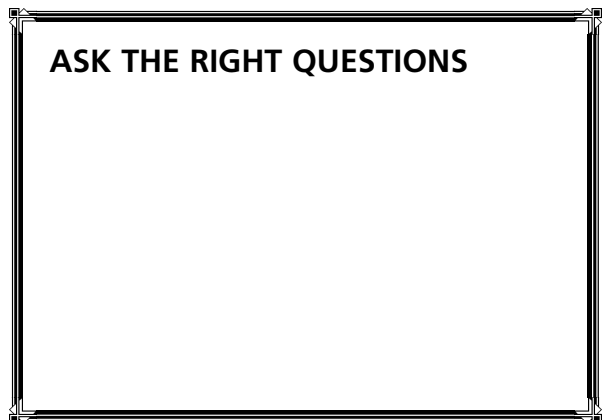
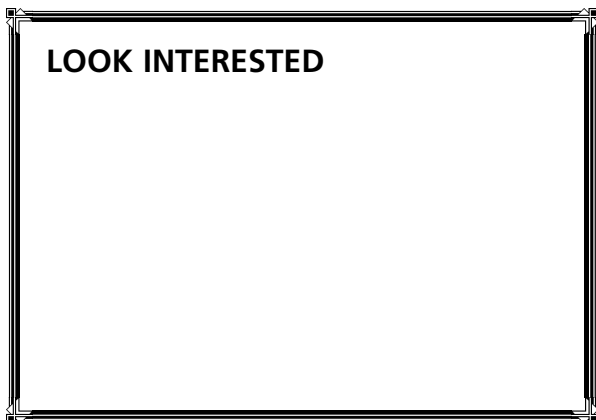
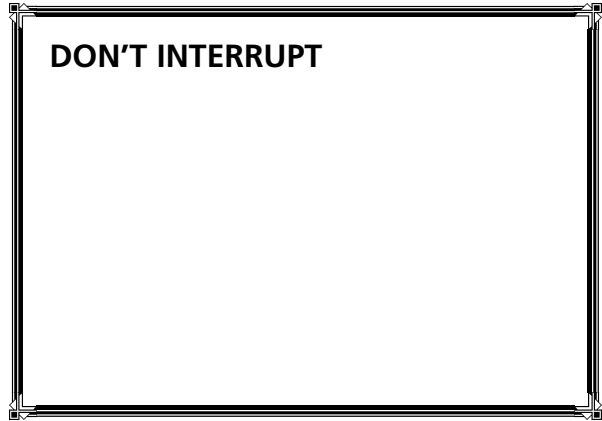
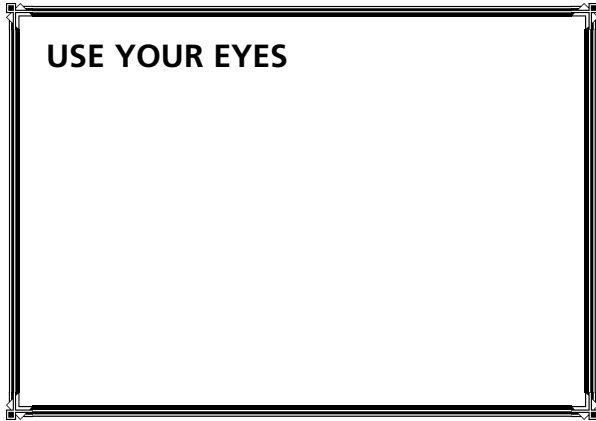


Figure 4.5 Four ways to be a good listener

Reviewing Sheet

Think about the lesson and how you feel you have done.
Write honestly. Sign and date your review.

What did I learn?

What was good about this lesson?

What was bad about this lesson?

What did I do well?

What do I need to get better at?

Which other pupil can help me?

Who else can I ask for help?

How do I feel about myself after this lesson? Why?

Date:

Signed by:

Figure 4.6 Reviewing Sheet

Our Group's Ideas for Rules for the

.....

Don't _____
Don't _____
Don't _____
Don't _____
Don't _____

Changing the Don't Rules to Do Rules

Do _____
Do _____
Do _____
Do _____
Do _____

Figure 5.5 Changing Don't Rules to Do Rules

Our Charter

[Large empty oval]

[Starburst icon] _____

[Starburst icon] _____

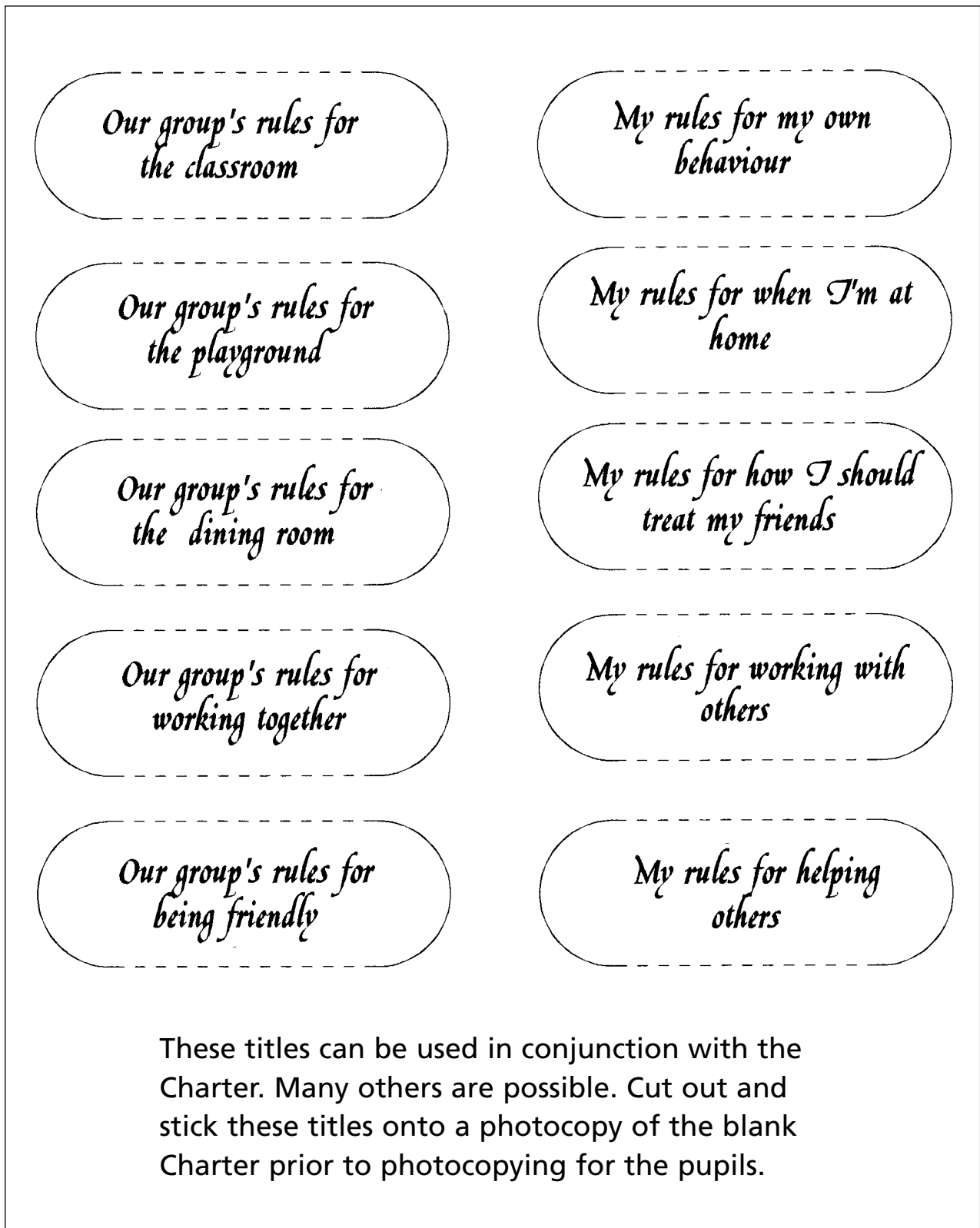
[Starburst icon] _____

[Starburst icon] _____

[Starburst icon] _____

as devised by _____

Figure 5.6 Charter Sheet



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Figure 5.7 Titles for Charter Sheet

This circle work can be recorded by means of the 'Friendly Tree' where friendly incidents are drawn or written about. For younger children this may need to be enlarged to accommodate pictures. Some classes might want to draw a very large class tree on which all children can record one incident.

If the class has undertaken work on rules as recommended in chapter 5 then the exercises outlined there can be used to establish 'Rules for Friendship'. You may find that there are similarities between some of these and the rules for the classroom. This is especially true of the 'No put down rule' (see 'Put downs and Push ups' worksheet, Figure 6.4).

For very damaged children it might be necessary for this one simple rule to be established then practised for some time. This certainly can help to promote the classroom ethos where friendships are possible. However, friendship skills are more than just this and all pupils need to be helped to work towards getting more skilled in their relationships. The first step is to unpick what being a friend actually requires.

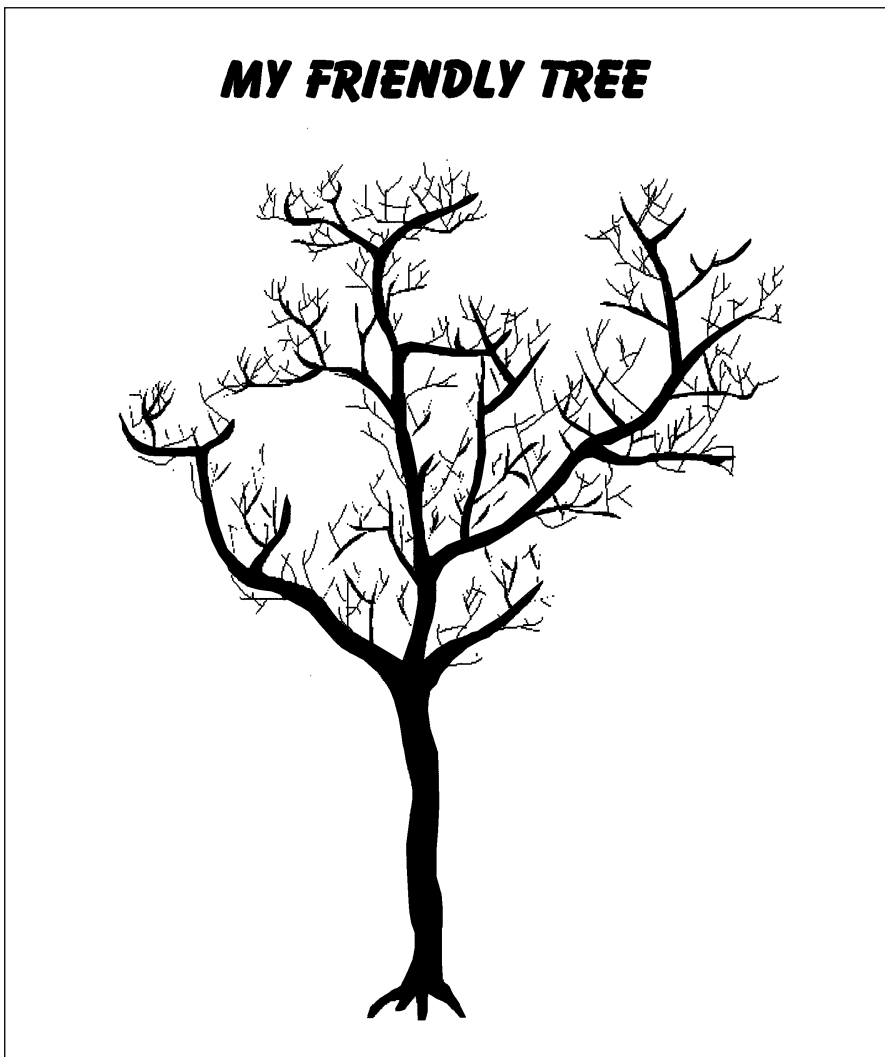


Figure 10.3 Friendly Tree

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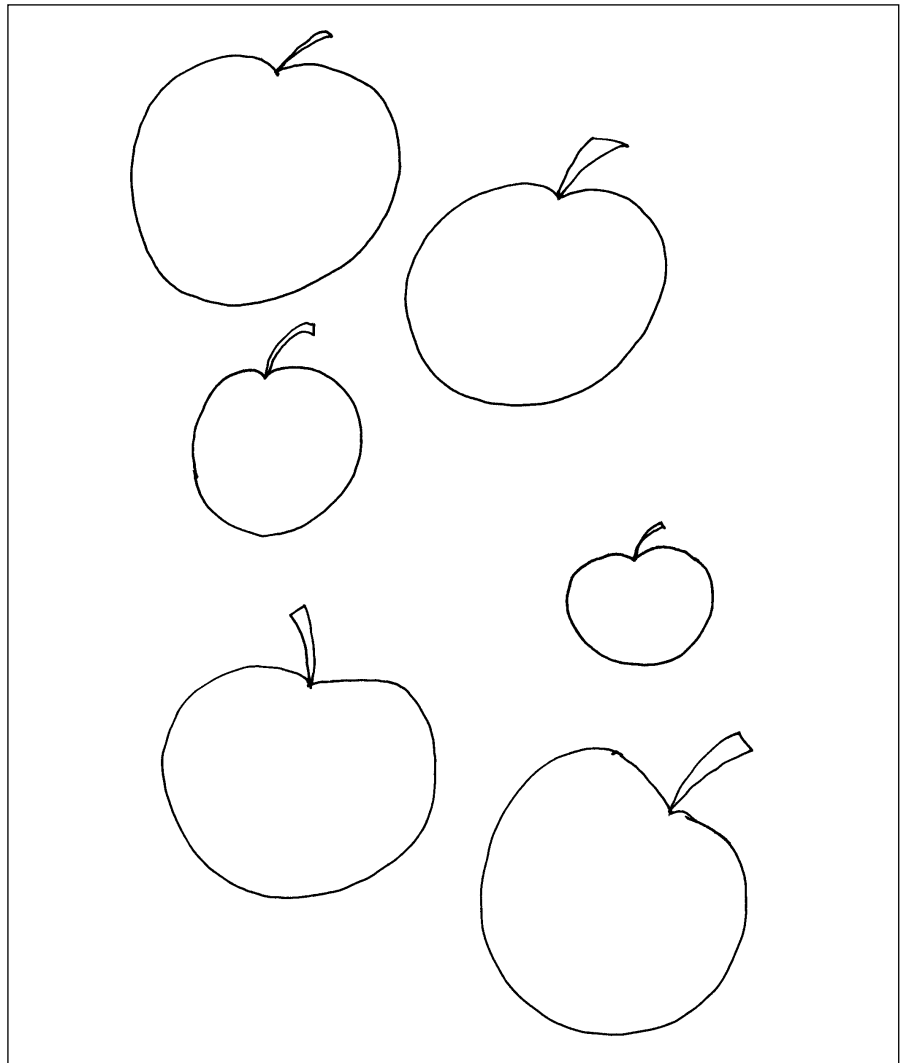


Figure 10.4 Apples for hanging on the friendly tree

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***What does
friendship look
like?***

Pupils who believe themselves to be of low worth might never have had a positive relationship with a peer friend on which to base their knowledge of what friends do. Without such a model there is little hope of them behaving in that way themselves; they simply do not know how.

Friendship, when described by pupils, is often at first a record of deeds rather than behaviours. Teachers need to help children to sort out the deeds from the actual behaviours that make a person appear friendly. Commonly named behaviours are listening to me, sharing with me, choosing me, playing with me, helping me, standing up for me, talking to me, looking after me, and of course there are others.

The 'Friendly Dice' provided (Figure 10.5) has been constructed using the behaviours often cited by pupils doing the exercise above but particular groups of pupils may wish to have other behaviours on the dice, and these can be easily made...