



# INTERVENTION PROGRAM

## THE HANDBOOK

“IMPROVING STUDENTS’ SOCIAL PARTICIPATION IN  
PRIMARY AND SECONDARY SCHOOLS ACROSS EUROPE”



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# INTRODUCTION

This handbook is the product of collaboration within the “**FRIEND-SHIP—Improving Students’ Social Participation in Primary and Secondary Schools Across Europe**” Project, funded by the European Commission—Erasmus+ Programme, Project No.: 2019-1-AT01-KA201-05 1226.

One of the main outputs of this Project consisted of the development of the **FRIEND-SHIP Program**, a school-based intervention aimed at improving social participation of all students between 8 and 11 years of age.

The FRIEND-SHIP Program is intended to be implemented by teachers and consists of 12 sessions, each with the duration of 45–60 minutes, implemented twice a week over six weeks. The activities that comprise this program are essentially experiential. Students are invited to take an active and involved role by participating in group activities, role-playing, social stories, arts, and physical activities.

The main purpose of this handbook is to support teachers in implementing the FRIEND-SHIP program with their classes.

This handbook is divided in three parts:

-  **CHAPTERS 1, 2 and 3** cover background information about social participation and inclusion, as well as the description of the target audience of this handbook and the digital tool for evaluating the FRIEND-SHIP Program effects.
-  **CHAPTER 4** covers the FRIEND-SHIP Intervention Program, including guiding principles, aims, and detailed descriptions of sessions.
-  **CHAPTER 5** covers the information gathered with the implementation of the FRIEND-SHIP Intervention Program throughout the Project life.

The Project website can be visited at: <https://friendship.univie.ac.at/>





# **CHAPTER 1**

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# **INCLUSION AND SOCIAL PARTICIPATION**

# INCLUSION AND SOCIAL PARTICIPATION

Social participation of all students in the classroom is a crucial condition for successful inclusion in schools at all levels of education [1] [2]. Social participation involves the presence of positive contact/interaction with classmates; promotion of the acceptance of students by classmates; development of social interactions and friendships with typically developing peers; and students' perception that they are accepted [3]. Through social participation, children:

- Develop cognitive, communicative, and socio-emotional skills.
- Foster a self-concept.
- Form friendships.
- Express their creativity.
- Reach levels of well-being.
- Determine the meaning and purpose for their life.

Fostering social participation must, therefore, be a goal for teachers and involves creating a positive school/classroom climate that provides opportunities for positive interactions between peers. A positive climate in which all students take full and active part, feel accepted as valued members, and have friends allows the following to occur:

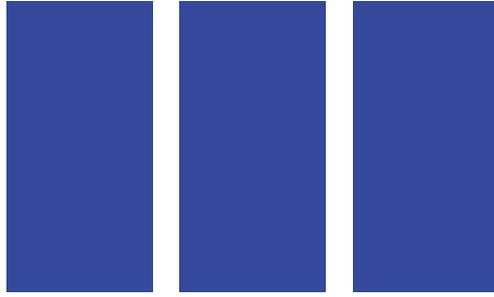
- Promotion of tolerance and respect among peers
- Promotion of acceptance by peers
- Support of social cohesion in the classroom
- A decrease in the likelihood of social exclusion and discrimination incidents among students
- Favoring of students' academic performance and educational attainment
- Preparation of students for the future citizens they will be

In this context, the **FRIEND-SHIP Intervention Program** aims to promote social participation of all students by contributing to a positive classroom climate according to three fundamental pillars:

- Developing students' social competences and social understanding
- Teaching students about respecting and valuing diversity
- Improving students' social skills to establish relations and maintain existing friendships

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# CHAPTER 2



# TARGET AUDIENCE

# TARGET AUDIENCE



The target groups of the FRIEND-SHIP Program are **teachers** from **primary and secondary classes** and their **students** between **8 and 11 years of age**.

## FOR WHOM SHOULD THE FRIEND-SHIP PROGRAM BE IMPLEMENTED?



### Students

The FRIEND-SHIP Program is a universal intervention targeting the group dynamics of the whole class and fostering social-emotional competences and the well-being of all students. Some students may benefit more from the intervention, especially students with low social participation rates or at risk of social exclusion (e.g., students with special educational needs, refugees, students with learning problems, or with chronic diseases), as well as those with lower social-emotional competences. It is important not to label these students as “problematic,” keeping in mind that the intervention program is a universal intervention targeting all students.

## WHO SHOULD IMPLEMENT THE FRIEND-SHIP PROGRAM?



### Teachers

Programs that are implemented in everyday school life are described as being more effective. Thus, teachers are the main implementers of the FRIEND-SHIP Program. This handbook aims to support teachers by helping them acknowledge their students’ social networks and intervene using target activities in the path to social participation of all students. It also contributes to bridging a dialogue about social inclusion and strengthening teachers’ skills in managing students and enhancing their digital skills (through the FRIEND-SHIP digital tool).

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# CHAPTER 3



# FRIEND-SHIP DIGITAL EVALUATION TOOL

# FRIEND-SHIP DIGITAL EVALUATION TOOL

The FRIEND-SHIP Digital Evaluation Tool (to access click [here](#) or visit the Project website for more information) was developed to help teachers evaluate the main outcomes achieved by students in their classes with the implementation of the FRIEND-SHIP Program. It is an Open Educational Resource (OER) that allows an easy and quick identification of:



CLASSROOM SOCIAL NETWORKS



STUDENTS' RELATIONSHIPS



STUDENTS' SOCIAL INCLUSION

Students access the Digital Tool where they rate their relationships, contacts, and feelings of closeness to peers in their class. Teachers can access class results and have a picture of the class social network and students' perception of social inclusion.

## WHEN SHOULD THE FRIEND-SHIP DIGITAL TOOL BE USED?

- **One week before** the intervention program and **one week after** the intervention program.
- It is also possible to use this tool independently from the intervention program.

## HOW SHOULD THE FRIEND-SHIP DIGITAL TOOL BE APPLIED?

- **Requirements:** Teachers and students need a computer or tablet with access to the internet.
- **Step 1:** Teachers should complete the "Teachers Survey" in order to generate a class code.
- **Step 2:** Each student must complete the "Students Survey" (mentioning the class code, generated by the teacher).
- **Step 3:** Teachers can access the class results.
- **Step 4:** Teachers implement the FRIEND-SHIP intervention program.
- **Step 5:** Teachers can access their class results once again.

We suggest reading the user guide (please click [here](#)) for more information on how to use the FRIEND-SHIP Digital Evaluation Tool. Detailed information can also be found on the Project website: <https://friendship.univie.ac.at/>

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# **CHAPTER 4**



# **FRIEND-SHIP INTERVENTION PROGRAM**

# FRIEND-SHIP INTERVENTION PROGRAM

The FRIEND-SHIP Intervention Program consists of:

- **12 sessions,**
- Each lasting **45 to 60 minutes,**
- Conducted **two times a week,**
- Over a period of **6 weeks.**

## AIMS OF THE FRIEND-SHIP INTERVENTION PROGRAM:

The program aims to enhance the social participation of students by:

- Strengthening their social-emotional skills (e.g., collaboration, assertiveness).
- More specifically, enhancing their ability to recognize their own and their peers' feelings and ability to cope with their own emotions (in social situations).
- Increasing self-awareness (self-concept).
- Improving understanding of inclusion, acceptance of diversity, and increasing peer inclusiveness.
- Developing new friendships—while strengthening the existing ones.

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# FRIEND-SHIP INTERVENTION PROGRAM

## GENERAL PRINCIPLES

When implementing the program, you should be aware of the following:

- During the program, students will be asked to develop their own outputs. You should be aware that the focus is on the process and not so much on the perfection of the products. You should be attentive so that the resulting products are not criticized or mocked.
- Create opportunities for your students to develop their social-emotional skills (there is no intention to discipline or reprimand students).
- Give your students the tools with which to know “what to do” or “how to behave” in certain social situations.
- Create a secure community by offering safe and clear boundaries.
- Foster respectful and supportive interactions among the members of your student group.
- Guide your students through open questions to construct their knowledge rather than providing ready-made answers.
- Provide the necessary time and support needed to determine the intended outcomes of the sessions.
- For every output developed by your students in each session, you should ask your students what they would like to do with it (e.g., keep it, post it on the wall, or even throw it away).
- Persistence and commitment are essential to overcoming any obstacles that occur during the implementation of the program.
- Please keep in mind that we developed the program without knowing the participating students. Specific adaptations in the activities presented should be made to meet the needs of each student in your classroom.

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# 12 SESSIONS

- 1** BREAKING THE ICE AND SIGNING THE CONTRACT
- 2** COLLABORATION AND SOLIDARITY BUILDING IN CLASS
- 3** RECOGNIZING, EXPRESSING, AND COPING WITH EMOTIONS
- 4** STRENGTHS AND WEAKNESSES
- 5** CELEBRATING DIVERSITY
- 6** PUTTING OURSELVES IN OTHER PEOPLE'S SHOES
- 7** TREATING EVERYBODY RESPECTFULLY
- 8** DEVELOPING SELF-CONTROL AND ASSERTIVE BEHAVIOR
- 9** SOCIAL PROBLEM SOLVING
- 10** PEER RELATIONSHIPS AND FRIENDSHIPS
- 11** MAKING NEW FRIENDS AND KEEPING THE OLD ONES
- 12** THE END OF THE JOURNEY

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# SESSION 1: BREAKING THE ICE AND SIGNING THE CONTRACT



## AIMS

- To foster team-bonding
- To participate in the process of formulating commonly agreed upon rules
- To understand the importance of adhering to rules and the consequences of not following rules
- To gain students' consent

## DESCRIPTION

The first session helps to build a classroom environment of mutual caring and respect, where all members' opinions are valued and appreciated. All activities aim to shape the ground rules of cooperation, the principles of good listening skills, and to cultivate the acceptance of different opinions. This environment should only be achieved through positive behavior and the support you offer.

In order to prompt this cooperative environment, it is important in the **Introduction** to present to your students the overall procedure and main goals of the FRIEND-SHIP intervention. The introduction should also include an entry question, such as: "What is friendship?" or "What does friendship mean to you?"

In addition, at the **Final Reflection**, students should summarize the activities and the results of the session by highlighting the relationship between the activities and the overall topic of "friendship" (e.g., "What is the importance of a cooperative environment for developing friendships?").



## MATERIALS

- Soft ball
- Drawing paper roll
- Colored markers

## TIME

45–60 min

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# SESSION 1: BREAKING THE ICE AND SIGNING THE CONTRACT



## WARM-UP

10–15 MIN

1. Ask your students to stand up and form a line based on the first letter of their names in alphabetical order without speaking to each other. In case several students' name begin with the same letter, consider using students' heights.
2. After completing this task, invite them to do the same based on their ages, and, because we are referring to students of one class, the months of their births would determine their position in the line.

In this case, they are allowed to talk to each other.



## BOND THE TEAM

20–25 MIN

1. Ask your students to stand up and form a circle.
2. Hold a soft ball and tell your class which superpowers you would like to possess and how you would like to use them.
3. Throw or roll the ball to a student, who, when receiving the ball, describes the superpowers she or he would like to possess.
4. Then, the student throws or rolls the ball to another classmate following the same procedure.

When all students have received the ball, this activity ends. Discuss/reflect upon the relationship between “superpowers” and “friendship” with the students (e.g., “What do ‘superpowers’ have to do with friendship?”).

## SIGNING THE CONTRACT

15–20 MIN



1. Explain to the group the significance of having rules in order for the group to work collaboratively and effectively.
2. Ask your students to brainstorm possible rules or guidelines that seem important to them. This can be done in pairs.
3. Help your students to restate their ideas in positive terms, such as “Listen respectfully until it is your turn to speak.” Also, help your group to think of specific rules, when they have nothing more to add onto the contract-making, such as “Can we hit each other and call names?” or “Can we judge our classmate’s opinion inappropriately?”
4. Model the non-judgmental approach necessary for brainstorming, take the steam out of silly responses, and enable students to practice evaluating and correcting pure ideas [4].
5. Each time call a different student to write the rule on a large drawing paper roll.
6. Make it explicit that if someone breaks a rule, the whole group would discuss how to handle this situation.
7. When all the rules are decided and written down, call all your students to sign at the bottom of the paper.

The contract is posted on a classroom wall until the completion of the program and the final reflection is conducted.

### SUGGESTIONS FOR BASIC RULES

“We treat each other with respect (e.g., we avoid calling each other names; we let others finish when they are talking, and we do not intervene).”

“We respect different opinions and criticize others’ opinions in a constructive way and by no means do we make anyone feel awkward or embarrassed.”

“We are kind/nice/friendly and helpful to everyone (e.g., we greet everyone we know; we make positive comments to friends).”

“We listen to others (e.g., we pay attention to what others have to say without constantly interrupting).”

“We respect boundaries (e.g., we avoid hitting each other; we avoid touching our classmates if they wish not to be touched).”

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## SESSION 2: COLLABORATION AND SOLIDARITY BUILDING IN CLASS



### AIMS

- To practice engaging in collaborative practices
- To instill a sense of respect and solidarity into the group

### DESCRIPTION



Students engage in collaborative activities in order to develop their peer relationships, to build stronger bonds with their classmates, and to appreciate and value each member of the classroom team. Students learn that working cooperatively toward a common goal can minimize conflict incidents, promote respect, and cultivate the sense that every member of the group has a valuable contribution to make to the joint task.

In the **Introduction phase**, students explain what they have done in the last session and what they have already learned about friendship. Provide your students an overview of the Session.

During the **Final Reflection**, students summarize the activities and the results of the session by highlighting the relationship between the activities and the overall topic of “friendship” (e.g., “What have we learned about friendship today?”).



### MATERIALS

- Soft balls
- Drawing paper roll
- Pencils and colored markers

### TIME



45–60 min

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## SESSION 2: COLLABORATION AND SOLIDARITY BUILDING IN CLASS



### WARM-UP

10 MIN

1. Invite your students to form a circle.
2. Tell each student to toss a soft ball to a peer.
3. As the activity proceeds, after 2–3 minutes, add more soft balls.

The balls should be thrown at a short distance.

The goal of this activity is that none of the balls should reach the ground, therefore concentration is required.

Students tend to laugh and develop a sense of closeness.

4. Discuss with the students what went well or not so well after each round. Students may adopt improvements and differences should be pointed out.

### DISCUSSION

10 MIN



Invite the whole group to discuss and comment on the complete drawing and the process followed. Include questions related to “How did you proceed in the group?”, “How did you try to continue your colleague's drawing?”, “Was the idea you had for your drawing continued?”

End the session with a final reflection about what they learned about friendship.



### PAINTING HAND BY HAND

30–35 MIN

1. Ask your students to form a circle.
2. Give a large piece of a drawing paper roll to a student who should start drawing a picture. Each student has approximately 40 seconds, depending on the class size, to continue the drawing of the previous peer.

Students can draw whatever they like but they must respect the other drawings (e.g., avoid scribbling on others' creations).

Depending on the class size, alternatively, you can use four sheets of paper, so that students don't have to wait a long time for their turn. In this case, at the end of the activity, the four sheets of paper are combined into one complete drawing. Another alternative would be to allow more than one student to draw at the same time.

You can add background music during the activity for improving concentration.

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## SESSION 3: RECOGNIZING, EXPRESSING, AND COPING WITH EMOTIONS



### AIMS

- To increase awareness of peers' feelings from verbal and non-verbal cues
- To recognize their own and their peers' emotions
- To differentiate and label positive and negative emotions in self and peers
- To use words to express feelings effectively
- To accept and empathize with peers' feelings
- To be aware of negative emotions (e.g., anger, frustration) and not to feel guilty when experiencing them
- To help students understand their emotions and manage their behavior

### DESCRIPTION



Encourage your students to identify and label their emotions (and emotions of peers). Students explore and identify positive and challenging emotions and their impact on themselves and others. Introduce your students to effective and appropriate ways of handling their emotions.

Start the session by a brief **Introduction**, where students reflect upon the last session and what they have already learned about friendship. Provide your students an overview of the Session.

During the **Final Reflection**, students summarize the activities and the results of the session by highlighting the relationship between recognizing, expressing and coping with emotions and the overall topic of "friendship."



### MATERIALS

Laminated cue cards of emotions (with children demonstrating various emotions) (you can access the cue cards of emotions [here](#); see below on the Materials section)

### TIME



45–60 min

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# SESSION 3: RECOGNIZING, EXPRESSING, AND COPING WITH EMOTIONS



## WARM-UP

5 MIN

1. Ask your students to stand up and form a circle.
2. To introduce emotions, ask your students to name emotions they know.
3. Invite your students to imagine and indicate using their body postures, facial expressions, and tone of voice how:
  - a) an angry lion that wants to protect her or his baby lions looks like,
  - b) a happy kitten that has just received a treat from her or his mother looks like,
  - and c) a scared rabbit that tries to run away from a hunter looks like.
4. Invite your students for a brief discussion on the expression of the different emotions.

Generally, help your students to recognize emotions by checking their bodies for tight or loose muscles, eyes, mouth, smiles, color of face, and frowns.

## EXPRESSING AND HANDLING EMOTIONS—THE CARDS OF EMOTIONS

15–20MIN



1. Invite a student to choose an emotion-card.
2. Ask the student to look at the card, announce the feeling written to the group and describe a time when she or he felt that feeling.
3. Then, ask questions, such as:

“What did it feel like inside your body?”,

“Did it feel warm or cold?”,

“How was your heart beating?” , and

“What things usually make you feel that way?”

4. Then ask the student to describe how she or he handled that feeling by answering the question:

“What did you do when you experienced that feeling?”

Special care should be exercised to avoid criticism or students making fun of their classmates.



## RECOGNIZING EMOTIONS

15–20MIN

Using laminated cue cards with children demonstrating various emotions, your students will discuss and learn about a wide range of feelings. Before starting the activity, the cards should be packed starting from basic feelings, such as happiness, sadness, anger, and fear, and progressing to more complex emotions, such as frustration, disappointment, surprise, enthusiasm, embarrassment, jealousy, and being upset.

1. Start by calling a student to pick an emotion-card from a pile placed at the center of the circle.
2. When the student picks a card, she or he has to demonstrate the emotion to the group so that they can guess it.
3. When the group guesses correctly, praise the effort. In cases where the group cannot guess the emotion, guide the group toward the emotion by facilitating the process with questions such as: “What does the mouth of the student look like?”, “Is his or her face the same as when she or he is calm?”, “What does her or his body posture look like?”

## DISCUSSION

10 MIN

Invite the whole group to discuss and comment on the importance of recognizing emotions in themselves and in another person. Insert questions related to “What are emotions?” and “How can you recognize emotions?” End with a Final Reflection about the relationship between recognizing and expressing emotions and making friends.

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## SESSION 4: STRENGTHS AND WEAKNESSES



### AIMS

- To familiarize students with their own strengths and weaknesses
- For the students to appreciate their peers' strengths and weaknesses
- For the students to understand that they all have positive and negative attributes in their personalities
- To foster the development of various dimensions of students' self-concept

### DESCRIPTION



The activities remind students of their own positive qualities and help them appreciate similar qualities in others. Additionally, students acknowledge the fact that we all have weaknesses, as we have strengths, in order to develop their self-concept. Use this information to provide students with a brief overview of the session.

Start the session with a brief **Introduction**, where students reflect upon the last session and what they have already learned about friendship.

During the **Final Reflection**, students summarize the activities and the results of the session by highlighting the relationship between individual characteristics and the overall topic of "friendship."



### MATERIALS

- 10 small colored sheets of paper for each student
- Colored markers
- A small piece of rope or thread for each student

### TIME



45–60 min

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# SESSION 4: STRENGTHS AND WEAKNESSES



## WARM-UP

10–15 MIN

1. Invite your students to stand up and move around the classroom.
2. Ask them to try to keep eye contact with each student they meet while moving around and to try to keep this eye contact for a while with each student.
3. They should follow the same procedure until they find a student with whom they would mutually like to connect. They should not talk; they should only use eye contact as the means of communication. They should move around the classroom as if they are connected with an invisible thread.

This procedure will form the pairs that work together in the next activities. If there is an odd number of students in the classroom, students can form triads instead of pairs. Generally, students are flexible in forming their pairs or triads.

Make it explicit from the beginning of the activity that students should not form pairs predominantly with their friends.

You will not participate in this activity as a member of the group. You only have the role of the facilitator.

3. In the next step, each student writes down 3–4 strengths of their partner’s personality or skills that she/he possesses. Each pair or triad discusses the positive characteristics attributed to each student by her/his peer.

They can discuss the common features between them as well as their differences. They can further discuss how they came to possess these characteristics and how they feel about the characteristics attributed to them.

## WHOLE GROUP DISCUSSION

15 MIN



Invite all pairs or triads to share their experiences from the activity with the whole group, if they are willing to do so.

Each student now has a bracelet of strengths and weaknesses with approximately 6–8 sheets of paper in her or his hand describing her or his positive and improvable characteristics.

If they would like to do so, they can present these characteristics to the group and the group can comment on them.

The activity ends with a Final Reflection where students are invited to reflect upon “Why is it important for friendships to know about individual strengths and weaknesses?”

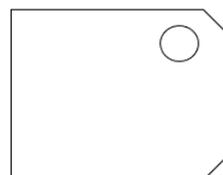


## BALANCING BETWEEN MY STRENGTHS AND WEAKNESSES

25–30 MIN

This activity starts with a short brainstorm—“What are strengths and weaknesses?”—so students get an idea about strengths and weaknesses. Then, students work in pairs or triads formed during the warm-up activity.

1. Give each student 10 small, colored sheets of paper\*, which have a hole in on one of their sides, and colored markers.
2. Ask each student to write down 3–4 personal aspects of his/her own personality that he/she would like to improve.



\*Please click [here](#) to access the little tags for the bracelets (see below on Materials section).

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## SESSION 5: CELEBRATING DIVERSITY



### AIMS

- To develop students' understanding of the similarities and differences that they have
- To learn to accept and value different views and opinions
- To highlight diversity within their class and to appreciate it

### DESCRIPTION



Through their involvement in artistic activities, students will be provided with a “starter” to secure their engagement when introducing the “diversity” topic. Students are provided with opportunities to get to know each other better and to appreciate each other's similarities and differences and learn to acknowledge how differences make one unique and special and how useful these differences are in everyday life.

The Session starts with a brief **Introduction**. Students are invited to reflect upon the last session and what they have already learned about “strengths & weaknesses” and friendship.

During the **Final Reflection**, students summarize the activities and the results of the session by highlighting the importance of valuing diversity and the overall topic of “friendship.”



### MATERIALS

- Poster of painting (“Pó de arroz, 2017–2018”)
- Post-it notes
- A4 papers for each student
- Colored markers
- A large piece of drawing paper roll

### TIME



45–60 min

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## SESSION 5: CELEBRATING DIVERSITY



### WARM-UP

5–10 MIN

1. Invite your students to stand up and move around the classroom for approximately 30 seconds.
2. Then, ask your students to walk according to the following scenarios, for about 30 seconds each:
  - Walking like elderly people
  - Wearing diving flippers
  - Carrying heavy shopping bags
  - Walking on a sandy beach on a hot day
  - Trying to walk on ice

The activity ends with students moving around the classroom as they usually walk for another 30 seconds.

7. Afterwards ask the students, “Can you find other examples of different things combined together to make a whole?”

8. Guide the discussion in order to reach the conclusion that “Each of us is different from the other, but altogether we can make a respectful team valuing the differences of each member.”

This conclusion should subsequently be written as a title on a large piece of drawing paper roll. (We suggest printing out an A3 version of the painting).



© Studio Beatriz Milhazes, Photo: Manuel Águas & Pepe Schettino



### PUTTING TOGETHER DIFFERENT PARTS, TO MAKE ONE

20 MIN

1. Put a poster of the artwork by Beatriz Milhazes, “Pó de Arroz, 2017/2018” (click [here](#); see Materials section, below) on a classroom wall. You can also use a screen to present the painting.
2. Ask each student to write on a small post-it stripe the initial letters of her or his name or her or his first name.
3. Then, ask each student to choose a detail or color of the painting and stick her or his post-it note on it.
4. When every student has picked a detail or color, ask them to explain why they have chosen the specific detail or color from the painting.
5. Students can then explain their choice if they like. After the explanations, highlight the importance of each detail or color when formulating the complete painting, by asking the students: “Are all details or colors the same?”, and “Why do you think Beatriz Milhazes chose so many different shapes and colors to create a painting?”
6. Students should brainstorm with various explanations. Based on their answers, guide the discussion to reach the conclusion that “It is not needed for all the shapes and colors to be the same in order to create a complete, beautiful painting.”

### LIKE ANOTHER PAINTER

20 MIN



1. Provide each student with a sheet of A4 paper and plenty of colored markers.
2. Ask each student to draw a shape and color it, without looking to each other. These shapes have nothing to do with the original shapes depicted in the Beatriz Milhazes painting. Each student can create a different shape. You should give them the large piece of drawing paper roll, on which you wrote the title earlier, with the task of creating a new painting using all the different shapes drawn by each student.
3. Call each student to stick her or his shape on the drawing paper roll, wherever they like.

The activity ends with a **Final Reflection** where students are invited to reflect upon “Why is it important for friendships to acknowledge differences and similarities among each other?”

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## SESSION 6: PUTTING OURSELVES IN OTHER PEOPLE'S SHOES



### AIMS

- To learn to listen to and understand their peers' different opinions
- To put themselves in others' positions by showing their empathy toward the others

### DESCRIPTION



Students engage in activities in order to enhance their ability both to experience the different feelings of others and to understand the skills needed for responding in an empathetic way toward others—in other words, to harmonize themselves with others' feelings. Students will have the opportunity to find themselves in different scenarios/positions, in which they may or may not have been before. For example, they may be called to express their feelings about being bullied, while they are the ones who usually bully their classmates.

The Session starts with a brief **Introduction**. Students are invited to reflect upon the last session and what they have already learned about “diversity” and friendship.

During the **Final Reflection**, students summarize the activities and the results of the session by highlighting the importance of understanding the others' positions and the overall topic of “friendship” (e.g., “Why is empathy important for friendship?”).



### MATERIALS

Cards of social scenarios (you can access the cards of social scenarios [here](#); see below Materials section)

### TIME



45–60 min

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# SESSION 6: PUTTING OURSELVES IN OTHER PEOPLE'S SHOES



## WARM-UP

15–20 MIN

1. Invite your students to form a circle in the middle of the classroom.
2. Ask them to choose a peer with whom to make a pair. They can choose the peer sitting opposite to them.
3. When pairs are arranged, tell your students to stand up looking at each other.
4. Ask each student to make a movement (e.g., facial expression, body posture) she or he likes to do, and the other peer will be her or his “mirror.”

They are not allowed to talk to each other, so you should highlight the significance of not losing eye contact with their partner.

5. When 2–3 minutes have passed, ask your students to alternate roles. So, the other peer should now be the “mirror.”

End this activity by asking your students to reflect on “Why did we play the game?” and “How else can you put yourself in the shoes of your classmates?”

## EMPATHETIC STORIES

30–35 MIN



1. Ask students to form a circle, and place a pile of cards in the center. These cards describe different social scenarios (see the scenarios below).
2. Invite each student to pick a card and read the scenario to the whole group.
3. Then, she or he has to describe how she or he would feel, if she or he were the main protagonist in this scenario. The student tries to put herself or himself in the position of the child described in the cards.
4. After that, ask the other peers if they would feel the same or if anybody would feel differently, in order to highlight the similarities in most cases, among the feelings described by the student reading the card.

Please click [here](#) (see below on Materials section) to access the cards of social scenarios.

## DISCUSSION

5 MIN



Reflect with students by asking “What can you do if you see a student being treated badly by other students?”, “Why is it important to recognize other students’ feelings?”, and “In which other situations have you empathized with another student?”

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## SESSION 7: TREATING EVERYBODY RESPECTFULLY



### AIMS

- To develop their interpersonal skills of respect, helpfulness, and kindness when interacting with their classmates
- To foster the use of effective communication skills during social interactions
- To develop their cooperative skills

### DESCRIPTION

Students engage in activities to understand the significance of showing respect, helpfulness, and kindness in their every-day interactions with their classmates and other people. The students will have the opportunity to realize that kindness and respect foster positive feelings and reactions for the person receiving them, developing an atmosphere of compassion and support.

The Session starts with a brief **Introduction** and overview of the Session. Students are invited to reflect upon the last session and what they have already learned about understanding the others' position and friendship.

During the **Final Reflection**, students summarize the activities and the results of the session by highlighting the importance of treating others with respect and the overall topic of "friendship" (e.g., "What have you learned during the Session?").



### MATERIALS

Role cards for each scenario (you can access the role cards of scenarios [here](#); see Materials section, below)

### TIME

45–60 min

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# SESSION 7: TREATING EVERYBODY RESPECTFULLY



## WARM-UP

10 MIN

1. Ask your students to stand up and move around the classroom.
2. Then, ask them to pretend that they are walking around their neighborhood and they meet a peer of theirs. Firstly, they would have to greet the peer politely and then make a kind comment to their peer, such as “Your hair looks great today,” or “Your shirt’s color looks great on you.” Secondly, the peer should return the kind comment with another one. Then, they keep moving and meeting other classmates.
3. After a while, call all your students to form a circle and ask them how they felt during this activity. The aim is to highlight the positive feelings.

Note that students should also choose peers other than their best friends.

Reflect with students about “How did you feel when you were told something nice?” and “Why does it feel good to receive and give compliments?”



## EMPATHETIC STORIES

35–40 MIN

1. Give two different scenarios (please click [here](#), and see below on Materials section) to your students to role-play. Each scenario would first be presented in an inappropriate way.
2. Then, ask the whole group to offer suggestions on how to present the scenario with all involved members experiencing positive feelings and not being in an awkward position. (The 1<sup>st</sup> scenario is presented below. You can find the 2<sup>nd</sup> scenario in the Materials section).

## 1st scenario: “The Canteen”

**Roles:** A child going to buy a sandwich at the school’s canteen (1 student)

The owner of the canteen (1 student)

The other students waiting in a queue to also buy food from the canteen (5–6 students depending on the class size)

**Scenario:** The first child approaches the canteen without following the queue, impolitely asking the owner of the canteen for a sandwich. The owner gives her or him the sandwich without making any comment. The other children complain and start shouting both to the child for not following the queue and to the owner of the canteen for giving the sandwich.

### Procedure:

1. Ask your students to role-play the scenario as it is described. Role cards are handed out to the students.
2. When the act finishes, ask the students involved how they felt having the specific role.
3. Then, ask the whole group what changes they would make, regarding the behavior of the members involved, in order for everyone to feel respected and valued.
4. Then, your students should play the same scenario again, this time based on the proposed changes by the group.

Please click [here](#) to access the role-play scenarios cards (see Materials section, below).

## DISCUSSION

5 MIN

Ask the students to summarize the activities and the results of the session by highlighting the importance of treating other people as we like to be treated.

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## SESSION 8: DEVELOPING SELF-CONTROL AND ASSERTIVE BEHAVIOR



### AIMS

- The management of students' negative emotions occurring in their social interactions with peers
- To help students recognize and consider alternatives to aggression when dealing with their peers
- To support students in learning to stand up for themselves without hurting other people
- To help students cope with stressful situations

### DESCRIPTION

In this session, students engage in activities that assist them in developing self-control and adopting positive behaviors. In addition, through this session, students familiarize themselves with appropriate strategies for behaving and speaking in a confident manner. At the end of the session, students are engaged in a relaxation exercise, enduing them with strategies to use when they feel anger or frustration, on how to control those feelings and calm down.

The Session starts with a brief **Introduction**. Students are invited to reflect upon the last session and what they have already learned about treating others respectfully and about friendship.

During the **Final Reflection**, students summarize the activities and the results of the session by highlighting the importance of solving problems/conflicts as a team and the overall topic of "friendship" (e.g., "What have you learned during the Session?").



### MATERIALS

- Device for playing music
- Strings 1–1.5 meters
- Flip chart marker

### TIME

45–50 min

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# SESSION 8: DEVELOPING SELF-CONTROL AND ASSERTIVE BEHAVIOR



## WARM-UP

5–10 MIN

1. Choose or ask your students to choose a happy song they like.
2. Explain to them that you will give them instructions and then play a song.
3. Ask them to follow your instruction while the music is playing and freeze when the music stops. Give instructions like “dance around to music as you like,” “do something with your left arm,” “do something with your right leg,” “go very slowly,” “go very fast without touching anybody,” “go on your tip toes,” “go slowly backward,” and so on.
4. Every now and then, stop the music; your students should freeze. You can also ask your students if they have ideas about what to do while the music is playing.

**Important before starting:** In case of an odd class number, 1 or 2 groups with 5 students each can be formed. One student out of this group could be instructed, for example, to take one of the 2 strings in the middle. For older students, groups of 6 students with 3 strings could be formed so that the activity gets more complicated. For younger students, the string should be thicker and colored, so that they can unknot it more easily.

## DISCUSSION: “THE BALL OF KNOTS” 20 MIN



1. After the activity, ask your students to form a circle in order to discuss their experience. Ask them:

- “How did you experience the activity?”
- “How did you as a group try to unknot the string?”
- “How did you feel when trying to unknot the string?” and then
- “Did you feel frustrated, angry, or furious?”
- “What do you think would help you in situations when you feel frustrated, angry, or furious?”
- “What does this activity have to do with friendship?”

2. Write the suggestions from the last questions on a flip chart paper and stick it on the wall.



## THE BALL OF KNOTS

15 MIN

This activity is divided into two parts.

1. First, split the class into small groups of 4 students.
2. Give each group 2 strings with a length of 1 to 1.5 meters. Each student holds the end of one string. The students have to walk around in their small group and climb over and under the other string without letting go of their string.
3. In the end, a ball with knots should be created out of the 2 strings. Tell the students not to wrap the string around their bodies while they walk around. When each group has finished their ball of knots, the second part of the exercise starts.
4. In the second part, the children should try to unknot the ball. Give them a couple of minutes and pay attention to how they progress. The activity should be stopped when one group has succeeded or before the students start to quarrel. The situation should not escalate!

## RELAXATION ACTIVITY 5 MIN



1. Ask your students to sit on the ground or on their chairs and make themselves comfortable.

2. Invite them to close their eyes if they wish to do so and start with the relaxation activity. The children should start breathing in and out.

3. After a couple of seconds, invite your students to count their breath from 1 to 10. When they have reached 10, they can start counting again.

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## SESSION 9: SOCIAL PROBLEM SOLVING

### AIMS

- To develop students' ability to effectively solve interpersonal problems
- To help students learn to focus on the problem and not on the person with whom they have a conflict
- To provide students with alternative ways to resolve their conflicts besides passivity or aggression

### DESCRIPTION

Students are encouraged to discover creative strategies for resolving interpersonal conflicts effectively. Students realize that conflict is a natural part of life, and, based on how it is handled, can be either constructive or destructive [5].

The Session starts with a brief **Introduction**. Students are invited to reflect upon the last session and what they have already learned about developing self-control.

During the **Final Reflection**, students summarize the activities and the results of the session by highlighting the importance of solving problems/conflicts as a team and the overall topic of "friendship" (e.g., "What have you learned during the Session?").



### MATERIALS

- A4 papers
- Pair of scissors
- Pencil and colored markers
- Cards of problems to solve (you can access the cards of problems to solve [here](#))

### TIME

40–50 min

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## SESSION 9: SOCIAL PROBLEM SOLVING



### WARM-UP

5–10 MIN

1. Invite your students to form a circle in the middle of the classroom.
2. Ask your students to close their eyes and stretch their arms to the circle's center, and with each hand hold a hand of another student. Both hands should be from different peers.
3. Then, ask students to open their eyes and in a group untangle the knot formed by their hands.
4. Explain the rule that they have to untangling themselves without releasing the hands they are holding.

### LET'S BECOME WRITERS

35–40 MIN



1. During this session, students work individually. Tell each student to pick from a pile of problem cards, one card a time. Each card briefly describes a social problem (see below).
2. Invite your students to find a possible and effective solution to each problem.
3. Give them a sheet of A4 paper with the task to create their own "small book" (Celestin Freinet). A how-to tutorial is offered on the project website (click [here](#)).
4. Ask your students to continue the story by writing and illustrating a small book.
5. Offer your students a list of 5 questions that would help develop their book and find the solutions (see below).
6. Write this list on the blackboard.

When all your students complete their books, they can present the books to the whole group, if they feel confident in doing so.

Please click [here](#) to access the cards of problems to solve (see below on Materials section).

### DISCUSSION

5 MIN



Ask students to summarize the activities and the results of the session by discussing the solutions for different social problems with the students, such as: "Why is problem solving important for friendship?"

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## SESSION 10: PEER RELATIONSHIPS AND FRIENDSHIPS



### AIMS

- To help students define the term “friendship”
- To lead them to agree on the aspects that constitute a friendship
- To support them in understand the principles of valuable peer relationships and friendships

### DESCRIPTION

Initially, students are engaged in a discussion about friendship and then in activities on the aspects of friendship and peer relationships. The aim is for students to appreciate the notion of friendship and establish a positive peer climate in which all members are respected and valued.

The Session starts with a brief **Introduction**. Students are invited to reflect upon the last session and what they have already learned about solving problems as a team.

During the **Final Reflection**, students summarize the activities and the results of the session by highlighting important characteristics of best friends (e.g., “What have you learned during the Session?”).



### MATERIALS

- Numbered sheets of A4 papers
- Pencils and colored markers
- Drawing paper roll

### TIME



45–60 min

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# SESSION 10: PEER RELATIONSHIPS AND FRIENDSHIPS



## WARM-UP

5–10 MIN

1. Stick a sheet of a numbered paper on the back of each student. For example, if a class has 20 students, you would prepare 10 pairs of numbers from 1–10. In other words, two peers would have the same number.
2. Then, without seeing their number, students should find the classmate who has at her or his back the same number as he or she. They are not allowed to speak to each other.
3. Then, they should link arms and stay together until all pairs are formed.



## YOUR IDEAL BEST FRIEND

10–15 MIN

Students should work individually in this activity.

1. Give each student a sheet of paper with the assignment to draw his or her own perception of a best friend and to write next to it the qualities that make someone a best friend.

## CREATE THE BEST FRIEND

25–30 MIN



1. For a discussion to start in the class, invite students to present their creations to the whole group and explain why they regard these qualities as important for a best friend.
2. When all students have presented their best friends, invite them to combine all suggestions in order to create the ultimate best friend on a large drawing paper roll and, if they would like, to post it on a classroom wall.

## DISCUSSION

5 MIN



End the Session with a **Final Reflection** about the qualities of best friends (e.g., “What have we learned today about being a (best) friend?”).

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# SESSION 11: MAKING NEW FRIENDS AND KEEPING THE OLD ONES



## AIMS

- To help students develop the necessary skills for making new friends and maintaining existing friendships
- To establish a positive peer climate

## DESCRIPTION

Students engage in playful activities in order to understand the importance of friendship, the ways in which a friendship can be initiated, and the expected qualities of a good friend.

The Session starts with a brief **Introduction**. Students are invited to reflect upon the last session and what they have already learned about positive friendship relations.

During the **Final Reflection**, students summarize the activities and the results of the session by highlighting the importance of friendship (e.g., “What have you learned during the Session?”).



## MATERIALS

- A4 sheets of paper
- Pencils and colored markers
- Poster of a ship (you can access the poster of a ship [here](#))
- Printed waves (you can access the poster of waves [here](#))
- Glue

## TIME

45–60 min

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# SESSION 11: MAKING NEW FRIENDS AND KEEPING THE OLD ONES



## WARM-UP

10–15 MIN

1. Invite your students to form pairs and to sit back-to-back.
2. Ask students to draw on a sheet of A4 paper a picture of three shapes (e.g., a square, a circle, and a triangle). They can draw these shapes in different places, in different sizes, and color them, too.
3. Then, give blank sheets of paper to all students. Ask each student to dictate to her or his partner how she or he drew the picture in order for her or him to replicate it. You can provide students with examples of key questions, such as: “Where is the shape located on my sheet?”, “How big is the shape?”, and “Which color is the shape?”
4. When finished, invite the partners to switch roles.

## BOND THE TEAM

30–35 MIN



1. Invite your students to discuss in pairs the following topics:
  - “What could you do to become friends with someone?”
  - “What should you do to be a good friend of someone?”
  - “How did I manage to keep my friends in my life? (How did I behave in order to keep my friends in my life?)”, and “Do you believe that you can do something more in order to make new friends in your life?”
2. Hand these questions out to each student or present them on a screen.
3. Then, give each pair 4 printed paper-waves with the task of writing at the top of them the skill/behavior that is their “wave” with which to “move” the ship.
4. At the end of the session, gather all students to glue their waves under a large, printed ship, which should be posted on a classroom wall.

## DISCUSSION

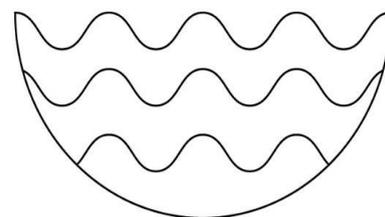
5 MIN



The session concludes with a whole group discussion about the values of being a good friend.



[Please click to access the poster of a ship](#)



[Please click to access the poster of waves](#)

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## SESSION 12: THE END OF THE JOURNEY



### AIMS

- To help students reflect on the activities in which they were enrolled throughout the program
- To strengthen the students' perceptions of close friendships
- To highlight the importance of preserving a welcoming class community

### DESCRIPTION

Students engage in closure activities to reflect on their experience from the 11 sessions in which they have participated.

The Session starts with a brief **Introduction**. Students are invited to reflect upon the last session and what they have already learned about friendships.

The Session ends with a **Final Reflection** about the project.



### MATERIALS

- Pieces of white paper
- Pencils and colored markers
- Paper constructions (you can access the paper constructions [here](#))
- Piece of drawing paper roll

### TIME

45–50 min

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# SESSION 12: THE END OF THE JOURNEY



## BRAINSTORM

10–20 MIN

1. Give your students a small sheet of white paper with the assignment of writing down one of their memories from the previous sessions in which they have participated.
2. Then, ask them to make a small ball from the paper and, when all students are ready, ask them to throw them up in the air.
3. Then, ask each student to pick a paper close to her or him and to read it to the whole group and comment on it by adding on the experience described.

## FRIENDSHIP COLLAGE

35–40 MIN



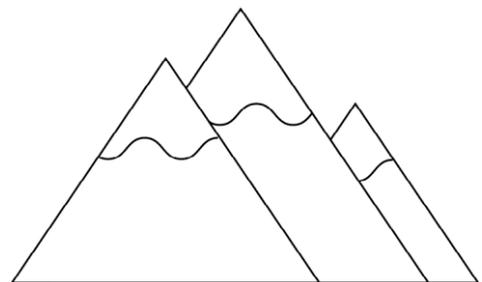
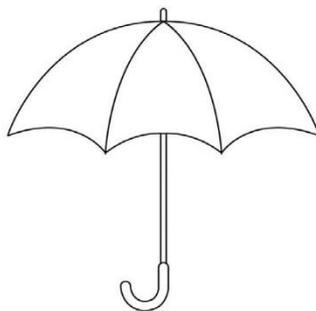
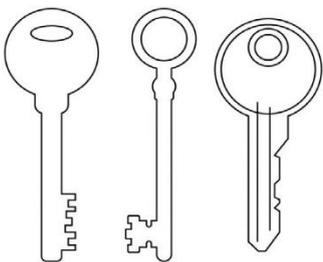
1. Give your students different items made of construction paper, such as an umbrella, a mountain, or a key. Other constructions may be used, such as: a castle, a ship, a rope/thread, a ball, a pencil/marker, binoculars, a tree, a scale, a book, a ladder, a mirror, a car, a box, a window, the sky, the sea, and a kite.
2. First, students can paint them. Then, at the back of each paper, students individually should complete the phrase “Friendship for me is a(n) ..... (e.g., umbrella, etc.) because...” based on her or his experience.
3. Then, call each student to read aloud her or his phrase, if she or he wants to, and then ask each student to place it on a large piece of drawing paper roll in order to create a collage with all the different paper constructions.

## DISCUSSION

5 MIN



Students summarize the activities and the results of the overall project and conclude with final thoughts on what friendship is all about.



[Please click to access the poster of an umbrella and keys](#)

[Please click to access the poster of a mountain](#)

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# FREQUENTLY ASKED QUESTIONS

## 1. Is it possible to implement only some activities?

It is possible to implement only some activities. However, all sessions comprise a significant part of making the whole program. Each session targets a different socio-emotional skill, so none of the sessions should be omitted.

## 2. What should I do if it is not possible to apply 2 sessions in a week?

The program should be applied uniformly. If a session is cancelled, it should be implemented immediately afterwards. Ideally, the program's implementation should not exceed six weeks.

## 3. Can the order of sessions be changed? Can I mix activities from different sessions?

The sessions are designed in a specific order to be followed because each session targets different socio-emotional skills, so the order of the sessions should not be modified or mixed with activities from other sessions.

## 4. Can I arrange activities within a session in a different order or leave out activities within a session?

The activities included in each session are strictly structured. Activities are designed to be followed in a specific order (warm-up activity, main activity and, in most sessions, closing activity). As a result, the order of activities within a session should not be changed. In the event of running out of time, the only activity that could be omitted is the last one.

## 5. Can I add another activity to a session instead of the one you propose?

The activities proposed are planned carefully to meet the aims of each session. To ensure the successful implementation of the program, sessions or activities should not be changed.

## 6. What should I do if I think that an activity is inappropriate for my class/some students in my class or if a student is unable to participate due to physical or cognitive limitations?

We developed the program so that it is suitable for a typical class consisting of the specific age ranges. However, specific adaptations might be needed in some of the program's activities, in the event that children with complex needs (e.g., a wheelchair user, a blind student) are present in the class. In such cases, it is advisable to read carefully the full program prior to its implementation in order to adapt the activities as necessary.

## 7. What should I do if some children do not want to participate in an activity?

The rights and wishes of all participating children should be respected. The child who does not want to participate in an activity should quietly sit within the class as an observer and not participate actively in it.

## 8. What should I do if some children do not want to share the outcomes of the activities with other children?

Each student has the right to decide if she or he wants to share her or his output with the group. All members of the group, including the facilitator, should respect each child's choice.

## 9. Can the program continue to be implemented if half of the group misses school due to special events (e.g., Coronavirus)?

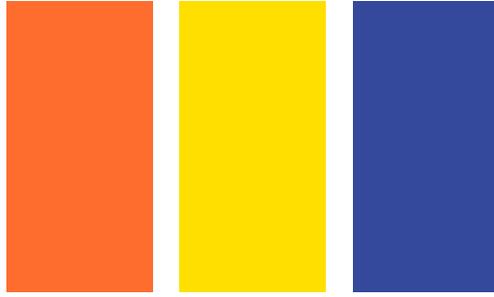
In case half of the group misses school, the program's implementation is postponed until the whole class regroups again.

## 10. Can/Should I apply the sessions online?

The program requires the physical presence of both the facilitator and the students.

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# **CHAPTER 5**



# **IMPACT OF THE FRIEND-SHIP PROGRAM**

# IMPACT OF THE FRIEND-SHIP PROGRAM

## THE FRIEND-SHIP PROJECT

The FRIEND-SHIP Program was developed within the FRIEND-SHIP Project, which started in September 2019 and is aimed at fostering social participation and inclusion of students in primary and secondary classrooms. It results from a consortium of four partner universities: the University of Vienna (Austria), the University of Paderborn (Germany), the Porto Polytechnic (Portugal), and the University of Thessaly (Greece).

## PARTICIPATING CLASSES CHARACTERISTICS

During 2021, the FRIEND-SHIP Program was implemented in primary and secondary schools in the four above mentioned countries. Below we present the characteristics of the participating classes.



In **Austria**, the program was implemented in 9 classes from urban locations, which included 5 primary school classes and 4 secondary school classes. Students in attendance were from the 3<sup>rd</sup> to 6<sup>th</sup> grades. A total of 173 students participated in the program, with a range of ages from 8 to 14 years. Of the participating students, 43.4% were female and 56.1% were male. Participating schools had children with migration backgrounds.



In **Greece**, the program was implemented in 12 classes, located in five urban schools, serving mostly middleclass students. Students attended from the 3<sup>rd</sup> to 6<sup>th</sup> grades. A total of 207 students participated in the program, most of whom were females (52.6%). Concerning other characteristics, 24.2% of the students were identified as having special education needs, and 10.1% had a migration background.



In **Germany**, the program was implemented in 13 classes, from both urban and rural locations. Students attended from the 3<sup>rd</sup> and 4<sup>th</sup> grades, with a range of ages from 6 to 11 years. A total of 312 students participated, mostly female. In some of the participating classes, there were students with additional support needs, students with migration backgrounds, and students who were new in class.



In **Portugal**, the FRIENDSHIP Program was implemented in 10 classes, located in two schools. Students attended from the 2<sup>nd</sup> to 4<sup>th</sup> grade, with a range of ages from 7 to 10 years. A total of 198 students participated in the program. Participating schools had children with additional support needs.

## LESSONS LEARNED AFTERWARDS

After completing the program, teachers from the four participating countries reflected on its implementation. Below we present some points to which teachers referred concerning the relevance, usability, effects, and suggestions following the program's implementation, with examples from their discourse.

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# IMPACT OF THE FRIEND-SHIP PROGRAM

## RELEVANCE

Teachers highlighted the program's **relevance** with which to “recognize the **interactions** between the students” and to “get new input on how to foster **social competences**.”

*“Students were led to think about their emotions, about their characteristics and those of their peers, and to resolve problematic situations.”*

*“... its content was missing from our school practices. I think that the main aims of the program, that of fostering the development of positive relationships among the students and to bring to the team the students who were previously excluded, were fulfilled with great success.”*

## USABILITY

Most teachers stated that the program's activities were **suitable** for the students' age group, **easy** to implement, and **enjoyed** by the students.

*“The feedback from the class was very positive... all students participated with great enthusiasm and motivation. They loved the dramatizations!”*

*“It is really well-structured...”*

## EFFECTS

The program was perceived by teachers as **successful** in the following areas:

- Improving the **classrooms climate**

*“I believe that a chance was given to children who are not Greek to express themselves and I think that their peers also had the chance to listen and to understand how they feel. After that, there wasn't any negativity toward them from their peers.”*

- Improving **students' social skills and attitudes**

*“...the students' social interaction definitely improved compared to the beginning of the project.”*

*“In my class there is a child with autism... They never left him out, and, for example, in the activities requiring the formation of pairs he was never the last to be chosen.”*

- Developing stable **friendships**

*“... a girl who had literally no friends. In the break times she was sitting alone. Now, she is included. She talks to her classmates, she has friends, they play together. I think that the program helped a lot toward that direction.”*

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# IMPACT OF THE FRIEND-SHIP PROGRAM

- Creating a higher **sense of belonging**, especially concerning students from ethnic and/or cultural minority backgrounds.

*“I noticed that, during break times, his peers approached him (a student with selective mutism) and asked him to play with them, and they showed that they want him to become a member of their team, which happened.”*

## SUGGESTIONS

- **Talking about feelings:** Some teachers reported that some students had difficulty talking about their feelings.

*“In some activities, the pupils had more difficulties getting involved—difficulty in expressing emotions, in abstract thinking, and in being creative.”*

- **Articulating rules:** Some professionals also mentioned that certain students had difficulties articulating rules in a positive manner.

*“When we were making the social contract as a group, I wondered if I'm usually saying, ‘Don't do this,’ ‘Don't do that,’ and that was the reason that my students couldn't express the rules positively. I went home thinking on that and now I'm making an effort to change it.”*

- **Program's duration:** Most teachers claimed that the program's duration could be longer, such as, for example, extended by one or two weeks or even during a whole school year.

*“I think that for the program to show its full potential it needs more time... I think at least two additional weeks.”*

- **Activities duration:** Several teachers referred to making adjustments due to the classes' characteristics.

*“I would suggest being more flexible concerning the time and adapt the time you spend with an activity to the specific situation in the class.”*

Overall, the teachers' voices echo the intended purposes of the FRIEND-SHIP Program concerning its relevance, usability, and positive effects at the classroom and student levels. Moreover, this practical implementation of the program highlighted the importance of listening to teachers, the main interpreters of the program, thereby proving positive outcome results from the collaboration between researchers (conveying the ingredients that the literature proves effective) and practitioners (bringing evidence-based proof) in fostering the social participation and inclusion of all students. The adjustments suggested by teachers were used to improve the intervention described in this handbook.

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# REFERENCES

## In-text

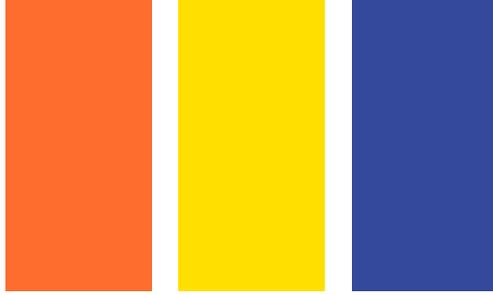
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## Recommended

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# MATERIALS



MATERIALS

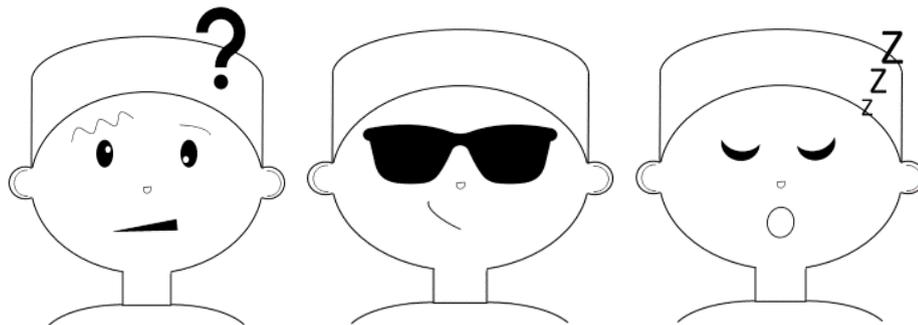
SESSION 3: EXPRESSING AND HANDLING EMOTIONS - THE CARDS OF EMOTIONS



HAPPY	SAD	ANGRY
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SCARED/FEARED	EMBARRASSED/SHY	SURPRISED
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CONFUSED	CONFIDENT	SLEEPY/TIRED
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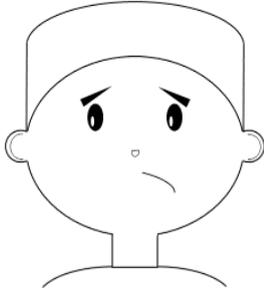
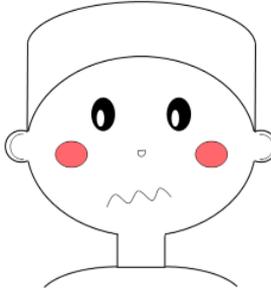
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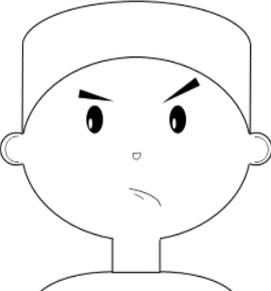
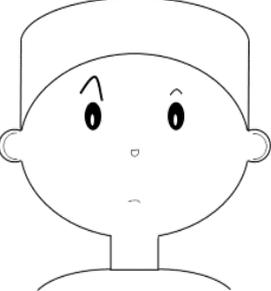


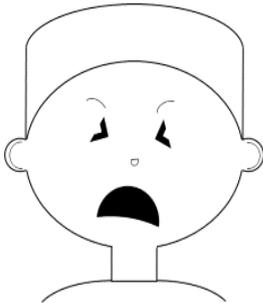


MATERIALS

SESSION 3: EXPRESSING AND HANDLING EMOTIONS - THE CARDS OF EMOTIONS

		
WORRIED	NERVOUS	CALM

		
DISAPPOINTED	JEALOUS/ENVY	SCEPTICAL


FRUSTRATED

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MATERIALS

SESSION 4: STRENGTHS AND WEAKNESSES - BRACELET TAGS


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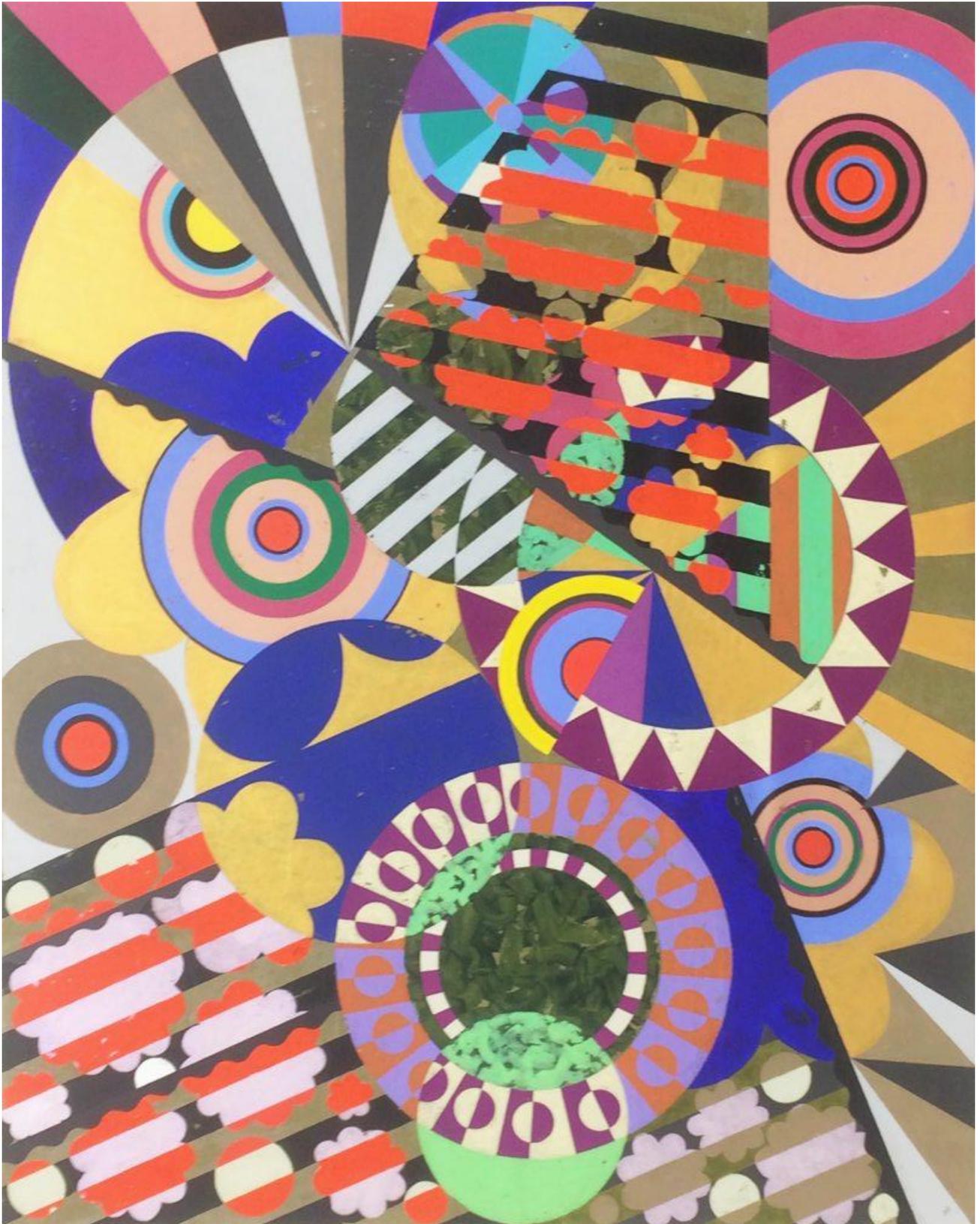
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MATERIALS

SESSION 5: CELEBRATING DIVERSITY - BEATRIZ MILHAZES PAINTING



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MATERIALS

SESSION 6: PUTTING OURSELVES IN OTHER PEOPLE'S SHOES

1. ... you were a vulnerable child and some older and stronger children are making fun of you?
2. ... you were mocked for wearing glasses?
3. ... you were made fun of for your weight?
4. ... you were called "idiot" because you have difficulties understanding the math activities?
5. ... you were excluded by your peers and nobody wanted to play with you?
6. ... you were teased for coming from a different country?
7. ... you took part in the same chess/dance contest and your friend won the first prize?
8. ... you had a classmate who won a national mathematics competition?

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## MATERIALS

### SESSION 7: TREATING OTHERS RESPECTFULLY—CARDS OF ROLE SCENARIOS

#### 1<sup>st</sup> scenario

- a. You are the owner of the canteen. The students are waiting in a queue to buy a sandwich. One student approaches the canteen without following the queue, asking you impolitely for a sandwich. You give her or him the sandwich without making any comment.
- b. You are a student who wants to buy a sandwich in the canteen. There is a queue, but you just skip it and ask for a sandwich impolitely.
- c. You are a student who wants to buy a sandwich in the canteen. There is a queue, but one child just goes straight forward to the canteen owner and asks for a sandwich. You and the other children waiting in the queue start complaining and shouting both to the child for not following the queue and to the owner of the canteen for giving the sandwich.

#### 2<sup>nd</sup> scenario

- a. You are a child sitting in the bus waiting for a school trip to start. Another child enters the bus and comes to you asking impolitely and in a demanding way to take your seat. You refuse and start arguing with each other.
- b. You are the child who enters the bus and goes to the first child asking her or him impolitely and in a demanding way to take her or his seat. The first child refuses and you start arguing with each other.
- c. You are the child who is sitting next to the children arguing. You make fun of them and laugh loudly, watching them argue with each other.

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## MATERIALS

### SESSION 9: SOCIAL PROBLEM SOLVING—CARDS OF SOCIAL PROBLEMS

#### Problem-cards:

- 1) I saw my best friend playing in the park with another friend of mine. Earlier I had called her or him, asking her or him to spend the evening together playing, but she or he refused, saying that she or he had to visit her or his grandmother.
- 2) I wore my favorite T-shirt. My peers are making fun of me, but I love it.
- 3) My peers are making fun of my best friend in the schoolyard.
- 4) I have caught a classmate of mine stealing from a bag.
- 5) I have forgotten to prepare my homework, while all my classmates had.
- 6) I have lied to my classmates and they decided not to play with me.
- 7) I'm not allowed to go on the school trip.
- 8) My best friend does not keep my secrets and reveals them to the rest of the class.
- 9) I haven't understood the content delivered by the teacher today, but I feel ashamed to ask, because all my classmates seem to have comprehended everything.
- 10) My peer sitting next to me does not pay attention to the lesson and tries to distract my attention, too. When the teacher notices that, she or he puts the blame on me.

#### List of questions:

- 1) How do I feel when I find myself in this situation?
- 2) What should I do?
- 3) What are the different options available to me?
- 4) What are the consequences of the suggested solutions?
- 5) Are the solutions safe, fair, and do they lead to positive feelings for all the involved members?

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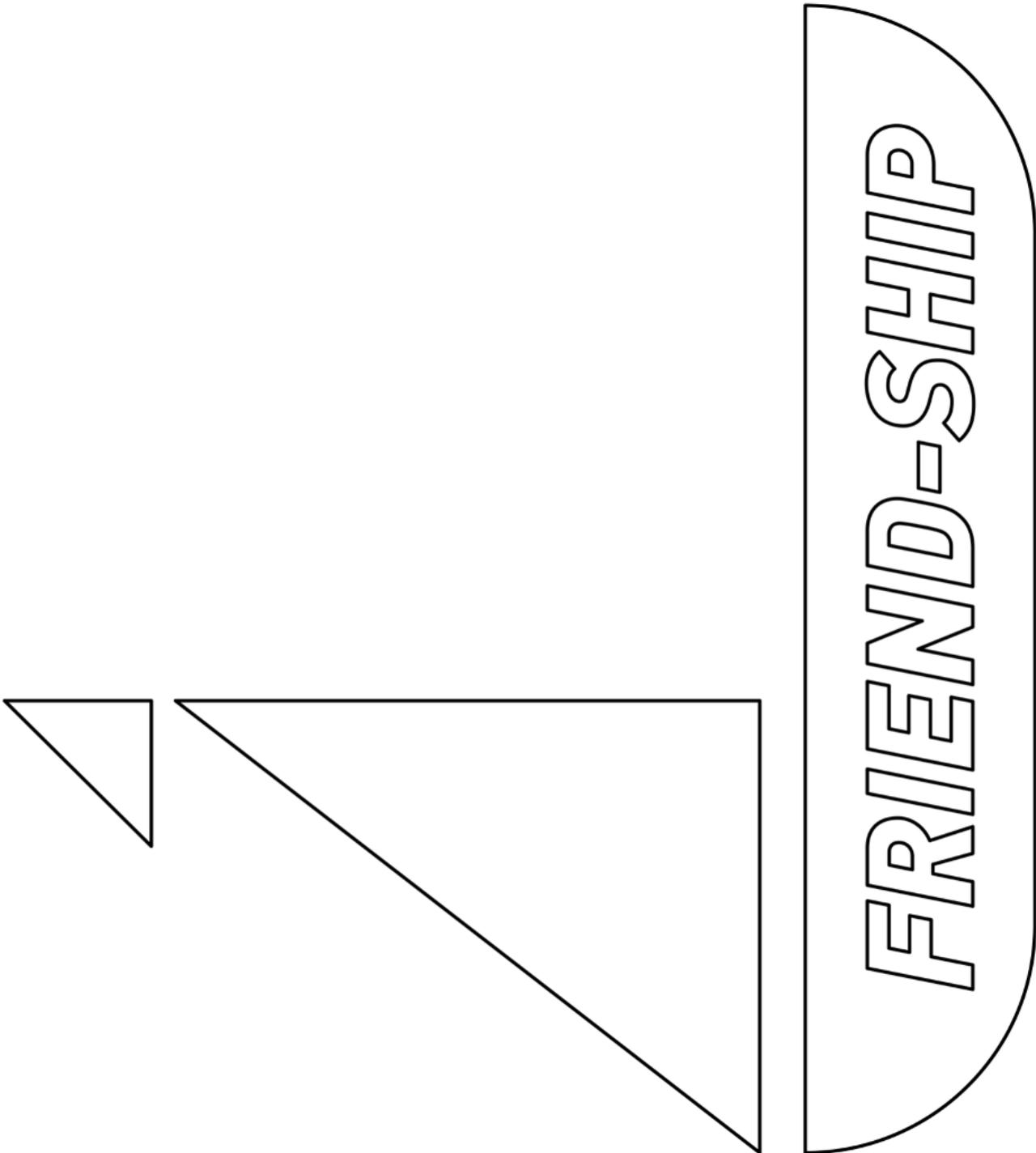
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MATERIALS

SESSION 11: MAKING NEW FRIENDS AND KEEPING THE OLD ONES — POSTER OF A SHIP



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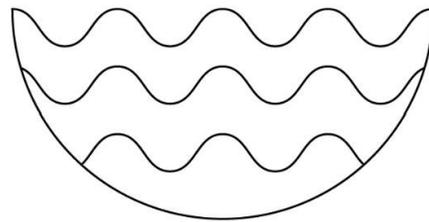
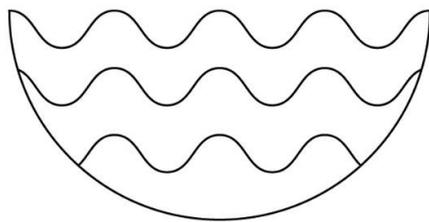
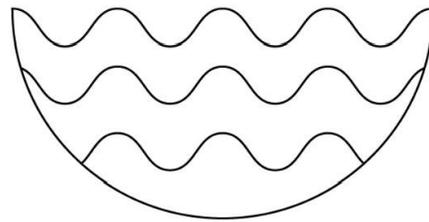
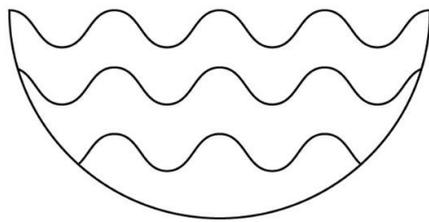
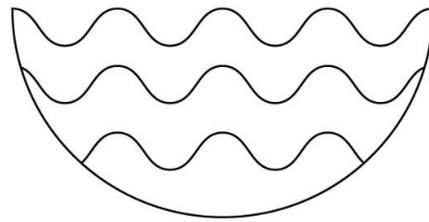
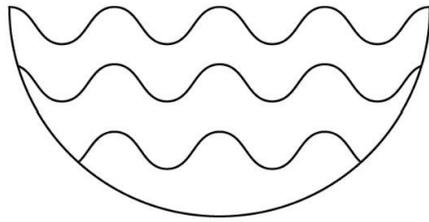
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MATERIALS

SESSION 11: MAKING NEW FRIENDS AND KEEPING THE OLD ONES – POSTER OF WAVES



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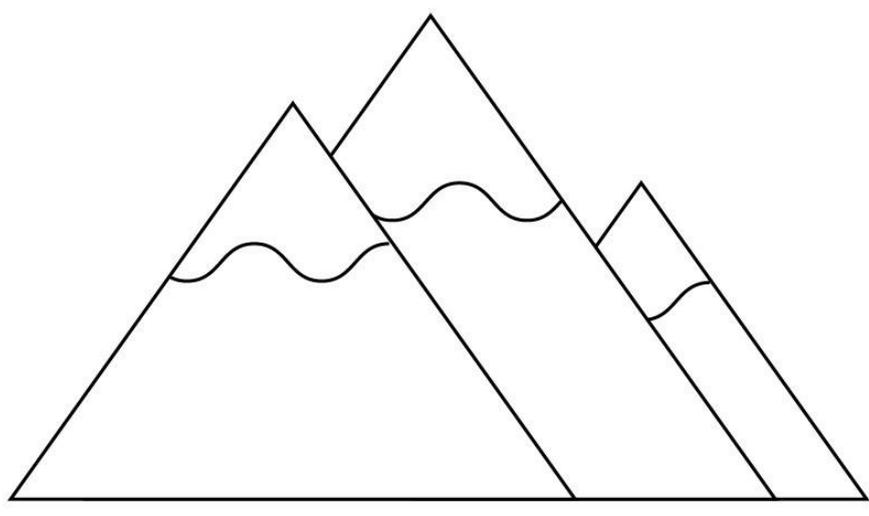
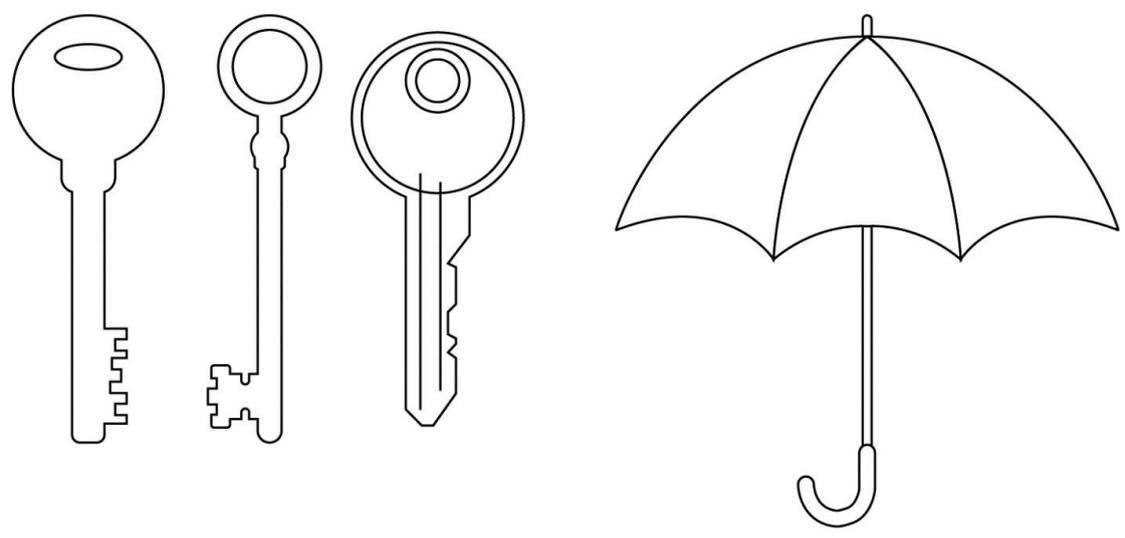
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MATERIALS

SESSION 12: THE END OF THE JOURNEY—POSTER OF CONSTRUCTIONS



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