

## SESSION 2: HOW CAN I BE A GOOD BUDDY?

### Resources

Blackline master, Buddy Befriending and Friendship (see below), games resources (if needed). Enlarge on a photocopier if so desired.

### Recap last session

Students in Understudy Buddy groups for cooperative game

Check Bounce Back! (McGrath & Noble, 2003), Dirty Tricks (McGrath, 1997), Friendly Kids, Friendly Classrooms (McGrath & Francey, 1991).

### How will I be a buddy?

From the following list, give children two ideal behaviours for a buddy to use. Then get children to come up with five of their own. Run a Multiply and Merge activity. (Children work separately to develop a list of five good ways for a buddy to act. They then join with a person from their understudy buddy group and decide which of their ten ideas are the best five. Then they join with the other pair from their understudy group to repeat the process. After they have the final list of five, they share with the whole class. They can also explain the processes they went through to negotiate their final list). If children don't come up with the full list during the debriefing, fill in the rest. You could consider role-playing some of these behaviours with the students.

### Ideal Buddy behaviours:

- Active listening
- Being empathic
- Negotiating
- Cooperating
- Being positive
- Sharing
- Taking turns
- Including others
- Treating others with respect
- Friendliness
- Being kind
- Paying attention to your buddy

Teacher writes down responses and compiles class list of desirable behaviours. Teacher discusses briefly behaviours to avoid.

### Problem behaviours:

- Putdowns
- Blaming
- Interrupting
- Finishing someone's sentences
- Expressing contempt
- Bulldozing
- Avoiding one's share of the work
- Hoarding resources
- Excluding
- Bullying behaviours

Teacher explains that being an ideal buddy doesn't mean buying their affection.



## Game

### 'Copy Cats'

One person is 'it'. He or she slips out of the room. Teacher chooses 'the cat'. Everyone around the circle copies what the cat is doing. For example, clapping, then the student who is 'it' is invited to walk around the circle and guess who the cat is. The cat discreetly changes the action (could be clicking the fingers, patting stomach). 'It' has three guesses.

## THE BUDDY RELATIONSHIP

### Role and relationship boundaries

Students need to understand what is expected of a buddy, and what is not. They also need to understand the nature of their relationship with their younger buddy. That is, it is a *befriending* relationship and not a *friendship* (see below).

### Confidentiality and disclosure

Younger children will tell their older buddies things they should keep to themselves, but it's important for older children to disclose if they are told something that makes them fear for their younger buddy's safety or well-being. Sometimes the buddy relationship will not go smoothly, and the older child needs to know that this is normal, and they can come to you if they are experiencing problems. Learning to improve through reflection is built into the understudy buddy structure, and we suggest that a little time is built into buddy sessions to allow this to occur in a formal way using the reflection rubrics.

Some examples of points to discuss:

- Being discreet about secrets
- Telling the teacher if the buddy tells them something that worries them
- What to do if they are having problems being a buddy
- What to do if students express concerns about their competency as a buddy
- The power of reflection (learning to do it better next time)
- The "Super Buddy" rubric (see Appendix 9). Use it to improve buddy sessions and the buddy relationship.

## Game

### 'Birth-date line'

This is a good game for winding up the session. Without talking, everyone must try to get in a line that represents when they were born.

If more than one person was born in a particular month, they must use sign language to position themselves on the birth-date line, taking into consideration the day of the month. The teacher allocates the start of the line and the finish of the line and once everyone is in position, each one takes it in turn to say when they were born.

