



# Circle of Friends

## Resource Pack

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2001

## **ACKNOWLEDGEMENTS**

Many thanks to Shirley Boyle, Senior Educational Psychologist, Stirling Psychological Service, for her kind permission to include the relaxation exercises she developed in this pack.

Our greatest thanks, however, go to the many children and staff who acted as willing “guinea pigs” in the development of the materials contained in this pack.

Thanks also to Sarah Lee and Susie Turner for their very careful and intelligent proof-reading.

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# INTRODUCTION

The Circle of Friends approach is a relatively recent intervention used to tackle peer rejection. A Circle of Friends however is not the *only* approach to helping children without friends. Careful consideration of other possibilities should be made before deciding that this one best meets the needs of the child. Other approaches might include:

- Playground interventions
- Circle Time activities
- Buddying for class activities
- Whole school policy for inducting new pupils

The aim of this Resource Pack is not to provide an off-the-shelf “cure” for all children who are experiencing difficulties making friends. Instead, the Pack is intended to help you think about what the best way is to meet the needs of the isolated children you are concerned about. Ideally this Pack should accompany a presentation by Psychological Services to your school or nursery on the topic of helping children to develop friendships.

The next section provides a brief overview of the Circle of Friends approach and encourages you to consider whether this really is the most suitable approach to help the children you are concerned about. If after thinking through the list of questions contained in the first section, you are convinced it is, then you could use the suggested materials in the remainder of the Pack to set up a Circle of Friends. The materials have been developed for use mainly with primary aged children. The disc provided in this pack can be used to edit the materials to suit varying age groups.

Most adults and children who participate in the Circles of Friends, have in our experience, enjoyed taking part. There is evidence that this can help some isolated children develop friendships at school.

**Whitney Barrett and Leisa Randall**

## **GETTING STARTED**

- What is a Circle of Friends? page 6
- 10 Questions to Consider page 8
- Setting Up a Circle of Friends page 9

## What is a Circle of Friends?

A Circle of Friends is one approach used to help socially isolated children develop relationships with their peers in school\*. The basic idea is that a group of peers establish a circle around an isolated or focus child. There are many reasons why a child may be socially isolated: for example, the child is new to the school, the child's best friend has just moved away or the child has special educational needs and is being integrated into a mainstream school.

### Three Types of Circles of Friends

There are 3 ways a Circle of Friends can be set up. It is important to think carefully about which of them suits the focus child you have identified. The 3 types of approach are:

#### Type 1

A Circle of Friends is set up for a focus child. This child is not present at the initial class discussion where the idea is introduced to the peer group. The main purpose of the weekly circle meetings is to brainstorm ways to help the focus child make friends. This approach is perhaps most suited when the child is new to the school because either the child has just moved into the area or the child has special educational needs and is being reintegrated into a new setting.

#### Type 2

A Circle of Friends is set up for a focus child, but this child is never singled out or absent from group discussions\*\*. The focus of the weekly circle meetings is different from that in Type 1. The first 3 meetings centre on general friendship skills, with the emphasis in the remaining meetings turning to individual circle members own friendship problems or difficulties. This approach is perhaps most suitable when the focus child is particularly sensitive about their difficulties e.g. pupils at secondary school stage or those who are very anxious.

#### Type 3

Several circles are set up using the whole class. The circles are set up around 2 or 3 focus children. These children are never singled out or absent from group discussions. The focus of the weekly circle meetings is the same as in Type 2. The Type 3 approach is perhaps most suitable when there is a number of children within the class that have peer relationship difficulties and/or you want to develop class cohesion and you want to do this in smaller groups i.e. not a whole class Circle Time.

**STOP!**

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\* The Circle of Friends approach originated in Canada and the USA as one way of including children with disabilities in mainstream schools (Perske, 1988 and Pearpoint, Forest and Snow, 1992).

\*\* The Type 2 approach, also known as the Adapted Approach, was developed by Gillian Shotton (1999).

**Read the questions on the next page before going through this Resource Pack any further. If after answering these questions you still feel that a Circle of Friends approach best meets the needs of the child or children you are concerned about, then please continue using this Pack.**

## 10 Questions to Consider

Take some time to think through these questions. Your answers will help to focus and guide your plans for helping the isolated child in your class.

1. What are the child's needs?
2. Who thinks this?
3. Why?
4. What are the views of the parents and child?
5. How would a Circle of Friends help you to meet the child's needs?
6. Who will be involved in helping to run the circle?
7. How will you know if there is any improvement?
8. What will you do to review progress?
9. When will you review progress?
10. How will you share what you are doing with the other children or adults in *the class/the school* who are not part of the circle?

## Setting Up a Circle of Friends

There are 6 steps to setting up a Circle of Friends\*.

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\* These steps are adapted from Whitaker, Barratt, Joy, Potter & Thomas (1998).

\*\* In the Type 1 approach time should be spent individually with the focus child after the whole class discussion to fill him or her in on what was discussed.



1. Consider the concerns you have about the child carefully. Would a Circle of Friends be the most useful way to address the child's needs? (**see p8 10 QUESTIONS TO CONSIDER**)
2. Gather information from the child, parent and other relevant adults. Ensure that they agree with your perception of the problem and the approach.
3. Hold a discussion about friendship with the whole class. This discussion can be undertaken by an outsider e.g. head teacher or educational psychologist. Remember the focus child will be present at this discussion if a Type 2 or 3 Circle of Friends approach is being followed and absent if Type 1 are being used (**see p6 WHAT IS A CIRCLE OF FRIENDS?**). Talk about the different sorts of people we have in our lives and what it would feel like not to have friends. Invite volunteers to form a circle (**see p10 SUGGESTED MATERIALS FOR INITIAL CLASS DISCUSSION**)\*\*.
4. Establish the circle with 6 – 8 volunteers plus the focus child and an adult facilitator or facilitators.
5. Hold weekly circle meetings for 6 – 10 weeks to carry out activities, problem-solve and discuss the difficulties the focus child, or in the case of Types 2 and 3, any circle member has with peer relationships (**see p17 SUGGESTED MATERIALS FOR WEEKLY CIRCLE MEETINGS**).
6. Review progress with all circle members throughout the 6 -10 weeks (**see p66 SUGGESTED MATERIALS FOR EVALUATION**).

## **SUGGESTED MATERIALS FOR INITIAL CLASS DISCUSSIONS**

- Type 1 Approach page 11
- Type 2 and 3 Approaches page 14

# Circle of Friends – Type 1\*

## *Class Session*

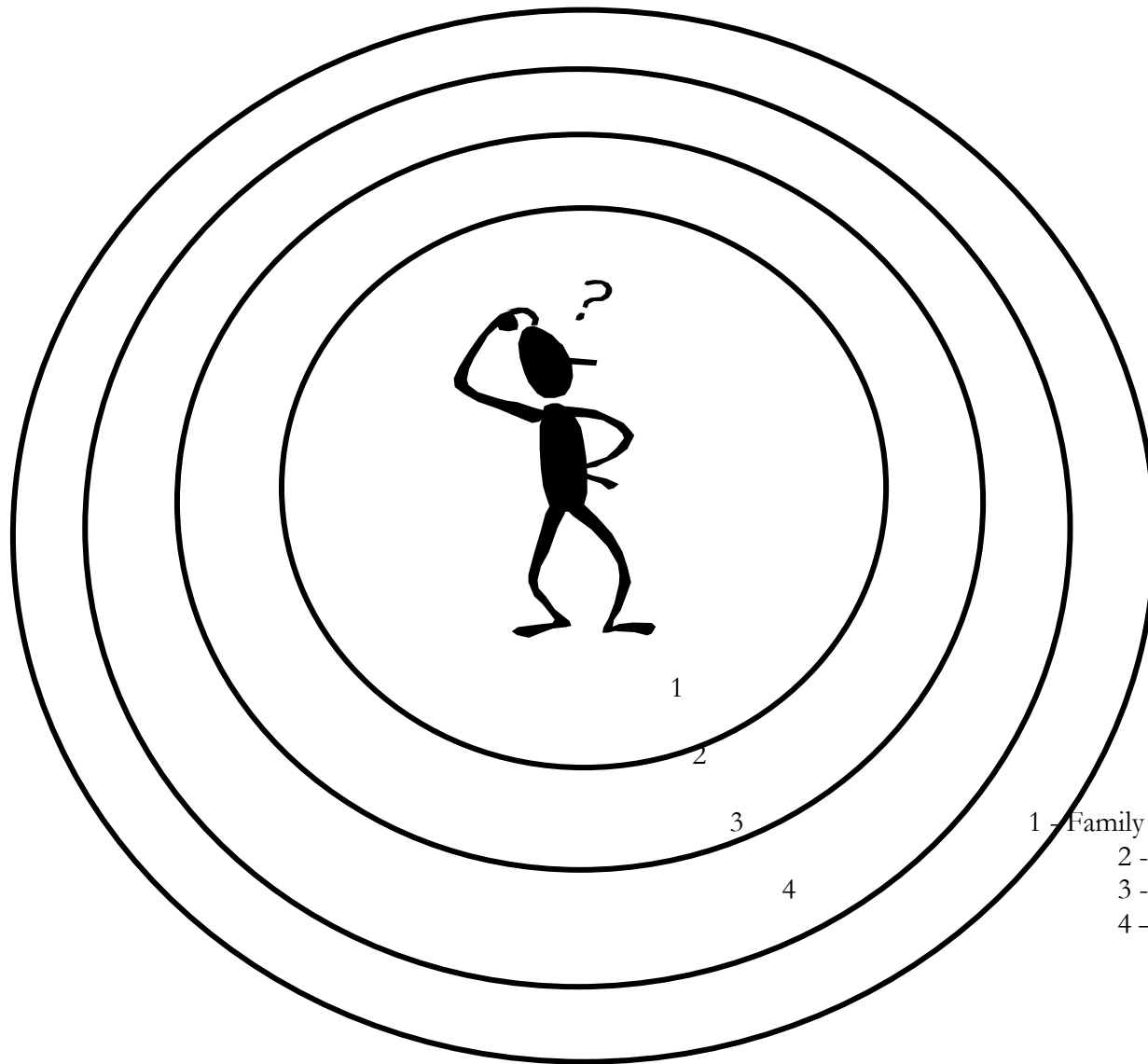
1. Introductions
2. Sociometric questionnaire – See p69.
3. Friendship discussion – Circles exercise (whole class)
  - Generate people for the 4 circles (use Flip Chart)
  - How would you feel if Circles 2 and 3 were empty i.e. if you had no friends? (use Flip Chart)
  - How would you behave if Circles 2 and 3 were empty (use Flip Chart)
  - When might this happen? (use Flip Chart)
  - What could you do to help someone when this happens? (use Flip Chart)
4. Introduce idea of Circle of Friends – someone in the class feels like this (link to Flip Charts) and ask for volunteers
  - get to know one another more and become better friends
  - meet once a week
  - run for 6 weeks
  - who the co-leaders will be
5. Thank you

*Timing – approximately 1 hour*

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\* The format for the initial class discussion is drawn from the work of Newton, Taylor & Wilson (1996).

## Circles Exercise (Whole Class)



- 1 - Family
- 2 - Friends
- 3 - Acquaintances
- 4 - People who are paid to be in your life

# Circle of Friends – Type 1

*Class Session*

**Comments**

# Circle of Friends – Types 2 and 3\*

## *Class Session*

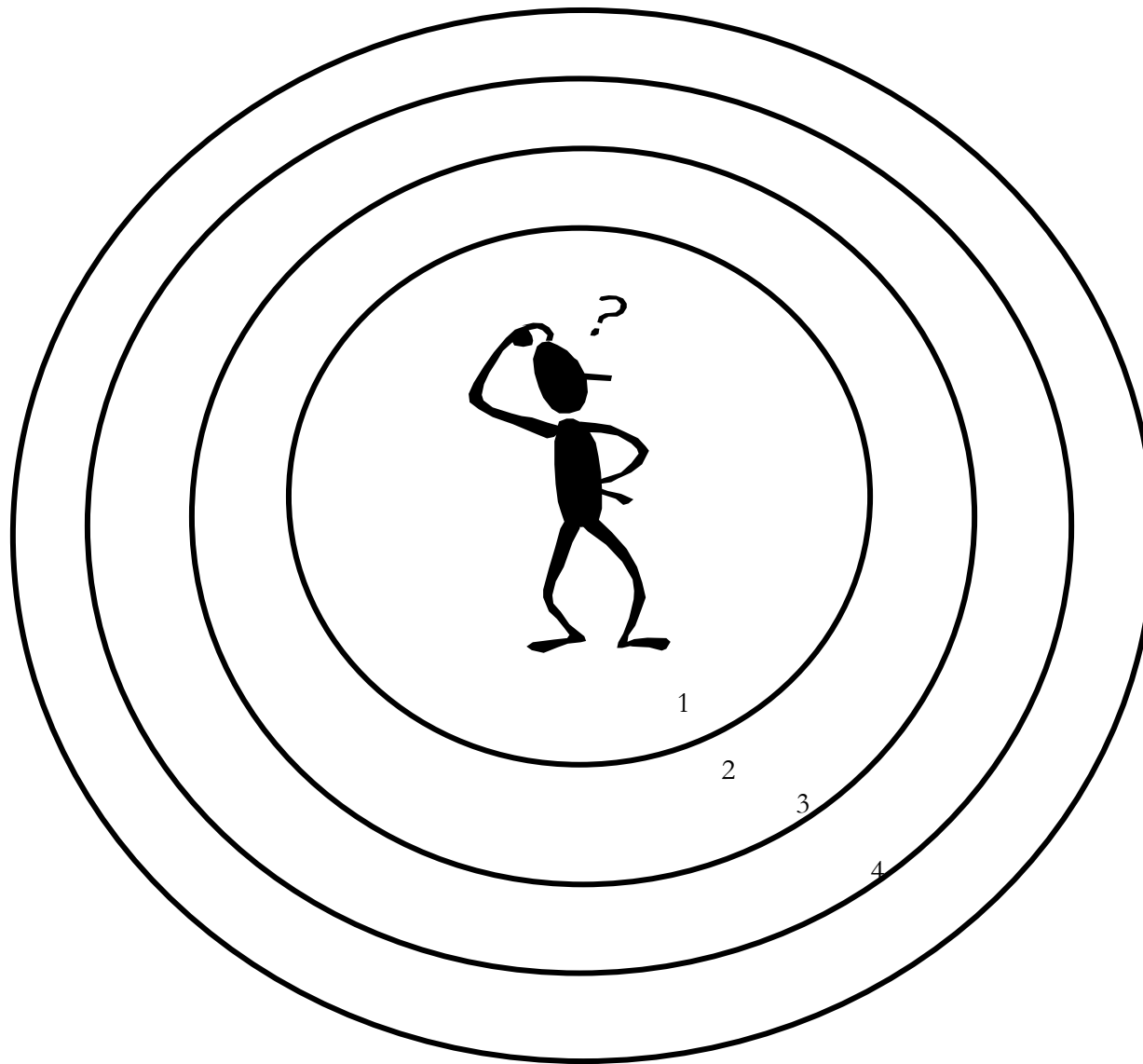
1. Introductions
2. Explain about 'friendship project' and why this class was chosen
3. Sociometric questionnaire – See p69.
4. Friendship discussion – Circles exercise with class
  - a) Generate people for the 4 circles (use Flip Chart)
  - b) How would you feel if Circles 2 and 3 were empty i.e. if you had no friends? (use Flip Chart)
  - c) How would you behave if Circles 2 and 3 were empty? (use Flip Chart)
  - d) When might this happen? (use Flip Chart)
  - e) What could you do to help someone when this happens? (use Flip Chart)
5. Introduce idea of Circle of Friends – link to Flip Charts and ask for volunteers (volunteers are not needed in the Type 3 approach)
  - ⇒ get to know one another more and become better friends
  - ⇒ meet once a week
  - ⇒ run for 6 weeks
  - ⇒ who the co-leaders will be
6. Thank you

*Timing – approximately 1 hour*

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\* The format for the initial class discussion is drawn from the work of Newton, Taylor & Wilson (1996).

## Circles Exercise (Whole Class)



- 1 - Family
- 2 - Friends
- 3 - Acquaintances
- 4 - People who are paid to be in your life

## Circle of Friends – Types 2 and 3

*Class Session*

**Comments**



## **SUGGESTED MATERIALS FOR WEEKLY CIRCLE MEETINGS**

- Introduction page 18
- Type 1 Approach page 19
- Type 2 & 3 Approaches page 37

# Introduction

The suggested materials for the weekly circle meetings follow approximately the same structure\*: a warm up activity; feedback from last week's task; main activity; task for next week and a relaxation exercise.

Collaborative problem solving of issues raised is encouraged and weekly tasks or "homework" are included to help promote interaction between the group outwith the circle meetings.

The main purpose of the weekly circle meetings in the Type 1 approach is to brainstorm ways to help the focus child make friends. The focus of the weekly circle meetings using the Type 2 and 3 approaches is somewhat different. The first three meetings centre on more general friendship skills and development, with the emphasis in the remaining meetings turning to individual circle members' own friendship problems or difficulties.

The materials contained in this section of the Resource Pack are only *suggested* materials for using when doing a Circle of Friends. The materials have been developed for use mainly with primary aged children. Feel free to adapt the materials as you see fit or, indeed, develop your own. The disc provided in this pack can be edited for this purpose.

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\* Many of the ideas for the activities used in the weekly meetings of the circles are taken from Currie and Bromfield (1995) and Spencer and Reid (1996). The relaxation exercises used in these meetings were developed by Boyle (1999).

# Circle of Friends – Type 1

## *1st Circle Session*

1. Introductions.
2. Agree ground rules
  - Only speak when have the “talking object”
  - Listen to others
  - Confidentiality.
3. Agree aim of the group which is to help the focus child make more friends and choose a name for the circle.
4. Warm-up game – Quality Initials (Curry and Bromfield, 1995)  
Each person introduces the person to their right, putting a descriptive word in front of their name which starts with the same letter of the alphabet e.g. “This is Magic Mark”. Go round the circle again, but this time each person must introduce the person to their left using a different descriptive word that was used when the person was introduced earlier.
5. Round – “I want to be part of this group because .....
6. Brainstorm ways of helping the focus child to make more friends.
7. Action for next week – Decide on one of the above strategies to help the focus child over the next week.
8. Cool-down game – Squeeze the Lemon (Boyle, 1999)
9. Next meeting – someone bring a “talking object” (i.e. an object that is passed around the circle and only the person holding it is allowed to speak e.g. a microphone, teddy, favourite toy).
10. Goodbye pact\*.

*Timing – approximately ½ hour*

**\* Circle members need to decide on a way of opening and closing the sessions e.g. everyone puts one hand in the middle of the circle and raise their hands in unison to a particular chant such as the name of the group.**



## Squeeze the Lemon (hands and arms)

Pretend you have a whole lemon in your left hand.

Now squeeze it hard.

Try to squeeze all the juice out.

Feel the tightness in your hand and arm as you squeeze.

Now drop the lemon.

Notice how your muscles feel when they are relaxed.

Take another lemon and squeeze it in your right hand.

Try to squeeze this one harder than you did the first, really hard.

Now drop your lemon and relax.

See how much better your hand and arm feel when they are relaxed.

# Circle of Friends – Type 1

*1st Circle Session*

**Comments**

# Circle of Friends – Type 1

## *2nd Circle Session*

1. Hello pact.
2. Revise rules: only speak when have the 'talking object'; listen to others; confidentiality etc.
3. Warm-up game – Sausages (Curry and Bromfield, 1995)  
One person goes in the middle of the circle. He/she must always answer "sausages" when the others ask a question e.g. "What colour's my hair?" Answer – "sausages". If the person in the middle laughs when giving "sausages" as the answer then he/she is out and the person who asked the question goes in the middle.
4. Round – A nice thing I noticed this week about the focus child is .....
5. Conference – feedback about the strategies used to help the focus child last week and brainstorm a different/revised strategy for the coming week.
6. Cool-down game – The Fly (Boyle, 1999)
7. Next meeting - someone bring a 'talking object'.
8. Goodbye pact.

*Timing – approximately 1/2 hour*



## The Fly (nose)

A nasty old fly has landed on your nose.  
Try to get him off without using your hands.  
Wrinkle up your nose.  
Make as many wrinkles in your nose as you can.  
Good you've chased him away.  
Now you can relax your nose.

OOPS, here he comes again, right in the middle of your nose.  
Shoo him off.  
Wrinkle your nose again very tightly.  
Notice how your cheeks, your mouth, your eyes and your forehead get all wrinkled too.  
Make lots of tight wrinkles to scare him off.  
Hold it tight.  
Okay, you can let go.  
He's gone for good now.

You can relax.  
Let your face go smooth.  
No wrinkles anywhere.

# Circle of Friends – Type 1

## *2nd Circle Session*

**Comments**

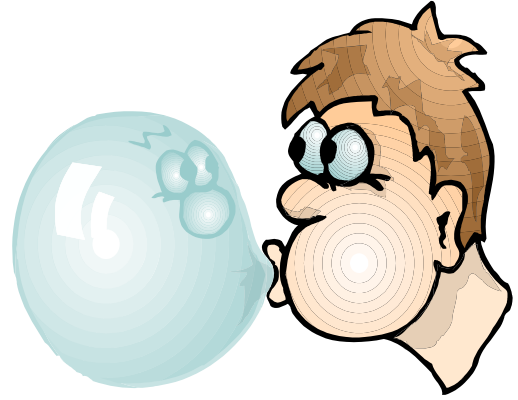


# Circle of Friends – Type 1

## *3rd Circle Session*

1. Hello pact.
2. Revise rules: only speak when have the ‘talking object’; listen to others; confidentiality etc.
3. Warm-up game – “Nice to see you”(Spencer and Reid, 1996)  
Someone goes in the middle of the circle and closes his/her eyes. Someone else says “Nice to see you” in a disguised voice. If the person in the middle can guess who said it, he or she can come out the circle and someone else takes a turn.
4. Round – A nice thing I noticed this week about the focus child is ..... A nice thing I noticed this week about another child in the circle is .....
5. Conference – feedback about the strategies used to help the focus child last week and brainstorm a different/revised strategy for the coming week.
6. Cool-down game – Jawbreaker Bubblegum (Boyle, 1999)
7. Next meeting - someone bring a ‘talking object’.
8. Goodbye pact.

*Timing – approximately ½ hour*



## Jawbreaker Bubblegum (neck & jaw)

You have a giant jawbreaker bubblegum in your mouth.  
It's very hard to chew.  
Bite down on it. Hard!  
Let your neck muscles help you.  
Now relax.  
Just let your jaw hang loose.  
Notice how good it feels just to let your jaw drop.

Okay, let's tackle that jawbreaker again.  
Bite down.  
Hard, even harder!  
Try to squeeze it out between your teeth.  
That's good.  
You're really tearing that gum up now.  
Good.  
You've beaten the bubblegum.  
Now chew happily.  
It's good not to have to fight that bubblegum.  
Now relax.  
Stop chewing and try to relax your whole body.  
You've beaten that bubblegum.

# Circle of Friends – Type 1

*3rd Circle Session*

**Comments**

# Circle of Friends – Type 1

## *4th Circle Session*

1. Hello pact.
2. Revise rules: only speak when have the 'talking object'; listen to others; confidentiality etc.
3. Warm-up game – Copy the Leader (Spencer and Reid 1996)  
One person goes out the room while the rest of the group pick a leader. The person comes back and stands in the middle of the circle. Everyone copies the actions of the leader such as tapping their head, patting their knees, whilst the person in the middle has to try to spot the leader.
4. Round – People want to be my friend because .....  
People want to be your friend (the person on your right) because .....
5. Conference – feedback about the strategies used to help the focus child last week and brainstorm a different/revised strategy for the coming week.
6. Cool-down game – The Tummy Balloon (Boyle, 1999)
7. Next meeting - someone bring a 'talking object'.
8. Goodbye pact.

*Timing – approximately 1/2 hour*



## The Tummy Balloon (stomach)

Put one hand on your tummy.  
Breathe in and out slowly and deeply.  
Feel your hand move up and down.  
Imagine a balloon inside your tummy.  
As you breathe in, blow up the balloon.  
As you breathe out, empty the balloon.  
Blow up the balloon again, as hard as you can.  
Harder.  
Make it the biggest balloon you can imagine.  
Now let all the air escape slowly through your teeth.  
Blow up the balloon again.  
As hard as you can.  
Now imagine sticking a pin in the balloon.  
Let the air come out with a sudden POP.  
Notice how relaxed you are.  
How good you feel inside.

# Circle of Friends – Type 1

*4th Circle Session*

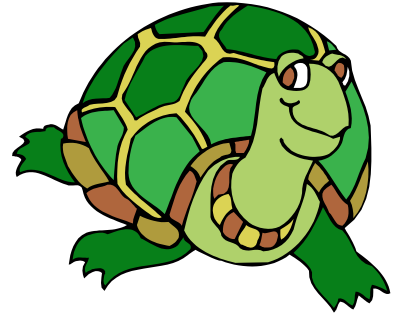
**Comments**

# Circle of Friends – Type 1

## *5th Circle Session*

1. Hello pact.
2. Revise rules: only speak when have the ‘talking object’; listen to others; confidentiality etc.
3. Warm-up game – Chinese Fingers (Curry and Bromfield, 1995)  
Like Chinese Whispers, except the “message” is passed round by drawing an object on the back of the person next to you with your fingers.
4. Conference – feedback about the strategies used to help the focus child last week and brainstorm a different/revised strategy for the coming week.
5. Problem Solving
  - ⇒ ask if there is anyone else in the circle has a particular problem to do with friends or friendship that they would like help with. One child is selected to discuss their problem and the rest of the group can suggest ways of helping the child.
  - ⇒ Brainstorm ways the other members of the circle can help the child with their difficulty between now and next week
6. Cool-down game – The Turtle (Boyle, 1999)
7. Next meeting - someone bring a ‘talking object’.
8. Goodbye pact.

*Timing – approximately 1/2 hour*



## **The Turtle**

(shoulders and neck)

Now pretend you are a turtle.

You are sitting out on a rock by nice, peaceful pond, just relaxing in the warm sun.

It feels nice and warm and safe here.

Oh! Oh! You sense danger.

Pull your head into your house.

Try to pull your shoulders up to your ears and push your head down into your shoulders.

Hold it tight.

It isn't easy to be a turtle in a shell.

The danger is past now.

You can come out and relax in the warm sunshine again.

Watch out now!

Here comes more danger.

Hurry, pull your head back into your house and hold it tight.

Don't let even a tiny bit of your head show outside your shell.

Hold it!

Feel the tenseness in you neck and shoulders.

Okay, you can come out now.

It's safe again.

Relax and feel comfortable in the sunshine again.

There's no more danger.

Nothing to worry about.



# Circle of Friends – Type 1

*5th Circle Session*

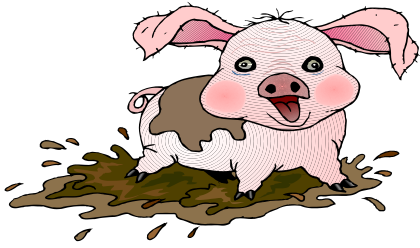
**Comments**

# Circle of Friends – Type 1

## *6th Circle Session*

1. Hello pact.
2. Revise rules: only speak when have the 'talking object'; listen to others; confidentiality etc.
3. Warm-up game – free choice
4. Round – One thing I learned about the focus child that I didn't know before is .....  
One thing I learned about another child in the circle that I didn't know before is .....
5. Conference – feedback about the strategies used to help the focus child last week and brainstorm ways of continuing to support the focus child in school. Also feedback about the strategies used to help the other member in the group.
6. Evaluation Questionnaire – see p72.
7. Cool-down game – Big Fat Muddy Puddle (Boyle, 1999)
8. Goodbye pact.

*Timing – approximately ½ hour*



## **Big Fat Puddle** **(legs and feet)**

Now pretend that you are standing in your bare feet in a big, fat muddy puddle.  
Squish your toes right down into the mud.  
Try to get your feet right down to the bottom of the puddle.  
You'll probably need your legs to help you push really deep down to the bottom.

Now step right out of the mud.  
Relax your feet.  
Let your toes go loose and see how nice that feels.  
It feels so good to be relaxed.

Back into the mud puddle.  
Squish your toes right down.  
Let your legs help push your toes right down.  
Push your feet.  
Down hard, harder.

Okay, come back out now.  
Relax your feet, relax your legs, relax your toes.  
It feels so good to be relaxed.  
No tenseness anywhere.  
You feel kind of warm and tingly all over.

# Circle of Friends – Type 1

*6th Circle Session*

**Comments**

# Circle of Friends – Types 2 and 3

## *1st Circle Session*

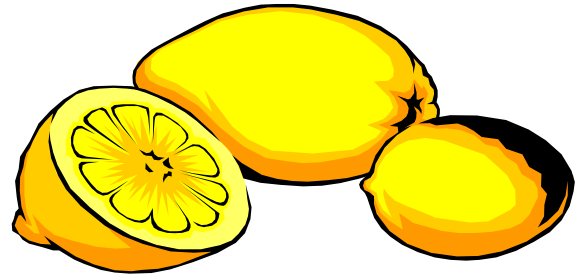
1. Introductions
2. Agree ground rules e.g.
  - ⇒ confidentiality
  - ⇒ no naming names
  - ⇒ listen to others
  - ⇒ only speak when have the 'talking object'
3. Agree aim of the group
  - ⇒ get to know one another more and become better friends
4. Warm-up game – Quality Initials (Curry and Bromfield, 1995)  
 Each person introduces the person to their right, putting a descriptive word in front of their name which starts with the same letter of the alphabet e.g. "This is Magic Mark." Go round the circle again, but this time each person must introduce the person to their left using a different descriptive word than was used when the person was introduced earlier.
5. Round – I want to be part of this group because ...
6. Pairs – Find out 2 things you both have in common and then feedback to the rest of the group.
7. Choose name for the group – something we all have in common.
8. Action for next week – Over the next week think about something nice you can say about the person whose name is written on your piece of paper p38. Keep it a secret and we'll share them next week.
9. Cool-down game – Squeeze the Lemon (Boyle, 1999)
10. Next meeting - someone bring a 'talking object'.
11. Goodbye pact\*.

*Timing – approximately ½ hour*

\* Circle members need to decide on a way of opening and closing the sessions e.g. everyone puts one hand in the middle of the circle and raise their hands in unison to a particular chant such as the name of the group.

Circle Members' Names

<p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p>
<p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p>
<p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p>
<p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p>



## Squeeze the Lemon

(hands and arms)

Pretend you have a whole lemon in your left hand.

Now squeeze it hard.

Try to squeeze all the juice out.

Feel the tightness in your hand and arm as you squeeze.

Now drop the lemon.

Notice how your muscles feel when they are relaxed.

Take another lemon and squeeze it in your right hand.

Try to squeeze this one harder than you did the first, really hard.

Now drop your lemon and relax.

See how much better your hand and arm feel when they are relaxed.

## Circle of Friends – Types 2 and 3

*1st Circle Session*

**Comments**



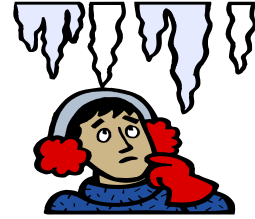
## Circle of Friends – Types 2 and 3

### *2nd Circle Session*

1. Hello pact.
2. Revise rules: e.g. confidentiality; no naming names; listen to others; only speak when have the 'talking object'.
3. Warm-up game – Sausages (Curry and Bromfield, 1995)  
One person goes in the middle of the circle. He/she must always answer "sausages" when the others ask a question e.g. "What colour's my hair?" Answer – "sausages". If the person in the middle laughs when giving "sausages" as the answer then he/she is out and the person who asked the question goes in the middle.
4. Round – A nice thing I noticed this week about ... is ...
5. Warm Fuzzies and Cold Pricklies activity (Curry and Bromfield, 1995)  
⇒ Warm fuzzies are things that make us feel nice e.g. smiles, giving presents, having friends. You can give yourself a warm fuzzy by doing something nice to someone else or someone else can give you a warm fuzzy by doing something nice to you. Cold pricklies are the opposite. They are things that make you feel bad e.g. hurting someone, being called names.  
⇒ In pairs, sort the cards (p42) into warm fuzzies and cold pricklies.  
⇒ In the big group, do we all agree?
6. Action for next week – Over the next week I want you to give a warm fuzzy to the person whose name is written on your piece of paper p44. Keep it to yourself and we'll talk about them next week.
7. Cool-down game – The Fly (Boyle, 1999)
8. Next meeting - someone bring a 'talking object'.
9. Goodbye pact.

*Timing – approximately ½ hour*

<b>wave</b>	<b>holding the door open</b>	<b>giving a present</b>
<b>pointing at someone</b>	<b>smile</b>	<b>kicking</b>
<b>shout</b>	<b>showing off</b>	<b>saying thank you</b>
<b>say hi</b>	<b>name calling</b>	<b>telling tales</b>
<b>Write your own ↓</b>	<b>Write your own ↓</b>	<b>Write your own ↓</b>



Warm Fuzzies

Cold Pricklies

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# Circle Members' Names

<p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p>
<p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p>
<p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p>
<p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p>



## **The Fly** **(nose)**

A nasty old fly has landed on your nose.  
Try to get him off without using your hands.  
Wrinkle up your nose.  
Make as many wrinkles in your nose as you can.  
Good you've chased him away.  
Now you can relax your nose.

OOPS, here he comes again, right in the middle of your nose.  
Shoo him off.  
Wrinkle your nose again very tightly.  
Notice how your cheeks, your mouth, your eyes and your forehead get all wrinkled too.  
Make lots of tight wrinkles to scare him off.  
Hold it tight.  
Okay, you can let go.  
He's gone for good now.

You can relax.  
Let your face go smooth.  
No wrinkles anywhere.

# Circle of Friend – Types 2 and 3

*2nd Circle Session*

**Comments**

# Circle of Friends – Types 2 and 3

## *3rd Circle Session*

1. Hello pact.
2. Revise rules: e.g. confidentiality; no naming names; listen to others; only speak when have the 'talking object'.
3. Warm-up game – “Nice to see you” (Spencer and Reid, 1996)  
One person stands in the middle of the circle with his or her eyes closed and someone is chosen to say “Nice to see you” in a disguised voice. The person in the middle then has to try and guess who said it. Once the identity has been guessed, someone else is chosen to go in the middle.
4. Round A – I gave a Warm Fuzzy last week to ... because I ...  
Round B - Thank you ... for the Warm Fuzzy you gave me.
5. Friends Quiz p48  
⇒ Pairs: discuss what you think you would do in each situation.  
⇒ Conference: share your answers with the rest of the group.
6. Action for next week – Put everyone in pairs (Circle of Friends Buddies) Over the next week make sure that your Circle of Friends Buddy has someone to play with at playtimes and at lunch times. If they don't, perhaps you could ask them to join in with your friends.
7. Cool-down game – Jawbreaker Bubblegum (Boyle, 1999)
8. Next meeting - someone bring a 'talking object'.
9. Goodbye pact.

*Timing – approximately ½ hour*

# Friends Quiz

**Please tick (✓) the answer you think you would do in each situation.**

1. By mistake you break your friend's new pencil sharpener.

Would you: a) laugh?  
b) say sorry?  
c) say it wasn't you who broke it?  
d) buy them a new one?

2. Your friend doesn't have a play piece

Would you: a) eat your play piece all by yourself?  
b) give them half of yours?  
c) give them a wee bit of your play piece?

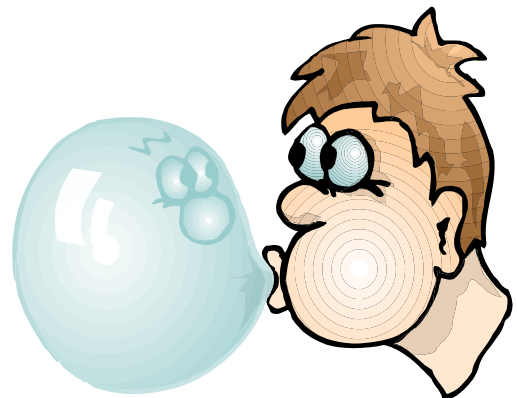
3. Someone new has just started at your school today

Would you: a) leave them to stand alone at playtime?  
b) go over to talk to them on your own at playtime?  
c) ask them to come and play with you and your friends?



## Circle Members' Names

<p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p>
<p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p>
<p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p>
<p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p>



## Jawbreaker Bubblegum (neck & jaw)

You have a giant jawbreaker bubblegum in your mouth.  
It's very hard to chew.  
Bite down on it. Hard!  
Let your neck muscles help you.  
Now relax.  
Just let your jaw hang loose.  
Notice how good it feels just to let your jaw drop.

Okay, let's tackle that jawbreaker again.  
Bite down.  
Hard, even harder!  
Try to squeeze it out between your teeth.  
That's good.  
You're really tearing that gum up now.  
Good.  
You've beaten the bubblegum.  
Now chew happily.  
It's good not to have to fight that bubblegum.  
Now relax.  
Stop chewing and try to relax your whole body.  
You've beaten that bubblegum.

# Circle of Friends – Types 2 and 3

*3rd Circle Session*

**Comments**

# Circle of Friends – Types 2 and 3

## *4th Circle Session*

1. Hello pact.
2. Revise rules: e.g. confidentiality; no naming names; listen to others; only speak when have the 'talking object'.
3. Warm-up game – Copy the Leader (Spencer and Reid, 1996)  
One person goes out the room while the rest of the group pick a leader. The person comes back and stands in the middle of the circle. Everyone copies the actions of the leader such as tapping their head, patting their knees, whilst the person in the middle has to try to spot the leader.
4. Round – The best thing about have a 'Circle of Friends Buddy' last week was ...
5. Problem Page
  - ⇒ Pairs: discuss how the child on their problem page is feeling and what could they do to make them feel better (p53 – 55).
  - ⇒ Conference: share your ideas with the rest of the group.
6. Problem Solving
  - ⇒ Ask if there is anyone who has a particular problem to do with friends or friendship that they would like help with. One child is selected to discuss their problem and the rest of the group can suggest ways of helping the child.
  - ⇒ Brainstorm ways the other members of the group can help the child with their difficulty between now and next week
7. Cool-down game – The Tummy Balloon (Boyle, 1999)
8. Next meeting - someone bring a 'talking object'
9. Goodbye pact.

*Timing – approximately ½ hour*

Problem Page

5 Smith Drive  
Anytown  
KA1 5TP

Dear .....

I like reading and collecting stamps. I get really shy when I talk to other children in my class. No one likes me. They think I'm boring.

How can I make friends?

Brian

Problem Page

145 Main Street  
Anytown  
FK8 3QR

Dear .....

Everyone calls me names. They say I'm fat and laugh at me because I wear glasses but I don't care.

They are all stupid. I'm clever. I'm the teacher's favourite.

What should I do? I hate going to school.

*Caroline*

## Problem Page

5 High Gate  
Anytown  
DD2 3BG

Dear .....

I'm always getting into fights at school. The teacher says I'm a troublemaker and none of the other children want to play with me. I get angry all of the time.

What can I do?

*Colin*



## The Tummy Balloon (stomach)

Put one hand on your tummy.  
Breathe in and out slowly and deeply.  
Feel your hand move up and down.  
Imagine a balloon inside your tummy.  
As you breathe in, blow up the balloon.  
As you breathe out, empty the balloon.  
Blow up the balloon again, as hard as you can.  
Harder.  
Make it the biggest balloon you can imagine.  
Now let all the air escape slowly through your teeth.  
Blow up the balloon again.  
As hard as you can.  
Now imagine sticking a pin in the balloon.  
Let the air come out with a sudden POP.  
Notice how relaxed you are.  
How good you feel inside.



# Circle of Friends – Types 2 and 3

*4th Circle Session*

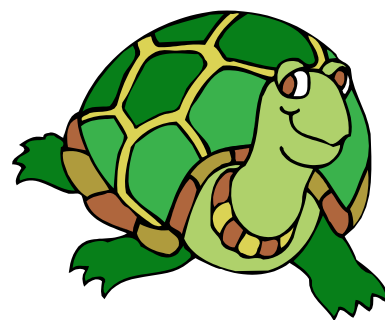
**Comments**

# Circle of Friends – Types 2 and 3

## *5th Circle Session*

1. Hello pact.
2. Revise rules: e.g. confidentiality; no naming names; listen to others; only speak when have the 'talking object'.
3. Warm-up game – Chinese Fingers (Curry and Bromfield, 1995)  
Like Chinese Whispers, except the "message" is passed round by drawing an object on the back of the person next to you with your fingers.
4. Active Listening Activity
  - ⇒ Divide into pairs, one A and one B. Ask the As to talk about "My best birthday". Take the Bs outside and tell them that they have to act bored when their partner is talking i.e. not to look at them, yawn, tap their foot etc. Stop after 1 minute.
  - ⇒ Discuss as a group: Did the As feel that their partner was listening? How had it made them feel? How did the Bs feel?
  - ⇒ Talk about what makes a good listener and use a mirror to show each person what they look like when they are doing "good listening".
5. Conference – feedback about the strategies used to help the person with the problem last week.
6. Problem Solving
  - ⇒ Ask if there is anyone who has a particular problem to do with friends or friendship that they would like help with. One child is selected to discuss their problem and the rest of the group can suggest ways of helping the child.
  - ⇒ Brainstorm ways the other members of the group can help the child with their difficulty between now and next week.
7. Cool-down game – The Turtle (Boyle, 1999)
8. Next meeting - someone bring a 'talking object'
9. Goodbye pact.

*Timing – approximately ½ hour*



**The Turtle**  
(shoulders and neck)

Now pretend you are a turtle.

You are sitting out on a rock by nice, peaceful pond, just relaxing in the warm sun.

It feels nice and warm and safe here.

Oh! Oh! You sense danger.

Pull your head into your house.

Try to pull your shoulders up to your ears and push your head down into your shoulders.

Hold it tight.

It isn't easy to be a turtle in a shell.

The danger is past now.

You can come out and relax in the warm sunshine again.

Watch out now!

Here comes more danger.

Hurry, pull your head back into your house and hold it tight.

Don't let even a tiny bit of your head show outside your shell.

Hold it!

Feel the tenseness in you neck and shoulders.

Okay, you can come out now.

It's safe again.

Relax and feel comfortable in the sunshine again.

There's no more danger.

Nothing to worry about.

# Circle of Friends – Types 2 and 3

*5th Circle Session*

**Comments**


# Circle of Friends – Types 2 and 3

## *6th Circle Session*

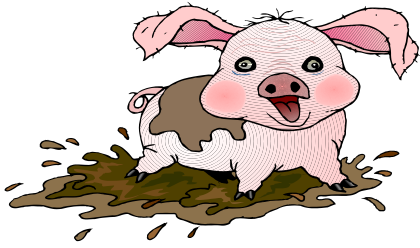
1. Hello pact.
2. Revise rules: e.g. confidentiality; no naming names; listen to others; only speak when have the 'talking object'.
3. Warm-up game – free choice
4. Conference – feedback about the strategies used to help the person with the problem last week and continued ways of helping each other.
5. “People want to be my/your friend because ...” Activity (Spencer and Reid, 1996)
  - ⇒ Pairs: Each person fill in own sheet for “People want to be my friend because...” and then get their partner to complete the other side for “People want to be your friend because ...” (p62 – 63).
  - ⇒ Conference: share with the rest of the group one reason why people want to be your partner’s friend.
6. Round – “I could be a better friend by ...”
7. Evaluation Questionnaire – See p72.
8. Cool-down game – Big Fat Muddy Puddle (Boyle, 1999)
9. Goodbye Pact.

*Timing – approximately ½ hour*

People want to be *my* friend because .....



**People want to be your friend because ....**



## **Big Fat Puddle** **(legs and feet)**

Now pretend that you are standing in your bare feet in a big, fat muddy puddle.  
Squish your toes right down into the mud.  
Try to get your feet right down to the bottom of the puddle.  
You'll probably need your legs to help you push really deep down to the bottom.

Now step right out of the mud.  
Relax your feet.  
Let your toes go loose and see how nice that feels.  
It feels so good to be relaxed.

Back into the mud puddle.  
Squish your toes right down.  
Let your legs help push your toes right down.  
Push your feet.  
Down hard, harder.

Okay, come back out now.  
Relax your feet, relax your legs, relax your toes.  
It feels so good to be relaxed.  
No tenseness anywhere.  
You feel kind of warm and tingly all over.



## Circle of Friends – Types 2 and 3

*6th Circle Session*

**Comments**

## **SUGGESTED MATERIALS FOR EVALUATION**

- Introduction page 67
- Objective Evaluation page 68
- Subjective Evaluation page 71

## Introduction

This section contains suggested materials for evaluating the Circle of Friends approach.

It is divided into objective and subjective evaluation materials. A list of possible objective measures such as questionnaires is provided first and, for copyright purposes, details are given of how to obtain them.

Please note that these are only some of the possible ways to assess the impact of a Circle of Friends approach objectively. Readers are encouraged to think about what questions they would like to be answered and seek out other evaluation materials if appropriate.

Similarly the objective materials contained in this section are also only suggested ways of obtaining participants' views of the Circle of Friends approach. Readers are again urged to think carefully about what feedback they would like to get from those involved in a Circle of Friends and either adapt the existing material or develop their own.

## **Objective Evaluation Materials**

- Title:** **Social Inclusion Survey (SIS) A Sociometric Questionnaire**
- Source:** Psychology in Education Portfolio  
N Freckrickson + R J Cameron 2001 (Eds)  
Nfer-Nelson
- Purpose:**
- to measure children's changing levels of peer acceptance as a result of a Circle of Friends approach.
- 
- Title:** **B/G Steem Scale**
- Source:** B/G Steem Scale B Mains + G Robinson 1996 Lucky Duck Publications
- Purpose:**
- to measure any changes in the focus child or children's self esteem as a result of a Circle of Friends approach.
  - to look at any changes in the other circle members' self-esteem following a Circle of Friends approach.
- 
- Title:** **Pupil Questionnaire**
- Source:** Northumberland County Council
- Purpose:**
- to measure any changes in the focus child or children's social skills as a result of a Circle of Friends approach.
  - to look at any changes in the other circle members' social skills following a Circle of Friends approach.

- Title: **Individual Classroom Environment Questionnaire Short Form (ICEQ-SF)**
- Source: Psychology in Education Portfolio  
N Frederickson + R J Cameron 2001 (Eds)  
Nfer-Nelson
- Purpose:
- to measure any changes in how the focus child and children view their classroom climate as a result of a Circle of Friends approach.
  - to look at whether there are any changes in how the other circle members perceive the classroom environment following a Circle of Friends approach.

## **Subjective Evaluation Materials**

- Pupil Evaluation page 72
- Parent Evaluation page 73
- Staff Evaluation Questionnaire page 74
- Class Evaluation page 76
- Staff Feedback page 77

## Circle of Friends

## Pupil Evaluation

1. Circle the number below that shows how much you **liked** coming to the Circle of Friends group?

0	1	2	3	4	5	6	7	8	9	10
<i>not very much</i>					OK					<i>very much</i>

2. Now imagine you have moved up one point on the scale. What would have to have been different about the Circle of Friends Group to make you like it more?

3. *Finish this sentence*

The thing I liked **best** about the Circle of Friends Group was \_\_\_\_\_

4. *Finish this sentence*

The thing I liked **least** about the Circle of Friends Group was \_\_\_\_\_

5. Will you stay friends with the other children in the Circle of Friends Group?

yes, all of them ( )      yes, some of them ( )      no ( )

6. If you said yes to Question 5, how will you stay friends with the other children in the Circle of Friends Group?

7. If you said no to Question 5, please tell us why you think you will not stay friends with the other children in the Circle of Friends Group?

# Thank you

## Circle of Friends

## Parent Evaluation

Parent's name:

Child's name:

1. Circle the number below that describes how helpful you think the Circle of Friends Group was for your child.

0	1	2	3	4	5	6	7	8	9	10
<i>not very much</i>					OK					<i>very much</i>



Please explain why.

2. Now imagine you have moved up one point on the scale. What would have to have been different about the Circle of Friends Group to make it more helpful for your child?
  
  
  
  
  
  
  
  
  
  
3. Is there anything else you would like to say about the Circle of Friends Group?

**Thank you for completing this evaluation**





- # Thank you

0	1	2	3	4	5	6	7	8	9	10
<i>very badly</i>					OK					<i>very well</i>

2. Now imagine you have moved up one point on the scale. What would have to happen

to get you there?

3. Does anyone have a particular issue in connection with the Circle of Friends they would like to discuss with the group?

# Circle of Friends

## Staff Evaluation Session

1. Tell us the number below that describes how well you feel the Circle of Friends has gone. Why?

0	1	2	3	4	5	6	7	8	9	10
<i>very</i>										<i>very</i>
<i>badly</i>										<i>well</i>

2. Now imagine you have moved up one point on the scale. What would have to happen to get you there?

3. How do you think the benefits from the Circle of Friends can be maintained in the long-term?

## **Sample Certificate & References**





## *Certificate of Friendship*

I hereby certify that

---

has been a member of the Circle of Friends Group

---

Signature

---

Date

---

Signature

---

Date

# References

**This list contains details of the literature mentioned in the Training Pack, as well as references to some further reading on the topic of Circle of Friends**

Boyle (1999) *Extending Circle Time* Unpublished materials Stirling: Stirling Council Psychological Service

Currie & Bromfield (1994) *Personal and Social Education for Primary schools through Circle Time* Oxford: NASEN

Frederickson, N (1991) Children can be so cruel – helping the rejected child. In Lindsay, G. & Miller, A. (eds.) *Psychological Services for Primary Schools* Essex: Longman

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Newton, C., Taylor, G. & Wilson, D. (1996) Circles of Friends: An inclusive approach to meeting emotional and behavioural needs *Educational Psychology in Practice*, **11** (4), 41-48

Pearpoint, J., Forest, M. & Snow, J. (1992) *The Inclusion Papers* Toronto: Inclusion Press

Perske, R. (1998) *Circles of Friends* Abington Press

Shotton, G. (1998) A Circles of Friends approach for socially neglected children *Educational Psychology in Practice*, **14** (1) 22-25

Spencer & Reid (1996) *Social Skills Training: A Starter Pack* Fife: Fife Council Psychological Service

Taylor, G. (1996) Creating a Circle of Friends: A case study. In Cowie, H. & Sharp, S. (eds.) *Peer Counselling in Schools* London: Barry Fulton

Taylor, G. (1997) Community building in schools: Developing a circle of friends *Educational and Child Psychology*, **14** (1), 45-50

Whitaker, P., Barratt, P., Joy, H., Potter, M. & Thomas, G. (1998) Children with autism and peer group support: Using 'circles of friends' *British Journal of Special Education*, **25** (2) 60-64