Pupil-pupil Relationships

136th PS "Luben Karavelov"

- The issue of interpersonal relations in school and society is equally relevant for all stages of schooling. The modern way of life, the changes in the fashion for communication, which cover mainly the online space, as well as the time for communication between child and parent are factors that turn out to determine the type of relationships that children and young people build.

- In this situation, fortunately, there is a place for the teacher, who through his professionalism, behavior and example, as well as through clearly focused activities, can have a positive impact and create very good practices for building positive interpersonal relationships, as well as build acceptable personalities for the future social community in which they will participate anyway.

Interpersonal relationships in primary education (grades 1-4)

► Kindergarten life and activities differ in many criteria - regime, behavior, learning activities, play relationships between children. However, as they enter first grade, they realize that their role, behavior, responsibilities, and activities have changed greatly. Therefore, here, at this school stage, in addition to building general school skills and habits, the teacher can be actively involved and influence the way students understand their relationships, as well as he himself to build them as positive, emotional and close. . The role of the primary teacher is most important for building students' behavior and understanding of the rest of their school life. For this reason, there are various methods and techniques that he can use in his purposeful activities with them on this topic.

Method 1: Game

▶ Let each of you stand up and say a few words about each of your classmates! Of course, you have to be completely honest in your answers, but remember that every person is made up of negative and positive qualities. This reminder will be useful for you to realize that even if you do not like a person in your group, this person also has positive qualities that are worth paying attention to.

▶ Expected results: To improve the quality of communication in the classroom

▶ The results can be easily tracked and registered by the teacher, and then yes serve as a guide to whether and to what extent the task has been carried out well.

▶ Acquired skills at the end of the game:

▶ Each member of the group has a clear idea of the assessment of himself and the way he is accepted by others in the class. This brings various benefits, such as that has a clear idea of the impressions he leaves in others and of the opportunity he receives to correct his behavior where necessary;

▶ Positive interpersonal relationships are most often built between people who have a clear idea that they like each other, approve of each other and have common interests. In this sense, by pointing out positive qualities in others, each of you strengthens his positive attitude towards them and has the opportunity to receive the same in return.

Method 2: Scoreboard

▶ Each classroom can have a board placed in an accessible and visible place in which to write various examples of kind, kind, polite attitude or behavior, which in turn will help build warm and close interpersonal relationships in the classroom. The board shows the so-called "magic words", the use of which is presumed to provoke good attitude in and around.

НАШИТЕ ПРАВИЛА:

КАЗВАМЕ МОЛЯ И БЛАГОДАРЯ

УЧТИВИ СМЕ

ИГРАЕМ В ОТБОР

ОБИЧАМЕ ДА СЕ СМЕЕМ

НЕ СЕ ОБИЖДАМЕ ЕДИН ДРУГ

СПОДЕЛЯМЕ

ИЗПОЛЗВАМЕ ВЪОБРАЖЕНИЕТО СИ

ПОДРЕЖДАМЕ СЛЕД СЕБЕ СИ

Почакай ако възрастните разговарят!

Слънчицето поздрави:"Добро утро"му кажи!"

Във всяка весела игра,използвай ти-"Благодаря!"

Усмихни се,"Добър ден" кажи!

Вежливите думи не са една и две,дете!

"Приятен апетит" да пожелаваш!

Извини ме,Моля те,Прости-три думички добри!

Играта свърши-запомни:"Довиж дане"кажи!

Approach 3:
Weekly self-assessment table for each student

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FTIDAY
Was I nice to my classmates?					
Did I use "magic words often"?					
Did I offend anyone?					
Did I make a new friendship?					
Was I honest with my classmates?					
Did I ignore anyone in the game?					
Did I make someone feel good?					

Weekly self-assessment table for each student

УЧИЛИЩЕ ЗА ЩАСТЛИВИ И УСПЕШНИ ДЕЦА

В Училището за щастливи и успешни деца не е важно всички ученици да са отличници.
Важно е друго – да са развили следните умения:
* да се научат да слушат и чуват;
* да са с развита емоционална интелигентност (да могат да вербализират чувствата и емоциите си, да разпознават както своите, така и на другите);
* да са с добър самоконтрол;
* да решават конфликтите си по ненасилствен начин;
* да приемат различието и различната гледна точка;
*да поемат отговорност;
*да споделят;
* да се извиняват.

- ▶ It is useful for children to make a self-assessment of their own behavior over time, and this encourages not only awareness of the situations in which they find themselves and their ability to try their level of sincerity, but also to build the ability to justify their position and your answers.

- ▶ Ex .: If a child in the class admits that he ignores another child during play, he should be able to justify his answer - I do not like it, we do not understand each other, it makes me angry. When the reason is given, the teacher has the opportunity to intervene with specific actions to improve the situation.

ПРИЯТЕЛСТВОТО Е МАГИЯ

Relationships in the lower secondary stage of education

Purpose: Students to acquire basic information about the concepts of personality, relationships and interpersonal relationships
Expected results: To improve the quality of communication in the classroom and prevention of aggression and destructive behavior

After graduating from 4th grade, students enter a new environment, which consists of other people, some of whom are unknown to them. The effect of the building teacher decreases due to the entry of new teachers, each with his subject, task and views for conducting classes. The one who built the cohesive unit is no more. Here comes the moment when students must use their previous experience and knowledge to apply them in the new environment.

The role of the class teacher in the junior high school stage is key in this situation. In Class Hour, he has the opportunity to monitor and correct classroom interactions when he deems it necessary to intervene. The role of other teachers, of course, who could contribute to building positive interpersonal relationships by involving students in group activities to solve a task, case, problem.

Work (learning) in small groups and in pairs

This assistive technique can be used in different cases compared to most of the training methods already outlined. Working in small groups and in pairs facilitates:

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introducing participants to discussion issues; (Discussion problems reveal an opportunity for students to argue and defend their opinion, which in turn is the reason to introduce norms and boundaries in the dispute, and methods of defending positions should in no case belittle the opposite position or opinion. build skills for listening to the other point of view, a barrier to obscene means of expression, respect for the partner, and all this is a way to build good personal relationships)
sharing experiences that are confidential;
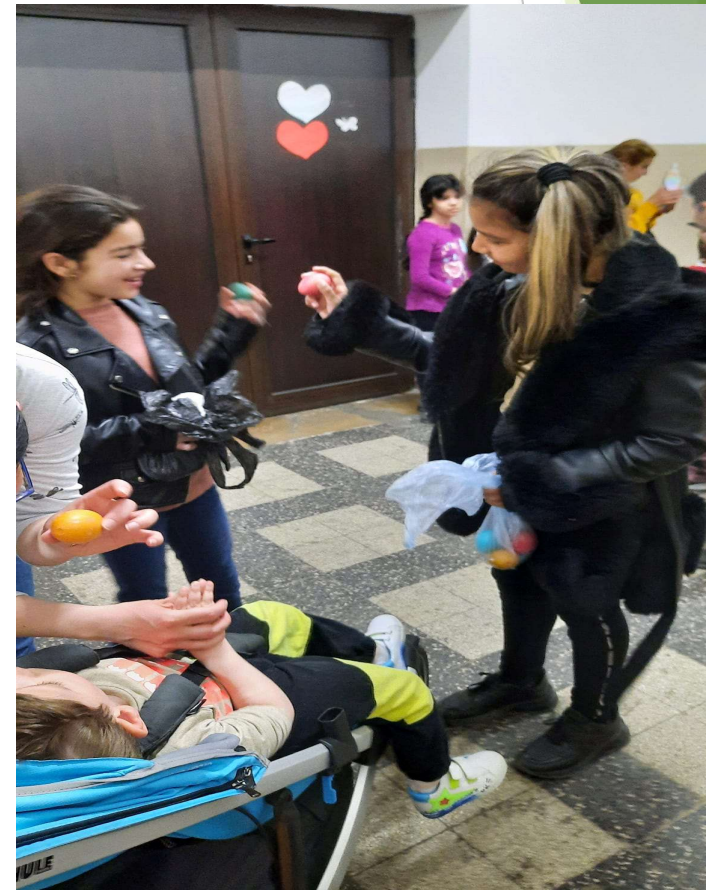
performing specific tasks that are part of a more general work (for example, discussing specific parts of more global topics and issues that are to be addressed by all. Here, an ideal opportunity is to discuss interpersonal relationships in the classroom and in society)
the development of projects (the delegation of students' rights and their training in compliance with a preliminary agreement, as well as the distribution of tasks in the group are also the basis for building trust, and hence good relations);
better improvisation in role-playing games;

In the junior high school stage, it is important to introduce the concept of "empathy", as well as to use the maturity of students for its improvement and application in practice.

Necessary conditions for building positive interpersonal relationships:

Ability to start conversations on various topics;
Ability to listen;
Ability to express one's own emotions;
Empathy;
Accepting the rest;
Trust;
Self-discovery

Exercises:

1. How important do you think it is to develop your interpersonal relationships in the class on a scale from 0 to 10, where 0 means "not at all" and 10 - "extremely important", where do you think you are?

Scale 0 1 2 3 4 5 6 7 8 9

2. How confident do you think that if you decide to develop your interpersonal relationships in the classroom, you could do so? On a scale of 0 to 10, where 0 means "not at all" and 10 means "extremely important", where do you think you are?

Rock 0 1 2 3 4 5 6 7 8 9

Checklist for researching the attitudes of young people towards their classmates and researching their quality of communication

- You find your classmates pleasant YES / NO

- You find your classmates unpleasant YES / NO

- You are friendly to them YES / NO

- You are hostile to them YES / NO

- Your relationship with them is close (you contact daily on various occasions) YES / NO

- Your relationship with them is distant (you rarely contact) YES / NO

- Your classmates are calm YES / NO

- Your classmates are tense, restless. YES / NO

- Your classmates accept new acquaintances warmly, friendly. YES / NO

- Your classmates accept new acquaintances coldly, reluctantly YES / NO

- Your classmates are supportive YES / NO

- Your classmates are hostile YES / NO

- Your classmates are boring YES / NO

- Your classmates are interesting and fun YES / NO

- Your classmates are conflicted (they tend to argue with everyone about everything) YES / NO

Checklist

- Your classmates are calm and balanced YES / NO

- My classmates are grim and unfriendly YES / NO

- My classmates are cheerful and friendly YES / NO

- They are open (to common activities, friendships, contact) YES / NO

- They are closed (do not contact, do not seek acquaintances) YES / NO

- My classmates are true friends YES / NO

- I can't judge what kind of friends they are because we are not close YES / NO

- My classmates often trust YES / NO

- My classmates never agree with me. They always want to be of the opposite opinion. YES / NO

- My classmates are kind and kind YES / NO

- My classmates are rude, without manners, violating my personal space YES / NO

- There is a friendly YES / NO relationship between me and the class

- There is a hostile YES / NO relationship between me and the class

- I have friends in the YES / NO class

- In their behavior I like most that:

Checklist

- They don't listen to me YES / NO

- They don't say "please", "thank you", "sorry" YES / NO

- They behave badly YES / NO

- Very often they ask for help and do not thank YES / NO

- They shout, they shout when they say YES / NO

- They behave indecently in class YES / NO

- They fight, they hit others YES / NO

Checklist

- 31. If you are not friends you do not keep in touch, this is because:

- We are friends YES / NO

- We differ in interests YES / NO

- I don't know how to communicate with them YES / NO

- They don't want us to be friends / friends YES / NO

- 32. I think that my class as a whole consists of:

- kind, considerate, kind people YES / NO

- strange personalities YES / NO

- smart and interesting classmates YES / NO

Checklist

- 33. I am glad that I can communicate with them and I am here YES / NO

- 34. I find my classmates different, more interesting than me YES / NO

- This checklist, which consists of 34 questions, could serve as a guide for the teacher about the relationships in the classroom and how each of its members feels. The work on building positive interpersonal relationships can be built on the discovery of the current situation in the classroom.

- The irony of the conversation, the insinuations, are just some of the obstacles that a teacher may encounter. Precisely in order to avoid these situations, it is a good idea for the teacher to be prepared in advance with pictures from the future, to paint and through which to explain to the young people about the importance of building interpersonal relationships.

A game to realize the concepts of identity and differences

▶ Purpose: clarification of the concepts of "identity", "community" and "differences"

▶ Expected results: Students need to increase their knowledge of the different categories of people with special educational needs, to become acquainted with other differences between people and to acquire a higher level of tolerance in society. Here the concepts of identity, differences and tolerance are expanded, and it is a good idea to use the dictionary

▶ Identity = uniformity, similarity, similarity, resemblance

▶ Difference = difference, distinction, distinctive feature, peculiarity

▶ Task for consolidating knowledge:

▶ Each of the children stands up and points out his own quality or character trait or appearance, which according to him distinguishes him from the others in the class. That is, it makes it "different." When small differences between people are discussed and children become aware of them, then they could build an idea of the more significant ones and build tolerance between them.

▶

The peer-to-peer approach

▶ The beginning was set years ago at the suggestion of the **Student Council**

▶ **The aim:** prevention of aggressive behavior in some students; providing training assistance to achieve higher results; motivating classmates to attend school regularly

▶ Peer support within the school includes increasing the sense of security and safety, as well as creating a framework in which students themselves can ask many questions, such as bullying, difficulties in a friendship, learning difficulties, conflicts with peers , the transition from primary to junior high school, etc.

Types of support provided by students

▶ Peer counseling;

▶ Making friends;

▶ Conflict resolution / mediation;

▶ Support in the preparation of homework;

▶ Support for participation in interest clubs;

▶ Sports competitions;

▶ School events;

▶ Peer and internet support (in online learning; information retrieval; project assignments, etc.)
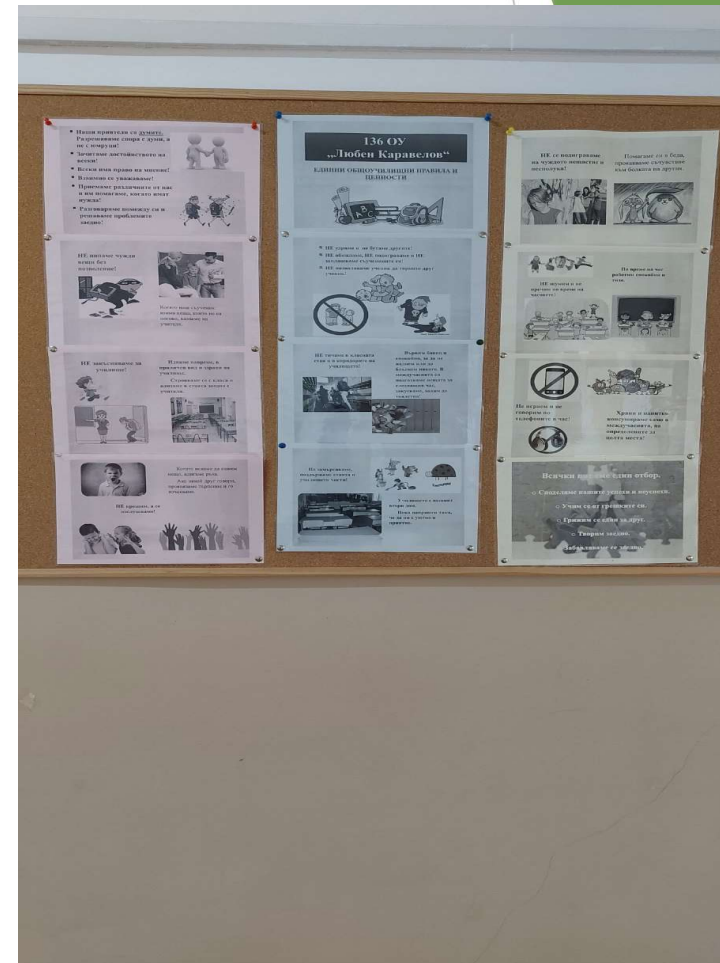
Technology for implementing support

▶ Determining students who will provide support from each class - the chairman of the student council of the class, the class teacher, a psychologist;

▶ Training of students who will support their classmates - is carried out by the psychologist;

▶ Identification of problems;

▶ Determining students who will be supported;

▶ Preparation of a support plan - together with teachers and psychologists, which determines the type of support;

▶ Mentor students report weekly to the psychologist and twice a year to the Pedagogical Council;

▶ They report their work in a Class Support Card

▶ Participate in the work of the School Commission for Anti-Social Manifestations;

▶ They are responsible for order and discipline in the classroom and at school.

Benefits of applying the method

- ► Catalyst for changing the school environment;

- ► Prevention of everyday problems;

- ► Building friendly relationships;

- ► Improving educational outcomes;

- ► Building trust in the community;

- ► Motivation for school attendance and learning;

- ► Building a more pleasant atmosphere for teaching and learning.

Together we can do more!

Thank you for your attention!