

Promoting Positive Peer Relationships

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SEL Core Competencies

Self-Management

- Regulating one's emotions
- Managing stress
- Self-control
- Self-motivation
- Stress management
- Setting and achieving goals

Social Awareness

- Perspective taking
- Empathy
- Respecting diversity
- Understanding social and ethical norms of behavior
- Recognizing family, school, and community supports

Relationship Skills

- Building relationships with diverse individuals and groups
- Communicating clearly
- Working cooperatively
- Resolving conflicts
- Seeking help



Self-Awareness

- Labeling one's feelings
- Relating feelings and thoughts to behavior
- Accurate self-assessment of strengths and challenges
- Self-efficacy
- Optimism

Responsible Decision-Making

- Considering the well-being of self and others
- Recognizing one's responsibility to behave ethically
- Basing decisions on safety, social and ethical considerations
- Evaluating realistic consequences of various actions
- Making constructive, safe choices for self, relationships and school

Sources: CASEL, Acknowledge Alliance



Types of Conflict

IS IT BULLYING?

How can you tell if someone is being bullied? This chart can help you decide if it's bullying or something else.

Teasing:

- Everyone is having fun.
- No one is getting hurt.
- Everyone is participating equally.

Mean Moment:

- Someone is being mean on purpose.
- It's a reaction to a strong feeling or emotion.
- It is an isolated event (does not happen regularly).



Conflict:

- No one is having fun.
- People with an equal balance of power that have a fight, argument, or disagreement.
- A solution can usually be found.

BULLYING:

- Attacked physically, socially and/or emotionally.
- Someone is being hurt on purpose.
- There is a victim/target.
- Unequal balance of power.

Teasing

- Everyone is having fun
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The Laughing Test

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Laughing at someone is never okay,
but laughing with is always the best!



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Problem Solving Strategies

STEP

Say the Problem (without blame)

Think of solutions (safe & respectful)

Explore consequences (what could happen if...)

Pick the best solution (make your plan)

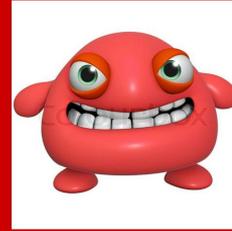
Bullying

- Attacked physically, socially, and/or emotionally
- Someone is being hurt on purpose
- There is a victim/target
- Unequal balance of power

Be Assertive

- Face the person you're talking to
- Keep your head up and shoulders back
- Use a calm, firm voice
- Use respectful words

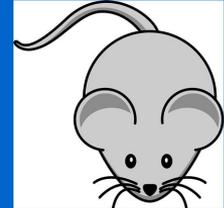
AGGRESSIVE



ASSERTIVE



Passive



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Let's Be Honest...

Have You Ever:

1. Intentionally upset another person?
2. Said something that was unkind?
3. Been able to completely guarantee that your child would never be mean to another child at school?

At different times, we experience different roles in conflict and so do our children. It is important that we remember this with compassion when we are trying to help our children develop positive social relationships.

Labels

Avoid thinking of people as good vs. bad. This is a fixed mentality.
Remember all kids are human and we need to give them room to grow, change and overcome their “bad” (wrong) choices.

Labeling kids makes it difficult to show empathy.
You’re giving them a personality trait, instead of being able to relate to the struggle.
Makes the kid feel terrible about themselves.
Becomes a self fulfilling prophecy.
Doesn’t foster a growth mindset.

Guilt, Shame... What's the Difference?

It Comes Down to Self Talk

Guilt = I did something bad. I'm sorry. I made a mistake.

Shame = I am bad. I am sorry. I am a mistake.

Creating Conflict Resilient Children

What can we do?

Teach:

1. Help children learn to calm down and not respond in moments of anger.
2. Respond with a neutral attitude.
3. Use perspective taking.
4. If you are feeling hurt, explain how you feel.
5. Talk to people directly, be assertive.
6. Handle let-downs with grace, remember no one “wins” all the time.

These techniques require instruction, but most importantly they require caring adults to role model the behavior.

Make sure the child understands the difference between a big problem and a small problem. Big problems are scary and dangerous. (physical aggression, injury, and theft) Small problems are problems that kids are smart enough and strong enough to work out themselves.

Empathy: feeling with someone

A close-up photograph of a human hand with water droplets on it, set against a dark, textured background. The hand is the central focus, with fingers slightly spread. The water droplets are of various sizes and are scattered across the skin. The background is dark and has a grainy, almost crystalline texture. In the bottom right corner, there is a faint, semi-transparent heart shape.

4 KEYS TO EMPATHY

- ♥ Take the other's perspective
- ♥ Stay out of judgment
- ♥ Recognize emotion in other people
- ♥ Communicate your empathy

Empathy is always on hand

- 5 finger rules for empathy
- Use these reminders for when you're reaching out to be empathetic with someone:
 - (On the Thumb) - "Pay attention"
 - (On the Pointer) - "Think about their perspective"
 - (On the Middle Finger) - "No judgment"
 - (On the Ring finger) - "Listen for emotion"
 - (On the Pinkie) - "Connect with that emotion"
 - (On the Palm) - "Give a hand / take a hand"

The desire to protect produces mixed messages...

We say:

- Let me do that for you.
- I'll contact your teacher about that student.
- This is how you should handle this situation
- That peer is a bad influence/ bad kid.

Kids hear:

- You cannot do it yourself.
- My relationships are not my responsibility.
- You can't come up with a solution on your own
- I have no personal responsibility or control over my own behavior. My peers control my behavior.