**Improving Positive Peer Relationships**

From: http://www.ncab.org.au/Assets/Files/McGrath%20H.%20&%20%20Noble%20T.%20The%20big%20picture%20of%20positive%20peer%20relationships.pdf

* Classroom level
	+ “Class vision” at start of year
		- Collaboratively developed by teacher and students
		- Vision for how classroom can be and how students will behave to be consistent with vision (expectations)
	+ Classroom committees
		- Working collaboratively on a shared goal or responsibility
		- E.g. classroom newsletter committee or classroom birthday committee
	+ Classroom meetings
		- Times for practicing social skills like active listening, negotiation, respectful disagreeing
	+ Circle time
		- Work together to discuss curriculum topics, solve problems, or discuss shared concerns
	+ Random grouping
		- All students work in a group or a pair with all other students so that they get to know each other and have positive experiences together
	+ Educational games and shared special days
		- E.g. Italian Day, Thinkfests
		- Students can have fun together, get to know each other, and share success
	+ Camps with “cooperative” focus
		- Getting to know you activities and different cooperative tasks with small groups
* Curriculum
	+ Cooperative learning strategies
	+ Social & emotional learning curriculum
	+ Authentic group projects
		- Opportunity to bond, work towards a common goal, and share satisfaction of achieving goal
		- The task is authentic because the group’s product, solution, outcome or recommendation matters to the school community.
			* Ex: Ask each group of four students to make recommendations as to how the school could reduce it’s ecological footprint. One group might focus on water, another on gas and electricity, a third on reusable items and so on.
		- Process characterized by student ownership, student-direction, and teacher facilitation. For example students would decide on which resources to use and whether their final product was in the form of a presentation, booklet or a poster.
		- Students need to use research and skills and skills and knowledge from several discipline areas (eg writing, costing, collecting statistics) to complete the task
		- The assessment and feedback on the product/outcome/solution is provided by people with relevant expertise (eg members of a local conservation group) or the power to make decisions (eg school council)
		- Social skills are intentionally practised and reflected on (eg by using a teamwork rubric)
	+ Digital storytelling communities
		- Can share aspects of their life or interest
		- Share within story circle
	+ Group thinking tasks
		- Group concept maps
		- Ten Thinking Tracks
		- Let students get to know each other, work together, and develop higher-order thinking skills
	+ Showcasing strengths
		- Skills Matrix or Classroom Yellow Pages activity
		- Highlight students’ strengths or skills to generate respect and identify common areas of interest
* School-wide
	+ Cross-age “house” system
		- Students from different grades interact with each other regularly and in a meaningful way
	+ Peer support structures
		- Peer counseling
		- Peer mediation
		- Peer mentoring/buddy systems
		- Peer tutoring
		- PALs: Peer Activity Leaders (older students organize and facilitate cross-age games)
	+ Community service
		- Encourage students to plan or help implement this
	+ Cross-age school committees
	+ Circle of Friends
		- Network of students who offer support and inclusion for an isolated student
	+ Student involvement in planning and implementing activities
	+ Cross-age extra-curricular activities
		- i.e. band, choir, sporting activities, lunchtime clubs, and drama performance