

Find Your Girl SQUAD

Teacher's Resources

Introduction

The first step to building meaningful friendships is finding out who YOU are as a person.

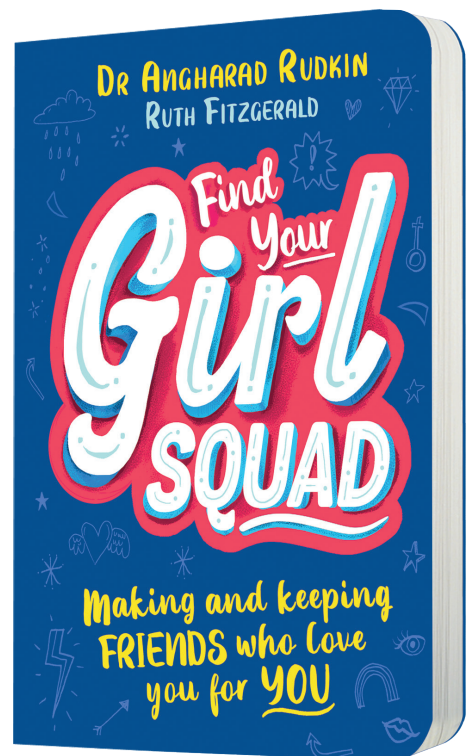
Based on the book *Find Your Girl Squad* by Dr Angharad Rudkin (a children's psychologist) and Ruth Fitzgerald (a children's author), the below notes list discussions points, lesson ideas and activity sheets that are ideal for PSE lessons for KS2 students in order to examine friendships, values and bullying.

About *Find Your Girl Squad*

A positive, practical and innovative friendship guide for KS2 girls.

Friendships can be so difficult to get right, especially in secondary school. When rumours swirl or dramas unfold, confidence vanishes and the worries start to take over.

In this essential guide to navigating friendships, readers are introduced to Poppy, who's juggling all sorts of dilemmas at school. But whether it's coping with feeling left out, handling bullies or embracing her true weird and wonderful self, friendship expert Dr Angharad Rudkin and author Ruth Fitzgerald are there to help with positive, practical advice. As the reader follow Poppy's trials and tribulations, they'll discover the secrets to finding their own ultimate girl squad - one which loves them for who they are.



Find Your Girl SQUAD

DR ANGHARAD RUDKIN
RUTH FITZGERALD



1. What's Your Brand?

See pages 17–34 of Find Your Girl Squad for reference.

The term 'brand' is often used when discussing consumer goods companies known for their products, such as Apple, Coca-Cola and Nike. But it can also be applied when discussing who someone is as a person. This is something Angharad and Ruth discuss in *Find Your Girl Squad*.

When people talk about brands, they often talk about a brand's 'values' i.e. what is at the core of their business and what they want people to associate with their brand.

The below exercises will look at ways to explore the theme of brand values and how this can be applied in a PSE environment.

- a. First of all, ask the class what the word 'value' means and what we mean by someone's 'values'. Can they give any examples? List them on the board. Possible examples: patience, trust, respect, freedom, determination, love, co-operation, being caring. *See page 26 of Find Your Girl Squad for more examples.*
- b. Using the below activity sheets (print as many as the number of students per class), ask the students to draw their top four brand values in the crest. These could include their family, favourite hobbies and things they like, as well as some of the value words they discussed during Part A. This is a task they could do from home too.
- c. In groups, ask students to take it in turns asking each other why they chose those brand values. Are there any values others have suggested that they also agree with?

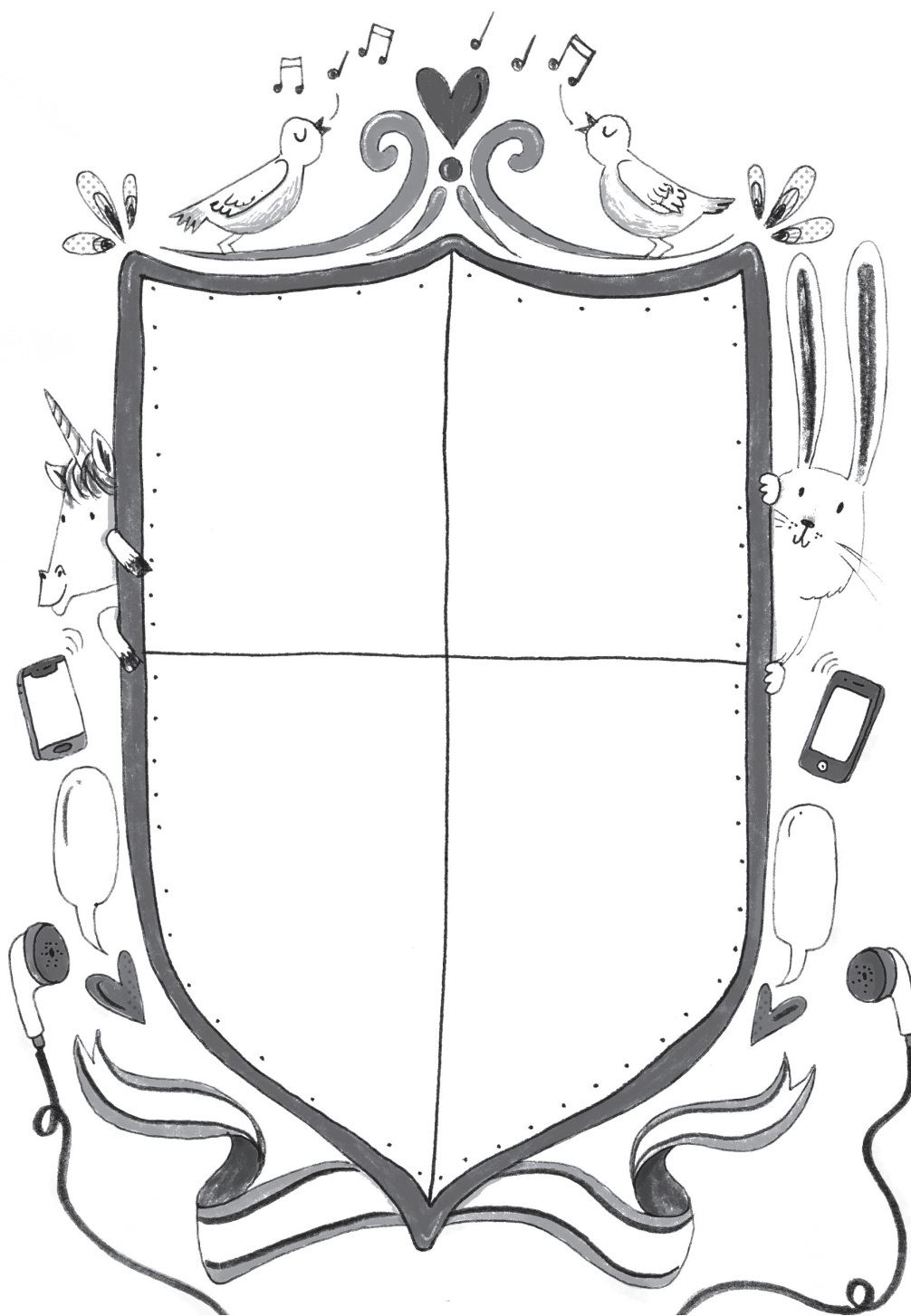
This activity could be used as an exercise when building/creating realistic characters for a story too.



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Activity Sheet

Draw your top eight brand values in the crest below.
These can be anything from your hobbies to qualities you appreciate in friends.



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2. Being Assertive

See pages 33–48 of Find Your Girl Squad for reference.

Difficult decisions can often be made easier by reflecting on one's 'brand values' and applying this knowledge to a situation.

This section focuses on what it means to stay true to your brand and your values. Looking at what it takes to stand up for yourself or for others in a situation is an excellent PSE lesson idea, especially if looking at topics such as resilience and bullying.

a. Ask your class about a time they wish they'd spoken up or put themselves first in a situation. This could have happened either inside or outside of school – for example, perhaps at a sleepover a friend wanted to put a scary movie on when they really hate scary movies and knew it would give them sleepless nights. Or a friend may have asked to copy their homework.

In groups, ask students to discuss these situations and come up with suggestions of ways they could have assertively spoken up or put themselves first. Some suggestions are below:

- Make an alternative suggestion, e.g. 'Instead of a scary movie, how about we watch *The Greatest Showman* and have a singalong?'
- Take the personal out – you're not saying you don't like your friends or don't want to help them, just that you don't feel comfortable with copying.
- State clearly what you do or don't like and what you want e.g. 'Horror movies really give me nightmares.' But in some situations, you don't have to give a reason.
- Use repetition, especially if people try and speak over you, e.g. 'I don't like scary movies. Can we watch another film?'

Important takeaway: you don't need to apologise for saying what you want/don't want to happen.



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3. Flexibility

See pages 87–97 of Find Your Girl Squad for reference.

The following questions and activities are great for generating discussion and encouraging students to think about someone else's perspective.

- a. Ask your class to think about a situation when they have been annoyed about something a friend did, e.g. they picked someone else to be on their netball team. Ask the class why they think the friend may have acted that way. Could there be something they may not have considered? Perhaps they picked that person because they knew they were a very good defender and didn't want them to get picked by the opposing team, for example?
- b. Have you ever thought about why we do things in a certain way? In small groups, ask your class to brainstorm what kind of things they would do if they had a 'doing things differently day'. Maybe they would have breakfast for dinner or wear odd socks or read a book they haven't read before? Ask them to feed back to you and write their ideas on the board. Discuss with them why being open to new ideas can be helpful. Why are these ideas different?
- c. Next, ask your class to think about a difficult decision they've faced recently. On their own or in small groups, ask them to write the pros and cons of the decision. For example: walking to school instead of catching the bus. Pros: fresh air, it's better for the environment, exercise. Cons: having to get up earlier, missing out on talking to friends. Now ask them to compare their lists with the person next to them. What do the lists tell them? Which of the pros and cons listed matter and which aren't as important?
- d. In conclusion, ask the class the same scenario from Part A. Would they be more open to why their friend made that decision now they've thought differently?

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