



St. Monica's Parish Primary School, Moonee Ponds

Buddy Program Policy

Rationale

The Buddy Program is based on the principle that people absorb information and values from each other. The Buddy Program is designed to provide support between junior and senior students. By applying the student-help-student principle, it empowers our students to grow in confidence and responsibility.

We believe this program is an effective educational tool and can improve the relationships in the school. It improves communication between children

Aims

- To resist peer pressure
- To adjust easily to a new grade or school.
- To develop responsibility, self confidence and leadership qualities
- To learn ways of relating positively to others
- To contribute to a spirit of community.
- To enhance self-awareness, self-esteem and communication skills.

Implementation

- Children will participate in the program in their buddy groups.
- An Older grade will be paired with a younger grade.
- A range of co-operative learning activities and group task are outlined in the manual.
- A leadership role will be encouraged with the older children.
- Classes aim to meet at least twice a term.
- Teachers from each of the buddy grades will organise a mutually suitable time to conduct these sessions.

Program

Included in this section are activities that can be used to create co-operative learning, to promote trust and help children to follow instructions.

Multicultural day activities

Tabloids

Treasure hunt

Reading

Computers

Shared luncheon

E-mail pals

Cross curricula

Special events

Going to Mass together

Going on walks

Suggested Activities

Paper Stand On (Trust)

Students are divided into small groups (maximum of 8). Take a large piece of paper or full page from a large newspaper. The group will need to work together to see how many people can stand on it. Fold the sheet in half and see if the same number can stand on it. Continue to reduce the size of the paper and try to crowd as many people as possible on to it.

Tallest Building (Co-Operation)

Students work in pairs co-operatively to build the tallest building using only paper no adhesives. The building must be free standing.

Funny Faces (Messages)

Students form two groups standing in single file with their back to the person in front of them. The leader creates a series of two or three faces/actions that is passed to the person at the front of the line.

They in turn repeat that series of expressions/actions to the next person in the line. This continues and the last person must demonstrate to the whole group to ascertain whether the actions are different from the original.

Cars/Drivers (Trust)

One person is the car the other becomes a driver. The car closes its eyes and erects its bumper bar (lifts their arms with palms open and facing front). The driver stands behind the car with hands on the car's shoulders to guide it when moving. Give each car/driver a few minutes to drive around then ask them to swap roles. Allowing drivers to give verbal directions or asking them to use only the movements of the hands on their partner's shoulders to direct may modify this activity.

Straws (Giving Instructions)

Working with a partner sit back to back on the floor. Each person gets 6 straws. Person One creates a design using the straws e.g. box, star. Person One then gives Person Two instructions to re-create the same design. Reverse roles.

The following activities require a substantial amount of time to complete.

The flood

Island survival experience

Assertion

What would you do?

(Problem solving)

Musical mime game

Evaluation

The staff members will evaluate the program upon its completion with the students. The following format is an example of a peer support evaluation sheet for students and teachers.

This evaluation will guide future planning and programming for the Buddy Program.

Resources

Peer Support Victoria, Peer Support Program – Resource Book for Schools. (library – teacher reference)