

## Friends help

Friends and indeed peers were people who were listed across themes as people who help.



"My friend Beth is helping me when I got stuck. It's nice I can always count on someone."

[Peer Mediation](#) was one scheme that was suggested as helpful.

*"If you have a problem you can tell a peer mediator, it is private and confidential. [They listen to both sides of the story [and] try to sort it out. Mediators get two days of training to know how to do it."*

Another group had felt supported by the ["I can problem solve"](#) approach.

*"In our school we have 'I Can Problem Solve' things that we learn how to solve problems."*

A lot of buddy schemes were mentioned as being helpful, particularly for vulnerable pupils.

*"I got teased in my old school and get teased here. I know the voice pitches of people teasing me. I have Helen on the bus,... she has been my buddy for four years."*



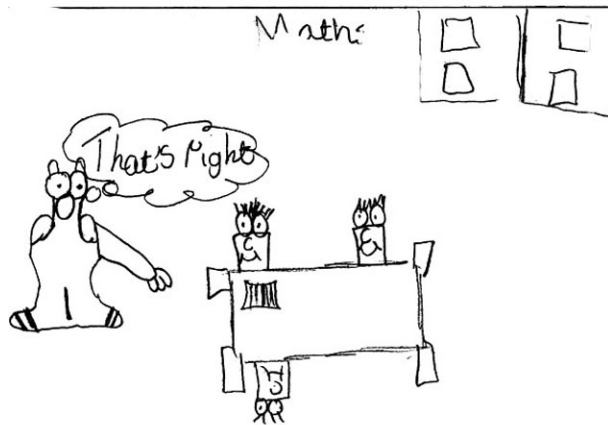
*"If you have a friend with a learning disability and you ask the teacher for help and well they have the whole class so you could ask the teacher if you could sit next to them and help them."*

"The big class playing a game and all of us playing and the little ones playing round the back."

*"There is this thing now the 6<sup>th</sup> years have started, a mentor box. If you are getting bullied you can talk to the sixth years instead. Some people might find it easier to talk to someone not their own age but nearer."*

*"We have the prefects; we have the responsibility to make sure everyone is behaving. On Wednesday and Friday we do paired reading with the wee ones; you are assigned to a person and they get used to you."*

Maths was singled out as subject children and young people needed help in and while much of this help was from teachers, other pupils were able to offer help too.



Jeremy, age 10, says:

*"My friend Stevie helped me with maths that day and I got it all right for the first time that year. I felt extremely happy."*

In Portugal, paired maths was trialled (Cesar and Santos 2006) and it was found that both achievement in maths and inclusion improved as a result. [Keith Topping](#) of Dundee has brought out a book "Parental Involvement and Peer Tutoring in Mathematics and Science" which seeks to embed the understanding of maths through the use of structured games which set maths in an everyday context.



*"My friend is helping me with my 12x table. The teacher helps me with my maths if I put my hand up."*

#### Reference:

Cesar, M. and Santos, N., (2006), From exclusion to inclusion: Collaborative work contributions to more inclusive learning settings, Journal, European Journal of Psychology of Education, 2006, VOI. XXI [internet] Available from: web.ebscohost.com, Accessed on: 06/03/08