



SPA Friendships / Amitié

With Ms. Ashley Strange
& Ms. Adrienne Tsilividis





Agenda for the Morning

O1

Child Development

We start by discussing the brain, to give context to some of the behaviours you might see in your child.

O2

Tips and Scenarios

We will go through some scenarios and offer suggestions.

O3

Resources

Resources you can go to if you want to learn more.

O4

Questions/Scenarios

Open floor for questions/scenarios



Young Children (5 – 10 years)



Social-Emotional Development in Cycle 1

Kindergarten

Understand right + wrong

Understand social rules



Seek adult approval and eager to please

More conflicts are common.
More enemies and best friends, that can change.
Huge importance on being good and fitting in.

Grade 1

Tattle-telling begins

Can't always evaluate the repercussion of their actions



More competitive and might react strongly to success and failure

Grade 2

Notion of right + wrong expand

Understand why actions/words are unacceptable

Want to be loved and accepted. Start to develop sense of commonalities. More control over reactions to success and failure.



Development in Grade 3 through 5

Becoming more and more independent
from the adults

More emphasis put on peer
relationships

Strong ability to understand the
emotions of others.

Starting to think about their changing
bodies

What can we expect?

Children start to experience peer pressure
and wanting to fit in with their class.

Starting to question rules and right and
wrong.

Do I have a best friend?

Start to express insecurities about
themselves and their bodies.

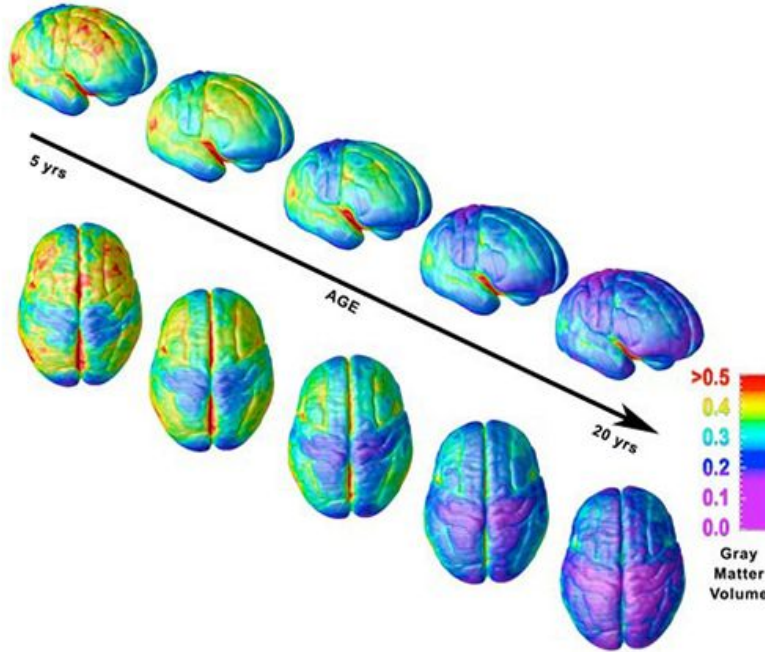




Middle School (11 – 14 years)



What's Happening in the Brain?



Myelination

“Efficiency coating” getting added to neurons, beginning in the lower brain.

Pruning

Removal of neural connections that are no longer being used.





Social-Emotional Development in Grade 5 – 8

Identity

Begin to explore sense of self

Might have wildly changing interests

Can become very focused on their appearance

Independence

Begin to separate from parent/family unit

Place a heavy focus on peers

Can have a desire to take on new responsibilities

Emotions

Can experience big swings in emotions

“Imaginary audience”





Adolescents (14 - 17 years)



"Based on my lack of life experience, I will always follow your advice." Said no teenager to their parent, ever.



someecards
user card



Social-Emotional Development in Grade 9 – 11

Identity

Begin to settle into identity

Can still take on interests
of their peer groups

Social

Explore their morals and
values

Might begin to explore
romantic relationships

Risk/Reward

Brains are wired to
emphasize rewards and
minimize risks





02

Tips for Parents



Common Issues/Problems/Complaints/Things... in Kindergarten to Grade 2

I don't know who to play with.

It's not fair, they did something wrong and did not get in trouble!

She stole my friend!

I sat alone at recess today, no one came to play with me.

If someone does not play with me, I cry.

I don't know how to play with classmates?

We could not agree what to play /
We always play the same thing.



Key points for Kindergarten – Grade 2



Show and Practice

Give concrete examples of how to engage in play.
Use books, dolls.

Phrases:

"Can I play with you?"

"Do you want to play tag."

"Do you want to sit with me."

Smiles are Contagious

Remind your children that smiles do a lot to attract friends. Make us appear desirable.

How to say sorry

I am sorry for _____, I will not do this again.

Let's try again



Remind your child that it could take more than one try at friendships. Mistakes happen and not everyone is the right friend for them

Common Issues/Problems/Complaints/Things... in Grade 3 through 5

When we were in grade 2 she did this to me...

We are a group of 3 and I'm always stuck in the middle.

None of my friends are in my class, I don't know who to do projects with.

I sat alone at recess today, this happens all the time.

She stole my friend!

She copied my idea in class, I came up with it first!

Should I have a best friend?

Everyone wants to talk about Taylor Swift, but I don't like her that much.

My best friend has made new friends and forgotten about me.



Key points for Grades 3 – 5

Order of events

Reviewing the details of the story with children allows them to revisit the consequences of their actions and identify where new strategies and techniques can be applied in the future.

This can be done with dolls, toys, or over the dinner table.

"Find the right fit"

Fitting in and change yourself to do so is not a healthy friendship. Remind your daughters that friendships that fit for them exist.

Not everyone has best friends.

Best friendships can be beautiful, but not all best friendships are healthy and good for our children.

What does it mean to ✨ apologize?

Knowing what we did wrong is just the beginning.

- What are the consequences if we repeat the action?
- What if our friends apologize but don't change their behaviour?

Teaching this to our kids can help them learn what feels good in friendship and what does not.

Common Issues/Problems/Complaints/Things... in Grades 6 - II

I told her something I thought was a secret and now everybody else knows about it.

I was removed from a group chat.

My friend did this terrible thing and now they are lying about it.

★ All my friends are allowed on their phones all night and I miss out on so much.

Everybody else has their period. Is there something wrong with me?

My friends keep making fun of how tall I am.

My friends are changing and I don't know if I still want to spend time with them.



Key Points for Adolescents

Validate the Feeling

Focus first on the feeling. Our brains can not engage in problem solving when our “lids are flipped”

Teach Coping Tools

Being a human means feeling the tough stuff too. Help them explore/develop/use tools to cope with their emotions.

Do With Not For

Help child brainstorm their own solutions and weigh the pros and cons of each option.

Model and Teach “Ownership”

Acknowledge when you make mistakes, and encourage your child to do the same.

Reflect on Values of Friendship

This can be done by talking about their direct experience, or indirectly.



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Questions? Scenarios?

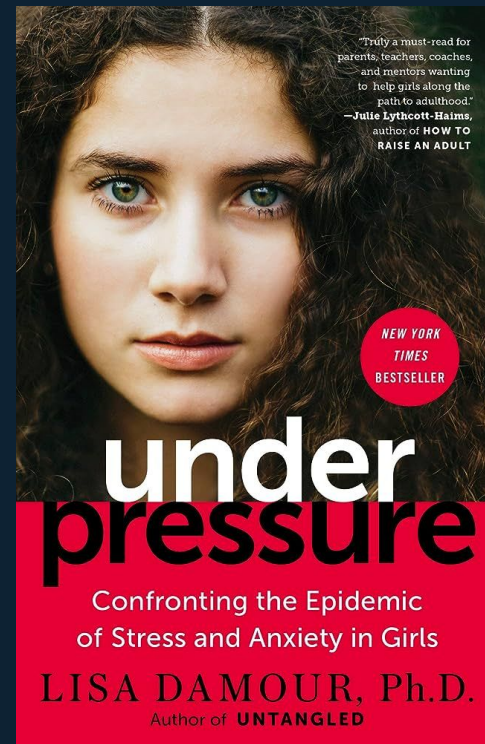
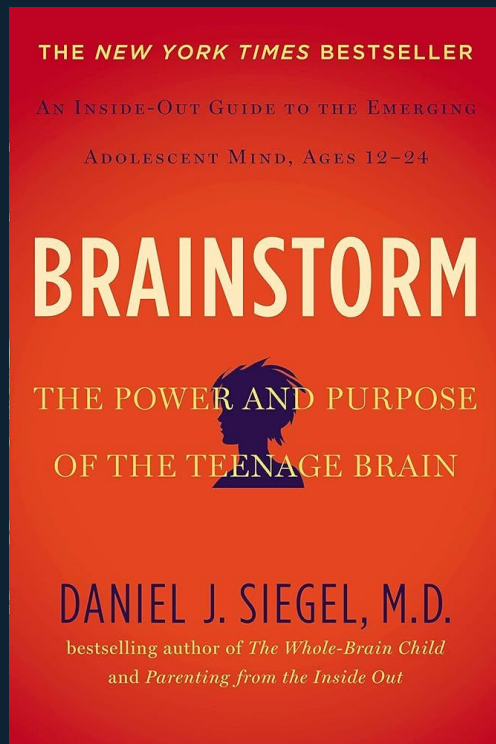
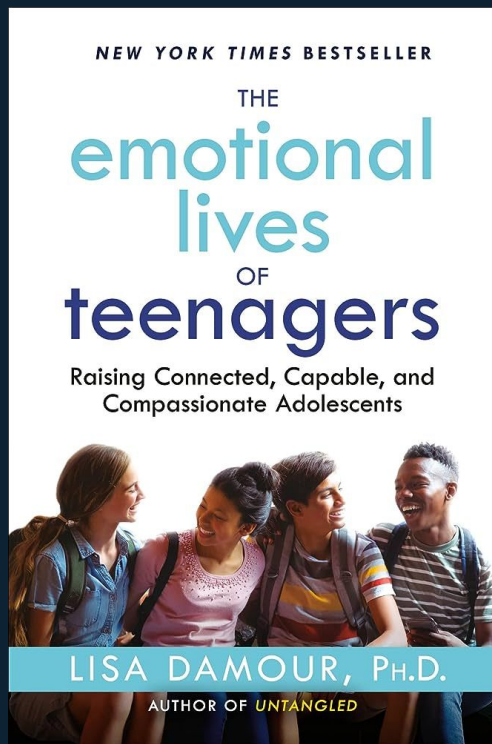


O4

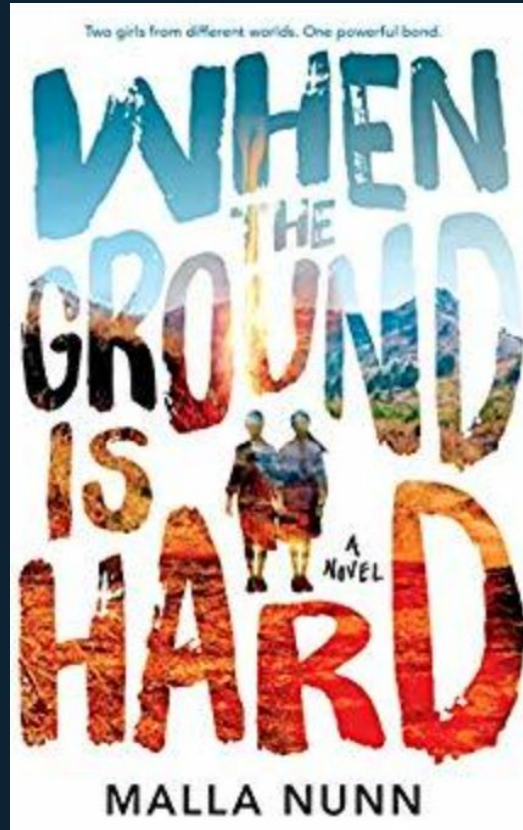
Resources for Parents



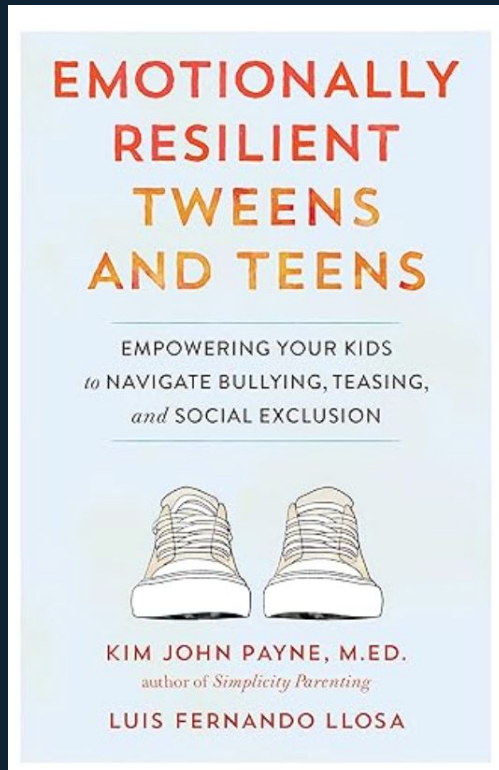
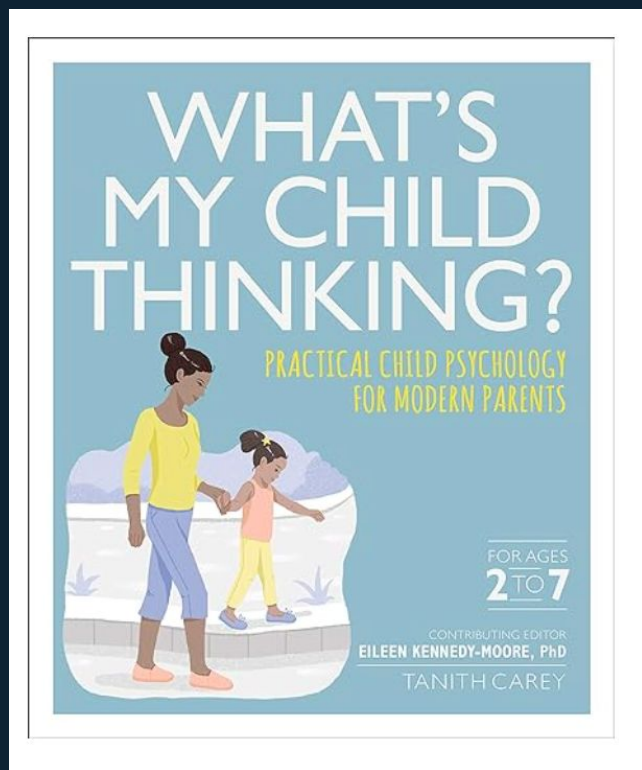
For Parents of Adolescents



Young Adult Fiction

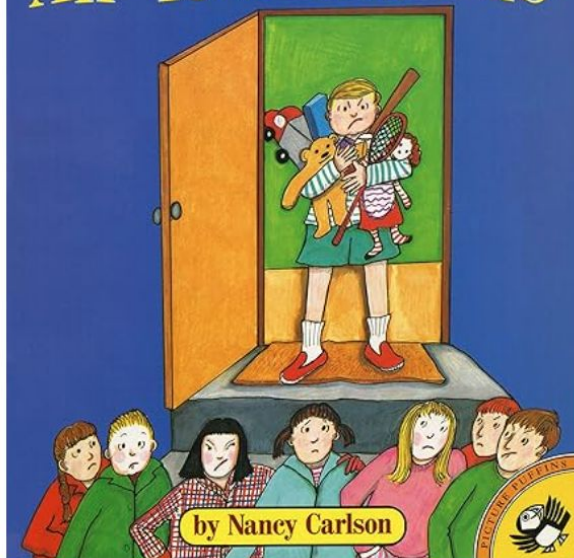


For Parents of Children and “Tweens”



Books to read together!

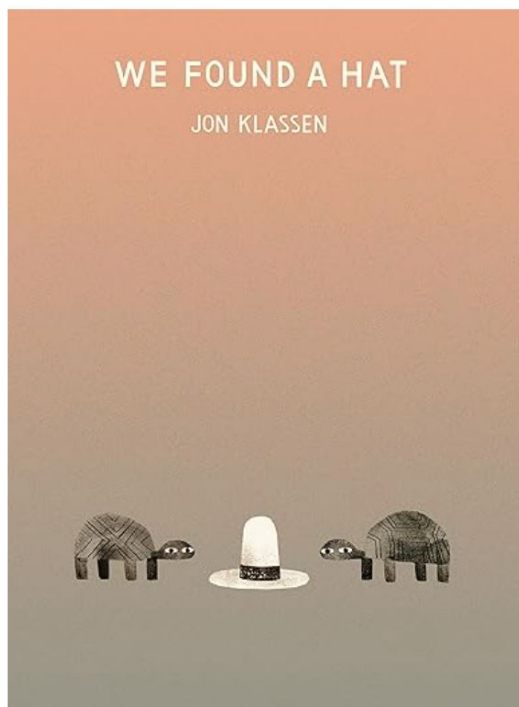
How to Lose All Your Friends



Kindergarten – Grade 2

WE FOUND A HAT

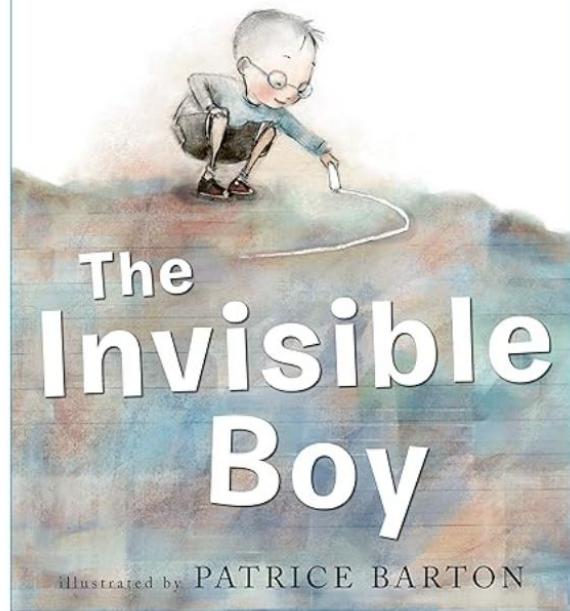
JON KLASSEN



Kindergarten – Grade 2

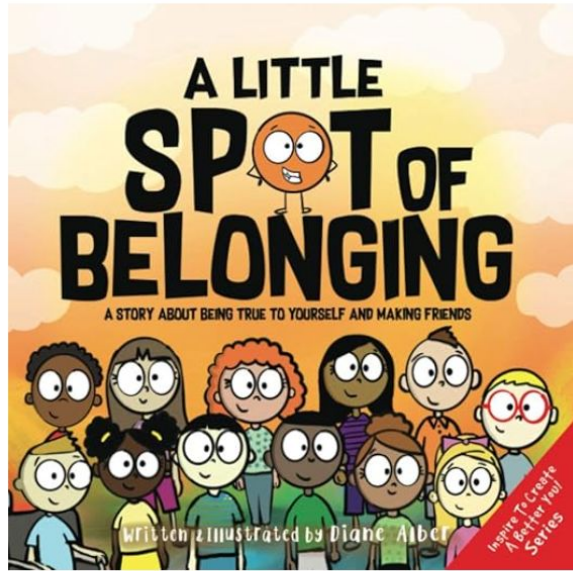
TRUDY LUDWIG

The Invisible Boy

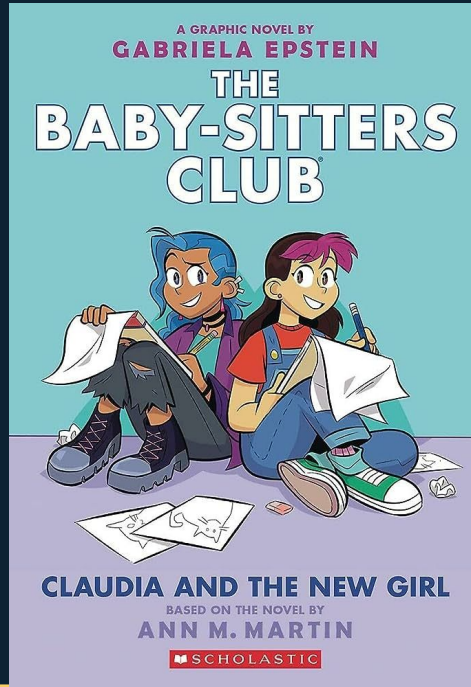


Grade 1 – Grade 4

More books to read together!



Grade 1 – Grade 3



Grade 3 – Grade 7



Grade 3 – Grade 7



Thanks!

Still have questions? Send us an email!

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