

A close-up photograph of several hands, likely belonging to young people, with their fingers interlaced in a supportive grip. Each wrist is adorned with multiple colorful friendship bracelets made of thin, woven threads in various colors like red, yellow, green, blue, and pink. The background is a soft-focus green, suggesting an outdoor setting. A semi-transparent circular overlay on the right side of the image contains the title and author information.

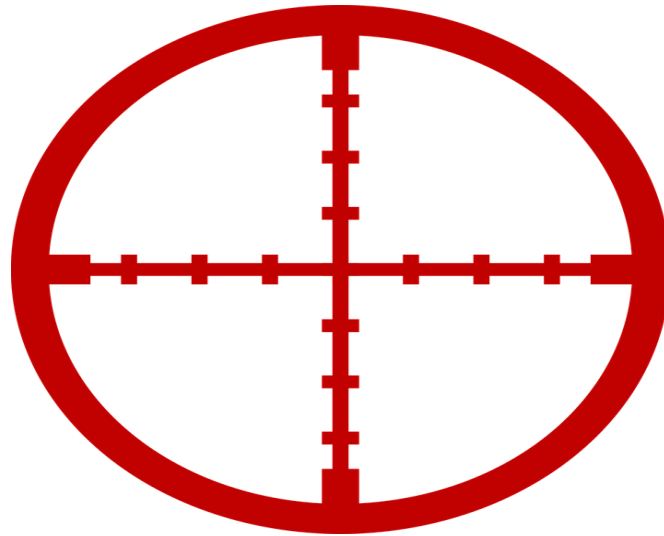
A Creative Approach to Professional Practice

Friendship Bracelets

by Jo Fender

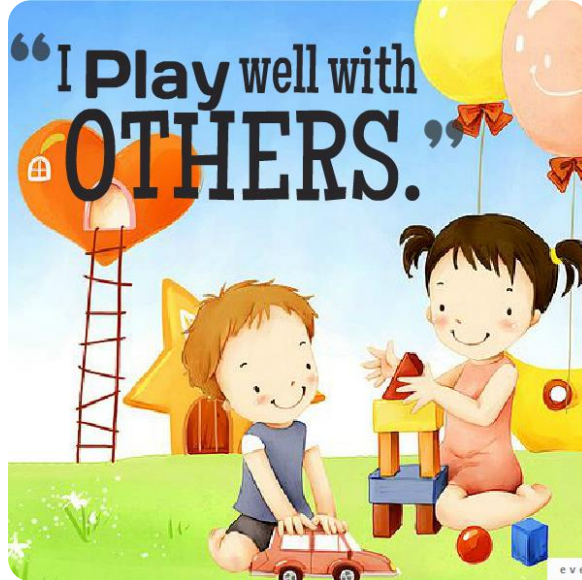
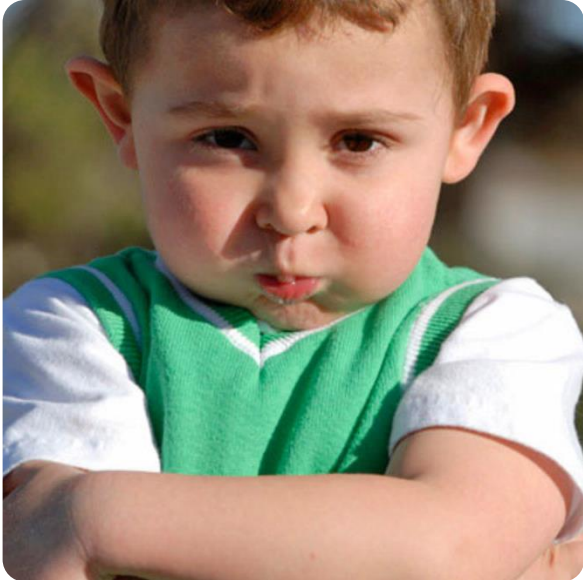
Aim

Highlight the role of creative approaches to professional practice through means of making friendship bracelets.



Objectives

- Define friendship.
- Define creative approaches.
- Identify what a friendship bracelet is.
- Highlight how the process of making a bracelet can impact on the health and well-being of children and young people.
- Establish how children learn.
- Pinpoint how interaction can be achieved through creative approaches, guidance, movement, selection, comparison and conversation.
- Create a friendship bracelet.
- Summarise.



Introduction

Forming friendships within a school setting is a fundamental element of development and progression for children. Friendships identify how children can build relationships and bond with others.

Within a diverse, multicultural, disadvantaged school setting, or even a school set in an affluent area, forming friendships can prove to be difficult for some children.

Introduction continued

- Using creative approaches within professional practice can bring positive results and uplifting experiences. Additionally, it can work as a tool in aiding children who are struggling to connect within the learning environment. Vygotsky's (2004) states that when something new is produced, albeit a painting, story, object or song, it arises from creativity. Hence Vygotsky's creativity theory. Fundamentally, highlighting that when any new discoveries are made, they evidently arise from creativity (Gunilla, 2003).
- Creativity within the learning environment is now a fundamental element of the planned new curriculum, set out by (Donaldson, 2015). Furthermore, it will be brought into practice in Wales during 2022 (GOV.UK, 2019). This shows how creative practice is now regarded as beneficial and much needed to address educational issues within the school environment. Highlighting how children learn differently.

What Defines a Creative Approach within Education?

- A creative approach to teaching within education suggests a varied way of learning for children, such as, using inventive methods to make learning more stimulating, thrilling and effective (Wilmott, 2012).
- Children felt that their learning experience became more thrilling and exciting when creative activities were provided to them. Therefore, their level of engagement, participation and attainment improved.
- Learning can take place through all imaginative, innovative circumstances.
- Creative learning can help to address behaviour and emotional issues for some children (Flora, 2019).
- Suggesting that creative learning is now considered an essential skill for children to obtain, highlighting how creative learning is therefore considered an invaluable asset to the curriculum (Donovan, Green and Mason, 2014).

How do children learn?

- Children learn by doing
- Children learn at their own rate
- Children are naturally inquisitive
- Their development is especially dictated by the combining of different ways of learning
- Socially, some children are not as equipped as others, therefore creative activities are an excellent way to promote social learning (NCBI, 2015).
- Pound (2006) stresses the significant theory of Vygotsky, highlighting the importance of communication amongst a child's development, in helping them to solve tasks and create ideas.



What is Friendship?

- A relationship
- A bond
- A likeness
- Care and infinity
- A love

(Selmon, 2017)





**Creative
Approach – What
is a Friendship
Bracelet?**

A Bracelet made by Two Children to Help Form a Friendship (Casaccio et al, 2014)





Why Are They Used?

Creative learning via making friendship bracelets is conducive to the listed topics.

- Create, repair, maintain and share friendship
- Encourage conversation
- Offload issues or concerns.
- Promotes the importance of creative learning and abilities.

(NASUWT, 2017)

- Develop fine motor skills, hand and eye coordination.
- Team working skills.
- Promotes sharing.
- Improves children's knowledge on colours.
- Colours could signify an emotional meaning (Boyatzis and Varghese, 1994).
- Helps children to identify with others.
- Break down barriers



Making a Bracelet Can Help to Initiate Communication

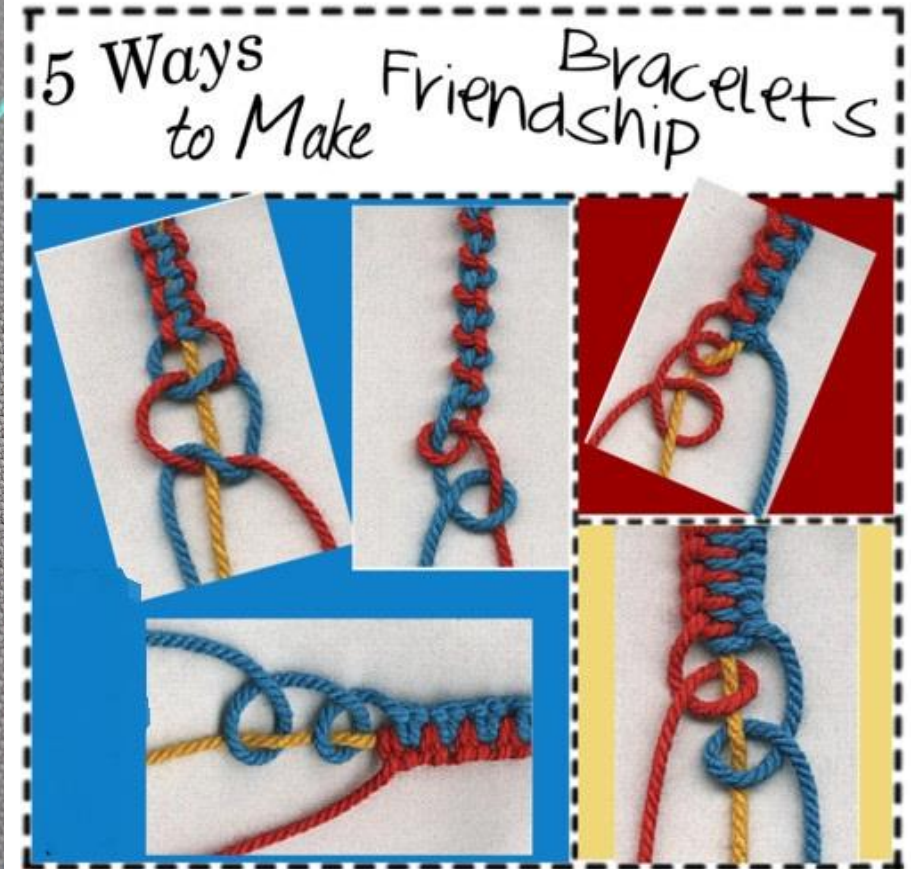
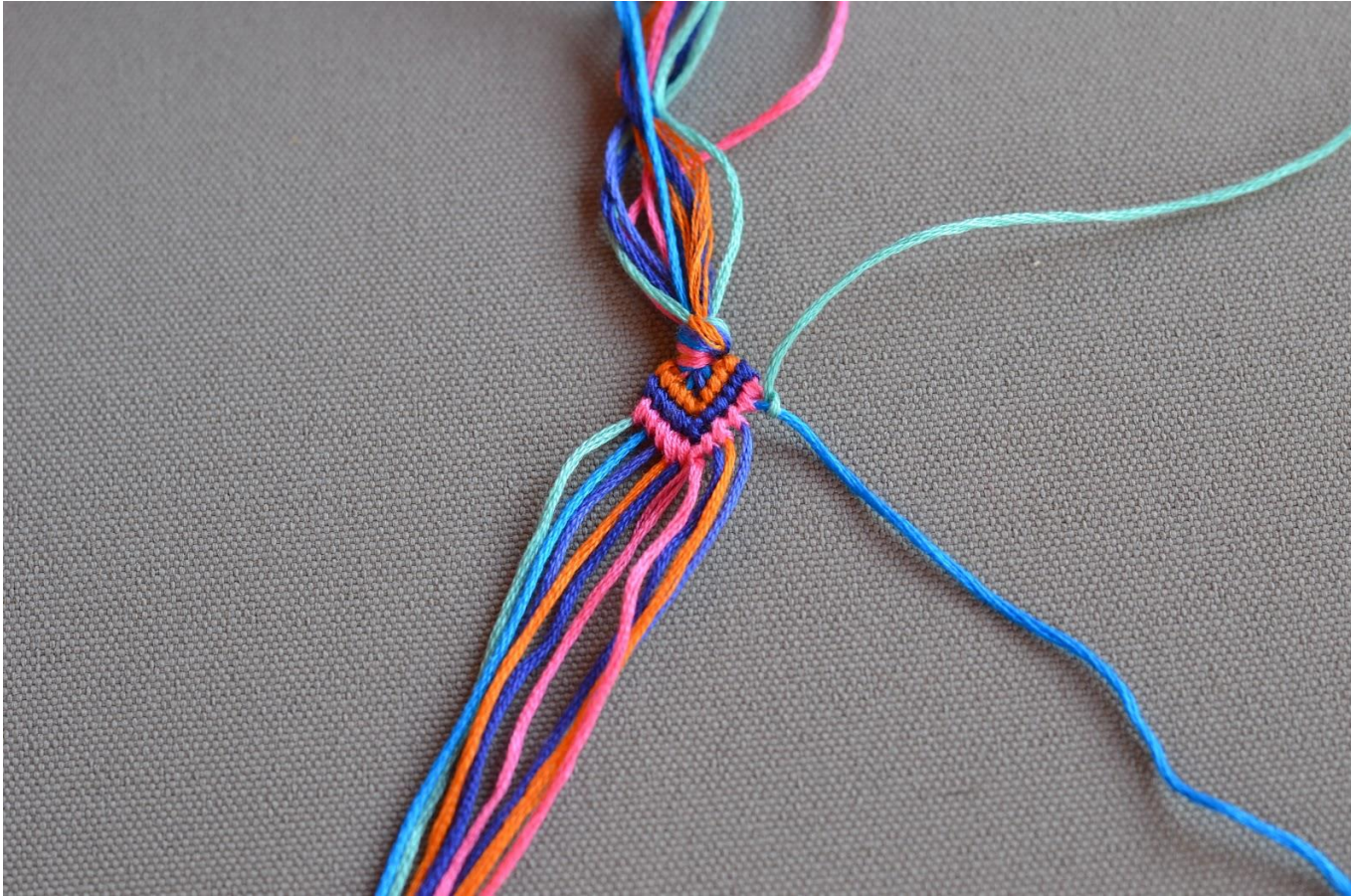
- Children can sometimes struggle to communicate with peers, teachers or educators within a school setting (Lawson, 2003).
- Providing a tool for children to overcome the barrier of striking a conversation with a peer.
- Not all children choose to verbally express themselves within a school setting.
- Distraction can help a child to focus on the 'now' instead of the 'then'.



Differentiate Between Ages and Abilities

- Consider the age and abilities of the children that are making the bracelets.
- Differentiate with the materials, such as wool, ribbon, string, paper and beads for older children.
- With older children, increased amounts of the above can be used, as they can manipulate the levels of string and wool or beads.
- Mix abilities amongst the children so that children can model behaviour and ability and help each other.

Friendship Bracelets



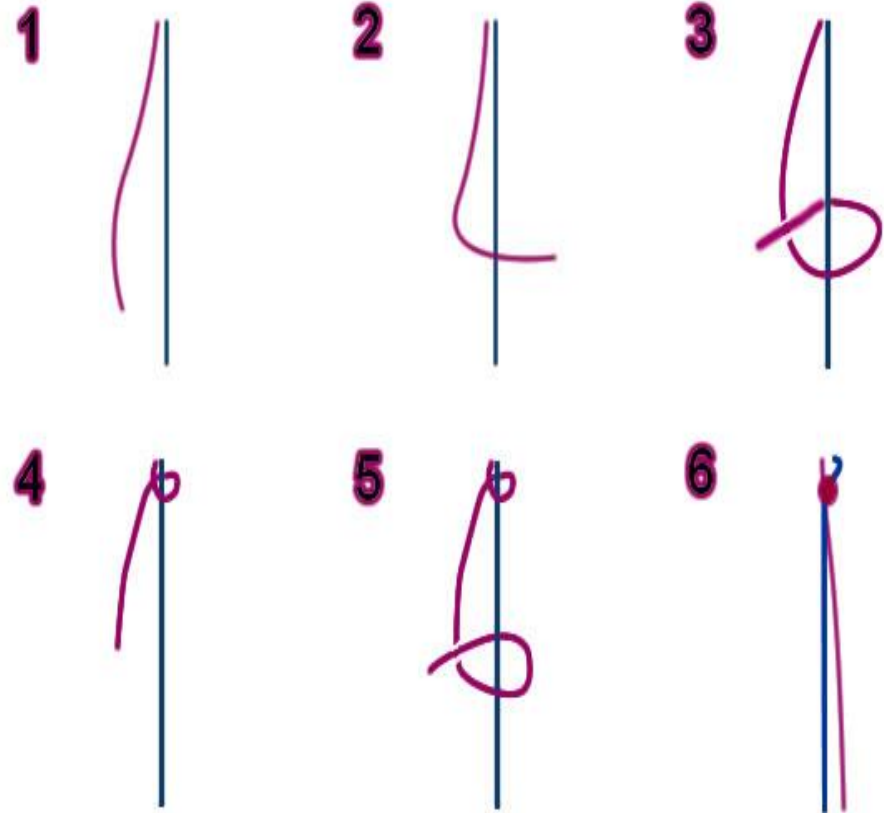
What Materials are Required to Make a Bracelet?

- Coloured wool, string, ribbon or shoelaces.
- Scissors.
- Beads can be used when older children are creating a bracelet.
- You need two participants.
- One person to hold the wool and one person to plait.



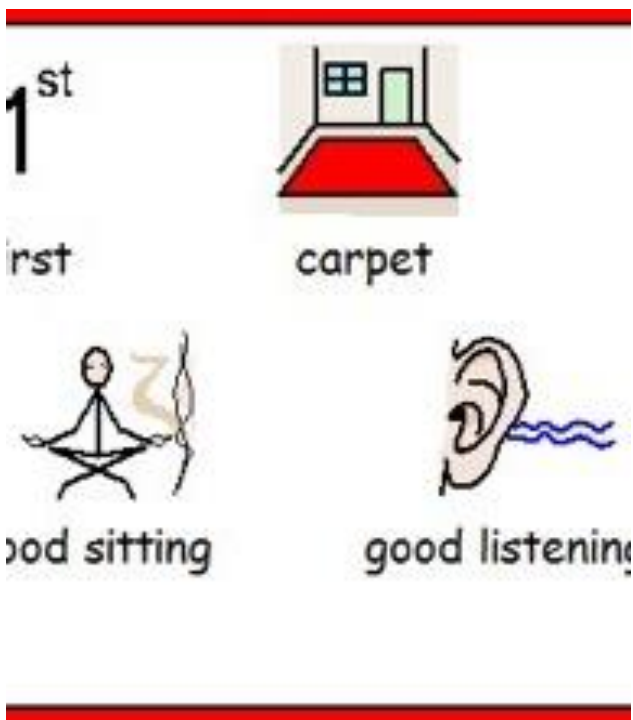
How to Make a Bracelet

- Step 1. Choose your coloured yarn
- Step 2. Measure the length of yarn x 3
- Step 3. Hold the yarn together
- Step 4. Tie the yarn tightly in a knot together
- Step 5. Start weaving the yarn over and under each piece of yarn
- Step 6. Pull the length of the yarn tightly then tie in a knot at the end of the bracelet.



Favourable ways to create activities when resources are minimal.

- When schools are situated in areas of deprivation, their school budget can sometimes be swallowed up with the high levels of support staff required, to cope with children needing extra help or support (GOV. Wales, 2019). This is because, some children from impoverished areas are experiencing challenging home life issues, such as parents suffering with addictions or illness. Which can suggest further issues for the child. Therefore, these children require elevated support. Ultimately leaving little funding for creative resources.
- Friendship bracelets are an effective creative approach, which can be used within nurture groups.



What are Nurture Groups?

Class Activity.

- Choose a person.
- Introduce yourselves.
- Strike up a conversation.
- Establish what colours you like.
- Who is going to make the first bracelet?
- Cut the length of the wool, string, ribbon or shoelaces.
- Teamwork.
- Start plaiting.





Positives of Activity

- Rewards
- Therapeutic
- Develop conversation
- Serve as a distraction
- One to one interaction between teacher and pupil.
- Wind down.
- Even keel.
- Attachment or bond
- Assessment tool.

Negatives of Activity

- Sitting still for any period for some children can prove to be challenging.
- The activity needs support staff to observe behaviour to be able to intervene if need be.
- Resources need to be sourced if there is no school budget to purchase.



Summarise

- Defined what a creative approach is within education.
- Defined friendship.
- Identified what a friendship bracelet is.
- Highlighted how the process of making a bracelet can impact on the health and well-being of children and young people.
- Established how interaction can be achieved through creative approaches, guidance, movement, selection, comparison and conversation.
- Differentiate Between Ages and Abilities
- Highlighted favourable ways to create activities when resources are minimal.
- Created a friendship bracelet.

Quote:

just
when the
caterpillar
thought the
world was
over, it
became a
butterfly...

-proverb

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