

FRIENDS & COMMUNICATION MODULE

Family Guide

Four five-minute pills to support your child while they
learn to make and keep friends.

POWEROO

Before you start

This module trains something specific: approaching, listening, asking, including and sharing. It does not train being liked. The difference matters, and we teach it explicitly.

Your job is not to make friends for your child. It is to create the occasions and hold the attempt. Each pill takes five minutes to read and a whole week to practise.

1. Create the occasion, not the friendship

Friendship is cooked in concrete meetings, not in advice.

- Suggest one-to-one rather than a group: two children have a conversation; six make noise, and the one who struggles disappears.
- Keep it short and put an activity in front of it (a snack, the park, a build, a board game). The activity removes pressure: nobody has to «talk», they have to do something together.
- You open the door — you message the other parent, you set the date — and then you step back.

WHY IT WORKS

The social-skills programmes with the best evidence include the adult as the organiser of opportunities, not as a participant in the interaction.

2. Don't speak for them

The awkward silence is where the learning happens.

- When someone asks your child something and they take a moment, count to five in your head before answering for them. They almost always answer.
- Avoid rescuing («oh, he's shy», «say thank you»). Every rescue confirms that they can't manage alone.
- If they really are stuck, offer a way out quietly and to them, not to the other adult: «why don't you tell her your dog's name?».

WHY IT WORKS

Every time an adult answers for a child, a practice opportunity is withdrawn. Social skill only becomes automatic through use.

3. Praise the attempt, not the outcome

«You asked him» is worth more than «great, now you have a friend».

- Name the exact action: «you went over yourself», «you remembered her name», «you made room for him».
- Don't turn social success into an exam mark. If the outcome rules, a bad day in the playground reads as personal failure.
- When it goes badly, praise the attempt anyway and move on quickly: «you went over — that's the hard part».

WHY IT WORKS

Praising effort and strategy rather than outcome or trait sustains persistence when something goes wrong (Mueller & Dweck, 1998).

4. Take the label off

«He's the shy one» weighs more than it looks.

- Don't say it in front of them, not even as an apology to other adults. They hear it, learn it, and use it to explain themselves.
- Swap it for something passing: «he's still warming up».
- Being reserved is not a fault to be cured. The goal is not to make them outgoing: it is that they have tools when they want to use them.

WHY IT WORKS

Reserved temperament is stable but not deterministic; what worsens the outlook is sustained avoidance and the label that justifies it.

The line we teach

This module has an oath and your child knows it: **the powers are used to make someone feel good, never to get something from someone.**

Listening, asking and remembering names are tools for real connection. The same tools, used to extract something, are manipulation — and we name that plainly at the end of the module.

If you hear your child say «I'll be nice to him so he lets me have the ball», you have just been handed the most valuable conversation of the twelve weeks.