

ReSPECTful Relationships



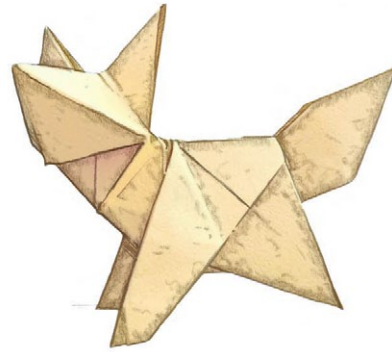
Lesson Plans and Resources

KS2: Year 3 & 4

Lesson 2: Resolving Conflict and Where to Get Help

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Lesson 2: Resolving Conflict and Where to Get Help

KS2 Year 3 & 4

Session Aim

- Children will be able to discuss their feelings about arguments in a class group.

Learning Outcomes:

By the end of the session most learners will be able to:

- Recognise how their behaviour affects others.
- Recognise how others behaviour affects them.



TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
10 mins	<p>Grandma's footsteps</p> <p>One child volunteers to be the Grandma and stands at the front with their back to the group. The rest of the children try to creep up and touch the volunteer. If they are caught moving they get sent back.</p> <p>Play a few times with different 'Grandma's'. Keep it fast and fun but not noisy.</p>			Children are encouraged to join in and have fun but not being noisy.
20 mins	<p>Explain to the children that this lesson will consider how we can resolve an argument without hurting someone else.</p> <p>Ask the children if they felt annoyed by getting sent back? Was it fair? Did it cause any arguments?</p> <p>Use this as a starting point to discuss other types of arguments. What kinds of arguments are there (e.g. in families, between friends, between parents, between different groups of children, between other adults, between countries)? Is an argument always bad? Can it ever be good? Is it ever useful to be angry?</p> <p>Ask the children to write/draw on whiteboards some of the reasons why people might argue (for example 'Who is the best pop group?')</p> <p>Ask the children to think about what kind of arguments these are – are they ones where:</p> <ol style="list-style-type: none"> People could agree to differ (such as which is the best football team)? When people need to sort things out but it's not urgent (such as what to do at the weekend)? It needs sorting out right now (such as who's turn is it to choose what to watch on TV)? 	Children to write down different types of arguments between different people and for different reasons on different post-it notes.	Post-it notes Pens/pencils	Children are encouraged to answer questions as a group. This can be timed and the person with the most answers wins a prize/points.

TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
15 mins	<p>Ask the children to stick the post-it into these three groups on the white board under the headings:</p> <p>Agree to differ, Need to sort out and Urgent.</p> <p>Discuss whether there are any common themes or arguments which many children have shared. Encourage the children to talk about how these were resolved (if they were).</p> <p>Focusing on the urgent arguments, talk about signs of an argument getting out of hand – ask children to explain or mime/act how they feel, what they or others might feel/do (breathing fast, clenched hands, raised voice, getting hot).</p>	Children to put their post-it notes under the headers they think fit.	Post it notes	Children are encouraged to join in activity and give feedback.
5 mins	<p>Conclude with a discussion about how it is sometimes not easy to resolve an argument peacefully.</p> <p>Discuss where children can go for help if an argument they are involved with or observe is getting violent and they are worried about someone getting hurt.</p> <p>Ask the children to make as many suggestions as they can and then extend this by talking about all the people the children might know.</p>	Children to feedback as a group.	Include information about <u>ChildLine</u> , the <u>Bridges, Off the Record</u> and other possible outside agencies.	Children are encouraged to join in activity and consider their future responses.

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