



ReSPECTful Relationships



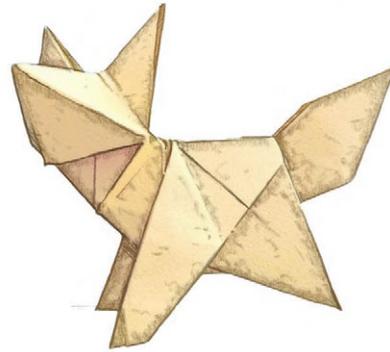
Lesson Plans and Resources

KS2: Year 3 & 4

Lesson 3: Violence, Excuses and Responsibility

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Lesson 3: Violence, Excuses and Responsibility

KS2 Year 3 & 4

Session Aim

- To make children aware that it is not acceptable to hurt someone else physically or emotionally
- To make children aware it's not acceptable for other people to hurt them physically or emotionally.
- To enable the learner to understand how being stereotyped might make them feel.

Learning Outcomes:

By the end of the session most learners will be:

- Able to identify assumptions made and negative behaviour.
- Aware of gender stereotypes and able to challenge the stereotypes we hold.



TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
15 mins	<p>Friend or Foe</p> <p>Ask for two volunteers to leave the room; tell them one will be a friend and one an enemy of the rest of the class. When they are out of the room, tell the rest of the class which is which, but that it is a secret. Ask the volunteers to come in. Everyone walk round the room, no touching, reacting silently to the friend/enemy characters.</p> <p>After a few seconds, ask the two volunteers to guess if they are the friend or enemy.</p>	<p>What made them think that?</p> <p>How could they tell by the other children's behaviour?</p> <p>How did they feel? Was it a good feeling or a bad feeling?</p> <p>What did it make them want to act like? Ask for some new volunteers.</p> <p>Keep playing and debriefing, keeping up the pace, for 15 minutes.</p>		<p>Children are encouraged to join in discussion and give feedback.</p>
15 mins	<p>Explain to the children that this lesson will consider if it is ever acceptable to use violence to win an argument.</p> <p>Hand out the worksheet.</p> <p>Ask the children not to use the names of real friends but to make them up.</p>	<p>Complete worksheet.</p>	<p>Violence, Excuses and Responsibility worksheet (see resource pack)</p>	<p>Children are encouraged to join in activity.</p>

TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
15 mins	<p>Divide the class into small groups and ask them to tell each other their story. Explain that you want them to think about what has happened to the children and what the reasons for their behaviour might be. Is it their fault that they are fighting?</p> <p>After 5 mins bring the class back together. Gather all the ideas children have come up with for stopping the fight. List them on the white board. Ask the children to remember these ideas if this ever happens in the future and how they could respond safely to help stop a fight.</p> <p>Talk about whether the children fighting may have acted differently with differing responses from other children in the playground.</p> <p>What about if all the children watching started to shout 'fight, fight!' and encourage them?</p> <p>If all the children looking on asked them to stop would that help? Again, ask the children to think about how they could react in future if they saw a fight.</p>	Children to feedback their ideas of stopping the fight.		Children are encouraged to join in activity and give feedback.
15 mins	<p>Conclude that we are responsible for our own actions. Stress that legally the use of violence to resolve a dispute or settle an argument is never acceptable, even if the person feels like they were right to use violence.</p> <p>Explain that if adults used violence against someone else for any reason, even someone in their own family, it would be against the law and that they could be arrested.</p>		Ask the children to think about how they could react in future if they saw a fight.	Children are encouraged to join in activity and consider their future responses.

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