

Aims

- To understand the concept of peace and what we can do to make or break it
- To review and deepen understanding of restorative approaches to resolving problems
- To understand and practise different strategies for successfully resolving conflict

Suggested Discussion Ideas:

Feel free to focus on whichever elements best fit the needs and interests of your class.

- Close your eyes and picture a peaceful scene. Now draw it. How are different people's pictures similar/different?
- What is peace? What's the opposite of peace?
- What would a peaceful classroom/school be like? Is there more to it than just quiet? What would the opposite be?
- Brainstorming activity: what words mean the same as conflict?
- Explore different reasons why conflict may arise between two people.
- Discuss places where conflicts happen in school. Why do they happen? How could they be avoided or reduced? Do we have enough peaceful places?
- How does falling out/having a conflict feel? How does it feel when it is sorted out?
- In pairs discuss conflict situations: talk about the differences of opinion. Who is right? What can be the result of a difference in opinion?
- In pairs ask the children to think about a conflict that they have had. What strategies did they use to manage the situation? Share with the class and make a list of possible different styles of dealing with conflict. Which strategies have the best outcomes?
- Discuss 'win, win' and 'lose, lose'. Is it possible to have a 'win, win' solution to conflict? What skills do you need (e.g. listening, empathising, compromising)?
- Discuss compromise. Circle activity: 'A time when I compromised was...'
- How do teachers try to help solve conflicts? What do they do that helps? What might they do that doesn't help? Nobody's perfect! What could you do if that happens?
- 'Every time there is a problem, you should go and tell an adult': Do you agree/disagree? Brainstorm situations when you should definitely 'tell an adult', definitely 'try to sort it out yourself' and when it 'depends'.
- Discuss ways we can calm down when involved in a conflict.
- 'You can't help how you feel, but you can help how you act': Discuss.
- Explore how you can stop a conflict from growing.
- How is conflict like a fire? Discuss how to put out a fire and how to make it worse. Discuss ways to 'fuel' or 'put out' a conflict.
- Create poster of phrases to help resolve a conflict (e.g. Sorry, Please can we talk, etc.)
- Discuss: What should you do if you see a conflict happening? How can you help without adding to the problem?
- Discuss possible steps to solving a conflict. What can we say? What can we do? Create scenarios and role play to demonstrate.
- Create a tree diagram for resolving a conflict: start with conflict & 1 thing you could do to try to resolve it (e.g. knock someone over in football accidentally → go and see if they are OK); then draw off 2 possible reactions (1 positive, 1 negative) and decide a way to handle each one. Repeat, extending the tree.

Class Council Notes Spring 2 - 2015

Spring 2 – Taking Responsibility

- Discuss different people's rights and responsibilities in school (and how they are linked)
- Review class rules and responsibilities
- Discuss: 'A responsible person is someone who ...'
- In pairs, think of 3 things a responsible person would do and not do. Share with the class.
- Share things that people are responsible for at home. How has that changed as you have got older? What will you be responsible for as an adult?
- Share things that people are responsible for at school. How has that changed as you have got older? How could you try to be more responsible at school this year? If more people in the class are responsible, how would this impact the class?
- Who is responsible for your learning? Think of ways to be an irresponsible learner. Think of ways to be a more responsible learner.
- Discuss ideas for: 'we would like our classroom to be a place that is ...' Discuss ways in which people can share the responsibility of making that happen.
- Discuss classroom tidiness. Whose responsibility? How can we show it? Does it matter? We need to work together (*link to Little Red Hen Story*)
- Discuss classroom jobs/wider school responsibilities (e.g. house captains). What kind of person gets chosen to do those jobs? How can you show you are that person?
- If you have a responsibility/job, why is it important that you keep on doing it and take it seriously? *Possible links to the Boy Who Cried Wolf story.*
- What does it mean to take responsibility for your actions? Discuss scenarios (e.g. you have got angry and hurt someone, you have not done your homework, etc.). What can it be tempting to do? How could you take responsibility? Why is it a good idea?
- Lying: why do people lie? Why is it tempting? Is it a good idea? What's the alternative? *Possible links to the Boy Who Cried Wolf story.*
- Discuss Leadership award: what the different targets mean and ways to achieve them, possible focus for the week, how the scheme will work in your class

Stories you might find useful

I have included links to clips of the stories. I am not suggesting that these are the best ones to share with your class, but if you cannot find the book, it may be that the film will help you know the story, so that you can retell it to your class.

- **The Boy Who Cried Wolf**
 - **Moral** -taking responsibility seriously
 - **Questions** – would you believe the little boy again? Why? Why not? What responsibility was the little boy given? Did he take his responsibility seriously? Think of a responsibility you have in school – what would happen if you did not take it seriously? How could the little boy earn back the trust of others through responsible actions?
- **The Little Red Hen**
 - **Moral** - taking responsibility as a team and sharing the jobs that need doing, so that you can all enjoy the rewards
 - **Questions** – what situations can you think of in school where it would be easy to react like the duck, cat or pig? Why do you think the duck, cat and pig did not take responsibility? How do you think the hen felt when the other animals didn't help? How do you think the duck, cat and pig felt when the hen didn't share the bread?
 - Pictures of a story book, with narration -
<https://www.youtube.com/watch?v=FXyZiZ6XrMg>

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- **The Ant and the Grasshopper** – copy of text available from staffroom
 - **Moral** - take responsibility for our time: planning ahead and working as a team
 - **Questions** – why do you think the grasshopper didn't want to help or take responsibility? How do you think the ants felt when the grasshopper didn't help? Can you think of a situation in class where this could happen?
 - A very KS1 animation -
https://www.youtube.com/watch?v=ripQ9jJnw1c&list=PLq1_KsLM4FDHsHP4qkfL38Q27RmD9_pT5
- **Giraffes Can't Dance (by Giles Andeae)**
 - **Moral** - taking responsibility for a) how we treat others b) how we manage our feelings
 - **Questions** – How could the animals have reacted differently? Which animal showed responsibility, and how? Why was the giraffe's response sensible? What could the giraffe have done that would have been irresponsible? Which of our class rules did the animals manage to achieve? How did the giraffe show responsibility for his learning? Did anyone help him? Could you help anyone show responsibility for their learning?
 - Pictures of a story book, with narration -
<https://www.youtube.com/watch?v=G745TRCIOVo>