

Year Three

Resolving Conflict and Where to Get Help

Time: approximately 50 minutes

Learning Outcomes

By the end of this lesson:

All children will be able to discuss their feelings about arguments in a class group; have some ideas about how to recognise negative feelings and behaviour; begin to have some ideas about where to go for help;

Most children will be able to think about how their behaviour affects others and how other's behaviour affects them; begin to be able to distinguish conflicts which need urgent resolution and those which can wait;

Some children will be able to distinguish different kinds of conflict; know when and where to get help.

Resources

- ✓ Room for warm up game;
- ✓ Post-its and pens for each child;
- ✓ White board;
- ✓ Large sheets of paper and marker pens for each small group;
- ✓ Copies of Appendix 1 for each small group.

A Warm up

Time: about 5 minutes

Grandmother's footsteps

Ask a volunteer to be grandma, standing with her back to the group who creep up and touch him/her. Explain that grandma can swing round at any moment and anyone moving has to go back to the start. Play a few times with different 'grandma's'. Keep it fast and fun but not noisy.

B Main Activity

Time: about 40 minutes

1. Explain that this lesson is about resolving arguments without hurting someone and how to get help if someone might get hurt.
2. Start off with a discussion about how children felt in the game of grandmother's footsteps. Did it seem fair? Was anyone getting a bit cross about being sent back? Use this discussion to move on to looking at what counts as an argument? 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?
3. Then ask the children to write/draw on post-its some of the reasons why people might argue (for example 'Who is the best pop group?') Ask the children to think about what kind of arguments these are – are they ones where:
 - people could agree to differ (such as which is the best football team)?
 - 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)?

4. Ask the children to stick the post-its into these three groups on the white board.
5. 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).
6. Then, 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).
7. Talk about how it is sometimes not easy to resolve an argument peacefully. 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. 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; include information about **ChildLine**, the **Hideout** and other possible outside agencies (use Appendix 1) and make a list on the white board. Remind them that in a real emergency they can always ring 999.
8. Put children into small groups and give out the marker pens and large sheets of paper and each group a copy of Appendix 1. Ask them to design and display information posters about when and where to go for help if a conflict has got out of hand.
9. To conclude, ask each group to show their poster and comment on anything new they have learnt in today's lesson about where to go for help. These posters could then be used for a class display, or perhaps displayed around the school.

Please note that this activity may lead to disclosure – please refer to the accompanying guidance *Dealing with disclosure* provided in section one.

C End game

All the children sit in a circle. Each takes a turn to say 'If I was worried about something I would...' End by passing a handshake and smile round the circle.

Suggested Extension Activity

- ➔ Visit the websites for organisations such as The Hideout, ChildLine and the NSPCC: give the children a chance to explore them.

Learning outcomes	National Curriculum – PSHE and Citizenship	Links to SEAL	Every Child Matters
<p>All children will be able to discuss their feelings about arguments in a class group; have some ideas about how to deal with negative feelings and behaviour; begin to have some ideas about where to go for help</p> <p>Most children will be able to think about how their behaviour affects others and how other's behaviour affects them; begin to be able to distinguish conflicts which need urgent resolution and those which can wait</p> <p>Some children will be able to distinguish different kinds of conflict; know when and where to get help</p>	<p>Key Stage Two Children should be taught/given opportunities:</p> <ol style="list-style-type: none"> 1. (a) To talk and write about their opinions, and explain their views, on issues that affect themselves... 2. (c) To realise the consequences of ... aggressive behaviours ... on individuals ... 2. (f) To resolve differences by looking at alternatives, making decisions and explaining choices 3. (e) To recognise the different risks in different situations and then decide how to behave responsibly ... 3. (f) To recognise that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong 4. (a) That their actions affect themselves and others, to care about other people's feelings and to see things from their points of view 4. (c) To be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships 4. (d) To realize the nature and consequences of ... bullying and aggressive behaviours, and how to respond to them and ask for help 4. (g) Where individuals, families and groups can get help and support 5. (a) To take responsibility 5. (d) To make real choices and decisions 5. (f) To develop relationships through work and play 5. (g) To consider social and moral dilemmas that they come across in life 5. (h) To find information and advice 	<p>Theme Two 'Getting On and Falling Out'</p> <p>(Yellow Set)</p> <p>Seeing things from another point of view</p> <ul style="list-style-type: none"> • I can see things from someone else's point of view <p>Managing feelings – anger</p> <ul style="list-style-type: none"> • I know when I'm starting to feel angry • I know what happens on the inside and the outside of my body when I start to get angry 	<p>Be healthy (physical, mental, emotional health)</p> <p>Stay safe (from neglect, violence, abuse)</p> <p>Enjoy and Achieve (personal and social development)</p> <p>Make a positive contribution (develop positive relationships)</p>

Year Three – Appendix 1

Where to Go for Help

- Close family
- Extended family
- Friends
- Friends' families
- Teachers and others at school
- Leaders from clubs or other groups that children might go to
- Doctors or people at hospital
- ChildLine
0800 1111 (24 hours)
www.childline.org.uk
- The Hideout
www.thehideout.org.uk
- NSPCC
0808 800 5000 (for adults)
www.nspcc.org.uk
0800 1111 (for children)

REMEMBER IN AN EMERGENCY DIAL 999