Restorative Approaches

**Plan:** A series of three linked lessons to explore the concept of conflict and conflict resolution with a Primary 2 class.

**Evidence – Write up a curriculum plan and identify learning intentions, success criteria, assessment, activities and resources.**

*Experiences and Outcomes*

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a

I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 0-02a / HWB 1-02a / HWB 2-02a / HWB 3-02a / HWB 4-02a

*Learning Intentions*

We are learning about conflict and ways in which it can be dealt with (this LI will be achieved through the delivery of all 3 lessons)

*Success Criteria*

* I can identify what conflict looks like and involves
* I am becoming aware of ways that I can resolve situations that involve conflict
* I can share my ideas with others

Lesson 1

* Use a story/short video clip to introduce the theme of conflict (Clip from frozen when Elsa and Anna have fallen out)
* Pupils can summarise what has happened, teacher can direct the discussion through questioning; get pupils to consider both points of views

(“What do you think is happening at this point?”, “How do you think the character feels?”, “Why are they acting this way?”)

* Get pupils to think about where they think the conflict appears in the book/video, watch the clip again to have further discussion about the conflict

*Activity:* Cutting and sticking exercise - pupils identify which images they think symbolise conflict

*Assessment:* - Discussion, questioning, looking at the finished activity to help structure the following lesson.

Lesson 2

Recap previous activity - discuss the images with the pupils, get them to think about what is happening in the picture & why think this might be conflict (what is the situation).

Discuss the images’ features, thinking about body language and facial expressions. E.g. “What do you think is happening here?”, “Why do you think that?”, “How might they feel?”, “How do we know this?”

*Whole class activity:* children recap activity that was completed individually in previous lesson. This enables children to gain an understanding of what category each picture should be placed in (conflict or non-conflict). Take into account all responses as some situations may be perceived differently by children in class.

Lesson 3

Choose one picture from the activity used in lessons 1 & 2 and divide children into pairs. Ask children in their pairs to suggest ways in which this problem can be resolved e.g. ideas may include changing facial expressions, tone of voice etc. The teacher can walk round the class and assess through observation of children discussing their ideas. Following this, there will be a whole class discussion where children will provide feedback about how they would resolve the situation.

\*\* The teacher may create a mind map whilst the discussion is ongoing, considering all children’s ideas. This can then be put on display for children to refer back to if ever they experience a conflicting situation.

*Suggested website for teacher:*

<https://www.kidsmatter.edu.au/sites/default/files/public/KMP_C2_LRC_HelpingResolveConflict_SuggestionsForSchoolStaff.pdf>

*Suggested activities when planning the curriculum plan:*

* Drama exercise
* Using a character/ teddy
* Give examples of situations get pupils to discuss individually or as part of a group, pupils think about how they would feel if they were put in this situation, then work together to decide how they can resolve this issue.