**Curriculum Plan**

**Topic:** Restorative approach

**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 other

**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, teachers 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 are identifying which images they think symbolises conflict

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

**Lesson 2**

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

Discuss what the images look like, thinking about body language and facial questions. E.g. what do you think is happening here? Why do you think that? How might they feel?

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 lesson 1 and 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, often tone of voice etc. The teacher can walk round the class and assess through observation of children discussing their ideas. Following from 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, taking into account all children’s ideas. This can then be put on display for children to refer back to if ever they experience a conflicting situation. Main lesson: how did they feel before? How do they feel now? Is it worth resolving conflicts? YES.

Suggested website for teacher:

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, get pupils to to think about how they would feel if they were put in this situation, then pupils can work out how they can resolve this issue.