

Year Four

Examining Violence, Excuses and Responsibility

Time: approximately 50 minutes

Learning Outcomes

By the end of this lesson:

All children will be able to discuss their feelings about violence in a class group; know that violence is illegal;

Most children will be able to think about how their behaviour affects others and how they can play a role in helping stop violence, even in other people's arguments; have some ideas about how to avoid violent reactions and begin to take responsibility for their own actions;

Some children will be able to understand how peer pressure can have an impact on violent behaviour; understand how we must all take responsibility for our own actions.

Resources

- ✓ Room for warm up game;
- ✓ Set of writing frames (Appendix 1), one per child;
- ✓ Two 'hot seats'.

A Warm up

Time: about 5 minutes

Friend or Foe

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. After a few seconds, ask the two volunteers to guess if they are the friend or enemy. What made them think that? How could they tell by the other children's behaviour? How did they feel? Was it a good feeling or a bad feeling? What did it make them want to act like? Ask for some new volunteers. Keep playing and debriefing, keeping up the pace, for five minutes.

B Main Activity

Time: about 40 minutes

1. Explain that this lesson is about whether it is ever OK to use violence to resolve arguments.
2. Start off with the story frame. Give each child a copy of the writing frame and read out the first part; all the children have fifteen minutes to draw/write brief answers to each section. Ask the children not to use the names of real friends but to make them up.
3. When the stories are finished, divide the class into small groups and ask them to tell each other their versions of the 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?

4. After about five minutes, get back into a whole class group and 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.
5. Talk about whether the children fighting may have acted differently with differing responses from other children in the playground. What about if all the children watching started to shout 'fight, fight!' and encourage them? 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.
6. Make a quick imaginary concept line down the classroom. Briefly ask the children to stand at one end if they think any use of violence is ever acceptable, those who think it never is to go to the other end, and those who are uncertain to go in the middle.
7. Have two chairs in the room as hot seats; ask someone (who is confident) to volunteer to argue in favour of the use of violence in some situations and someone else to argue that it is never acceptable. The rest of the children ask questions or make suggestions about when they think violence is acceptable and when they think it isn't. The children in the hot seats respond back giving reasons to why or why not violence is acceptable. Repeat the concept line after a ten minute discussion. Has anyone changed their minds?
8. When concluding the session stress that legally the use of violence to resolve a dispute or settle an argument is not acceptable, even if the person feels like they were right to use violence. Discuss how we have to take responsibility for our own actions and feelings and must not react violently, even if we are very angry. Point out 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.

C End game

Time: 5 minutes

At the end of the lesson put a 'post box' in the classroom and ask all the children to put a note in it with a comment about the lesson or a worry that they have. Explain that the teacher will read all of these comments and that if there are any worries or problems that need sorting out someone will try to help them.

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

Suggested Extension Activities

- Make a list of all the excuses the children can think of (or have ever used or seen used) for the use of violence and divide them into real reasons which make violence unavoidable (for instance self defence) and all the rest.

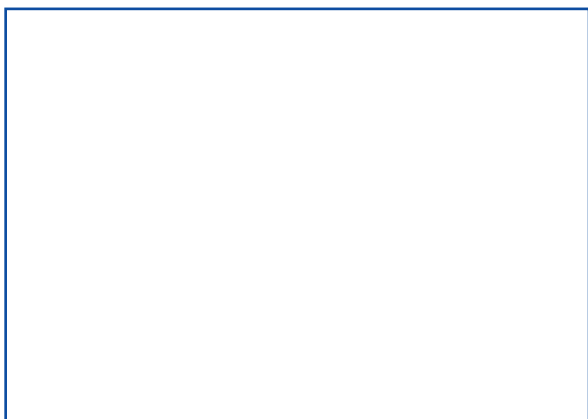


Learning outcomes	National Curriculum – PSHE and Citizenship	Links to SEAL	Every Child Matters
<p>All children will be able to discuss their feelings about violence in a class group; know that violence is illegal</p> <p>Most children will be able to think about how their behaviour affects others and how they can play a role in helping stop violence, even in other people’s arguments; have some ideas about how to avoid violent reactions and begin to take responsibility for their own actions</p> <p>Some children will be able to understand how peer pressure can have an impact on violent behaviour; understand how we must all take responsibility for our own actions</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... 1. (d) To recognise as they approach puberty, how people’s emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way 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 Six ‘Relationships’</p> <p>(Yellow Set)</p> <p>Making Choices</p> <ul style="list-style-type: none"> • I know how to make a good choice • I can take responsibility for what I choose to do <p>Also</p> <p>Theme Three ‘Say No to Bullying’</p> <p>(Yellow Set)</p> <ul style="list-style-type: none"> • I know that witnesses can make the situation better or worse by what they do 	<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>

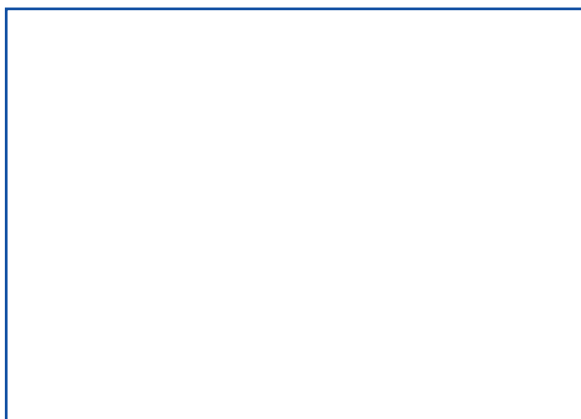
Year Four – Appendix 1

Writing Frame

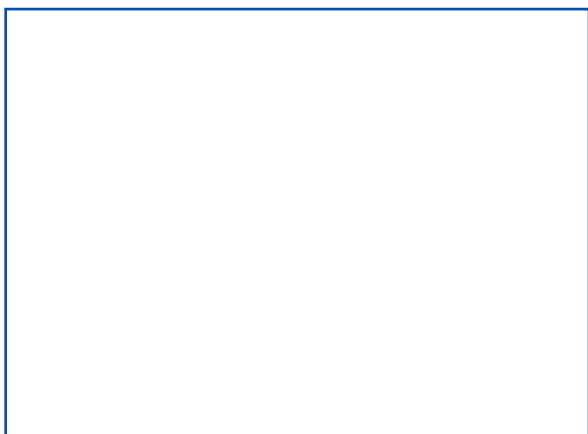
1. Draw a boy or girl below.
Give your character a name.



2. Draw his/her two friends below.
Give them names.



3. Your character sees his/her two friends fighting in the playground. As he/she walks over to them she/he realises that they are really hurting each other.
Draw them here.



4. What could they be fighting about?

5. What do you want your friends to do?

6. What do you say to them?

7. Can you think of any other reasons why people sometimes fight?

8. What things can you do to help stop a fight without getting hurt yourself?
