

Manual

The Peaceable School

A school with a heart



General introduction + specimen lessons

Leo Pauw
Jakob van Sonderen

Translation: Ania Lentz

© copyright Stichting Eduniek, Maartensdijk, 2007

© copyright Stichting Eduniek, Utrecht, 2006

© copyright CED-Groep, Rotterdam 2016

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage or retrieval system, without permission from CED-Groep.

CED-Groep

Postbus 8639

3009 AP Rotterdam

The Netherlands

T: +31104071599

E: devreedzameschool@cedgroep.nl

Manual

The Peaceable School

A school with a heart

General introduction + specimen lessons

Leo Pauw
Jakob van Sonderen

CED-Groep





Contents

Preface	7
Part 1: General introduction to the programme	9
1 Introduction	11
2 Objectives	13
3 Background	15
3.1 Social cohesion and pupil participation	15
3.2 Resolving conflicts	16
3.3 Interactive teaching	22
3.4 Social and emotional intelligence	23
4 Parts of the programme	25
5 Implementation	29
6 Teacher training	35
7 Peer mediation	37
8 Assessing results	39
9 Parents	43
10 Incorporation	45
Literature	49
Part 2: Specimen lessons of the 6 units	51
Introduction Unit 1: Our Class	55
Specimen lesson 4-year-olds (Group 1): Lesson 1: Getting to know each other	59
Specimen lesson 7-year-olds (Group 4): Lesson 3: Put-ups and put-downs	63
Specimen lesson 9-year-olds (Group 6): Lesson 6: Making arrangements together	67
Introduction Unit 2: Resolving conflicts yourself	73
Specimen lesson 4-year-olds (Group 1): Lesson 5: I want the drum	77
Specimen lesson 7-year-olds (Group 4): Lesson 7: Conflict is ...	81
Specimen lesson 9-year-olds (Group 6): Lesson 10: Practice with the caps	85
Introduction Unit 3: Communication	91
Specimen lesson 4-year-olds (Group 1): Lesson 8: Are you listening?	95
Specimen lesson 7-year-olds (Group 4): Lesson 14: Misunderstanding	99
Specimen lesson 9-year-olds (Group 6): Lesson 15: Point of view	103
Introduction Unit 4: Feelings	109
Specimen lesson 4-year-olds (Group 1): Lesson 12: Trapped finger	113
Specimen lesson 7-year-olds (Group 4): Lesson 19: Recognising and naming feelings	117
Specimen lesson 9-year-olds (Group 6): Lesson 23: I-messages	121



Introduction Unit 5: Mediation	127
Specimen lesson 4-year-olds (Group 1): Lesson 16: Helping in a quarrel	131
Specimen lesson 7-year-olds (Group 4): Lesson 25: Helping others in a conflict	135
Specimen lesson 9-year-olds (Group 6): Lesson 26: Steps in mediation (1-9)	139
Introduction Unit 6: Different and yet together	145
Specimen lesson 4-year-olds (Group 1): Lesson 18: Two is more than one	149
Specimen lesson 7-year-olds (Group 4): Lesson 31: The same, yet different	151
Specimen lesson 9-year-olds (Group 6): Lesson 36: Prejudices	155
Work sheets	159
Work sheet 0	161
Work sheet 1	163
Work sheet 2	165
Work sheet 3	167
Work sheet 4	169
Work sheet 5	171
Work sheet 6	173
Work sheet 7	175
Work sheet 8	177
Work sheet 9	179
Work sheet 10	181
Work sheet 11	183
Work sheet 12	185
Work sheet 13A	187
Work sheet 13B	189



Preface

Welcome to The Peaceable School. This programme, The Peaceable School, was designed in 1999 for use in Dutch primary schools to improve the social and emotional climate in school and classroom, by teaching pupils and teachers how to resolve conflicts constructively and by promoting pupil participation and community-building. The Peaceable School is widely spread in The Netherlands: by 2007, approximately 300 primary schools have implemented the programme (a yearly increase of approximately 50 schools).

This is a short version of the (Dutch) Teachers' Guide to The Peaceable School. In this translation you will find the general introduction to the Teachers' Guide and a few lessons from each of the six units (for the different age-groups) to give you an outline of the programme.

Since the situation of primary schools in The Netherlands will not be common to all readers of this manual, it is necessary to explain the organisation and the usage and nomenclature in the manual, so that systems in other countries can adapt the programme to what is current in their own situation.

Since 1985, a primary school in The Netherlands includes pre-school, or kindergarten (classes of 4 and 5-year-olds) and a child may go to school on its fourth birthday. However, school is not compulsory until the child is five years old, though most parents choose to send them to school as early as possible. There is often a pre-school playgroup in, or in the neighbourhood of the school, for children from 2½ to 4 years old.

School year	Begins in August/September and has three terms, each with a half-term holiday. There are holidays in the autumn (one week in October), at Christmas (two weeks in December/January), in winter (one week in February), spring (one week in May) and summer (six weeks in July and August).
Hours	Approximately 9.00 till 15.30 p.m., Monday to Friday, with a lunch break which can be spent at school. There is a shorter break halfway through the morning and afternoon, usually spent in the playground of the school. Often there is also a large room which can be used for gym (PT) or as a play-room.
Classes	The school is often divided (informally) into a lower, middle and higher section. Lower = class 1 & 2 (4 and 5-year-olds; kindergarten) Middle = class 3 to 5 (6 to 8-year-olds) Higher = class 6 to 8 (9 to 11-year-olds)
Groups	Smaller units within a class
Teachers	The principal of a school is the manager, often not teaching him/herself. Teachers stay with their class all year, some often specialising in the younger or older children, some changing their age group regularly. They are often addressed by their Christian names, women often as 'Miss'.
Team	All the teachers in the school.
Parents	Parents are often organised into a committee which maintains the contact between them and the school. There is usually a parents' meeting once a term, often with a special exhibition of children's work to be seen. At the end of each term, parents are invited to have a ten-minute talk with their child's teacher, for which an appointment is made beforehand, so that parents



	with more than one child at the school get the chance to talk to all the different teachers. Verbal reports on progress are given and any problems discussed.
Pupils	Schools are co-educational and multi-ethnic. There are public schools and denominational schools, run on the same lines but with a religious background (Roman Catholic, Protestant, Muslim, Jewish). There are very few boarding-schools in the Netherlands.
Peers	Of the same age or generation.
Lessons	The curriculum comprises reading, writing, arithmetic, 'world orientation' (formerly geography, history, biology), technique (science), art and gym (PT). Sports, music and dancing lessons are provided by clubs or specialised institutes outside school hours. There is a timetable for the various subjects, usually about 45 minutes per subject, and periodical tests in the higher classes, leading to a grading 'exam' at the end of class 8 to facilitate the choice of secondary education. Gym, and often art, are given in a special room.
Corners	In classes 1 and 2, the toys and other objects that can be played with are grouped into 'corners' – one for playing with sand and water, one for dolls, one for playing shop, etc.
Circles	It is often customary to begin the day with an opening in a large circle, where children can relate something that happened at home or on the way to school. A large circle is regularly mentioned in the manual and implies a social activity, rather than individual learning at a table or desk. When a small circle is indicated, this is usually a small number of children doing something with the teacher, while others have been given an unsupervised task to do.

Some terms that are frequently used:

Break: is the mid-morning/afternoon interval between lessons.

Globe-ball: a ball about the size of a football, with the countries of the globe printed on it; it is used as a symbol for the programme, and is often called The Peaceable School-Ball.

Horizontal interaction: interaction among the children

Vertical interaction: interaction between pupil and teacher.

Interactive teaching: is when teachers are not in sole authority at the front of the class, but accept input from the pupils and mix with them in the classroom.

Review: exchanging experiences with colleagues with a view to learning from each other.

Mediation: resolving a conflict with the help of a neutral third person.

Mission-statement: the statement of the objectives of The Peaceable School and the means whereby this is implemented.

Paraphrasing: repeating what has been said in one's own words.

Reflection: critical evaluation of your own actions or methods.

Social-emotional intelligence: the capacity of a child to deal adequately with emotions and social behaviour.

Success-indicators: the long and short-term objectives and their achievement.



Part 1

General Introduction





1 Introduction

One of the greatest worries citizens and governments have had in recent years is the increase of criminality, the decline of moral standards and the resultant feelings of insecurity in the community. These problems also affect schools. Like other institutions involved with young people, schools are giving more and more attention to security.

In January 1999, Eduniek (formerly School Advisory Centre, Utrecht) (*Eduniek is predecessor of CED-Groep*), subsidised by the Utrecht Municipal Council, started to develop a programme aimed at the improvement of the social and emotional climate in school and classroom. The reason for this was a repeated signal from schools that teaching was increasingly being threatened by things such as keeping order, behavioural problems and an unsafe atmosphere in and around the school. After a study visit to the United States, focussing on programmes for conflict resolution and peer mediation, the idea of developing our own programme was born: The Peaceable School.

The Peaceable School has become a programme that strives to make school and class into a democratic community in which everyone feels responsible and involved, with the resolution of conflicts as its starting point. This programme teaches pupils, teachers and parents skills for resolving conflicts, other than by (physical or verbal) violence.

The programme includes a series of lessons for all age groups (including activities for children in Pre-school), intensive training for teachers, classroom observation and coaching and workshops for parents (see section 4). Besides training in conflict-resolution skills, all those involved learn to live with each other in a positive way by setting high standards of behaviour towards each other.

Increasing the responsibility of the pupils for their class and the school is key to this: the school as a community. Pupils learn to be responsible for the resolution of problems in the class and at school. Peer mediation is the most obvious result.

In this programme, peer mediation does not stand alone, but is part of an extensive curriculum. Through the weekly lessons, the pupils gradually work towards a climate in which the resolution of conflicts, other than by violence, becomes normal. Only when all the pupils know what mediation is and have practised it, does the school train a number of them specially as mediators.

Research results of surveys of similar programmes in the U.S. are encouraging. Evaluation research (Metis, 1990) shows a significant reduction of incidents, suspensions, insults, punishments, etc. in all the schools that have implemented conflict resolution and peer mediation. Nearly all the schools report improvement in the general school climate. A large survey of 15 schools in New York, in which 5000 7 to 11-year-old pupils were followed, shows a significant decline in aggressive behaviour and a significant rise in achievement in reading and arithmetic by pupils who had followed more than 25 lessons from the curriculum (Aber, 1999).

After two years, nearly all the schools working with The Peaceable School in The Netherlands report a considerable change in the culture. Simple measurements (with thermometers, check-lists, observation) show progress in the actual and sensed feeling of security in almost all the schools.





2 Objectives

The objectives of the programme are;

- changing the school culture towards *the school as a democratic community*, in which everyone feels responsible and involved;
- increase of social competence, especially the skills of pupils, teachers and parents in resolving conflicts constructively;
- increase of the pupils' responsibility for the climate in school and class; pupils are given a voice;
- improvement of the class-climate; better relationships within the class; respect for, and appreciation of differences.

Although the central theme is *the resolution of conflicts other than by violence*, the objectives of the programme are broader: classroom and school develop into a democratic community, in which the pupils are active and caring citizens, behave positively towards teachers and each other, are independent, responsible and able to make choices.

The choice of one central theme (resolution of conflicts) as a starting-point is deliberate. We are convinced that innovation is more likely to succeed if all involved are clear about what the innovation is about and what the result should be. By focussing on conflict resolution, the attention of pupils, principals, teachers and parents is directed towards one objective, thus avoiding the pitfalls of many other broad programmes for social-emotional development.

Prins (1995) researched the effects of such programmes, finding that the effects could hardly be generalised towards everyday life and that short-term effects were no longer visible after three months. One of his recommendations was: not to start some general training that did not tackle a problem perceived as such by those involved, but to gear training to a specific, universally experienced one.

The main objective: changing the culture of the school towards 'the school as a community', implies fulfilling the secondary objectives: positive interaction, increase of responsibility and participation of the pupils in the school, resolving conflicts positively and positive appreciation of differences between people.





3 Background

The Peaceable School has a number of cornerstones, which are enlarged upon below:

- social cohesion and pupil participation;
- conflict resolution;
- interactive teaching;
- social-emotional intelligence.

3.1 Social cohesion and pupil participation

It is not easy to indicate why criminality, vandalism, rudeness, cross-border behaviour, etc. is on the increase as a general social phenomenon. In recent literature on security and violence, several causes come to the fore.

Some general conclusions from these various sources are:

- increased individualization in our society;
- both parents earning; loss of family functions;
- loss of trusted educational environments (neighbourhood, relatives, church, youth clubs);
- increased youth autonomy;
- no longer balance between support and supervision;
- move from traditional authority to a culture of negotiation;
- arrival of new migrants;
- withdrawal of government and cut-backs in expenditure (local clubs; fewer voluntary workers);
- increased mobility and the breaking-up of family structures.

Through the disappearance of many of the trusted environments where children and young people were supervised, the responsibility for bringing up children is weightier for parents and schools than it used to be. Strong individualization and increased autonomy of young people also have their disadvantages: a decreasing willingness to take others into account.

In the current literature, a common denominator is visible in the way in which one thinks of possible ways of dealing with these problems. The original African saying, *'It takes a village to raise a child'*, is of importance here. Now that many traditional relationships are fading away or have even disappeared altogether, we must give new meaning to the 'village': shared responsibility, social cohesion and social supervision. Research (such as Blum et al, 1998) has shown that youth problems occur far less frequently if there is social cohesion: if children feel they are part of a community, if they feel that they are needed.

In the memorandum, 'Aansprekend Opvoeden' (Raad voor Maatschappelijke Ontwikkeling, 2001), three approaches are given:

1. *Condensation* of education: more people again involved in education, with personal attention for the young people; more and better supervision.
2. Control via *dialogue*: perceive youth as a viable partner.
3. Identification with a *community*: people need to feel wanted in a community.

In the same memorandum, a number of recommendations on the role of the school are made. The Peaceable School conforms to these:



- Taking the young seriously means: really letting them be influential in the organisation of their environment (not only on decisions about that environment, but also on their implementation and maintenance).
- Involve pupils in the progress reports on their development and achievements. Pupils learn to monitor their own learning and indicate the changes that have taken place in a year. Let even the youngest be present at parent-teacher sessions.
- Involve pupils in the achievement indicators, asking, "What are we working towards and how do we evaluate our success?"
- Discuss rules of behaviour with the pupils.
- Create a modern form of 'the village', in which there is shared responsibility, reciprocity and social cohesion and in which pupils and teachers both have influence, not only on the day-to-day course of events, but also on preconditions and policy. Pupils really share responsibility.

Increasingly, it is the school's task to educate pupils for life in the community, to prepare them for an active role in society. In doing that, we kill two birds with one stone: we take pupils seriously and we let them learn by doing. The school is the ideal place for pupils to gain experience by participating in actual social tasks, thus learning the skills needed for *active* and *democratic citizenship*. Education is not a prelude to participation in society, it is in itself an important aspect of society.

Primary schools often begin well: in the kindergarten, schools have always created a caring learning-environment, with the pupil as the focus of attention. Pupils still often make their own choices, work in groups and, through play and experience, discover what fun it is to learn. But as they move to higher classes, and their ability to make choices in fact increases, they have less and less occasion to do so. The chances of influencing what and how they learn become ever smaller. The system gradually changes into one of obedience, so that enthusiastic children become 'tourists' in the class (Freiberg, 1996).

3.2 Resolving conflicts

The process of reconciliation

Key to the programme of The Peaceable School is the *non-violent resolution of conflicts*.

There are four reasons for this:

1. Firstly, as an answer to the increasing aggression and behavioural problems of pupils, both in and outside school: in the community. By working on a Peaceable School, we also hope to contribute to a more peaceable community.
2. Secondly, to use the valuable school period as efficiently as possible: spending as little time as possible on the continual resolution of conflicts.
3. Thirdly, the conviction that individual responsibility (for the resolution of individual problems) contributes to a pupil's healthy development and to the prevention of many behavioural problems.
4. And lastly, to create a climate in the school in which conflicts are dealt with in a positive way. Always and everywhere, there will be conflicts. They are part of (community) life. They are also necessary. By resolving conflicts positively, developments take place that would otherwise not have done so.

Children often learn two ways of dealing with conflicts: fighting ('you must hit back') or fleeing ('don't take any notice'). In The Peaceable School, children (and teachers) learn to extend their repertoire: resolve a conflict in



such a way that the result is acceptable to both sides. Resolving conflicts in a positive way calls for knowledge and skills. The sooner children obtain this knowledge and these skills, the better.

During the past decades, there has been a shift in the thinking about dealing with conflicts, from emphasis on (inner) control of aggression to interest in the (social) process of reconciliation. In modern society, there is interest in many places for what, in the United States, is called *alternative dispute resolution* (ADR). This covers all peaceable alternatives to a legal process (negotiation, mediation, arbitration).

Reconciliation processes strive to resolve conflicts by adjusting the claims and interests of both parties and making compromises on them. This implies involvement and participation, in contrast to a situation in which both parties await an umpire's decision. It also implies a choice between various solutions, with the aim of creating a win-win solution. In all sorts of disciplines (law and the legal profession, psychology) in which conflicts are dealt with, the focus is now on interaction between the two parties and on the underlying and sometimes overlapping interests (Aureli and de Waal, 2000).

The programme of The Peaceable School fits in with this development. Mediation (resolving a conflict with the help of a neutral onlooker) occurs in many social areas: divorce, neighbours' quarrels, industrial disputes, conflicts between businesses, etc.). Mediation in education has been accepted in the U.S. but in recent years, increasing interest is being shown world-wide. In March, 2000, an international seminar on 'Conflict Resolution in Schools' was organised in the Netherlands (European Centre for Conflict Prevention, 2000).

Perception of conflicts

Conflicts are a part of life. We all have experience of conflicts in every aspect of our daily lives: at home, at school, at work, on the street, in ourselves. We can define conflict as a *collision of opposing interests*, a disagreement, a difference of opinion. In itself, a conflict is neutral: neither positive nor negative. There is only a difference of opinion or interests. A quarrel is a negative form. A conflict is not the same as a quarrel. Neither is a conflict the opposite of peace. Violence is the opposite of peace. Conflicts can lead to violence but that is not necessary, certainly not if people have the skills in dealing with, and resolving conflicts.

In spite of conflicts being an inherent part of every pupil's life, they usually have only a very limited understanding of them. Many primary school pupils do not even know the word. Those who do, are inclined to interpret it negatively and do not really differentiate between conflict and violence.

In The Peaceable School, pupils and teachers learn to look at conflicts in a more neutral way. They are better able to see the positive and constructive sides of conflicts. They learn to deal with differences of opinion, opposing interests and frustrations in a conflict in a constructive, instead of a destructive way. If they are able to do this, we can prevent much violence in the class, at school, on the street and, later perhaps, in the community.

Causes of conflicts

We differentiate three types of conflict, each with its own causes.

Unfulfilled basic needs

Stevens (1997), after others, describes three basic needs:

- the need for relationships, being part of a group, 'belonging';
- the need for autonomy, being able to make one's own choices;
- the need for competence, a sense of self-esteem, the ability to do something.



Many conflicts have something to do with the fact that one of these needs is unfulfilled, for instance: being shut out of a game in the playground ("You can't join in"). If one or more of these basic needs is unfulfilled in a certain situation, people will always look for means to fulfil them after all, even if this involves conflict. Although the basic needs are the same for everyone, the means people choose for the fulfilment of these needs are often very different. From a very early age, people learn certain courses of behaviour for fulfilling their needs. Every individual thinks that their choice for fulfilment is the best. One person's choice, however, can limit that of another. Especially in a social environment such as a school, it is unavoidable that we are constantly in touch with each other. Children must learn to fulfil their own needs in such a way that they do not harm someone else.

Scarcity

Many conflicts at school are about scarcity. There is too little of something. That can be a toy, an eraser or money. Often, this sort of conflict is the most easily resolved. People soon realise that it is also in their own interest to co-operate, instead of only going for their own gain. Very often, underlying a conflict that appears to be about scarcity, is another conflict about an unfulfilled basic need. For instance: an argument about money, borrowed but not returned, is often about a feeling of self-esteem (competence): "I feel I'm not being taken seriously".

Values

A conflict with a background of differences in standards and values is more difficult to resolve, particularly if prejudice comes into play: 'Turkish boys are not to be trusted'. In such cases, person and cause of conflict are not separated. People feel offended and threatened and their first reaction is to defend themselves and stick firmly to their own standpoint.

Sometimes there is also a mixture of conflicts, one arising from an unfulfilled basic need and the other from a difference in standards and values. For instance, someone has lied: the conflict can be about lying but added to this is that it makes the other unsure of the relationship.

Positions and interests

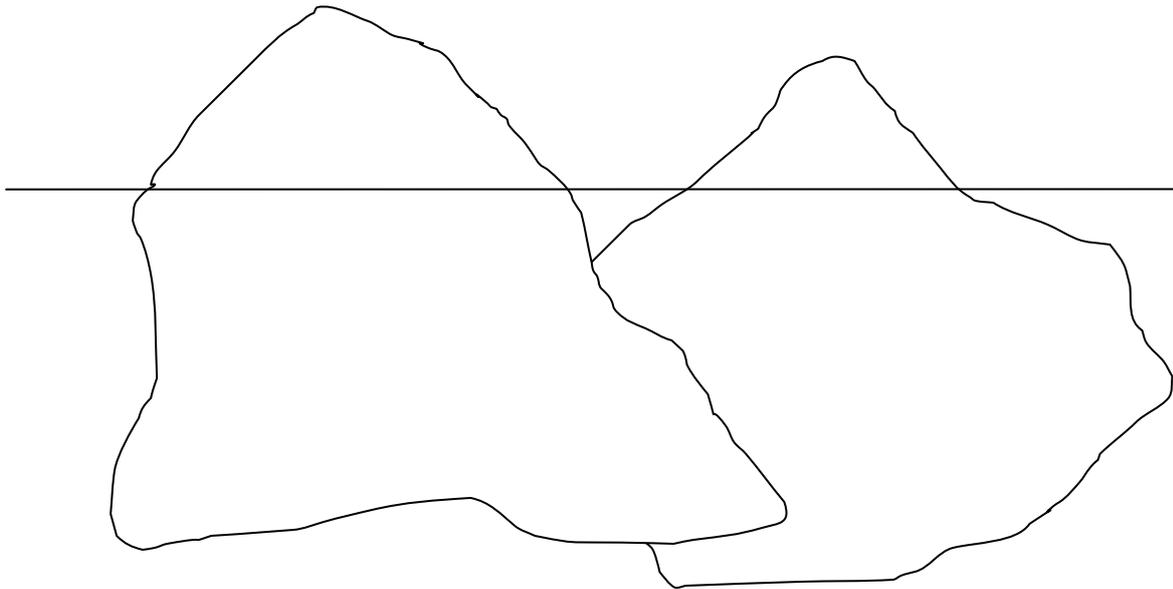
When two people are in conflict, there are two **positions**: two people want two different things or have different opinions. For instance: *Ton absolutely declines to visit his mother-in-law at Easter. His wife wants to go. The positions are: do we, or do we not, go and visit mother(-in-law) at Easter?*

Underlying every position are **interests**. Interests are the cause of a certain choice of position. In the above example, Ton's interests could be: he does not want to spend a whole day of his free weekend sitting indoors with all the brothers and sisters, nephews and nieces. His wife has other interests: she wants to preserve the good relationship with her family.

This difference between positions and interests can also be shown by the iceberg-metaphor:



positions

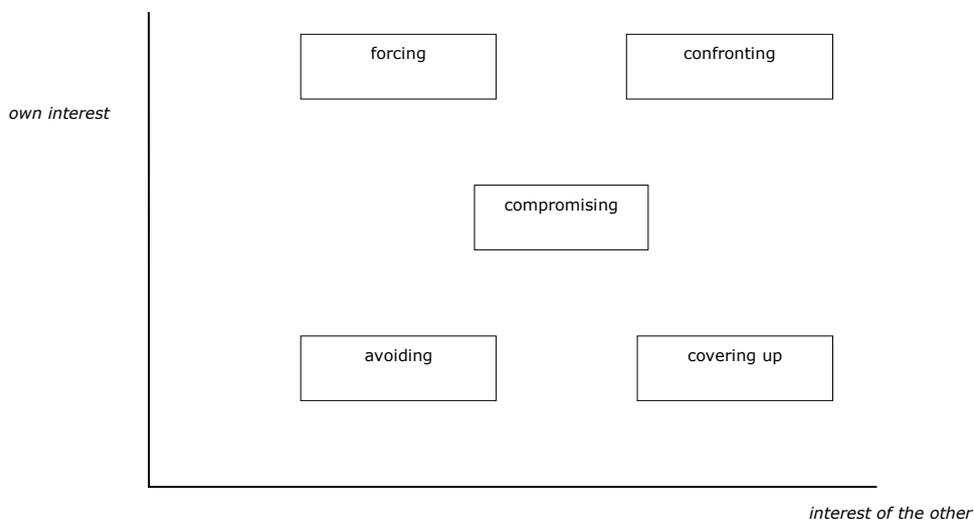


interests

The positions are above water, the interests below. Usually there are overlapping interests to be found. In the case of Ton and his wife: both have an interest in a good relationship with the family. Looking for these common interests often provides the ingredients for a good solution. In this case, for instance, visiting mother(-in-law) some other time.

Reactions to conflicts

People react differently to conflicts. the way they react depends to a great extent on how much they are motivated by *concern about (the relationship with) the other* on the one hand and *concern about their own interests and the result* on the other. Prein (1996) differentiates four ways of dealing with a conflict: forcing, confronting, avoiding and covering up.





Forcing is a very assertive reaction, showing little concern for the other: high on the axis 'own interest' and low on 'interest of the other'.

A reaction that scores highly on both axes, thus aimed both at self-interest and at keeping up the good relationship (interest of the other), is called *confrontation*.

Someone with a low score on both axes has little concern for self-interest or for the other. Conflict is *avoided*.

And someone whose main concern is to maintain the good relationship, scoring high on 'interest of the other' and low on 'own interest', tends to *cover up* any conflict.

Others speak of *competing, co-operation, avoiding and adapting*. Fisher, Ury and Patton (2000) differentiate three reactions to conflict: *hard, soft and rule-guided*. The latter implies the use of strategies, aiming at a sensible agreement. Both parties try to see each other's point of view and then look for a solution that satisfies both parties, whereby the relationship remains good.

In the lessons of The Peaceable School, we use the classification: **hard, soft and together** for the pupils.

Hard stands for aggression, competition, wanting to win; sticking to your position. Characteristic behaviour is pressurising, demanding, threatening, aggression, anger. This way of reacting to a conflict is not always bad. There are situations in which it is necessary to react thus; for instance, if something is very important to you.

Soft means: avoiding, adapting, negating the conflict. Characteristic behaviour is ignoring, withdrawing, conceding. This sort of reaction, too, can sometimes be quite adequate; for instance, in a situation in which it is more important to you to maintain a good relationship than to gain a good result in a conflict; or if you are threatened on the street and are not sure of the outcome.

Together, in this context, means: listening to the other, trying to put yourself in their place, but also making your own standpoint clear, making sure you are understood. Here we see a conflict as a mutual problem to be solved and the parties are the 'problem-solvers'. This is a difficult sort of reaction (both for pupils and adults). It demands the skill to be assertive and '**firm**', but also the skill of being able to listen actively, putting yourself in the other's place, etc. A large part of the lessons in The Peaceable School is aimed at teaching the pupils these skills.

In the lessons of The Peaceable School and in the training of teachers, we make pupils and teachers aware of their favourite style: how they usually behave in a conflict. Such a choice of behaviour is, of course, influenced by a varying psychological background.

In the training, we therefore pay attention to the motives and opinions that lead to people often behaving in the same way in a conflict. Primary school pupils (at this young age) have far less psychological luggage than adults. But there are important influences; for instance, the cognitive 'models', such as role-models (see also Prein, 1996): ideas about suitable behaviour between boys and girls; or the stereotypes with which children approach the world; or differences in culture: guilt versus shame, group versus individual approach.

Negotiation is normal in some cultures, not in others. Our western, assertive style of reacting to a conflict is often not that found in the home of an immigrant child.

Behaviour does not change just like that. The underlying influences that govern it play an important role. Sometimes opinions or models must change before a person is able to change their behaviour. This implies that we must also make children aware: let them see where certain behaviour comes from and show them alternatives.

We make pupils (and teachers) aware of the fact that it is good to master all the strategies, have them all in their repertoire. The situation determines which is the most sensible reaction. Sometimes it is very effective to avoid a conflict. But sometimes you must be able to bang your fist on the table.



Result of conflicts

The various ways of reacting to conflicts described above also often lead to different outcomes.

There are three possible outcomes:

- a lose-lose-solution: if both parties negate the conflict, or if they only discuss superficial matters instead of the roots or underlying interests;
- a win-lose-solution: if one party adapts, or if one party is aggressive and out to win;
- a win-win-solution: if both parties look for a (creative) solution which is mutually acceptable.

Reaction	Result	Characteristics
Soft	Lose-lose	Neither wins: both lose.
Hard	Win-lose	The strongest gets what they want.
Together	Win-win	Ideal; parties are open towards each other's opinions and ideas, working together towards a solution acceptable to both parties.

Another often occurring solution to a conflict is *compromise*. A compromise can be seen both as a win-win and a lose-lose solution. Both parties give something up. If both parties give up too much of their original standpoint, it is lose-lose. However, if the result meets the wishes of both parties to a reasonable extent, it can also be said to be a win-win solution.

The teacher's role in a conflict

A teacher's usual reaction to a conflict between pupils could be:

- nip it in the bud: *take one child away from the other*;
- demand peace: *force the pupils to 'be nice': "Shake hands"*;
- criticize: *"Is that nice now, quarrelling like that?"*;
- punish: *"Quarrelling again? Go to the principal!"*;
- referee: *"Al right. You have the ball for 10 minutes and then change over"*.

All these reactions are primarily negative. Implicitly, you give the children the message that conflicts are wrong, that we should avoid them and that you do not expect the children to come to a constructive solution themselves.

Teachers in a Peaceable School are expected to approach conflicts neutrally at least, or to see an opening for development in them. This means that, in the first place, they give the children a chance to find a solution to their conflict *themselves* and that they are able to react neutrally (not critically) to a conflict. Besides this, we expect the teacher to be a *model* for mediation. This means that every teacher must master the process of mediation (see section 7).

Thus there are other possible reactions to conflicts:

- mediation: *you place yourself as a neutral third party; help the pupils to find a solution*;
- guiding the process: *as neutral third person, aim at the children improving their relationship*;
- let the children solve it themselves: *"Try and sort it out"*.

In the long term, the result is that there are hardly any conflicts in a Peaceable School and that ever fewer conflicts have to be resolved by the teachers.



3.3 Interactive teaching

The Peaceable School makes use of an interactive method of teaching. Learning used to be seen as gathering knowledge individually. Nowadays, learning together is emphasised as being meaningful. If children **learn together**, they often have discussions. Discussions are necessary because learning is a constructive process. Obtaining knowledge always occurs from one's own perspective and prior knowledge. Children create all kinds of meanings in their heads and see the world, as it were, through a filter. The interaction in which meanings are exchanged has been called 'negotiation of meaning' by Bruner: the discussion about the meaning of terms and situations, in order to arrive at a more collective understanding of those terms.

We can speak of *horizontal and vertical interaction*: interaction among the children and interaction between pupil and teacher. Horizontal interaction is necessary because children speak the same language; they quickly understand each other and often want to convince each other of something. The teacher already knows everything, there's not much point in that. Teachers' questions are also often construed as 'justification': have you been listening? This often makes children close down and they start thinking about what the teacher would probably like to hear. When children are discussing with each other, this problem is far less evident and there is more chance that real thinking processes begin. Of course, this does not mean that the teacher must just retire. On the contrary: the important thing is to ask the right question at the right time, so that the discussion can continue.

Besides *construction* and *interaction*, there is a third important element: *reflection*. Through interaction, the question arises as to whether what you thought of by yourself still fits within the term you arrived at by interaction (right method followed, right solution?). The way in which children learn new terms is really a continuous process of *construction* (what does the word 'conflict' make me think of?), *interaction* (what do others mean by 'conflict?') and *reflection* (what fits, or does not fit into my newly acquired meaning of 'conflict?').

In the lessons of The Peaceable School, the teacher is challenged to provide room for the pupils for this process. The teacher talks to the children, sets them thinking, asks questions that can lead to various answers, takes the children's contributions seriously. The lessons are more like workshops than instruction and assimilation, the teacher more a guide than a tutor. Pupils' experiences are often the starting-point. New terms are constructed together, rather than learnt as being indisputable. After construction and interaction, there is reflection.

These principles often mean a complete reversal of a teacher's practice. Such a style of interactive teaching has to be learnt by practice and feedback, self-reflection and review. The teacher's entire style of teaching and contact, and eventually that of the school, must be in keeping with the objectives of The Peaceable School lessons. It is therefore essential that intensive teacher-training and comprehensive coaching-training is coupled to the project.

Such a series of training and coaching should be aimed at learning to use the teacher's skills to enhance interaction between pupils that also meets the pupils' basic needs, especially those of autonomy and competence. Increase of responsibility for, and involvement in, the climate in the class and the school is what matters. This demands of the teachers some measure of relinquishing existing patterns. It also demands their skill in resolving conflicts.



Co-operative learning

Closely linked to the principles of interactive teaching, is the method of *collaborative* or *co-operative* learning. Since the '70s, there has been a lot of interest in *co-operative learning* in the United States.

Co-operative learning aims at:

- improving learning achievement (such as by active use of language, a good pupil's example, keeping each other to the matter in hand, less fear of making mistakes);
- improved attitude of pupils towards learning;
- improvement of mutual acceptance between pupils;
- improvement in the working atmosphere in the class;
- more time for the teacher (because pupils take over part of the organisation);
- increase in the pupils' responsibility.

Co-operative learning is a teaching-situation in which pupils work together in pairs or groups in a structured way. Four basic characteristics provide the structure:

- they need each other: there is a group objective that can only be met if everybody takes part and makes a contribution;
- each member of the group is individually responsible: everyone can be called to account about the group's work;
- task calls for exchange and interaction;
- evaluation of the co-operation: looking back afterwards on what has been learnt and how everyone has co-operated.

It is the structure that differentiates co-operative learning from informal group-work. The lessons of The Peaceable School repeatedly use activities to which co-operation is the key.

3.4 Social and emotional intelligence

The last background we refer to here and which has led to the creation of the programme of The Peaceable School is the increasing interest in other forms of intelligence. It is no secret to anyone working in education, that social and emotional aspects greatly influence the effectiveness of the teaching. Take a teacher's preference or disapproval of a certain pupil, or the death of someone dearly loved by the pupil, or fear of failure. Or take the social and communicative problems of some pupils which make it impossible for them to learn or work.

Since the days of the IQ's glory (which began around the First World War), our thinking about intelligence has been greatly influenced by a fairly limited concept: intelligence, and thus social success, was mainly due to verbal and mathematical-logical intelligence.

Nowadays, we have a far more varied idea of intelligence and the relationship between intelligence and social success. Gardner's theory about multiple intelligence (Gardner, 1993) has broadened the understanding of differences in intelligence among people. His differentiation into eight kinds of intelligence (logical/mathematical, verbal/linguistic, musical/rhythmical, physical/kinetic, inter-personal, visual/spatial, intra-personal and nature-orientated) has also led to a broader view of the term 'intelligence' in education.

'Personal intelligence', in particular, is receiving increasing attention. After a period in which the 'effective school' was the focal point and in which the emphasis was mostly on basic skills and tests in the cognitive subjects, a change can be seen, certainly in the Anglo-Saxon countries. An increasing number of schools tries to give attention to other forms of intelligence in the curriculum.



Our society demands more than just good cognitive knowledge (the basic academic skills) and it is therefore of great importance that pupils are also socially and emotionally equipped for participation in society.

Coleman (1996) caused a breakthrough with the term 'emotional intelligence'. His plea for systematic attention to emotional intelligence in education, for the development of social and emotional skills, found an echo in many schools in the U.S. There, it is fairly common that, besides the academic curriculum, schools also provide a programme for the development of social and emotional skills in children.

The Peaceable School contributes to a broader basis for children's functioning in society by stimulating the development of social and emotional intelligence in children; and by making use of the social and emotional intelligence children already have.



4 Parts of the programme

A school's decision to implement The Peaceable School implies a two-year introductory programme. During this period, the programme involves:

- introducing the series of lessons in all classes
- teacher training (5 half-day sessions in the first year, 3 in the second)
- classroom observation (by external and internal supervisors)
- mediator training (3 sessions in the second year)
- an information meeting for parents (first year; optionally followed by a workshop for parents in the second year).

Series of lessons

There are about 36 lessons, spread over 6 units, for groups 3 to 7 (6 to 10-year-olds). Group 8 (11-year-olds) has a separate programme of 4 units and a total of 26 lessons. A 30-45 minute lesson (almost) every week is intended. The units for groups 3 to 7 are:

Our Class

In this unit, the lessons focus on the creation of a positive climate in the classroom. Together, the class agrees on how they treat each other. The pupils themselves think of tasks and responsibilities.

Resolving conflicts themselves

Pupils learn the term 'conflict' and realise how they can react to one. At the end of this unit, we expect the children to resolve their conflicts themselves with the help of a series of simple steps.

Communication

Good communication is the key to resolving and avoiding conflicts. In this unit, attention is given, amongst others, to the role of misunderstandings, putting yourself in the other's place, active listening and summarising.

Feelings

Amongst others, two important skills for conflict-resolution are learnt in this unit: recognising your own feelings and talking about them, and the recognition and acceptance of another's feelings.

Mediation

The term mediation is introduced in this unit and the series of steps for mediation introduced and practised. Skills from the previous units are integrated.

Different and yet together

Many conflicts arise through prejudice about differences. At the forefront of this unit is co-operation and appreciating the differences.



Besides these, there is a series of lessons for the 4-year-olds and one for the 5-year-olds. This series is also divided into 6 units, corresponding to those for groups 3 - 8 (6 to 11-year-olds):

1. Our Class
2. Quarrel or take turns?
3. Talking and listening
4. Feelings
5. Resolving quarrels
6. Different but together

There are three activities to each unit, which can be spread over two weeks, so that all classes of the primary school run through the units at the same speed.

Each lesson for the 6 to 11-year-olds has the same structure. It begins with a starter or gathering (a short, playful activity), which signals a less cognitive kind of lesson than usual. Then, together with the pupils, the agenda (the course of the lesson) and its objective is discussed. Activities round the theme of the lesson follow, using means which have a workshop character. After this core part of the lesson, there is an evaluation, in which the pupils are asked what they thought of it, and its objective is referred to. Another short and playful activity ends the lesson (closing down).

Teacher training

A series of five training-sessions is envisaged in the first year and three in the second. In these, the teachers get to know the principles of the programme. Training is further aimed at:

- ability to apply the principles of The Peaceable School in everyday practice;
- self-reflection: how do I personally deal with conflicts and could that be improved? (see also section 3.2);
- how to increase the pupils' responsibilities, both as teacher and as team;
- collective development of vision in the team and creation of support for The Peaceable School;
- coming to general agreement in the team about how The Peaceable School is interpreted in their school;
- gradually working towards a new and different culture in the school.

See further section 6.

Classroom observation

Linked to teacher training is classroom observation, done by internal and external coaches. These are intended to give support in the application of the newly acquired skills in the class. A teacher's change of approach towards more interactive teaching and increased pupil responsibility are very demanding, and help in the form of targeted feedback is often necessary.

Information for parents

During the first year, an informative parents' meeting is organised. Its aim is to involve the parents in the project and provide them with information. Parents obviously play an important role in supporting their children in the application of their newly learnt skills.

In the second year, four workshop sessions can be given for interested parents. The main subject here is how parents deal with conflicts in and around the family. (See also section 9).

**Peer mediation**

Peer mediation is introduced in the second year: at school, several pupils are selected and trained to help fellow pupils resolve their conflicts. After training, they become a mediator in the school. See section 7.

Training for institutions round the school

Since it is meaningful that all the professionals who come into contact with the pupils of the school are informed about the principles of The Peaceable School, it is possible to extend the programme with training for the personnel of institutions 'around the school', e.g., clubs, play-groups, playgrounds, libraries.





5 Implementation

A long-term innovation process

The Peaceable School tries to influence the culture of the school. Experience teaches that this is a question of holding out for a very long time. Research has shown that isolated projects, on bullying, for instance, did not take root. Even methods for social-emotional development in schools only had a very limited effect: after three months, there was no visible effect and, even if there was a short-term effect, this could not be generalised towards everyday life (Prins, 1995). He advocates:

- no general training that does not tackle a problem perceived as such by those involved, but to gear training to the specific character of the social problems;
- Involve teachers, parents and peers in the project, in particular with a view to supporting the newly learnt skills in various situations;
- training should, as far as possible, relate to daily life;
- at school, create as many practice moments as possible;
- link to daily activities;
- introduce the relevant terms to everyone in the school so that communication is possible;
- training during a longer period (the pupils' entire primary school period).

The Peaceable School implements many of these recommendations. It is a long-term programme. The two-year support consists of:

Year 1:

- internal steering committee (5 sessions)
- teacher training (5 half-days)
- weekly lessons in all classes, given by their own teacher
- classroom observation by internal and external coaches
- informative meeting for parents

Year 2:

- internal steering committee (5 sessions)
- weekly lessons in all classes, given by their own teacher
- teacher training (3 half-days)
- mediator training (3 sessions)
- mediator implementation
- workshop for parents

Supervision is for minimally two years and it is advisable that the school remains intensely involved in this change (of culture) for at least 5 years.

Change of culture and approach

The Peaceable School is a complex innovation because it involves a change of culture. It is not about giving a good lesson but about a basic attitude that resurfaces in all areas of school life: not only in the way in which teachers get along with the pupils, but also as a team, with parents, how they deal with incidents, management, etc. The basic idea is: always make your own responsibility pivotal; put pupils, teachers and parents on their own feet. This is not a matter of course for everyone.



Such a change in culture and approach requires more than the organisation of a short-term project or the introduction of a new system. For a change in approach, the underlying convictions, opinions and attitudes must also change and that is not so easy. It also takes time to learn a different approach and the necessary skills. Much practice is needed and it is imperative that the newly acquired skills are supported by everyone who deals with the children (parents, professionals, peers and other adults in the vicinity).

This is valid, both for young people and for the professionals who work with them. Many isolated, short-term projects contribute only to the recognition of the problem by all those involved. This is, of course, already a big step forward but then the actual work must start.

Innovation strategy

Recent experience has shown that the factors leading to successful implementation of The Peaceable School are, amongst others:

- an active and involved principal of the school;
- a clear mission-statement, supported by all;
- an intensive and involved training of the teachers (in which their approach and underlying convictions come up for discussion); see also section 6;
- followed by coaching in the classroom (holding up a mirror to them, stimulating them);
- consultation between team members (learning from each other);
- really giving pupils responsibility;
- a Peaceable School lesson almost every week;
- initial and interim assessment to monitor progress;
- implementation of the philosophy in all possible situations.

The innovation strategy is schematised below:

<p>Formulation of the collective mission-statement: "We are a peaceable school in which....." Explain what the school stands for</p>		
<i>initial assessment</i>		
<p>Training Teachers</p>	<p>Coaching by classroom observation</p>	<p>Review and discussion with colleagues</p>
<i>progress assessment and communication</i>		
<p>Teachers' approach:</p> <ul style="list-style-type: none"> ▪ Teacher as model (example) ▪ Explanation of values and required manners ▪ Active and meaningful learning ▪ Use of 'teachable moments' (daily implementation in practice) ▪ Promotion of community spirit and co-operation ▪ Supporting pupils and making them responsible 		
<p>Responsibilities for pupils (such as mediators)</p>	<p>Lessons for pupils: learning insights and terms, practising skills, reflection on attitudes</p>	<p>Insertion in existing programmes, other subjects and work forms</p>
<p>Parents Informing (parents' meeting, newsletter, class evening)</p>	<p>Parents Training by means of workshops</p>	



The role of the principal

The role of the principal in the introduction of innovation is absolutely crucial. It is they who have to bear the responsibility for the innovation and who can provide the pre-conditions for a successful change in the school climate.

Of course, the principal is also a model. If you want a democratic classroom, the school has to be democratic too; a school in which personnel has a voice and is taken seriously, but also a school in which personnel must be involved and responsible. Democracy does not come by itself: it requires active 'citizens'.

An important role of principals is the constant indication of the state of progress in relation to the objectives. They must immediately register and correct any situation that does not fit into the philosophy of The Peaceable School. This steering is necessary because, for pragmatic reasons, teachers often choose solutions that are contrary to the idea of a democratic and responsible class: sending children out of the classroom, punishing, being unreasonably angry, etc.

Very often there are teachers who (still) find teaching difficult. In such a situation, they tend to rely on discipline and order, and see children's initiatives or questions as a threat to their authority. This often creates a negative spiral: the teacher reacts tensely and angrily to the children, who feel they are being treated unreasonably, that they are incompetent, and take on the challenge, which makes the teacher feel justified in their idea that the children are not yet to be trusted and that they must keep a tight rein on things.

In such situations, principals play an important role in supervising the teachers. Discussions about the work, classroom observation, sometimes setting an example by taking over the class themselves, all are possible forms of coaching and directing.

Constant dissemination of the school's mission is pre-eminently the task of the principal!

Formulating the collective mission-statement

A school that wishes to participate in The Peaceable School must realize that this is not just the introduction of a new system. It is a way of getting on with each other, in which a number of convictions occupy centre stage:

- great confidence in children's possibilities: children must feel that they are valued as they are but that they can become much more;
- children's responsibility is important to the children themselves and for the climate in school and classroom;
- it is the school's task to let children become good people;
- teachers are pivotal in this: they must be the 'model'.

These convictions must be held by everyone in the school. The formulation of such starting-points is of great importance. A clear mission-statement about the kind of school it should be, endorsed and borne by everyone, greatly contributes to the introduction of the philosophy of The Peaceable School.

The role of the teacher

How can the class teacher encourage children to get on well with each other?

There are five ways of doing this:

- giving the lessons from The Peaceable School;
- using *teachable moments*: moments and situations that occur in everyday practice, in which acquired terms and skills can be applied or new ones learnt;
- *incorporation* in existing subjects (reading, grammar, arithmetic, history and geography) or using certain situations in two ways (for instance, coupling class discussion to listening skills or co-operation).
- the teacher as *model*: gives an example in manners all day, in everything that they do (thanking children, greeting them, letting them finish what they are saying, resolving conflicts in the right way,



giving the children choices, setting them on their own feet, dealing with the class in a democratic way, etc.);

- increasing the pupils' *responsibilities* (by giving them a vote and letting them have an influence on their own environment, they will behave differently).

It is important that teachers realise that they can no longer be the 'absolute ruler' in a democratic class. The teacher becomes a 'facilitator': someone who provides structure and sees to it that pupils stick to it, thus being continually concerned with the social development of each pupil. This development must go from 'only thinking of yourself' to 'being conscious of others and of your surroundings'. The same care that the teacher applies to teaching grammar and arithmetic must be used in teaching manners and self-reflection. As the pupils show increasing communal spirit, the teacher can increasingly become the facilitator and allow forms of self-government. Needless to say, the teacher remains responsible for the safety and sense of security in the group.

The teacher can stimulate the social development of each child by, in the first instance, strengthening the *pupil*, such as by:

- building up a strong relationship with each child;
- stimulating the child's self-confidence;
- providing security and structure;
- making the child responsible for what it learns;
- using the strong points each child has for the classroom community.

Secondly, by strengthening the *community*, such as by:

- encouraging and training co-operation;
- working on relationships in the classroom;
- emphasising manners in the daily routine;
- valuing communal spirit as much as academic achievement;
- making time for reflection on the relationships in the classroom;
- always avoiding a struggle for power with the pupils (which makes them feel humiliated).

The role of the supervisor/ trainer/adviser

How can an external adviser contribute to the required development of the school team and individual teachers towards a Peaceable School?

- Have them give the lessons (you may want to work on a change of behaviour or attitude, but that is not always the best way; it is sometimes necessary to let the teacher experience a different approach and its consequences, such as putting the children to work in groups, asking their opinion, etc.).
- Training teachers, with reflection on, and practice of, their own skills and attitudes at the forefront.
- Classroom observation and evaluation.
- Using an evaluation form for classroom observation, familiar to the teacher.
- Setting an example in everything you do (manners, respect, but also giving the training in the same way as you would expect the teacher to do in The Peaceable School).
- Make sure that there is regular consultation and exchange of views in the team about The Peaceable School: review (what works for whom?; good practices in the school).
- Have the team specifically report on what they would like to be altered: let them make their own success-indicators.



Observation Form for The Peaceable School	
Promoting	Impeding
How does the teacher approach the pupil?	

- Make an initial assessment: read the thermometers for the pupils; go through a checklist of the teachers' own success-indicators.
- Continually urge teachers to give pupils responsibility; this can change their convictions by showing them its positive results.
- Continual communication on the innovation (and its results), such as through newsletters, communication board, flaps, photos in corridors and classrooms.
- Continually providing information to whomever needs it on what The Peaceable School is about.

Classroom observation

Classroom observation of all teachers (followed by an evaluation) is part of the programme of The Peaceable School. It is primarily intended for the observation and stimulation of the process described above.

The crucial question is, of course, do the teachers *want* to develop in that direction? Do they see the need for it or are they satisfied with the status quo? After all, they have been doing it like that for years.

There are teachers who have long developed in that direction. They often enjoy people coming to see what is going on in the classroom and are happy to be given extra tips. There are also teachers who know they are not yet there but want to go in that direction. These are often beginners and classroom observation is very useful to them. However, there are also teachers who feel resistance to these developments and do not want a classroom visit. Experience shows that then it is not much use. Classroom observation is only meaningful if a teacher has questions, if they really wish to profit from the fact that someone is coming into the classroom who can hold up a mirror to them. A visit to a teacher in the last category can sometimes have a stimulating effect, suddenly taking away some of the resistance, but in a number of cases, something else needs to be done. For instance, the principal comes into the classroom several times and (in a confrontational way) says precisely where practice deviates from what is required in their school. Eventually a plea for help is made, after which a coaching visit can be made.

In many cases, a series of visits is indicated. An approach is not so easily changed. It takes time. A new approach must be tried out and supported. It is very helpful to have a **video-camera** in the classroom on such visits. It takes more time but also gives better results. It can be done individually but several shots can also be used as material for collective training.

A useful aid is the Observation Form which is known to the teacher and describes which approach promotes the 'Peaceable school' and which hampers it. An example is given below:



<ul style="list-style-type: none"> • A calm and respectful tone towards the children • Eye contact with all the pupils • Really listens to the pupils • 'Good manners': thank you, please, sorry • Lets the pupils finish what they are saying • Greets all the children every morning • Notices if a pupil is caring towards another • Knows enough about each pupil's background • Makes time to exchange a word with each child • Notices the positive deeds of each child and confirms them • Also notices quiet children • Observes all the children • Helps children to describe their feelings • Describes his/her own feelings 	<ul style="list-style-type: none"> • Controlling • Ordering • Corrects threateningly: if you don't ... • Sarcastic • Cynical • Does not let the pupils finish • Does not thank the pupils • Has favourites • Points out negative behaviour • Not all the children are noticed
<p>Interaction between pupils</p>	
<ul style="list-style-type: none"> • Much pupil interaction in varying groups • Pupils ask as many questions as the teacher • Pupils also ask each other questions • No pupils are isolated • Activities invite collaboration • Great buzz of activity and interaction 	<ul style="list-style-type: none"> • Pupils speak mainly to the teacher • Pupils wait till they are called on • Pupils call out to answer • Pupils mostly work alone • Mostly quiet; only the teacher's voice
<p>Pupil responsibility</p>	
<ul style="list-style-type: none"> • Pupils occasionally make their own choices • Some pupils work outside the classroom • Pupils are responsible for a number of tasks • Pupils do their tasks independently • There are also open tasks (pupils do their own planning and design) • Several activities are going on at the same time • Teacher: at work with the children; difficult to find 	<ul style="list-style-type: none"> • Almost all the pupils are doing the same • Pupils have few possibilities for choice • Pupils have little or no responsibility • Teacher in front and central; can be found immediately
<p>The classroom and its surroundings</p>	
<ul style="list-style-type: none"> • Pupils sit in groups, so that interaction is possible • Boys and girls mixed • The children's background can be seen in the classroom • Classroom full of recent work by pupils • Children's work is carefully and nicely hung • Projects show collaboration • Walls are covered with results of The Peaceable School • Agreements in classroom and made together by pupils and teacher • Inviting atmosphere • Teachers and pupils welcome visitors • Pupils help all over the school 	<ul style="list-style-type: none"> • Tables and chairs in rows, facing the black-board • Boys and girls separated • Bare walls • Rules made by the teacher • Formal atmosphere • Going in and out chaotic • Many quarrels in the playground • Teachers not interested in the pupils on the playground



6 Teacher training

Teaching in a democratic classroom

In various places, something has already been said about the role of the teacher. In an innovation such as The Peaceable School, the teacher has a key position, more than in any other innovation, since there you teach with your heart! This means that the teachers dedicate themselves personally to achieving the desired result. A teacher's approach, underlying conviction and standards and values are the most important points of application in the formation of The Peaceable School.

We have already spoken of the various ways in which the class teacher teaches children to get along peacefully together. Five ways were given:

- giving the lessons from The Peaceable School;
- using *teachable moments*: moments and situations that occur in everyday practice, in which acquired terms and skills can be applied or new ones learnt;
- *incorporation* into existing subjects (reading, grammar, arithmetic, history and geography) or using certain situations in two ways (for instance, coupling class discussion to listening skills or co-operation).
- the teacher as *model*: giving an example in manners all day, in everything that they do (thanking children, greeting them, letting them finish what they are saying, resolving conflicts in the right way, giving the children choices, setting them on their own feet, dealing with the class in a democratic way, etc.);
- increasing the pupils' *responsibilities* (by giving them a vote and letting them have an influence on their own environment, they will behave differently).

Problems are often to be found in the convictions teachers have and which they allow to influence their approach. In practice, there are teachers who are convinced (but do not always say) that "*If the teacher is not the boss in the classroom, there will only be chaos*"; or "*Children need to know exactly what will happen if they don't do what they are supposed to do*". Sometimes teachers have no faith in children, in what they could do. Sometimes they think that children are always on the look-out for power and that one had better not take any notice of them if they ask for it.

It is often very hard to contradict or 'change' teachers with these ideas. It works like this: stamp a child with the label of problem-pupil and it will behave as one. If you treat pupils as though 'they always need checking', there is a great chance that you do not tap into the self-control and responsibility that is latent in them. (Research has also shown that, if teachers were told that their pupils were highly talented, these average pupils obtained far better results).

Contents of the team training

Schools participating in The Peaceable School are committed to extensive training for the school team. We hope that this training contributes to influencing and convincing teachers. In the first year, there are five 3-hour sessions for teacher training.

The training sessions are made up of five main parts:

- participants' experiences with the lessons and the application of ideas and skills in practice;



- preparation for the themes of the new units;
- awareness and practice of teachers' own social skills, such as resolution of conflicts;
- class management and didactics: interactive teaching and co-operative teaching;
- the pedagogical climate in the school: getting on with each other, shared responsibility, independence, involvement with each other, group formation.

The activities and didactics of the training are the same as those of the lessons of The Peaceable School and contain:

- information
- learning from experience and self-reflection
- sharing experiences, horizontal learning
- generation of new ideas
- collective agreement on their implementation in class and school.

The programme of the training sessions is also the same as that of the lessons of The Peaceable School:

- starter
- agreeing agenda
- theme of the session
- evaluation
- closure

In the first session, the main theme is the climate in the class. The school formulates its own long and short-term objectives (success-indicators) for The Peaceable School. Preparation is for Unit 1 (lessons 1– 6). The structure of the lessons is discussed and teaching (parts of) lessons to each other is practised. Finally, incorporating the lessons into the timetable is agreed on.

The main theme of session 2 is: resolving conflicts. Teachers exchange experiences with the lessons in Unit 1. Inventory of ideas and their use in practice for stimulating a good atmosphere in the classroom and getting along together. The teachers' favourite means of dealing with conflicts is explored. The new unit is discussed. Session 3 is about: communication. Teachers again exchange experiences with lessons and dealing with conflicts. Promotion of the project is discussed. An inventory is made and ideas suggested for promotion and the stimulation of interaction, co-operation and group-formation in the class. Discussion and preparation of the new unit.

The 4th session is about feelings. Teachers are encouraged to show something of their own feelings. Ideas on how to do this are examined. Inventory of, and suggestions for ideas and their use in practice for the stimulation of shared responsibility and participation in the class.

In session 5, the main theme is: mediation. The contents of Unit 6 (co-operation and appreciation of differences) are examined. We return to the success-indicators. What sort of indications has everyone experienced? Are these the same as those they had aimed for?

In the second year, the emphasis of the project is on implementation of the lessons and the change in school culture. The contents of the team training then differs from school to school. Themes are, amongst others, mediator training, dealing with repetition of the lessons, parents' workshops, review, co-operative learning, activities for neighbourhood institutions.



7 Peer mediation

Introduction

An important element of The Peaceable School is *peer mediation*. Mediation has long been a profession in America and is recently also advancing in the Netherlands. In 1993, The Netherlands Mediation Institute (NMI) was founded. Mediation is mostly used in divorce, but recently also for industrial relations, business and rent disputes. Peer mediation is done, not by professionals, but by people from the own class.

In peer mediation in schools, pupils mediate in each other's conflicts. It is one of the clearest results of the principle that children themselves are responsible for what goes on in the school: in this case, the solution of their own conflicts and problems.

In the second year of the introduction of The Peaceable School, mediator training can be introduced. Only when all the pupils have followed the lessons in Unit 5, and therefore know what mediation is, or have practised it themselves, is it time to work with individual mediators. (It is sometimes necessary to postpone this. The climate in the school must already be such, that the establishment of individual mediators will no longer create problems.)

When the school is ready, a number of senior pupils is chosen for special training as mediator. Once trained, two mediators are 'on duty' each day in the school. During breaks, they walk around (usually in a coloured jacket or coat) and keep an eye out for quarrels or conflicts in which they can help. They are available all day for the solution of conflicts and teachers can also send quarrelling pupils to the mediators.

Path of mediators at school

After recapitulating what mediators are and what they do, pupils from the three (two) highest classes are invited to apply for the task of mediator. It is also important that the choice of aspirant-mediator is endorsed by the class, which therefore has an important say in it.

The children are given the following questions:

1. "Would you like to become a mediator yourself? Write down why and whether you think you would be good at it".
2. "To whom would you turn in a conflict? Who do you think could do it?"

In the second phase, the teachers of these classes come together with the principal and discuss the chosen candidates. It is important that it is a mixed group: boys and girls, the tough and the studious, ethnically diverse, so that there is always someone in the school who appeals to the seeker. Thus the school arrives at a group of about 12 pupils (depending on the size of the school and the number of 'duty periods').

Training mediators

The first time, training is done by a school advisory centre, together with one or two people from the school, who will take over the next training. Training consists of three sessions, each taking an hour and a half. After training, pupil mediation begins. A number of things have to be discussed with the mediators: timetable, how do you make yourself recognisable, how are the mediators announced, demonstrations in the classes, photos of the mediators on a special board in the entrance-hall, etc.

In the beginning, the mediators need coaching by an internal supervisor (one of the trainers). Once a week, the mediators meet for review.

Mediation steps



The following steps are used in mediation. All the pupils are familiar with them and have practised with them. (For the complete form, see work sheet 13A and 13B).

STEPS IN MEDIATION

INTRODUCTION

1. Say, "Hallo, we are ... and We are mediators and can help you to resolve the conflict".
Ask the children's names.
2. Ask, "Do you want help in solving the problem?".
3. Find a quiet spot for mediation.
4. Name the three rules and ask, "Do you agree?".

LISTENING

5. Ask the first child, "What is the problem?" . Paraphrase.
6. Say what you think they feel about it or ask how they feel.
7. Ask the second child, "What do you think happened?" . Paraphrase.
8. Say what you think they feel about it or ask how they feel.
9. Summarise what you have heard. "So, as I understand it, ... (1st party) wants ... and ... (2nd party) wants Is that right?".

LOOKING FOR A SOLUTION

10. Ask the first child, "What could you do to solve the problem so that you are both satisfied?".
Paraphrase. Go on asking if necessary.
11. Ask the second child, "What could you do to solve the problem so that you are both satisfied?". Paraphrase. Go on asking if necessary.
12. Try and get them to find as many solutions as possible. If there are many ideas, write them down. Go on asking if necessary: " You can What else?". If there are few ideas or none, ask questions such as, "O.K. ... wants this and ... wants that. How can we sort this out?". Or: "What else could you do?" or "How would you like it if ...?".

CHOOSING A SOLUTION

13. Help them find a solution they are both happy with. For each idea, ask, "Is that a good solution for you? And for you? Does it solve the problem?".
14. Repeat the solution and all its parts and ask both parties if they agree. If necessary, have them make a plan. Ask, "What are you going to do now? How are you going to do it? What are you going to do first?".
15. Congratulate both pupils on the successful mediation. Shake hands and ask them to shake hands with each other.
16. Fill in the mediation form.



8 Measuring results

An important aspect of successful innovation is measuring the results and communicating them. There is nothing so encouraging and stimulating as seeing that the innovation really does change things.

How are the results of The Peaceable School measured? In section 2, we described the objectives of the programme:

- changing the school culture towards *the school as a democratic community*;
- increase of social competence, especially the skills of pupils, teachers and parents in resolving conflicts;
- increase of the children's responsibility;
- improvement of the class-climate; better relationships within the class.

It is still very difficult to make a systematic assessment of whether these objectives have been fulfilled. At present, the following possibilities for measuring the results of The Peaceable School are:

- a security-thermometer
- a list of success-indicators
- a conflict-thermometer.

Security-thermometer

This is a simple instrument, consisting of a small number of questions for the pupils to answer. It shows how (in)secure the pupils feel. It can be used:

- to get an impression of the feeling of security of **individual** children;
- that of the **class** as a whole;
- as the starting-point for a discussion with the class or individuals;
- to get an impression of security for the entire school.

It is used as a means of measuring progress: at the beginning of the introduction of The Peaceable School there is a nil-measurement (October) and then, a year and two years later, the measurement is repeated. Some teachers/schools prefer to use the thermometer at the end of the school year (June), so as to assess progress in a particular class.

There are two versions: one for children in classes 2 and 3 (5 and 6-year-olds) who cannot yet read well enough, and one for classes 4-8 (7-11-year-olds). An example of the latter can be seen below:



Security thermometer group 4-8

How safe have I felt these last weeks in and out of school:

In the class I felt	safe/ not so safe/ unsafe/ very unsafe
In the school I felt	safe/ not so safe/ unsafe/ very unsafe
Around the school I felt	safe/ not so safe/ unsafe/ very unsafe
Between home and school I felt	safe/ not so safe/ unsafe/ very unsafe

In the last few weeks:

I was teased or bullied	never/ sometimes/ often/ always
I was called names or threatened	never/ sometimes/ often/ always
Something of mine was stolen or broken	never/ sometimes/ often/ always
I was afraid of certain boys/girls	never/ sometimes/ often/ always

Success-indicators

In the first session of the team training, we ask the teachers to indicate when The Peaceable School could be a success in the short term. What changes would you like to make/happen at the end of the first year of implementation of The Peaceable School? These indicators are transformed into a 5-point-scale. It is used as another means of measuring progress: at the beginning of the introduction of The Peaceable School there is a nil-measurement and then, a year and two years later, the measurement is repeated.

An example is shown below:



1 = never happens 2 = once or twice 3 = sometimes 4 = regularly 5 = happens very often

1.	parents react positively and are involved	1	2	3	4	5
2.	if pupils are bothered by/about something, not 'stop it', but a positive I-message	1	2	3	4	5
3.	children are interested in each other	1	2	3	4	5
4.	children show social behaviour (picking up a pen, etc.)	1	2	3	4	5
5.	in the playground, they resolve problems themselves	1	2	3	4	5
6.	children talk about resolving conflicts	1	2	3	4	5
7.	conflicts are sooner resolved	1	2	3	4	5
8.	children are aware of their own part in a conflict	1	2	3	4	5
9.	pupils feel responsible for tasks	1	2	3	4	5
10.	fewer quarrels in the playground	1	2	3	4	5
11.	children do not react impulsively in a quarrel	1	2	3	4	5
12.	class quiet in 'dead moments' (change of subject/lesson)	1	2	3	4	5
13.	children often act as peacemakers	1	2	3	4	5
14.	in the class, children can show and describe their own feelings	1	2	3	4	5
15.	children spontaneously give each other put-ups	1	2	3	4	5
16.	teachers are aware of their own way of reacting	1	2	3	4	5
17.	children want to sit next to other children	1	2	3	4	5
18.	children tidy their things up	1	2	3	4	5

Conflict-thermometer

In unit 2, the pupils learn how conflicts can be resolved differently. During this unit, the school is advised to make a large conflict-thermometer and hang this up in the hall. On a certain day, all the conflicts in the playground during break are counted and transferred to the thermometer. This leads to discussion in all classes and the pupils are asked how this number can be reduced. 'Playground committees' can be set up, consisting of representatives from classes 3 – 8, and their suggestions are implemented. After a time, the number is counted again and the thermometer can then show whether there has been a reduction.





9 Parents

Pupils' behaviour is to a great extent determined by the surroundings and the background. If The Peaceable School tries to teach children a different way of dealing with conflicts, it is, of course, important to see to it that there is no great gap between school and home. If children are taught at home that a conflict is resolved by violence, or must always be avoided, this will hamper the success of the programme.

This is why the programme of The Peaceable School pays attention to the parents. In the first place, parents must be fully informed about The Peaceable School. The objectives of the programme must be the objectives of the school, which the parents must know and support. This already begins with the intake of new pupils. In an intake interview, the school must make the objectives of The Peaceable School very clear and ask the parents if they support them. During the introduction, too, parents must be kept informed and involved.

During the first year, there is at least one parents' meeting, mainly to inform parents about The Peaceable School. Besides information, they also get a lesson from The Peaceable School and thus experience the contents of the programme themselves.

Besides this, the school must promote the fact that the school is a 'peaceable school' as much as possible: this means a certain way of getting on with each other and for resolving conflicts. This can be done by a school magazine, newsletter, posters in the passages, decoration of the classrooms with products of The Peaceable School, etc. The annual information meeting in the classes, usually held at the beginning of the year, can also be used to give parents further information.

In the second year, a workshop can be organised for parents who are interested. This is a series of four sessions, in which the main issue is conflicts in the family. The themes of the four sessions are:

- own experiences
- listening
- talk it through!
- limits to the discussion

Some practical suggestions:

- a parents' morning six times a year (they first get information; then they attend part of a lesson in their child's class; discussion and conclusion; the main conclusions are put on The Peaceable School-board in the hall);
- same idea: 3 times a year (first half of the morning, parents from classes 1 and 2 get information, then go to the relevant classroom; second half of the morning, parents from classes 3 - 5; afternoon, parents from classes 6 - 8);
- each unit is concluded by an open afternoon: parents attend a presentation by their children about the last unit.
- school rules are made by the pupils and discussed with the parents at a parent's meeting; or written in a booklet, to which parents can react, and then agreed upon; a parents' group as sounding-board.
- at a parents' meeting, parents are greeted by teachers wearing a red, yellow or blue cap (with the associated behaviour), providing an ideal starting-point for a discussion of this behaviour;
- in general: invite parents via their children; this is easier (showing work, etc.);



- each unit is announced in big letters in a visible place in the windows;
- the beginning of each unit is announced in the newsletter;
- special attention is given to the decoration of the school (featuring The Peaceable School) when parents are expected;
- at the information meetings for the classes at the beginning of the new school year, the parents are given part of a Peaceable School-lesson and information on The Peaceable School. All parents are contacted beforehand and asked to come, The parents who did not attend are contacted afterwards and told that they were sorely missed;
- in an intake interview, the school must make the objectives of The Peaceable School very clear and ask the parents if they support them. They are also told that they will be contacted before and after the information meeting;
- twice a year (once for parents of classes 1 – 4 and once for classes 5 – 8), there is a workshop for parents, consisting of three sessions, on Conflicts in the Family;
- have children question their parents on: what do you already know about The Peaceable School and what more do you want to know? – as preparation for a parents’ meeting or workshop.



10 Incorporation

After the two-year introduction, The Peaceable School needs to become anchored in the school culture. Ten Commandments have been drawn up. Their obedience gives at least some guarantee that The Peaceable School does not ebb away.

The Ten Commandments

1. Lessons in the timetable
2. Study group, 'The Peaceable School', 6 x a year (coupled to the units)
3. Fixed point on the agenda 6 x a year
4. Promote The Peaceable School
5. Annual room visit for The Peaceable School (by the principal)
6. Progress measurement (security-thermometer; guarantee)
7. Structural involvement of children (tasks in the class; responsibilities in the class; security committee; mediators, etc.)
8. Schooling of new teachers
9. Information for parents (intake; prospectus; info-meeting classes; newsletters; presentations, etc.)
10. Include in school mission-statement and personnel policy (professional development plan, evaluations, recruitment, etc.)

It is advisable to have the teachers do a self-evaluation after two years. Two instruments for this are: *State of affairs at school level* and *State of affairs at class level*. See below:



The State of Affairs in The Peaceable School at school level

Situation introduction The Peaceable School in our school School year: Name: Class:				
	not	some- times	often	always

In our school				
- the lessons and applications are implemented	0	0	0	0
- our team shows model behaviour to the children	0	0	0	0
- our team criticises each other if model behaviour is not shown	0	0	0	0
- our team also praises each other	0	0	0	0
- children in all classes have tasks and responsibilities	0	0	0	0
- the children also have the organisation and its implementation in their hands	0	0	0	0
- the children also have tasks and responsibilities outside the class	0	0	0	0
- The Peaceable School is visible in the classrooms	0	0	0	0
- The Peaceable School is visible in the school building	0	0	0	0

What suggestions would you recommend to the team in order to realise the objectives of The Peaceable School even better?



The State of Affairs in The Peaceable School at class level

Situation introduction The Peaceable School in my class						
School year:	Name:	Class:	not	some-times	often	always

Lessons and application				
- I keep to the planning of the lessons	0	0	0	0
- I am able to apply the implementations	0	0	0	0

Model behaviour teachers				
- I welcome all the children personally every morning	0	0	0	0
- I use the terms "put-up" and "put-down"	0	0	0	0
- I praise the children regularly	0	0	0	0
- I draw attention to the put-ups the pupils give	0	0	0	0
- I draw positive attention to how the pupils listen	0	0	0	0
- I practise giving put-ups in the class (this must become normal)	0	0	0	0
- I regularly draw attention to rules of behaviour in a constructive way (not only when things go wrong)	0	0	0	0
- I regularly use work forms and activities that further fellowship in the class (<i>our class, our school</i>)	0	0	0	0
- I differentiate between conflicts en quarrels in my language	0	0	0	0
- I refer the pupils to the steps-plan TALK IT THROUGH (<i>not for classes 1-2</i>)	0	0	0	0
- I use the terms win-win, win-lose and lose-lose to characterise solutions	0	0	0	0
- I regularly discuss conflicts with the class	0	0	0	0
- I stimulate the children to resolve their own conflicts	0	0	0	0
- I use mediation-techniques to help children resolve their conflicts	0	0	0	0
- I use the metaphor of the three caps to make children aware of their behaviour (<i>not for classes 1-2</i>)	0	0	0	0
- I have good manners: thank children, say please, sorry, etc.	0	0	0	0



Model behaviour teachers (cont.)				
- I regularly mention my own feelings in the class	0	0	0	0
- boys and girls sit alternately (if possible) in the circle	0	0	0	0
- children can make the circle quickly	0	0	0	0
- I regularly evaluate communication, before or after the class discussion	0	0	0	0
- I use the term misunderstanding in daily communication instead of ' You didn't understand'	0	0	0	0
- I paraphrase pupils' answers regularly and also call it that (<i>from class 4</i>)	0	0	0	0
- I ask children to summarise and paraphrase other pupils' contributions	0	0	0	0
Children's responsibilities				
- in my class, children have tasks and responsibilities	0	0	0	0
- the children have the organisation and implementation of these tasks and responsibilities partly in their own hands	0	0	0	0
- I involve the children in the rules and agreements in the class	0	0	0	0
- in my class, children can sometimes make their own choices	0	0	0	0
Positive social behaviour				
- in my class, I set high standards of getting on with each other	0	0	0	0
- we have clear agreements about how want to treat each other	0	0	0	0
- I remind children constantly about social behaviour	0	0	0	0
Visibility				
- in my classroom, The Peaceable School is very visible	0	0	0	0
- I have a special notice-board for The Peaceable School	0	0	0	0
- the steps-plan TALK IT THROUGH hangs in my classroom (<i>not gr. 1-2</i>)	0	0	0	0
- the caps hang visibly in my classroom (<i>not gr. 1-2</i>)	0	0	0	0
- key terms from The Peaceable School or of the current unit hang visibly in my classroom	0	0	0	0
- our agreements about how we want to treat each other hang visibly in the classroom	0	0	0	0



Literature

Aber J.L., Brown J., and C.C. Henrich, *Teaching Conflict Resolution: an effective school-based approach to violence prevention*. The National Center for Children in Poverty. New York (1999).

Aureli F. & F.B.M. de Waal, ed. (2000). *Natural Conflict Resolution*. Berkely/Los Angeles, California: University of California Press.

Blum, R.W. & P.M. Rinehart (1998). *Reducing the risk: connections that make a difference in the lives of youth*. Minneapolis: University of Minnesota, Division of General Pediatrics and Adolescent Youth.

Coleman D., *Emotionele intelligentie*. Contact. Amsterdam/Antwerpen, 1996.

European Centre for Conflict Prevention (2000). *Conflict resolution in schools*. Report of the international seminar held on March 2 and 3, 2000 in Soesterberg, the Netherlands.

Fisher R., Ury W. & B. Patton (2000), *Excellent onderhandelen*. Business Contact Amsterdam/Antwerpen.

Freiberg H. J. (1996). From Tourist to Citizen in the Classroom. In: *Educational Leadership*, 54 (1), 32-36.

Gardner H. (1993). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.

Jongerius J., Naar een vreedzame school voor peuters en kleuters. In: *Het Jonge Kind*, jrg.30, nr.7, maart 2003.

Kooiman P. en L. Pauw, Conflictoplossing in scholen, De Vreedzame School en C&SCO. In: *JSW*, jrg.87, nr.9, mei 2003.

Lantieri L. en Janet Patti, *Waging peace in our schools*. Beacon Press, Boston, 1996.

Metis Associates, Inc., *The Resolving conflict creatively programme: 1988-1989. Summary of significant findings*. New York (1990): Author ED 348 422.

Pauw L.M.J., De Vreedzame School. In: *Tijdschrift voor Speciaal Onderwijs*, jrg. 72–nr.7, 1999.

Pauw L.M.J. en J. van Sonderen, Conflicten creatief en zelfstandig oplossen. In: *JSW*, jrg. 84–nr.2, 1999.

Pauw L.M.J., Conflicten lossen we zelf op. Naar een vreedzame school. In: *Handboek De Veilige School*, Samsom H.D. Tjeenk Willink, Alphen aan den Rijn, november 2000, B3140.

Pauw L.M.J., De Vreedzame School. Leerlingen verantwoordelijk voor hun eigen conflicten. In: *Vernieuwing, tijdschrift voor onderwijs en opvoeding*. jrg. 60, nr.1, januari 2001.

Pauw L., Laat kinderen ruzies zelf oplossen. In: *Didaktief & School*, nr. 8, oktober 2002.



Pauw L.M.J. en C. Verhoeff, Leerlingcounseling op de basisschool. In: *JSW*, jrg. 88, nr.4, december 2003.

Pauw L.M.J., Coachen voor een Vreedzame School. In: *S&B, vaktijdschrift voor adviseurs in het onderwijs*, nr.1 - september 2004.

Pauw L.M.J., De Vreedzame School in de praktijk. In: *Praxisbulletin*, jrg.22 - nr.1, september 2004.

Pauw L., Een vreedzame wijk. In: *JSW*, jrg. 90, nr. 3, november 2005.

PMVO, *Brochure De Veilige School, Mensen, grenzen en wensen*. Den Haag, 1999

Prein H. (1988). *Trainingsboek conflicthantering*. Bohn Stafleu Van Loghum, Houten.

Prins K. In: Collot d'Escury-Koenings, Annemat (1995). *Sociale vaardigheidstrainingen voor kinderen*. Lisse, Swets & Zeitlinger.

Raad voor Maatschappelijke Ontwikkeling (RMO), *Aansprekend Opvoeden. Balanceren tussen steun en toezicht*. Den Haag (2001).

Stevens, L. (1997). *Over denken en doen, een pedagogische bijdrage aan adaptief onderwijs*. Den Haag: PMPO.

Winter, M. de & M. Kroneman (1998). *Jeugdig gezinsbeleid. Visies van jongeren op het gezin, de opvoeding en het gezinsbeleid, en wat de overheid daarmee zou kunnen doen*. Rijswijk: Ministerie van VWS.



Part 2

Specimen lessons

The Peaceable School contains 6 units with 6 lessons each.

In this section, you will find three lessons from each unit, one for 4-5 years old, one for 6-9 years old, and one for 10-12 years old, to give you an impression of the programme





Unit 1

Our Class



Introduction Unit 1 – Our Class

The Peaceable School is not only about resolving conflicts, but also about the school as a community. A school in which everyone feels involved. Where everyone feels heard and seen. Where pupils get and take responsibility. A school where pupils have a voice, but also a school in which everyone behaves respectfully.

The three objectives of the programme are:

- dealing with conflicts constructively;
- enlarging children's responsibility; giving them a voice;
- positive social behaviour.

This should lead to a real community. The key to avoiding problems is the term 'cohesion'. Pupils, teachers and parents should feel involved in the community that is the class and the school. The classroom and the school must belong to the pupils, which is why a great deal of attention is given to the voice of the pupils in this unit. The basis for the development of that feeling of community is laid in the lessons in this unit, but there is also attention for getting along well together and for the taking of responsibility.

It is strongly recommended that this unit be given in the form of a start-week (or two weeks): a kind of project-form, in which, during a short period of time, the main focus is OUR CLASS; a lesson from unit 1 every day, augmented by extra activities (see also the Suggestions at the end of each lesson). It is thus made clear from the very beginning what the teacher and the school expect. In this first period, too, the behaviour agreements with the class are made.

The first lesson in this unit gives the pupils a chance to get to know each other better. Through a playful work form, an atmosphere is created in the class in which everyone feels included and appreciated.

Good listening skills are needed for the building-up of good relationships and are crucial for successful negotiations about conflicts.

In lesson 2, pupils differentiate good and bad listening skills and become aware of the effect of listening well. In lesson 3, pupils look at what 'put-down' (unpleasant, negative remarks) do to somebody. The crucial term 'put-up' is introduced and often practised in and with the class. Thus we work towards a positive social climate, in which it is normal to say what we appreciate in each other.

Lesson 4 shows the pupils that it is possible to talk about differences of opinion between people and that this does not have to mean that they no longer like each other. Also, that having one's own opinion and coming out with it is valued.

In lesson 5, the pupils themselves reach agreement about behaviour rules in the classroom, having first decided how they want the class to be in the coming year, as regards the atmosphere in the classroom and their behaviour towards each other.

And in lesson 6, (possibly split into 6A and 6B), the pupils discuss what they themselves could do in the class. What responsibilities or tasks can the pupils take on and want to do so from now on?

An important principle of The Peaceable School is: don't limit the programme to the lessons only! They are only just beginning. At the end of each lesson, suggestions are given for implementing what has been learnt in that lesson. In order really to have an influence on the atmosphere in the classroom, a number of these suggestions (or other activities of your own) must be followed up. In this way, you show the children that every moment is about 'our class' and a positive atmosphere, not only during a lesson from The Peaceable School.



The school can choose to use a symbol for the contents of each unit. For instance, Unit 1 about Our Class could have a big sun, hanging somewhere in the classroom. **Work sheet 1** can be used to copy and hang up as the symbol for this unit.

It is worthwhile for the teachers to agree to hang a special notice-board for The Peaceable School in every classroom. Products of the various lessons can remain on it for some time. Examples of put-ups can be pinned on it. The unit symbol can be hung on it, and important terms from that unit can remain visible in the classroom for a time.

The key to a 'Peaceable school', of course, is not this programme, but the teachers themselves. They constantly influence their pupils by their model behaviour. For each unit, we therefore list teachers' behaviour that works positively towards the success of The Peaceable School.

Teachers' behaviour in this unit:

- personally welcome the pupils in the class every morning
- use the terms put-up and put-down
- mention the put-ups pupils make
- make many put-ups themselves
- encourage pupils to self-reflection
- regularly draw attention to rules of behaviour in a constructive way (not only when things go wrong)
- regularly use work forms and activities that further fellowship in the class
- have a list of tasks and responsibilities, made together with the pupils, and work with it
- as far as possible, let the children have the organisation and implementation of these tasks and responsibilities in their own hands

If you want to use a pictogram to put into the daily timetable, for instance, Work sheet 0, with the logo of The Peaceable School, can be used.



Outline Unit 1 – Our Class

Lesson 1: Getting to know each other better

Objective: Pupils get to know each other (better). They interview each other in order to find similarities and differences.

Lesson 2: Good and bad listening

Objective: Pupils formulate what good and bad listening is and start to implement the skills of good listening.

Lesson 3: Put-ups and put-downs

Objective: Pupils become aware of the effects of put-downs.
Pupils think of, and use words that give a positive message (put-up).

Lesson 4: Respecting differences

Objective: Pupils learn that people, even friends, may have differences of opinion.

Lesson 5: Agreeing rules

Objective: Pupils agree to create a good atmosphere in the class. They draw up a set of rules to ensure that there will be a pleasant and productive atmosphere in the classroom.

Lesson 6a: Shared responsibility

Objective: Pupils learn that they share responsibility for what goes on in the classroom and draw up a list of tasks.

Lesson 6b: Task list

Objective: Pupils apply for tasks on the list.





Specimen lesson class 1 (4-year-olds)

Lesson 1 Pleased to meet you

Class:	Kindergarten 4+ (class 1)
Objective:	Children learn each other's names and practise them playfully.
Materials:	Large circle: hand-puppet Monkey (or any other cuddly toy) and perhaps Tiger. Small circle: ditto.
Time:	Large circle: 10 minutes. Small circle: 10 minutes.

Starter

This is the first lesson of The Peaceable School. In order to introduce The Peaceable School and this first unit carefully, it is helpful to point to the fact that we are a 'Peaceable school'. Ask if anyone knows what the word PEACEABLE means?

You could also say something about why you are interested in it and why you want to teach it. Or give your own version of the following:

Do you see this fat file? It's a very special file. All the teachers have been given one. Miss Esther has one, Mr. Ronald too. Everybody has one. It contains lots of games and fun things. Now, we're going to do something from this file every week in our class. There's a reason for that. We're going to do it because we want to be a very nice and cheerful school. A 'Peaceable' school.

You can begin each lesson with a **starter**: a short game in the circle, which provides the transition to The Peaceable School, and you use the **globe-ball**. You thus use the same symbols for The Peaceable School lessons every time, just as they do in the rest of the school (see also the Introduction in the file).

Look at the list of Starters (at the back of this file). Choose one, or use the suggestion below.

I am ... and I like ...

Ask, "Shall we do a game from the fat file now?" If there is room, ask the children to sit on the floor in a circle. Take the globe-ball or The Peaceable School-ball and explain that this belongs to the lessons. Use the ball to give each child a turn. Make it clear how the ball must be thrown (softly; first say the name of the person to whom you are throwing it; etc.). Ask the children to say their name and what they like to eat. The teacher gives the example by saying, "I am ... and I like...".

Introducing Monkey in the large circle

In the lessons, we use two cuddly toys or puppets: Monkey and Tiger (or choose your own). Playing with toys is a very direct way of introducing a problem. Children easily identify with toys and are inclined to project their



ideas, wishes and feelings onto them. Like the children, Monkey and Tiger regularly have conflicts. Luckily, with the help of the children and teacher, they manage to resolve them in the right way.

Animals have been chosen because both boys and girls and children from different cultures can identify with them. Their characters are opposites: Monkey is cheeky but also a bit frightened, Tiger more aggressive and tough.

The children can also use them for their own games, which could follow up the theme that was introduced in the lesson.

Give them their own voice and move their paws and head a bit when they talk. This can best be practised in the mirror: put the toy on your lap, try out possible movements and look in the mirror to see what it looks like from the children's angle.

If you are not happy doing this, just put them on your lap and simply tell a story about them, not talking as them.

Instead of Monkey and Tiger, any other cuddly toy can be used, as long as the eyes are clearly visible. Eyes make the toy live for the children.

Monkey comes and introduces himself:

Hallo, children, I'm Monkey. Who are you? Encourage the children to say hallo. Get them involved by, for instance, having Monkey say, *Hey, I can't hear you properly. Who are you? If you all say your names at the same time, I can't understand them. I know! How about saying them in turn, then I can. And I'll come and shake hands with you all.* Go round the circle and get each child to say its name clearly and shake hands with Monkey.

Monkey: *Oh dear, it's quite hard to remember all your names. Could you do it again?*

Monkey: *Oh, what lovely names you have. I'm just Monkey. But I think I know all the names now. Shall I try?*

Monkey starts calling the names. For a change, you can start with the last child that said its name and go round the circle in the other direction. Point with Monkey's arm and call the name, keeping to the order in the circle. This makes it easier for everyone to follow. Don't go too fast. Insert a few mistakes or hesitate a bit here and there so that the children are stimulated to help or correct you.

Monkey doesn't know them all yet so he needs more practice. Do another round and show that Monkey is getting better. The odd mistake keeps the tension up. Praise the children if they are very helpful.

Finally: *Well, children, I'm off. I've got a friend and I'm going to tell him that I met lots of nice children with lovely names. Bye-bye, and see you again soon.*

What are we going to do in the small circle?

- Monkey comes again and says he thinks he still knows all the names. Have him say the names of the children in the small circle. Then he says that he is a bit sad. He feels he doesn't have a real name. They call him Monkey but he *is* a monkey. So he wants another name. *You're not just called CHILD; you are children but you also have a name. It's much nicer if someone calls you by name than if they say, "Come here, child"* (take one of the children in the circle as an example).
- *will you help me find a name for myself?*
- Let the children come up with ideas and write them down. Choose a name with the children in the small circle or let Monkey choose.
- Then play the following game and let Monkey join in. One child sits in the middle and covers its eyes and the other children sit round it. One of the children in the circle taps on the back of the child in the middle and says: *Tap-tap, who am I?* The one in the middle tries to guess who it is.



Rounding-off

In the big circle, Monkey comes round again. In each small circle, he chose or was given a name. Now he still has a bit of a problem. He'd rather not have five or six names (depending on the number of small circles you made in the class) but just one. Do the children remember the name they had chosen for him in the small circle? Collect all these and have Monkey choose one of them with the children. A tip for the choice process can be found in Suggestions for Implementation below.

What else can be done?

- If it is difficult for the children to remember the names, Monkey could come back, bringing his friend, Tiger (or another cuddly toy), with him, showing proudly that he already knows all the names. Have him make a few mistakes again to make it fun. Maybe Tiger can try too, as he also wants to know the children's names.
- Games in which names continually play a part can also be played out of doors or in a play-room:
 - Cuckoo: one child stands with its face to a wall or other set point. While it slowly says "I am a bird and I say 'Cuckoo'", the other children stand behind the starting-line and try to creep nearer to the wall. When the child says, "Cuckoo", it turns round. If it sees children still walking or moving, it calls their name and they have to go back to the beginning. The child that reaches the wall first has won.
 - In a circle, one child holds the ball and says, "I am ... (its own name) and the ball is for ... (another child's name), throwing the ball into the air. The child named tries to catch the ball as quickly as possible. Then it says, " I am ...", and so on.
 - Children sit in a circle on the floor. One has the ball and rolls it to another child, first saying, "I am rolling the ball to ...", (saying the name of the child it wants to roll the ball to). The one who gets the ball then has a turn.

Suggestions for implementation

- Encourage the children to use each other's names if they ask them something. If they can't remember the name, remind them that they can ask the other.
- This lesson is particularly useful at the beginning of a school year, when the children do not know each other's names (yet). If new children come during the year, it is worth spending time on names again.
- If you notice that the children hardly use each other's names, you can use this lesson to remind them.
- When choosing a name for Monkey in the big circle, you can do the following: say one of the names and ask the children to put their hands up if they like it. Count all the hands for each name and the name with the most hands becomes the new one.
- When Monkey takes part in the following lessons, call him by his new name.

Reflection

- Do you use the children's names regularly yourself?
- Do you personally welcome the children when they come in?
- Do you personally say good-bye when they go home?
- What do you think if someone says your name once or twice during a conversation?

**How can we involve the parents?**

In general, of course, parents must be informed about the start of the programme, The Peaceable School. The Peaceable School can also have a place in the class information meeting.

You can sometimes let the parents know in a playful way what has been going on in the class. You could introduce Monkey to them after this lesson. When they come to fetch their child, Monkey can shake hands here and there and proudly tell the parents that he knows their child's name. Monkey can, of course, ask the parents their names!



Specimen lesson group 4 (7-year-olds)

Lesson 3 Put-ups and put-downs

Class: 4

Objective: *Pupils become aware of the effect of put-downs*
Pupils think of, and use words which have a positive effect (put-up)

Materials: *Agenda on the blackboard or flysheet*
Flysheets
Two or three bright felt pens
Two large hearts, a red and a white one, cut from cardboard, with
"I Am Special" written on them
A story about the way in which children are 'put-down' by parents, brothers or sisters, teachers and peers
(see example below)

Time: 45 minutes

Suggested structure of the lesson

This is an idea for the agenda. Alter this if called for by the situation or the group.

- Starter
 - Agenda
 - Put-downs and put-ups
 - I Am Special 1
 - I Am Special 2
 - Rounding-off
 - Evaluation
-

Starter

Look at the list of Starters. Choose one of them or the example below.

A heart in the circle

Make a circle. Have a large heart go round it. Ask everyone to hold the heart and name a friend and something they like about them.

Agenda

This is the third lesson of unit 1 of The Peaceable School. Ask a pupil, "What is The Peaceable School about?"

In a Peaceable School we all feel happy. And we feel happier if we are nice to each other. The aim of today's lesson is to feel what happens if we are nice to each other or not.

Go through the programme and ask if everyone agrees.



Put-downs and put-ups

Sometimes we say nasty things to someone and make them unhappy. For instance, "What a funny jumper you're wearing". By saying something like that, you are really saying that they are not important, not good and less than other people. Such a nasty, negative remark, which belittles or puts the other down, we call a put-down from now on.

- Ask for one or two examples of put-downs. Do not write them on the blackboard or flysheet, as this could lead to reinforcement of such language.
- Discuss: where do people learn put-downs? How do people feel if they are put-down? If the children in the class often say this sort of thing to each other, what is the effect on the class?
- Ask the class to think of the opposite: put-up. This is saying nice and friendly things to each other. Write the children's contributions on the blackboard or fly-sheet.
- Discuss: how do people feel if they are given a put-up? What is the effect on the class if we use this kind of sentence instead of put-downs?
- Keep the list of put-downs and put-ups for later reference.

I Am Special

How we feel is influenced by the way other people talk to us and treat us. The following is a little story about what put-downs do to people.

- Stick one of the "I Am Special"-hearts (the red one) on your chest, or hold it in your hands.
- Tell the story below in your own words or invent a similar story. It must be about children of the same age as the children in the class. (Do not use the name of a child in the class). After each put-down the person in the story gets, you tear off a piece of the heart and let it fall to the floor. At the end of the story, which you tell rather dramatically, the heart is in pieces.

One morning, Maria didn't get up immediately when her mother called her. At last, her mother came in and shouted, "Hey, lazybones, hurry up!" (Tear off a piece of the heart). She got up and put on her favourite clothes. Today she wanted to look like a dancer. But her elder sister came in and said, "Are you putting that on for school? You look silly!" (Tear).

Maria took off her dancer's clothes and put on trousers and a jumper she thought would be alright for school, as she had worn them before. Then her mother called her to hurry up, otherwise she would be late. She put on her shoes very quickly and hurried to the kitchen table for breakfast. Her brother was already sitting there and was just finishing her favourite packet of cornflakes (Tear). "Idiot", he said. "You've got two different shoes on". (Tear).

When she got to school, the playground was empty because everyone was already inside. "You're always late for school", complained her brother, who went with her to school. (Tear).

When she got to her classroom, the teacher had already written the names of several children on the blackboard. When she saw Maria, she wrote TOO LATE on the blackboard, with Maria's name behind it. (Tear). "Someone was rather sluggish this morning" she said. (Tear).

During reading, Maria had to read aloud. When she made a mistake, some of the children in the class laughed. (Tear). During break, Raymond pushed Maria in her back. (Tear). "Slug, slug" he called. (Tear).

On the way home, Maria ran and tripped over a paving stone that was sticking out. She got a hole in her trousers. When her mother saw Maria, the hole in her trousers was the first thing she saw. "You've damaged your trousers", she said. "You never can keep things nice". (Tear).



- Discuss: how do you think Maria felt? Why? What effect will it have if she is treated like that every day?
- Put the second heart on your chest (the white one). Tell the children that you are going to tell them the story again, but this time you want them to think of put-ups to give Maria, instead of all those put-downs. Every time a child gives a put-up, accept it with a nod or a smile and colour a bit of the heart each time in different colours.

The second story

One morning, Maria didn't get up immediately when her mother called her. At last, her mother came in and said, "...". (think of a put-up yourself the first time and decorate a piece of the heart). She got up and put on her favourite clothes. Today she wanted to look like a dancer. Her elder sister came in and said, "...". (Decorate). Then her mother called her to hurry up, otherwise she would be late. She put on her shoes very quickly and hurried to the kitchen table for breakfast. Her brother was already sitting there and had left the last of her favourite packet of cornflakes for her. (Decorate). He said, "...". (Decorate)

When she got to school, the playground was empty because everyone was already inside. Her brother, who had gone with her to school, said "...". (Decorate).

When she got to her classroom, the teacher was going through the names. When she saw Maria, she said "...". (Decorate).

During reading, Maria had to read aloud. When she made a mistake, the teacher said, "...". (Decorate). During break, Raymond came up to her and said, "...". (Decorate).

On the way home, Maria ran and tripped over a paving stone that was sticking out. She got a hole in her trousers. When her mother opened the door, she looked at her trousers and said, "...". (Decorate).

Discuss: How do you think Maria feels now? What would be the effect if she were treated like this every day?

Summarise:

This story shows us how important it is not to use put-downs, but as much put-ups as possible.

Evaluation

Summarise the objective of the lesson ("This lesson was about ...")

Ask an evaluating question ("What did you learn about that?") and ask who would like to comment. The evaluating question could also be:

- "What did you like about today's lesson?"
- "Was there anything you would rather have done otherwise?"
- "What are you going to tell at home about The Peaceable School?"
- "What would you like to remember of this lesson?"

Rounding-off



Choose an activity from the Rounding-off List or choose the suggestion below.

Remembering put-ups

Go round the circle and ask, "Which example of a put-up would you like to remember?"

Suggestions for implementation

Below you will find activities you can do after this lesson in order to practise this knowledge and these skills and put them into practice.

Put-ups

Remark on put-ups and put-downs when you hear them in the classroom. Emphasise put-ups and praise its giver. Name the put-down when heard but do not make too much of it. Awareness is the important thing, not punishment.

Being a model

Be a model as teacher: give put-ups, do it often, and thank pupils for their contributions. Sometimes you cannot give a put-up because, for instance, the pupil's answer was incorrect. But you can always thank the pupil for making a contribution. Make it a habit to say 'thank you'.

The Golden Button

At the start of the day, give a child, unnoticed by the others, a Golden Button (or a Golden Key or something). This child does extra its best in giving put-ups. At the end of the morning, or the day, the children guess who had the Golden Button today.

Pupil of the Day (or Week)

Inaugurate the Pupil of the Day (or Week). Use a special photo-frame in which to put their photo. This pupil is in the limelight during the whole period. Collect put-ups about them. Give them preferential treatment.

Who's who?

The class writes down what is nice about three pupils, why it is nice, what makes someone nice, what nice things they do, etc. (put-up). Everyone then has three lists with the name of the pupil and their qualities. Collect the lists and write all the qualities of the three pupils on the blackboard, without the names. The pupils must guess which qualities belong to which person. Give them their list to show at home. Make a timetable, (e.g. every Friday three pupils have a turn).

Letterbox in the classroom

Hang a letterbox up in the classroom and say that everyone can now 'send' a letter to someone else in the class. This could be a put-up (e.g., "I thought we worked well together in Arithmetic"), but also a question (e.g., "I don't understand why ... did that"). Arrange to empty the letterbox at the end of the week and that you first ask the letter-writer what to do with it (discuss it in class, for instance).

Buttons

Make some buttons with, for instance, a 'thumbs up' picture. Pupils who have given a positive contribution to the class may wear the button for a day.



Specimen lesson group 6 (9-year-olds)

Lesson 6 Making arrangements together

Class: 6

Objective: *Pupils agree on means for creating a good atmosphere in the class*

Materials: *Agenda on blackboard or fly-sheet
Fly-sheet and felt pens*

Time: *30 minutes*

Suggested structure of the lesson

This is an idea for the agenda. Alter this if called for by the situation or the group.

- Starter
 - Go through the agenda
 - Agreeing together on arrangements
 - Pupils in sub-groups think of agreements
 - Agreeing on a list of 5
 - Evaluation
 - Rounding-off
-

Take care! Differentiate between rules and agreements

- Rules are necessary in every class and school. These are mostly made by the teachers. There are organisational rules (having a fixed seat in the classroom) and rules of behaviour (no cycling in the playground; no calling people names; no kicking or hitting).
- Rules are one-sided: this is the way we do things, not any other way. Children do not have a say in everything. A rule has a long life and is usually general.
- What we mean here is agreeing in the class about arrangements that ensure that we can all work and play pleasantly together. These arrangements are about the atmosphere in the class, the way we treat each other.
- If there are things you definitely want done (e.g., putting an apron on when painting), make it a rule.
- If you need a certain framework for the class to function (e.g., we don't take things away from each other), make it a rule.
- But try to find possibilities within that framework for the children to decide for themselves how best to do that and make the appropriate arrangements (e.g. what do you do if you want the green paint and someone else has it?). The children learn most from this.
- You can refer more easily to arrangements made together: after all, we decided that ourselves; they're OUR arrangements.

The rule of thumb is: make rules where necessary, arrangements where possible.

Starter



We are going to work together all year. It will be easier if we have a fine class. But what do we really want our class to be like? What sort of atmosphere? How do we treat each other. How can you work well and yet have fun in the class? I'm going to ask you to work in twos to decide how you would like the class to be. For instance: 'quiet' or 'pleasant'. Make twos and ask each pair to write down three things. Collect all the contributions on the fly-sheet. (Hang it up in the classroom for a time).

Going through the agenda and objective of the lesson

This was a long starter. We are going to continue thinking about how we want the class to be this year. We are going to agree to things together, decide which we are going to put on the blackboard and when we are all agreed we put our signatures underneath. Okay?

Emphasise 'together'. It is our class and the agreements are ours.

Agreeing together

Say: We have just agreed on what we want our class to be like this year. That's easier said than done because if a lot of people or children are together in a group, it is sometimes difficult to make it pleasant for everybody. One person does this, the other that, one likes noise, the other quiet. One likes to sing while working, another likes it to be quiet.

How can we see to it that we all behave in a way that the class is as we want it to be?

We can do that by agreeing on how we behave in class. In a minute, I am going to ask you, in groups of three, to think of three agreements. But they mustn't be vague or too general, for instance, "We're going to be nice to each other". That isn't clear enough. What is 'being nice'? So it must be defined more clearly; for instance, "If someone says something to me, I look at them"; or "If someone asks me something, I answer them"; or "If somebody drops something, I pick it up for them"; or "No jokes about what someone looks like".

In sub-groups, pupils think of agreements

Make threes. Discuss the rules for working in groups:

- The group sits round a table
- One pupil has pen and paper and writes
- Take it in turns to suggest an agreement
- Only if everyone agrees, is it written down
- Then it is the next person's turn
- Make sure everyone can explain what their suggestion means

Agreeing on a list of 5

- Write all the agreements on the blackboard. Try and get the class to agree on the most important 5. Begin by eliminating duplicates.
- Discuss agreements that are too general or vague with the class by asking for a more concrete definition: "What exactly is 'being quiet'? The more concrete, the better. Also try to reach proper agreement on 'polite behaviour' (thanking someone, asking how someone is, saying hallo, saying sorry, etc.).



- When everyone has agreed, write (or draw) the list onto a big fly-sheet. Have the pupils put their signatures on it. Give them a put-up for doing this.
- Discuss the idea that, from now on, every week will have a particular agreement as the theme of the week. During that week, there will be a special focus on that agreement, which is discussed on Monday morning and on Friday morning or afternoon. Did we keep to it?

Evaluation

Repeat the objective of the lesson (this lesson was about ...) and ask a few pupils, preferably volunteers, "Would you like to say something about it? What have you learnt?"

You can also ask questions such as:

- "What did you like about today's lesson?"
- "Was there anything you would rather have done otherwise?"
- "What would you like to remember of this lesson?"

Rounding-off

Choose an activity from the Rounding-off List or choose the suggestion below.

The invisible leader

Ask a volunteer to leave the room. The class then chooses an invisible leader: someone who makes movements the class copy (clapping, stamping, etc.).

When the volunteer comes in, he goes to the middle of the circle and tries to find the leader.

Suggestions for implementation

Below you will find activities you can do after this lesson in order to practise this knowledge and these skills and put them into practice.

What is the situation in your classroom?

This lesson is obviously dependent on the already existing situation in the classroom. Maybe there have already been discussions about agreements earlier. Maybe the school has a 'constitution' (see below).

In most classes there already are rules, often practical ones: having a fixed seat in the classroom; not getting up during instruction, etc.

This is about agreements on the atmosphere in the class: how do we treat each other; what sort of behaviour do we want to see from each other? It is important that these agreements are formulated as concretely as possible, otherwise it is too difficult for the children to stick to them.

If they turn out to be too general, ask the children to make them more concrete.

Constitution

Some schools have formulated a clear mission-statement which can be the basis for a sort of Constitution (e.g. 'Respect each other', etc.). If that is the case, that must be the basis for the agreements made in the class.

Try to get the pupils to translate the general Constitution into: what does it mean for the way we treat each other in the class?



Presentations to other classes

Have a group of pupils give a presentation to another class about the agreements they have made in their class. This could also take place in the hall or the playground, where all the classes present themselves, their agreements, and something specific to their own class.



Unit 2

Resolving conflicts themselves





Introduction Unit 2 Resolving conflicts themselves

Conflicts are a part of life. We all have experience of conflicts in every aspect of our daily lives: at home, at school, at work, on the street, in ourselves. We can define conflict as a collision of opposing interests, a disagreement, a difference of opinion. In itself, a conflict is neutral: there is only a difference of opinion or interests. A quarrel is a negative form.

A conflict is not in itself bad. Sometimes our most intense experiences of peace follow the resolution of a conflict; and choosing conflict instead of avoiding it can lead to growth, development and character formation. Neither is a conflict the opposite of peace. Violence is the opposite of peace. Conflicts can lead to violence but that is not necessary, certainly not if people have the skills in dealing with and resolving conflicts.

In spite of conflicts being an inherent part of every pupil's life, they usually have only a very limited understanding of them. Many primary school pupils do not even know the word. Those who do, are inclined to interpret it negatively and do not really differentiate between conflict and violence.

Pupils should be able to deal better with conflicts: in a constructive instead of a destructive way. If they are able to do this, we can prevent much violence in the classroom, at school, on the street and, later perhaps, in the community.

Unit 2 lays the foundation for this, teaching the children how they can resolve a conflict **themselves**. In lesson 7, the pupils look at their ideas of conflicts. They define conflict as a difference of opinion, disagreement, or quarrel. They explore their own experiences with conflicts and finally learn to differentiate between conflict and violence.

In lesson 8, pupils get to know the idea of win-win solutions for conflicts. There are conflicts in which all lose – people are wounded, their things are destroyed, nobody gets what they want. These are lose-lose solutions. In other conflicts, there is a winner and a loser.

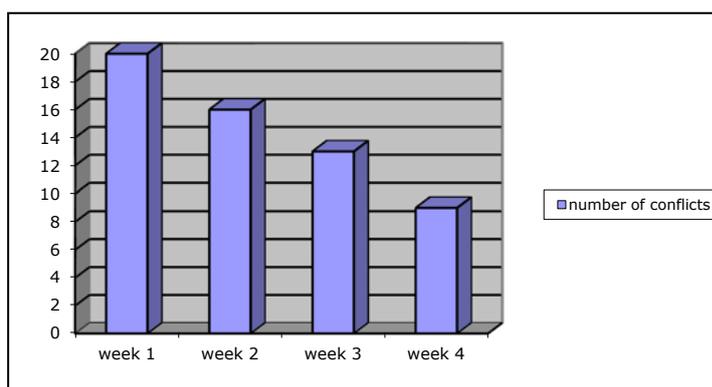
In lesson 9, the children explore ways in which to react to a conflict: hard, soft or firm. Three caps are used for this, red, blue and yellow.

In lesson 10, we practice with the caps (and thus with the three ways of reacting to a conflict).

Lesson 11 is a continuation of lesson 3 in unit 1. We carry on giving put-ups. From this lesson onwards, the **Question and Put-up Circle** starts: each day ends with a circle, in which everyone gets the opportunity to discuss the day's events with the class (a question about something you didn't like, or didn't understand; or a put-up for someone).

Lesson 12 contains the first steps-plan for self-resolution of conflicts. It is discussed and practised.

During this unit, the **Conflict-Thermometer** comes into play: a large thermometer is hung up in the hall and the number of quarrels (conflicts that have not been well resolved) registered. This can be done in various ways. It could be useful to have two people observe the playground twice a week. They count up the occurrences in a number of categories, such as: the number of fights, how many times children are sent indoors, the number of children crying, etc. The results are also displayed in the hall on a graph. In this way, everyone is aware of the fact that we are trying to reduce the number of quarrels and the effects are made visible.



You can also make a positive thermometer: keeping a tally of the conflicts that have been positively resolved. Discuss the objective with the pupils in the classes, what is expected of the children, how the number of quarrels could be reduced and the improvement.

Discuss with the team what additional measures are needed, e.g.:

- how many people are on duty in the playground?
- when are they there?
- what do they do?
- is there enough material for games, etc.?
- are there playground rules?
- have these been made together with the pupils?
- are they clear?
- and so on

Each unit can have its own symbol for its contents. For unit 2 about resolving conflicts themselves, this could be 'shaking hands', hanging somewhere in the classroom. Use **work sheet 3** for a copy of the pictogram.

The key to a 'peaceable school' is, of course, not this programme, but the teachers themselves. They constantly influence their pupils by their model behaviour. For each unit, we therefore list teachers' behaviour that works positively towards the success of The Peaceable School.

Teachers' behaviour in this unit (depending on what is done in the lessons):

- the teacher hangs up the steps-plan TALK IT THROUGH in the classroom;
- differentiates between conflict and quarrel in speaking;
- encourages pupils to resolve conflicts and quarrels themselves, without violence;
- reminds pupils of the steps-plan when a conflict arises;
- if pupils cannot resolve a conflict themselves, the teacher tries to mediate if possible and only arbitrates as a last resort;
- uses the terms win-win, win-lose and lose-lose to characterise solutions. Encourages pupils to do the same;
- discusses conflicts regularly: what happened? How did it occur? Between whom? Was it resolved? How? Win-win? What did you feel about it?
- uses the metaphor of the caps to describe pupils' behaviour in a conflict situation;
- also uses it to ask pupils to try to behave differently (put your yellow cap on).



Outline Unit 2 – Resolving conflicts themselves

Lesson 7: Conflict is ...

Objective: The term 'conflict' is built up and filled in. Pupils learn the difference between conflict, quarrel and violence.

Lesson 8: Win-Win solutions

Objective: Pupils learn what a win-win solution is and practise thinking of win-win solutions for conflict situations.

Lesson 9: How do I react to a conflict?

Objective: Makes the pupils aware of how they usually react to a conflict and the different ways of reacting.

Lesson 10: Practice with the three caps

Objective: Pupils practise the three ways of reacting to a conflict (hard, soft or firm).

Lesson 11: Giving put-ups

Objective: Pupils again practise giving put-ups (influencing the climate in the classroom).

Lesson 12: Steps-plan for resolving conflicts

Objective: Pupils learn a first (simple) plan of steps for resolving conflicts themselves.



Specimen lesson for Class 1 (4-year-olds)

Lesson 5 I want the drum!

Class: Kindergarten 4+ (class 1)

Objective: The children can fill in the term 'in turn' and wait their turn when playing.

Materials: *Large circle:*

- A case or bag of musical instruments, e.g. drum with drum-stick, triangle, wood-block, chime, bells.
- The cuddly toys, Monkey and Tiger
- Song: Dikke, dakke.

Small circle:

- Ditto
- Song: Little Player.

Time: Large circle: about 15 minutes.

Small circle: about 15 minutes

Starter

Each lesson begins with a **starter**: A short game in the circle in order to introduce The Peaceable School, using the **globe-ball**. In this way, you always use the same symbol for The Peaceable School lessons, like they do in higher classes (see also the Introduction to the file). **Choose one of the starters from the list at the back of the file.**

Introduction in the large circle

What's in the case?

Play the following game with Monkey and Tiger: there is a case on the table in front of you. Monkey and Tiger are very curious. They think of all the things that could be in it and what they are going to do with them. Then they open it carefully: what a surprise: there are no toys in there today but lots of musical instruments! A wood-block, a triangle, a drum and bells. Curious, they try them out to see what sort of sound they make. Then they both want to play the drum. Monkey grabs it quickly and begins to play it loudly. Tiger wants a go too, but Monkey keeps it to himself, it's such fun. Tiger thinks it's not fair and wants to play the drum too. "I want to play the drum", Monkey cries.

"Yes, but so do I", says Tiger.

They almost quarrel.

Name the problem: two children want to play with the same toy. Look for a solution, together with the children. Enter into the children's ideas and acknowledge their strategies for resolution. Is there a child that suggests 'taking turns'?



Taking turns

Explore the term 'taking turns' with the children: first one, then the other. Who goes first? Who has to wait?

Sing "Dikke, dakke" to the children:

Dikke, dakke, dikke doh, why does this song go just so?

Dikke, dakke, think you may, can it go another way?

Each child in turn may come to the teacher and play the drum. Emphasise each time whose 'turn it is'. The other children can join in by clapping or stamping in different ways.

If the class is very big, explain that it takes quite a time before everyone has had a turn. They have to wait very long. So not all the children get a turn in the large circle, but they do in the small one.

What are we going to do in the small circle?

Guide the music activities. The children may play the instruments in turn. Put all the instruments on a table in the small circle. Sing "Little player":

Little player, little player, play the drum for all of us,

Little player, little player, play the drum for me.

After the last line, let them hear the drum. Do the same with the other instruments, adapting the text to the instrument.

Now let all the children choose an instrument. First they try out what it sounds like. Then they 'take it in turns' to let the others hear what it sounds like. Do they know what it's called?

Sing the song. Fill in a different instrument for each verse. The child that hears the name of its instrument 'has a turn' and may play it. If the children have difficulty in remembering the names of the instruments, point to the child whose turn it is.

Put the instruments in the middle of the circle again. One of the children may choose an instrument and improvise an intro. The others sing the song with the right name of the instrument. This child may then 'give the turn' to choose an instrument to another.

All the children choose an instrument. End by taking it in turns to play and then 'all together'.

What else can be done?

- In twos and threes, the children play games with the teacher in which 'taking turns' plays a role, e.g. Lotto, Fishing, games with dice.
- Make your own Memory or Fishing game with the children and play 'in turn'.
- Play games in the playroom in which 'turns' play an important role, such as 'Catch', 'Do everything that Mother (Father, teacher) does'.
- 'Taking turns' also involves the problem of who goes first and who has to wait. This is the focus of attention in lesson 7, "I'm first".
- Have the theme 'taking turns' recur in games in the various corners and guide it.



Suggestions for implementation

- Pay attention to how the children can know when it is their turn: one after the other in the circle; if they are pointed to; if their name is called; if a sticker with their name on it is stuck on a photo or certain list, etc.
- Emphasise that it can sometimes be difficult to wait your turn, especially if you want to do something very much, but ... if we all talk at once, we can't understand anything; teacher only has one pair of hands to fasten coats and shoelaces; two at the same time on the toilet doesn't work very well; two playing with the same toy sometimes works but sometimes ends in a quarrel, etc.

Self-reflection

- How can you check that all the children have a turn in all sorts of activities?
- Many under-fives want attention from you, the teacher, and have 'a turn' in that way. How do you deal with that? Some children demand a lot of attention, others keep very much in the background. How can you ensure that your attention is fairly distributed among all the children?

How can we involve parents?

- Tell them that 'taking turns' is the main theme. Have a corner in the classroom where parents can play games with their child, in which 'taking turns' play a role.

Possible extra material

- Song: *Dikke dakke do*, from *De reus van Stijn* by Chrystal and Elsbeth Cochius. Text and music Chrystal Cochius. Publisher: De Toorts, Haarlem, 1984.

Em B7 Em

Dik-ke dak-ke, dik-ke do, waar-om gaat het lied-je zo?

B7 Em

Dik-ke dak-ke, denk je dan, dat het ook nog an-ders kan?

Dikke dakke, dikke doh, why does this song go just so?

Dikke dakke, think you may, can it go another way?

- Song: *Muzikantje* with music suggestions, from *Eigenwijs liedbundel voor het basisonderwijs* by Frans Haverkort, e.o. Bureau SMV, Borne, 1999.



Musical score for the song "Little player, little player". The score is written on two staves in G major (one sharp) and 2/4 time. The melody consists of eighth and quarter notes. Chords are indicated above the notes: D, A, and D7.

Mu - zi - kant - je, mu - zi - kant - je, speel eens op je fluit - je;
mu - zi - kant - je, mu - zi - kant - je, speel eens wat voor mij.

Little player, little player, play the flute for all of us

Little player, little player, play the flute for me.



Specimen lesson class 4 (7-year-olds)

Lesson 7 Conflict is ...

Class: 4

Objective: *Pupils think about the term 'conflict' and its meaning. They learn that conflicts are part of life and not necessarily negative.*

Material: Agenda on blackboard
Fly-sheets, felt pens
Two puppets or dolls or cuddly toys (it is nice to have the same ones every time; give them a name, as they return in a number of lessons).
(N.B. Prepare a sketch with the puppets. See 'Conflict is ...' on p.82)

Time: 40 minutes

Suggested structure of the lesson

This is an idea for the agenda. Alter this if called for by the situation or the class.

- Starter
- Go through the agenda
- Conflict is ...
- Talking about conflicts
- Evaluation
- Rounding-off

Starter

Look at the list of Starters. Choose one of them or the suggestion below.

Touching blue

When you call, "Touch blue", the pupils must find someone wearing blue and touch them. Do it with other colours too. You must find a different person for each colour.

Going through the agenda and objective of the lesson

Recapitulate what The Peaceable School is about. Ask the children. Also ask what the objective of unit 1 was.

Say that this is the first lesson of unit 2, which is about Conflicts (write it on the blackboard). Does anyone know what the word means? We shall discuss it later.

Look at the agenda together and ask if everyone agrees.

Conflict is ...



- Point to the word 'conflict' on the blackboard. Read it aloud and say: We are going to talk about this word today. Introduce the puppets and give them names.
- Do the prepared sketch. Situation: the puppets are brothers/sisters. One day, they come home very hungry. There is only one biscuit in the kitchen and they both want it. They squabble. Stop the disagreement when it goes too far by saying, "Stop". Keep it short and simple.
- Ask what is happening? What is going on? If they can already read, write the pupils' answers on the blackboard. You can write words or sentences.
- Ask how the puppets felt in that situation and what they think happened next? Try and get many answers. That is better than trying to make it into a proper story.
- If the words "quarrel" or "fight" or any other synonym for conflict is used, underline it or mark it with a circle and explain that it is another word for conflict. Introduce the words 'disagreement' and 'difference of opinion' if they have not been mentioned spontaneously (obviously in the children's language: 'that you don't agree with each other' or 'that you think differently about it', 'that you want something else than the other', etc.).
- Remark that everyone has conflicts but they don't always result in quarrels or fighting. People often want different things. We call that a conflict. That's not bad; it only becomes bad if it results in a quarrel or a fight.

Summarise:

A conflict means you don't agree; one wants this, the other that. That often happens and it's not bad. It's just one of those things.

Talking about conflicts

- Give an example of a conflict you once had yourself.
- Ask if anyone can remember a conflict they have had. Listen to the story and help the pupil to tell it by asking:
 - how did it start?
 - who was involved?
 - what happened?
 - how did it end?
 - what did you feel?
- Ask more volunteers to tell their story to the class. Give accepting comments and acknowledge feelings.

Or:

Divide the class into twos to share experiences. Give each of the pair about a minute to tell their story and give a sign when they should change over. After the pairs have talked, ask some volunteers to tell their story to the whole class.

Summarise:

Everyone has conflicts. They are part of life. There are many ways of dealing with them. As we go on with these lessons on conflicts, we shall find ways of resolving them so that you feel good about doing it that way.

**Evalu
ation**



Repeat the objective of the lesson ("This lesson was about ...") and ask who wants to comment. You can ask questions, such as, "What have you learnt?" "What did you like about today's lesson?" "Was there anything you would rather have done otherwise?" "What would you like to remember of this lesson?".

Check in any case whether the word 'conflict' now has meaning. Let some of the children explain what it means.

Discuss the CONFLICT-THERMOMETER with the children (see Introduction to unit 2).

Rounding-off

Choose an activity from the Rounding-off List or choose the suggestion below.

Y-Y-Y-Y-E-E-E-A-A-A-H-H-H .

Ask the pupils to form a circle and hold hands. Everybody bows down and almost touches the floor with their hands. Start softly saying a long drawn out yyyeeeeaaahhhh together, gradually getting louder while slowly standing up again and putting the hands up in the air. End by throwing the hands up and saying the word 'yeah' with an energetic ah! at the end – no shouting, just the last bit of breath.

Suggestions for implementation

Below you will find activities you can do after this lesson in order to practise this knowledge and these skills and put them into practice.

Naming conflicts

Name every conflict you come across in the class in the coming week. If two children quarrel about whose pencil it is, say, "You have a conflict; how are you going to resolve it?". Or give some examples of conflicts from the papers, TV, in school or in your own experience. Practise the term 'conflict' in every possible way.

Ask about conflicts

Ask the class occasionally who has had a conflict. Use questions from the lesson to tell the story:

- how did it start?
- who was involved?
- what happened?
- how did it end?
- how did you feel?

Write conflicts down.

During the coming period, note conflicts that occur in the class. These can be used later as practice-material (role-play, etc.).



Specimen lesson class 6 (9-year-olds)

Lesson 10 Practising with the caps

Class: 6

Objective: Pupils practise various ways of reacting to a conflict situation (lesson 9 cont.)

Materials: Agenda on the blackboard
Three caps (red, yellow and blue)
Work sheet 7 'Three Caps'

Time: 30 minutes

Suggested structure of the lesson

This is an idea for the agenda. Alter this if called for by the situation or the class.

- Starter
 - Go through the agenda
 - Soft, hard or firm
 - Practice with the three caps
 - **Work sheet 7**
 - Evaluation
 - Rounding-off
-

Starter

Look at the list of Starters. Choose one of them or the suggestion below.

Good news

Ask the pupils to name something that happened to them the last few days that gave them a pleasant feeling. "Good news" could be something they saw or did, something nice that someone said to them, something they ate – as long as it is something they felt good about. Begin by giving an example yourself.

Going through the agenda and objective of the lesson

In this lesson, we are going further with the three caps. Do you remember? If you have a conflict, there are three ways you can react. Who remembers how you react when you have the red cap on? And who the blue one? And who the yellow one?

Each of us has a favourite cap, but sometimes it would be good if we could put them all on. So today we are going to practise some more.

Go through the agenda and ask if everyone agrees.

Soft, hard or firm?



- Write the words, SOFT, HARD and FIRM on the blackboard.
- Ask the pupils to give examples of an occurrence or conflict that belongs to the blue cap. Call it 'reacting softly'. Explain that ignoring the conflict and hoping it will pass, retiring, not saying what you think or feel, conceding, adapting in order to be thought of as nice, are all examples of soft reactions to a conflict.
- Ask the pupils to give examples of reactions that belong to the red cap. Explain that shouting, pushing, threatening, hitting are examples of hard reactions to a conflict.
- Ask the class in which situations it is better to react softly (go away, avoid). If they do not think of it themselves, discuss the fact that conflicts with unknown people on the street can often be dangerous.
- In which situations is it better to react in a hard way?
- Ask the pupils for reactions that belong to the yellow cap. This means saying firmly what you think, but also listening to the other and looking for a resolution which is acceptable to both.
- Sometimes you have to put the red cap on, sometimes the blue one, sometimes the yellow one. However, often we can't all put on all the caps. Some of us find it difficult to put on the red cap and give as good as they get. Others do too much of that. Others again must learn to put the yellow cap on now and again.

Practising with the caps

- We are going to act out the following situation: You are walking from home to school with your friend. You have a ball and keep throwing it to and fro with your friend. By accident, the ball bounces over a fence into a garden, where an old lady is sitting on a bench. She gets angry and calls out, "Can't you look out, you stupid Moroccan" (or similar offensive remark, depending on the school population).
- Ask who wants to put on the blue cap and react. Then the red cap, then the yellow one. The teacher acts the role of the old lady and that of the friend can be played by different pupils in turn. The important thing is that the essence of the caps is well portrayed. Do not hesitate to have part of it done again, or by somebody else.
- If there is no good example of the yellow cap (firm reaction), demonstrate it yourself (something like "I'm sorry about the ball, madam; it was an accident, but I don't like being called a 'stupid Moroccan'").
- Get the class to practise in threes, so that in any case all three caps are acted out. If it goes well, even all three caps for each child.

Work sheet 'Three Caps'

Have the pupils fill in **Work sheet 7** about an occurrence or conflict they have had or witnessed. (They can also take it home and fill it in about something that happens in the following week; in that case, come back to it in the next lesson or some other time).

If they do it now, discuss it briefly with the class by asking (not more than) three or four children to say something about what they have written down.

Evaluation



Repeat the objective of the lesson (this lesson was about ...) and ask a few pupils, preferably volunteers, "Would you like to say something about it? What have you learnt?"

You can also ask questions such as:

- "What did you like about today's lesson?"
- "Was there anything you would rather have done otherwise?"
- "What would you like to remember of this lesson?"

Rounding-off

Choose an activity from the Rounding-off List or choose the suggestion below.

Put-ups in the circle

The Globe-ball is passed round and one pupil, who has their eyes shut, says STOP now and again. Whoever has the ball gets put-ups from the class (ask, "Who has put-ups for ... ?). If the class doesn't know anything, give it yourself. Carry on until about 5 children have had a turn.

Suggestions for implementation

Below you will find activities you can do after this lesson in order to practise this knowledge and these skills and put them into practice.

Putting caps on

Occasionally put on a coloured cap during the week and behave in the way that belongs to it, preferably in a conflict situation. For instance, a pupil comes in too late. Put on the red cap and say angrily, "This is the umpteenth time, you silly child. Sit down. You will be punished!!!"

Then show another version. Put on the yellow cap and say, in a neutral voice, "Hallo, you're late. Is there a good reason for that? ... I don't like you being late".

Acting out situations

Repeat the activity in this lesson with a few other examples. Let them practise as much as possible.

Who had which cap on?

If there has been a conflict, ask those involved, or the entire class, which caps played a part and when, e.g.:

- Which cap did you have on when you said that?
- Which cap did the other person then put on?
- Did you try another cap?
- Could you have put on another cap? What would they have said then?

Don't moralise (too much); appreciate the fact that pupils are able to analyse the conflict in this way.

At a later stage, you can encourage a more adequate solution (usually the yellow cap).





Unit 3

Communication





Introduction Unit 3 Communication

Communication problems are often at the bottom of conflicts. Bad communication often also makes existing conflicts worse. Being able to communicate well is therefore vital to resolving conflicts.

Communicative skills are also needed for the improvement of the social climate in the class and at school. Children must learn to communicate with each other: listening well, showing that they are listening, being able to summarise, being aware of non-verbal communication, being clear about what they do and don't want, etc. Unit 3 contains a number of lessons for increasing the pupils' skills and insights.

In this unit – and, in fact, in the entire programme of lessons – the pupils get plenty of opportunity to talk. Discussion and dialogue are fundamental skills in the interactive approach to teaching in The Peaceable School. We differentiate between vertical and horizontal interaction. The former is between teacher and pupil, the latter between the pupils themselves. Both are important learning instruments. If pupils get ample opportunity for an exchange of opinion with each other and the teacher, they will become more skilful at communicating. Through interaction, the quality of learning is also enhanced. Pupils who have problems with verbal skills can improve these in safe situations, such as exchanges in twos or small groups.

These lessons are not only *about* communication – they *use* communication, as do all the lessons of The Peaceable School. Although talking is an important activity in this, it is only *one* of the elements in the art of communication. In this unit, we also look at these other elements and provide practice for the improvement of the most important communicative skills.

During the six weeks that the lessons centre on communication, it is worth focussing the attention of the children (but also the team) on this theme as far as possible. In the class, this means, for instance, relating the term 'communication' to when pupils give a talk; or let the children perform the opening of the day for a change, or chair a class-meeting, and discuss the communicative aspects in particular with the class.

In lesson 13, the basic principles of the process of communication are dealt with. First, the pupils discuss their own ideas of what communication is. Then there is practice in sending and receiving messages, in which the pupils become aware of how important close observation of the senders can be and how interpretations of a message can differ.

In lesson 14, the pupils discuss ways in which communication can fail through a misunderstanding. In the story used, a misunderstood word sets two friends against each other.

Differences in perception – filtering information through opinions and needs – can hamper communication and therefore the resolution of conflicts. The concept 'viewpoint', presented in lesson 15, is one of the most important subjects in this unit. Young people, especially, are inclined to see the world around them as sharply black and white. They can have trouble accepting that others have a different view. This stands in the way of creative thinking about conflicts. The basic assumption, "If I am right, you are wrong", excludes any other possibilities. In this lesson, pupils learn to realise that someone else can have another point of view, in which they believe as strongly as they do themselves.

In lesson 16, the emphasis is on listening skills. As we know, your words can fall on deaf ears. For good communication, speakers must also be able to listen. For this reason, listening skills are already introduced early on (Lesson 2) and it is a good idea to point to the Good Listening flysheet from that lesson.



Here we introduce the skill of 'active listening' by means of paraphrasing. The basic technique of active listening – paraphrasing what the speaker has said – shows the other that you have listened to what they have been saying. At the same time, it is a check on whether you have correctly understood the message. If not, the speaker will let you know.

Active listening, an essential instrument in resolving conflicts, can also be of help in other ways. Besides paraphrasing, these are: summarising, asking questions and mirroring feelings. Once active listening has been introduced, the teacher can develop it by using it regularly in the class.

In lesson 17, active listening is taken a step further. Here the pupils practise listening to the actual content of what is said as well as to the feelings that are expressed. They also practise reacting neutrally to intense feelings – an important skill for avoiding escalation of conflicts.

Lesson 18 is the rounding-off of this unit. The Steps-plan at the end of unit 2 is gradually extended. Thus the skills learnt in this unit are coupled to the objective: resolving conflicts peaceably.

Each unit can have its own symbol for its contents. For unit 3 about Communication, this could be a mouth and an ear, hanging somewhere in the classroom. Use **Work sheet 4** for a copy of the pictogram.

The key to a 'peaceable school', of course, is not this programme, but the teachers themselves. They constantly influence their pupils by their model behaviour. For each unit, we therefore list teachers' behaviour that works positively towards the success of The Peaceable School.

Teachers' behaviour in this unit (depending on what is done in the lessons):

- the teacher gets pupils to make a circle quickly;
- puts boys and girls randomly in the circle;
- explains why this is necessary: we want everyone to be able to work well together;
- regularly evaluates the communication, during or after a class meeting, by, for instance:
 - naming pupils who have communicated well by saying what they did well;
 - asking a pupil who has just told something, who has listened well to them and how they know that;
 - asking pupils if they think someone has told something well, what was good, what was bad and why;
 - after a class meeting, asking how things went;
 - letting the pupils evaluate the teacher's own communication skills (listening, explaining, asking questions).
- uses the term 'misunderstanding' in daily communication ('There is a misunderstanding between us') instead of 'you haven't understood';
- regularly paraphrases pupils' answers;
- regularly asks pupils to summarise and paraphrase other pupils' contributions;
- relating the term 'communication' to pupils giving talks;
- letting children perform the day-opening or chair a class-meeting;
- discusses the communicative aspects of this with the class.



Outline Unit 3 – Communication

Lesson 13: What is communication?

Objective: Pupils learn to define the term communication as a process of speaking and listening.

Lesson 14: Misunderstanding and conflict

Objective: Pupils learn that misunderstandings can cause conflicts.

Lesson 15: Point of view

Objective: Pupils learn that understanding the other's point of view is important to being able to resolve a conflict.

Lesson 16: Good listening – asking questions

Objective: Pupils learn to ask questions as part of good listening.

Lesson 17: Good listening: repetition

Objective: Pupils learn to repeat what the other has said in their own words.

Lesson 18: Resolving conflicts

Objective: Pupils extend their skills in the resolution of conflicts.





Specimen lesson class 1 (4-year-olds)

Lesson 8 Are you listening?

Class: Kindergarten 4+ (class 1)

Objectives: The children become aware of good and bad listening behaviour

Materials: *Large circle:* Monkey and Tiger, flysheet for drawing pictograms
Small circle: Various objects for listening practice (see description in lesson), e.g.: wooden block, ball, marble, two spoons, beaker and bowl, pan and lid, two glasses, paper for tearing, pair of scissors, book, etc.

Time: Large circle : about 15 minutes
 Small circle : about 15 minutes

Starter

You can start each lesson with a starter: a short game in the circle, which provides the transition to The Peaceable School, and you use the globe-ball. You thus use the same symbols for The Peaceable School lessons every time, just as they do in the rest of the school (see also the Introduction in the file).

Look at the list of Starters (at the back of this file). Choose one, or use the suggestion below.

How many times?

No talking in this game! The teacher raps a few times on the table or claps their hands. The children must count silently and show the number of raps by putting the right number of fingers up quickly. The first to get it right has the next turn.

Introduction in the large circle

The children sit in a circle. Take Monkey and Tiger and do the role-play. Tell the children to keep an eye on Tiger.

- Play 'Bad listening' with Monkey and Tiger. While Monkey is telling Tiger about what he did in the weekend, Tiger's eyes are wandering round the classroom, he turns round, laughs at the wrong moment, interrupts Monkey and begins to talk about himself.
- Stop the role-play and discuss it with the class. Questions you can ask: "What was happening? What did Tiger do? Was he really listening? What do you think Monkey felt?"
- Repeat the role-play, but now with good listening behaviour: Tiger looks at Monkey all the time, asks questions and shows interest.
- Ask the class, "Did Tiger listen better this time? How could you see that?"



- Draw a number of pictograms on the blackboard or on a flysheet. Create this, or a similar list with the children.

Listening well:

- *Two eyes (Say, "Look at the other")*
- *Child on a chair (Say, "Sit or stand still")*
- *Two big ears (Say, "Show you are listening")*
- *Finger on lips (Say, "Let the other finish")*

Keep the flysheet to hang up in the classroom.

Summarise:

If you tell somebody something, it is much nicer if you can see that the other is listening properly. In the coming period, we are going to keep an eye on that and practice it together until we are really good at it.

What are we going to do in the small circle?

Who can listen well?

The children sit on the floor in front of the teacher, with their backs to him/her, and may not turn round. To concentrate better, they shut their eyes or put their hands over them. It must be very quiet (perhaps do this somewhere else or even with the whole class). There is a table behind the teacher with various objects under a big cloth. Take one or more objects from underneath the cloth and make a sound with it/them, e.g.: tapping on a plate with a spoon. Whoever first recognises the sound may go and help the teacher to make the next sound. The teacher passes an object to them: don't let them take something themselves, so that they can join in the guessing later.

Sounds you can make without using objects: clapping, stamping, or knocking on the wall, the window, a cupboard, your shoe-soles, a table; ticking on the table with your fingernails, clicking with your tongue, snapping your fingers, whistling, jumping, rubbing your hands together, etc.

Sounds with simple objects: dropping a block, bouncing a ball, dropping or rolling a marble, hitting two spoons together, pouring water from a jug into a bowl, putting the lid on a pan, knocking two glasses together, tearing paper, cutting with scissors, lighting a match, turning the pages of a book, etc.

What else can we do?

Circle-time

If you have a circle-time in the coming weeks, occasionally ask the child who has just spoken one of the following questions:

- "Did we listen properly to you? How do you know?"
- "Can you name anybody who listened really well to you. How do you know?"
- "Did I listen well to you? How does it show?"



Ears

Hang a large sheet of paper in the classroom with the names of the children on it. Stick or draw an ear next to the name if the child has listened well. Always say why, what they did well. At the end of the week, you put the pupil with the most ears in the limelight and give them a reward (e.g.: a letter for the parents; playing their favourite tape, etc.). Also do this for pupils that have collected more ears than usual for them.

Suggestions for implementation

Always draw attention to good listening behaviour when you see it: " You DID listen well! I can see that you all have red cheeks from listening!" Where possible, point to the flysheet with the 'rules' (pictogram's) for good listening. Don't do this only when they don't listen well, but preferably when they do, and mention what somebody did well.





Specimen Lesson class 4 (7-year-olds)

Lesson 14 Misunderstandings and conflicts

Class: 4

Objective: Pupils learn how misunderstandings can cause conflicts

Materials: Agenda on blackboard or flysheet
Prepare a story about a quarrel, due to a misunderstanding

Time: 30 minutes

Suggested structure

This is an idea for the agenda. Alter this if called for by the situation or the class.

- Starter
 - Agenda
 - Misunderstandings
 - Evaluation
 - Rounding-off
-

Starter

Look at the list of Starters. Choose one of them or the suggestion below.

Follow the leader

Explain that you will make a movement which the pupils must copy. When you call, "Change", someone else becomes the leader. You choose the leader who follows you and they choose their follower, and so on.

Make a movement: you clap your hands, the pupils clap their hands. You snap your fingers, they snap their fingers. You stamp your feet, shake your head, they do the same. After a few of these movements, you pass the leadership on to the next person. Call "Change" several times so that a number of children can be leader.

Going through the agenda and objective of the lesson

Go through the agenda. Ask who remembers what the previous lesson was about (new word). It was about communication. This lesson is about misunderstandings. Ask if everyone agrees on the agenda.

Misunderstandings

Say that when people try to communicate, things sometimes go wrong.

Play the following story, in which a misunderstanding causes a quarrel, with puppets.

Or invent a similar story.

Zena is playing and Mary comes to her side.



Zena: "Oh, what a lovely cuddly toy you have. A Dalmatian, just like in the film".

Mary (proudly): "Yes, and I have lots more at home".

Zena: "I saw the film three times but I haven't got a cuddly Dalmatian".

Mary: "Well, you may play with it" (gives Zena the toy). "I must go home now. See you tomorrow".

Zena: "Wow, now I've got a real Dalmatian. I'm going to show it at home."

The next day:

Mary: "Hallo Zena. Have you got my Dalmatian with you?"

Zena: "No, it's at home, my brother wanted to play with it."

Mary: "Yes, but ... Will you bring it in next time then?"

Zena: "Well, I don't know, something could happen to it. I'd rather leave it at home."

Mary: "But how am I going to get it back, then???"

Zena: "Get it back? But you gave it to me!"

Mary: "I didn't give you anything, I said you could play with it. I want it back, otherwise I'll tell my father!"

- STOP! Ask: What is going on? What did Zena think? What did Mary think? Was that right? How do you think Zena felt? And Mary? What caused the conflict?
- Explain that if you mean one thing and the other gets it wrong, it is a misunderstanding.
- Have you ever had a conflict that was caused by a misunderstanding? How did that go? How did you feel? How did the other feel? How did it end?

Summarise:

If you say clearly what you mean, you avoid misunderstandings and conflicts. If there is a conflict, clear communication is important for its resolution. If you are not clear, the other can misunderstand you. Then you can have a conflict that wasn't really necessary.

Evaluation

Repeat the objective of the lesson (this lesson was about ...) and ask who would like to say something about it? You can also ask questions such as:

- "What did you learn from it?"
- "What did you like about today's lesson?"
- "Was there anything you would rather have done otherwise?"
- "What would you like to remember of this lesson?"

Rounding-off

Choose an activity from the Rounding-off List or choose the suggestion below.

Misunderstanding in exerbite

One pupil goes out of the classroom. The others agree on a verb, instead of which they are going to use the word 'inexerbite'. The guesser is called back in. The teacher says a sentence to them, in which the missing verb is replaced by inxerbite, e.g., "We're going to inxerbite this afternoon".

There are some questions on the blackboard that the detective can ask, for instance:



- Is inxerbiting fun?
- What do you need for inxerbiting?
- Can anyone inxerbite?

The detective asks the pupils these and other questions, in order to find out what is meant by inxerbite. If they don't know any more questions to ask, get the pupils to make up sentences with inxerbite. Applaud when the misunderstanding has been resolved. This can be repeated with a different pupil and a different missing word.

Suggestions for implementation

Below you will find activities you can do after this lesson in order to practise this knowledge and these skills and put them into practice.

Using misunderstanding in your own vocabulary

During the next few weeks, try and use the word 'misunderstanding' as often as possible in relevant situations and include it in your daily instruction vocabulary. For instance, if you think that a child did not understand you well (but did listen), don't say, "You didn't understand it properly", but formulate it as: "There must be a misunderstanding between us." This makes the children familiar with the term and communication becomes more open. After all, a misunderstanding is between two people; the message, "You didn't understand it properly" is a 'you-message', putting the cause of the misunderstanding only on the pupil's shoulders.





Specimen lesson class 6 (9-year-olds)

Lesson 15 Point of view

Class: 6

Objective: Pupils learn that a different point of view can be the cause of a conflict and that it is important to understand each other's point of view in order to resolve a conflict.

Materials: Agenda on the blackboard or flysheet
 A copy of **Work sheet 8** 'Young Girl /Old Woman' for each pupil.
 A copy of **Work sheets 9 and 10**: description of role-play 'Carlos' and 'Mother of Carlos'.
 A copy of **Work sheet 11** "First I always thought ..."' for each pupil.

Time: 45 – 60 minutes

Suggested structure

This is an idea for the agenda. Alter this if called for by the situation or the class.

- Starter
- Going through the agenda
- Drawing of a woman
- Role-play 'Point of View'
- Evaluation
- Rounding-off

Starter

Look at the list of Starters. Choose one of them or the suggestion below.

Favourite music

Go round the circle, asking, "What is your favourite music-group (pop-group) or song (number)?"

Going through the agenda and objective of the lesson

Ask: Who remembers what the previous lesson of The Peaceable School was about? About misunderstandings and how they can lead to conflict. About how we can sometimes look differently at things and how that, too, can lead to a conflict.

Go through the programme and ask if everyone agrees.

Drawing of a woman



- We are going to do a little experiment today to find out if everybody sees the same if we look at a picture.
- Divide the group into twos (choose couples that don't always play with each other or use other means: two halves of playing-cards, two halves of coloured paper, bits of a puzzle that fit; see section Work Forms).
- Give everyone a copy of **Work sheet 8**.
- Give them a few minutes to describe what she looks like. What is she wearing?
- Ask for volunteers to give a description. There are usually pupils who see only the young woman or only the old one. Help the class to see both of them.
- Discuss the process of looking at the picture with the class. Ask a pupil, "What did you see first? Why did some people first see an old woman and some a young girl? Can everybody now see both figures? Is there a 'wrong' way of looking at the picture?"

Summarise:

People have different ways of looking at things. We call that 'having different points of view'. This happens because we all have different experiences, different feelings, come from different families. This can sometimes lead to conflicts.

Role-play 'Points of View'

Often the conflicts we experience in our own lives are caused by seeing things differently from someone else. To see how this works, we are going to do a few role-plays.

- Give two volunteers the role descriptions of Carlos and his mother (**Work sheets 9 en 10**). Discuss the scene briefly with both to make sure that they understand their role before starting. Then they start the argument.
- When the discussion becomes heated, stop the role-play and ask the actors (still in their role) how they feel.
- Discuss with the class: What is Carlos' point of view? What does Carlos want? What is his mother's point of view? What does she want? Has anyone been in a similar situation in their lives? What were the different points of view then?
- Let the actors leave their roles and ask them what it was like to do them. Let the class clap.
- Repeat the process with other roles from the scenarios on the following pages or with scenes from the pupils' own lives.

Summarise:

Conflicts often originate because we can only see them through our own glasses. Put on your black glasses and say, "Now everything is dark." Let someone else put on pink (or yellow or orange) glasses and ask them what they see. Those glasses are our 'point of view'. If we are able to put someone else's 'glasses' on, we come nearer to resolving the conflict.

Evaluation



Repeat the objective of the lesson (this lesson was about ...) and ask a few pupils, preferably volunteers, if they would like to say something about it? "What did you learn from it?"

You can also ask questions such as:

- "What did you like about today's lesson?"
- "Was there anything you would rather have done otherwise?"
- "What would you like to remember of this lesson?"

Rounding-off

Choose an activity from the Rounding-off List or choose the suggestion below.

I first thought ...

Give everybody **Work sheet 11** "I first thought ..." Ask the pupils to think of the moment when their own viewpoint changed. Give them a minute to answer the question in a few catchwords. Go round the circle. Let them finish the sentence, "First I always thought ... , but now ..."

Suggestions for implementation

Below you will find activities you can do after this lesson in order to practise this knowledge and these skills and put them into practice.

What sort of day was it today?

End every day in the coming week(s) with the question: what sort of day was it for you today? A number of pupils describe the day from their point of view. Do not specifically ask for their opinion but for a description ("Describe today"). The teacher also gives a description. Conclude with the class that there are differences in the descriptions and use the term 'point of view' for this.

This can also be done in writing.

A variation is to ask the pupils to describe the day from your point of view. Enquire what presumptions lie behind this description. Conclude that they cannot be sure they know someone else's point of view. But you can try to put yourself in their shoes.

Points of view in stories

Discuss points of view in stories the children are reading.





Unit 4

Feelings





Introduction Unit 4 Feelings

In every conflict, there are strong feelings. Being able to recognise your own emotions and talk about them to another is an important skill in resolving conflicts, as is the recognition of, and respect for the other's feelings. One of the objectives of this unit is to improve pupils' skills in naming and describing their feelings. We also want to improve their skills in putting themselves in someone else's place by talking about experiences and feelings.

The emotion anger (fury) is given special attention. Anger often leads to aggression, which leads to conflicts that are resolved by violence. It works the other way round as well. Conflicts often run so that they cause anger and fury. We teach pupils that there is nothing wrong with anger but help them to deal with their anger in such a way that unnecessary escalation of the conflict is avoided and better solutions found.

When they get angry, people can choose what they do. Being aggressive is one way. People become aggressive if they learn that aggression is a suitable way of expressing anger. One of the most usual ways of learning aggression is by example. By seeing violent situations with adults and peers (in daily life as well as on TV), pupils learn that aggression is acceptable behaviour and take it over.

In some situations, aggression can be seen to be the only possibility in a conflict. But in many other cases, aggressive behaviour damages others unnecessarily and creates more problems than it solves.

A second possibility in dealing with anger is to try and escape from the situation and avoid the conflict. Sometimes this option is the best one. Someone can do something that makes us angry, but we could find it too risky to confront them with our anger, or not worth while. In such cases, we need a cooling-off technique to reduce the hostility. Like aggression, avoidance is not always the best choice. The danger is that you forget to stand up for yourself and your needs are ignored.

Many pupils seem to be stuck with one of these two options. Some are inclined to react aggressively to a conflict, others always avoid them. Others are pulled this way and that between these extremes: they avoid conflicts and swallow their own anger until it suddenly explodes.

However, there is a whole scale of options between the extremes of aggression and avoidance. We can call this the way of assertiveness. Being assertive is standing up for your own interests without hurting the other. We describe this to pupils as 'firm behaviour'. In unit 2, it was called 'the yellow cap'.

Getting what you need without harming or hurting the other is an attractive option to strive for. We want to encourage the pupils to behave assertively where possible and help them develop skills for doing that.

Recognising and talking about feelings is effective for this.

However, pupils must realise that even being assertive is not always the best choice. The way you deal with a conflict and anger must be adapted to each specific situation. This is an emotional-intelligent action and is what is meant by having a choice of options. We want to teach pupils a whole repertoire of skills and strategies for dealing with conflicts and anger so that they can react in a way suitable to that specific situation.

Each unit can have its own symbol for its contents. For unit 4 about Feelings, this could be a very large heart, hanging somewhere in the classroom. Use **work sheet 4** for a copy of the pictogram.



In Suggestions for Implementation for lesson 19, the **Feelings Diary** is mentioned, a nice file in which each pupil describes their feelings about the day (in class 3, this will most likely be a drawing; higher classes can write something down). Every day, a different pupil takes the book home and brings it back the next day, showing the class what they have drawn or written and saying something about it. By encouraging the children to ask questions or otherwise react to what the pupil has said, it becomes a strong means of sharing feelings.

The key to a 'peaceable school' is, of course, not this programme, but the teachers themselves. They constantly influence their pupils by their model behaviour. For each unit, we therefore list teachers' behaviour that works positively towards the success of The Peaceable School.

Teachers' behaviour in this unit (depending on what is done in the lessons):

- the teacher stimulates pupils to put their feelings into words;
- and does that him/herself;
- has a Time-out Corner where pupils can cool off;
- has a weekly tea-party with different groups of children, where feelings and emotional matters are discussed as much as possible.



Outline Unit 4 – Feelings

Lesson 19: Recognising and naming feelings

Objective: Pupils think of words to describe feelings, thereby increasing their vocabulary for them.

Lesson 20: Conveying feelings

Objective: Pupils convey feelings verbally and non-verbally.

Lesson 21: Dealing with anger

Objective: Pupils can differentiate between a constructive and a destructive way of dealing with anger.

Lesson 22: Cooling off and a Time-out Corner

Objective: Pupils learn that it is important to cool off before trying to resolve a conflict. The pupils are given responsibility for thinking about a Time-out Corner in the classroom.

Lesson 23: Assertiveness

Objective: Pupils can differentiate between aggression, avoidance of conflict and assertive behaviour.
Pupils can express feelings in a 'knowing what you want' way.

Lesson 24: Practising skills for resolving conflicts

Objective: Pupils practise thinking of reactions and resolutions to conflicts.





Specimen lesson class 1 (4-year-olds)

Lesson 12 Trapped finger

Class: Kindergarten 4+ (class 1)

Objective: Children learn that there various patterns of behaviour if they are hurt or sad. They start learning to cope with sadness. Children learn to understand that you can comfort or support someone who is unhappy.

Materials:

Large circle:

- Monkey and Tiger.
- Bandage or sticking plaster
- Possibly a small bicycle with spokes

Small circle:

- Space and attributes for doing role-play (indoors or outside)

Time:

Large circle: about 15 minutes
Small circle: 15 – 20 minutes

Starter

Each lesson begins with a **starter**: A short game in the circle in order to introduce The Peaceable School, using the **globe-ball**. In this way, you always use the same symbol for The Peaceable School lessons, like they do in higher classes (see also the Introduction to the file). **If you want to use a Starter, choose one of the games from the list at the back of the file.**

Introduction in the large circle

(Bandage Monkey's finger/hand beforehand). Monkey has a bandaged hand. Tiger comes in.

Tiger: *Oh, what's the matter with your hand?*

Monkey: *Something a-a-awful, Tiger. It made me very unhappy.*

Tiger: *Tell me, what happened?*

Monkey: *Well, my finger, it got caught in the spokes of my bicycle wheel when I was cycling. (If you have a small bicycle with spokes at school, you could let Monkey show Tiger what happened).*

Tiger: *Did it hurt?*

Monkey: *Yes, an awful lot. I cried.*

Tiger: *Did it bleed?*

Monkey: *Yes, a bit. Teacher came and put this plaster on it and it's a bit better now. But I daren't ride my bike again yet. Maybe tomorrow.*

Tiger: *Monkey, you go and sit in the cart and I'll pull you round the playground. We'll pretend that the cart is the ambulance and that I'm taking you to the doctor.*

Monkey thinks that's a very good idea.



If you like a bit of drama, you can act the accident out on the playground at the end of Break. You will see how many children come to watch. Once inside, talk to Monkey and Tiger and the children about what happened. More suggestions can be found below.

Helping each other

Go into what you can do if someone falls, is hurt or sad. For instance, ask, "What can you do if someone falls down?"

Possibilities: go and see what has happened. See how bad it is. Look and listen to the child to find out what actually happened. Ask what happened. Get help if you don't know what to do. Comfort them by saying something nice, putting your arm round them, saying, "What a shame!", telling children who are laughing or bullying that they must stop. Bringing the child to the teacher.

Finish the discussion by summarising some things or accentuating things you think are important at school in dealing with unhappiness. This could be: don't laugh at someone who is crying, but ... (always say what the preferred behaviour is); or: don't leave someone who is crying out in the cold – go to them. If someone is already there, you don't have to.

What are we going to do in the small circle?

Invent a role-play together, relevant to what has been discussed in the large circle. For instance, choose something that was discussed there. Be careful to choose a situation in which the preferred reaction to pain or sadness is given. Distribute the parts. Have the children do this in twos or threes, making sure the space and necessary attributes are available. (This need not be indoors, but is obviously dependent on various things, such as the weather, time of day, availability of assistance and the children's independence). There are various ways of organising this, two of which are given below, both of them with their own (dis-)advantages. The choice is dependent on the situation and the children you are dealing with.

- If you have two groups of three children, you can let one group do the role-play while the others watch. Then they change places. Tell them briefly what you think they do well or what you would like them to do. Variation in role-play is another option, the second group playing a different situation, but this takes longer. For children who are not so good at role-play or are at a lower stage of development, repetition is a better option than variation.
- Both groups do a role-play while you watch, encourage and perhaps give hints or join in .

What else can you do?

- Talk to the children about being unhappy. Ask them about experiences with falling and hurting themselves. Let them exchange experiences. Ask them what you can do if someone has fallen down. Let them tell how someone has helped or comforted them. What does it feel like when they do that? Are you less unhappy?
- You can also be unhappy about something that is broken. Ask:
 - Have you ever been sad about something you wanted to play with that got broken?
 - Did you cry?
 - What else did you do?
 - Did anybody help you? How?
 - What can you do if somebody else is unhappy about something broken?

Let the children suggest various solutions, not only repairing it (not always possible), but, for instance, looking for other toys to play with, lending your own ... to the child, etc.



- With the group from the small circle, make a scenario, with, for instance, falling down as its theme and discuss with the children what the onlooker does. Then each of the children takes part of the scenario and makes a drawing or plasticine image of it. For instance, if there are five children, there could be five scenes:
 - Scene 1: child falls
 - Scene 2: child cries
 - Scene 3: another child comes along
 - Scene 4: it comforts by putting an arm around the unhappy child
 - Scene 5: the two go off to play together

If the children choose to make a drawing, a cartoon strip results. If they make plasticine figures, you can put them somewhere in the right order and perhaps number the scenes. (This might be above some of the children). The results can be shown and discussed in the large circle.

Suggestions for implementation

- When children are unhappy about something, help them to talk about it. This could be something that happened at school or something they have told in the class-meeting. Include the other children, encouraging them to put themselves in another's place.
- If children are not used to role-play, try showing them pictures or a drawing beforehand, so that they get some idea of what it's about.

Reflection

- Do you regularly put yourself in the child's place?
- Do you pay attention to an unhappy child or are you usually too busy?
- Do you encourage children to comfort and help each other or do you try and do everything yourself?

How can we involve the parents?

- If you have used poems or stories, give the children copies to take home.
- If things have been made (see 'What else can you do'), exhibit them and let the parents know what there is to see and when parents and other relations can come and admire them. Hang the notice up in a visible spot.





Specimen Lesson class 4 (7-year-olds)

Lesson 19 Recognising and naming feelings

Class: 4

Objective: Pupils name words that describe feelings, thus increasing their vocabulary for feelings

Materials: Agenda on blackboard or flysheet
Empty flysheet and felt pen

Time: 45 minutes

Suggested structure

This is an idea for the agenda. Alter this if called for by the situation or the class.

- Starter
 - Agenda
 - Giving words to feelings
 - Drawing feelings
 - Evaluation
 - Rounding-off
-

Starter

Faces of feelings

Ask the pupils if they have ever seen how actors on TV are able to show their feelings on their faces. Can they give examples? Ask, "Can you do that too? Can you show what you feel in the following situations in your face and your pose?"

Birthday

- *It's your birthday today (show)*
- *Your present has disappeared (show)*
- *You find it again (show)*

Wasp

- *A wasp flies round your head*
- *It lands on your arm*
- *It flies away*

Toys

- *You're playing with a friend*
- *They break a toy*
- *They say sorry*

Snow



- *It's snowing*
- *Your mother says you can't go out if it's snowing*
- *She lets you go after all*

Going through the agenda and objectives of the lesson

Remind the children that The Peaceable School lessons are about resolving conflicts and that this is the first lesson in a new unit. "Who remembers what the last one was about? What did we talk about? This new unit is about FEELINGS (write this on the blackboard). The symbol of this unit is a very big heart (hanging somewhere in the classroom). In a conflict or quarrel, you easily get angry. That is a feeling. Sometimes you're so angry you can do nothing but quarrel. In the coming lessons we are going to learn how to deal with feelings.

Giving words to feelings

Now the children have shown feelings on their faces and in their pose, we'll try and find words to describe those feelings.

- Ask the pupils to think of names for the feelings they have just expressed, e.g.:
 - (It's your birthday today): happy
 - (Your present has disappeared): shock
 - (You find it again): relief, happiness

Put the names on a flysheet. Ask: "Who knows more kinds of feelings?" . A list of feelings is written on the flysheet.

- Choose feelings from the list and ask, "Who has ever felt like that? Can you remember when it was?"
- Keep the flysheet for later.

Drawing or painting a feeling

- Ask the pupils to think of a feeling. And then of a time when they really felt like that. What were you doing? Who else was there? Where were you? Now draw that feeling.
- Distribute drawing materials. The drawing could be of a face or a situation, symbolic (a flower, dragon, something the feeling makes you think of) or abstract (shape and colour representing the feeling).
- The pupils write the name of the feeling on the drawing and a sentence about it. Or they tell the teacher, who writes it for them.
- collect the drawings in a class book about feelings: the Book of Feelings (see Suggestions for Implementation).

Evaluation

Summarise the objective of the lesson. This lesson was about the different feelings you can have. Ask who would like to say something about it?

You can also ask questions such as:

- "What did you learn from it?"
- "What did you like about today's lesson?"
- "Was there anything you would rather have done otherwise?"



- "What would you like to remember of this lesson?"

Rounding-off

Collage of feelings

Ask the pupils, during the coming weeks, to bring in pictures and photos from newspapers and magazines that show different feelings. Bring newspapers and magazines in yourself and let the children cut out pictures showing feelings. Discuss what feelings these pictures show and sort them. Make a collage of feelings on a large sheet of paper or cardboard, grouping the same feelings together. You can also use a separate sheet for each sort of feeling. Stick the name of the feeling in cut-out letters at the top.

After each lesson in this unit (Feelings), look at the pictures together and go on collecting for the collage so that this is 'finished' by the end of Unit 4. Discuss which feelings have the most pictures and which are the most difficult to find.

Suggestions for implementation

Below you will find activities you can do after this lesson in order to practise this knowledge and these skills and put them into practice.

Naming feelings

In the coming weeks, be alert for every chance to name feelings and encourage the children to do the same. Give them an example yourself.

The Feelings Diary

Make a Feelings Diary: a nice file, in which every pupil writes their feelings about the day (in class 3 this will be a drawing; in the higher classes they can write something down). Every day a different pupil may take the book home and bring it back the next morning, when they can show what they have written or drawn and tell something about it. The other children are encouraged to ask questions or otherwise react to what the pupil has said, thus providing the means to share feelings.

The Book of Feelings

Collect the pupils' drawings in the Book of Feelings and put it on a table where they can look at it when they want to. It can also be used in other activities about feelings, for instance, by choosing one, showing it and discussing it with the class. Encourage pupils to add to the book when they discover other feelings.

I feel ...

Using a certain structure (for the time being) for describing how you feel in the class can work very well. There are various ways of doing this, such as: feeling-sticks, feeling-cards, photos of feelings, feelings for music.

Feeling-sticks

Write the names of all the pupils in a number of different colours on stirring-sticks, (ice)-lolly-sticks, or something similar, sticking them into an empty (milk)-carton. Through the different colours, the pupils can



easily find their own name. You could also use more cartons, one for each colour. Also make several cartons for feelings: ANGRY, AFRAID, HAPPY, SAD. Every day, when the pupils come in, they take their name from the carton and put it in the feelings-carton, showing how they feel at that moment. Discuss this in the class-meeting. Where are the sticks, how many are there? Are there many happy children today, many angry children? Ask a child occasionally to say something about its feelings, without commenting. Encourage children who come up with a new name for a feeling by making a new feelings-carton, e.g. NERVOUS, thus increasing their vocabulary and their awareness of various feelings.

Feelings-cards

Make feelings-cards for pupils to show how they feel. These are cards with the name of the feeling, perhaps decorated with a face or symbol. **Work sheet 16** ('Faces of Feelings') can be enlarged and used for this. Make a limited number to begin with (angry, afraid, happy, sad) and gradually add new ones. Multiple cards of the usual feelings are needed.

Method:

Have the pupils choose a card in the morning to show how they feel. Ask pupils randomly at the beginning of the lesson to say something about it. Let them choose a card again at the end of the day and enquire randomly again. Also ask the children if they know how they changed from one feeling to another. This shows what makes them feel good or not.

Variations:

- You can also use the cards in a circle. Everyone chooses a card and says something about it.
- You can also use the cards to make the change between cognitive and social-emotional activities in the lesson.
- If there is something wrong with the atmosphere in the class, you can use the cards to start the discussion you want to have about it.

Photos of feelings

Make photos of children in the class, showing different feelings. These can be hung up or used for various tasks.

Feelings for music

An attractive way to name feelings is to play some music and ask the pupils what sort of feeling this gives them. Ask them to bring in CDs, etc., of music that gives them a certain feeling. When you play it in the class, you can see whether all the children have the same feeling about it or whether there are differences.

Adding to the list of feelings

Whenever new names for feelings come up during the lessons, add them to the list on the flysheet from the beginning of this lesson. You can also ask if anyone wants to make a drawing about it for the Book of Feelings.



Specimen lesson class 6 (9-year-olds)

Lesson 23 I-messages

Class: 6

Objective: Pupils learn what I-messages are and learn to describe their feelings effectively, using I-messages

Materials: Agenda on the blackboard or flysheet
The formula for I-messages on the flysheet.
I feel (name the feeling)
if you ... (name the behaviour)
because ... (name the consequences)
Work sheet 12 (one copy for every pupil)

Time: 30 minutes

N.B. There is role-play in this lesson which needs to be prepared by two pupils. See Work sheet 27 'Role-play for I-Messages'.

Suggested structure

This is an idea for the agenda. Alter this if called for by the situation or the class.

- Starter
 - Going through the agenda
 - I-messages
 - Practising I-messages
 - Evaluation
 - Rounding-off
-

Starter

Look at the list of Starters. Choose one of them or the suggestion below.

Finishing the sentence

Do the rounds, asking pupils to finish the following sentence: "A feeling I haven't had for a long time is ..."

Going through the agenda and objective of the lesson

"The last lesson was about how you can say firmly what you feel or what you want. We are going on with that in today's lesson, which is about I-messages."

Go through the agenda and ask if everyone agrees.

I-messages



- Say to the pupils, "Imagine that someone has borrowed your fountain-pen and not returned it. How would you make your feelings known?" Exaggerate this (after telling a pupil beforehand that you are going to do that): "What have you done with my pen? I lent it to you yesterday and now it's disappeared. You're always losing things!" Explain that this is a you-message: you immediately say it's the other's fault. You-messages are always attacking ones, making out it's the other's fault or that they're no good.
- Explain the difference between I-messages and you-messages. An I-message uses the word 'I' to convey feelings and thoughts. When you use an I-message, you can say firmly that you are angry without attacking someone, saying it's their fault or putting them down. You are, in the first place, talking about yourself. An example of an I-message is: "I don't mind you borrowing my pen but if you don't bring it back by yourself, I get cross, because then I haven't got it when I need it."
- Explain that if we want to continue communicating and solving problems creatively, it's better to use I-messages.
- Ask the pupils with whom you have prepared the role-play to do **Role play A, Work sheet 12**.
- Some questions you could ask are: what sort of feelings do you think Samira had for Roy in this piece? And Roy for Samira? Do you think they will remain friends? Why? Why not?
- Distribute copies of **Work sheet 12** and have the pupils play situation **B**.
- Some questions you could ask are: what sort of feelings do you think Samira now has for Roy? And Roy for Samira? Do you think there is a chance that they will remain friends? Why? Why not?
- Compare the two situations: what sort of commentary was given in the first situation? What was the body-language and tone of voice in the first situation? What was said in the second situation? What can you say about the body-language and tone of voice in the second situation. In which is there a greater chance that the friendship ends?
- Summarise the effects of the you-messages and how they differ from the I-messages. If you give a you-message, the other feels judged or accused. It's as if you say they are bad. The recipient wouldn't dream of changing their behaviour but defend themselves, thus increasing the anger instead of diminishing it.
- An I-message conveys your wishes, needs, feelings, what you think is important. When the other hears that message, they may not like it, but that is quite different from feeling attacked. I-messages are a clear and non-threatening way of telling people what you want and how you feel.

Practising I-messages

- Hang up the flysheet with the formula for I-messages. An example of an I-message is:
 - I get angry (feeling)*
 - if you don't listen (behaviour)*
 - because I get the feeling you don't think what I'm saying is important (thought).*
- Explain that, although this formula sounds stiff and awkward, it helps you learn how to give an I-message. When you get used to doing that, you can do it in your own words.
- Divide the class into twos. Give them a conflict-situation suggested by the pupils or use the example below. The couples have five minutes to compose an I-message according to the formula. *You are playing football in the playground and a large number of children doesn't play the ball to you.*
- Ask who would like to give their I-message. Discuss what it was like to think of an I-message. What was difficult (or easy)? What could be the effect of these I-messages? Which do you think works best?
- Discuss 'firm' body-language. If you give an I-message, do you use body-language that expresses firmness, self-confidence?



Evaluation

Summarise the objective of the lesson: this was about you-messages that are destructive in a conflict and I-messages that are constructive.

Ask who would like to comment. You can also ask questions such as:

- "What did you learn from it?"
- "What did you like about today's lesson?"
- "Was there anything you would rather have done otherwise?"
- "What would you like to remember of this lesson?"

Rounding-off

Apart from this class, to whom would you like to give an I-message?

Suggestions for implementation

Below you will find activities you can do after this lesson in order to practise this knowledge and these skills and put them into practice.

Practising I-messages

The pupils will need more than one lesson to become adept at constructing I-messages in real situations. The more practice you can give, the better. Draw attention to you-messages and I-messages that occur in conflict-situations in the class and use them as learning-moments. Try and turn you-messages into I-messages.





Unit 5

Mediation





Introduction Unit 5 Mediation

In unit 2, the pupils learnt how to resolve a conflict themselves, In units 3 and 4, the skills children need for resolving conflicts in the right way were introduced and practised. In this unit, mediation is central: conflict-mediation with the help of a neutral third party.

One of the principles of The Peaceable School is that pupils are given responsibility for the atmosphere in school and classroom. We involve pupils in all sorts of tasks in the school with the aim of teaching them to contribute actively to the community. One of the most important responsibilities is that of resolving conflicts and other problems themselves. Pupil-mediation is the result of that. For an extensive guide, please see the general section of this Handbook. The ultimate objective is to have (specially trained) pupil-mediators in school who are the first to try and help resolve conflicts.

For mediation, we use the steps-plan below (simplified here: for the complete version, see Work sheet 'Steps-plan Mediation', the section on Mediation in the general section, or Work sheet 13A and 13B).

STEPS IN MEDIATION

INTRODUCTION

1. Say your names and that you are mediators who can help resolve the conflict.
2. Ask, "*Do you want help in solving the problem?*"
3. Look for a quiet place for mediation.
4. Mention the three rules and ask, "*Do you agree?*"

LISTENING

5. Ask the first child, "What happened?" Paraphrase.
6. Say what you think they feel or ask how they feel.
7. Ask the second child, "What do you think happened?" Paraphrase.
8. Say what you think they feel or ask how they feel.
9. Summarise what you have heard.

LOOKING FOR A SOLUTION

10. Ask the first child what it could do to solve the problem.
11. Ask the second child what it could do to solve the problem.
12. Try and get them to think of as many solutions as possible.

CHOOSING A SOLUTION

13. Help them choose a good solution that is acceptable to them both.
14. Repeat the solution and ask both parties if they agree.
15. Congratulate both pupils on the success of the mediation.
16. Fill in the mediation form.



In order to be able to introduce pupil-mediators in the school, it is very important that **all the pupils** (from class 3 upwards) are familiar with the term mediation and the steps taken in mediation. After all, any of them could be faced with it. For successful implementation, there must not only be support, but also knowledge and skills. So the term is introduced explicitly from class 3 onwards, first in a brief introduction, more thoroughly in the higher classes.

Besides the lessons on mediation in unit 5, involving pupils in solving problems or designing their surroundings is also important. Solving problems in another way, such as brainstorming with everybody, is also dealt with. In lesson 29, we continue with tasks and responsibilities where we left off in unit 1, about tasks in the class. In unit 5, this idea is taken further, by challenging the pupils to think about what else they could do in the class and the school. At the end of unit 5, the pupils make a 'nice plan': thinking up and implementing a good deed for the school or neighbourhood.

Each unit can have its own symbol for its contents. For unit 5 about Mediation, this could be the pictogram on **Work sheet 6**.

The key to a 'peaceable school' is, of course, not this programme, but the teachers themselves. They constantly influence their pupils by their model behaviour. For each unit, we therefore list teachers' behaviour that works positively towards the success of The Peaceable School.

Teachers' behaviour in this unit (depending on what is done in the lessons):

- use mediation skills themselves in conflicts between two pupils
- introduce the system of pupil-mediation to the class and point to the roster of pupil-mediators (if these are already installed).
- actively refer to the pupil-mediators
- use the order:
 1. encourage the pupils to resolve the conflict themselves
 2. refer the pupils to the mediators
 3. mediate or arbitrate themselves

The way Unit 5 is used depends on the situation:

1. **For schools just starting** with The Peaceable School, the training for individual mediators is only organised in the second year, so that all pupils have had unit 5, know what mediation is and are prepared for this way of resolving conflicts. In the first two years of introduction, it is best to cover the entire unit 5 with the pupils.
2. **For schools already working with the programme** for some time, the contents of unit 5 must probably be adapted to the situation in the school. Pupils know what mediation is and mediators are probably already functioning. Unit 5 can then be used to revise the term mediation and put in some more practice. Adapt the lessons to the pupils' needs.
2. Schools could choose to train, not only a selected number of pupils as mediator, but **all the pupils of one or more groups**. If schools so wish, use can be made of the Mediator Training book, in which three sessions of 1½ hours are described and which can be made into a series of 5 short lessons.



Outline unit 5 - Mediation

Lesson 25: Helping others in a conflict

Objective: Helping pupils think of a resolution for the conflict

Lesson 26: This is how it works

Objective: Pupils learn:

1. that someone can help you resolve the conflict by mediating
 2. that you must then think of your own solution
 3. that there are mediators at school who can help you
-

Lesson 27: Avoiding conflicts

Objective: Pupils think about ways in which to avoid conflicts
They practise brainstorming, co-operation and corporate decisions

Lesson 28: Solving a problem together

Objective: Pupils can use a resolution method for solving a class problem

Lesson 29: What else can we do?

Objective: Pupils feel co-responsibility for what goes on in the class
Pupils think about other tasks they could do themselves

Lesson 30: A nice plan!

Objective: Pupils make a plan of action to help others: inside or outside the school





Specimen lesson class 1 (4-year-olds)

Lesson 16 Helping in a quarrel

Class: Kindergarten 4+ (class 1)

Objective: Children see that a conflict-situation can occur if a child may not join in. They discover a strategy for resolving this situation: saying in turn what happened, "What did you want, what did I want, how do you feel now and how do I feel?" They look for a solution with which they are both content.

Materials: Large circle:

- Monkey and Tiger.
- Several other big or small animals
- Building units
- Play-rug

Small circle:

- Corner with building units

N.B. Build a large gateway beforehand with the units, but leave it unfinished. It must be strong, with several entrances of different sizes. Make sure the biggest entrance is too small for Tiger.

Starter

Each lesson begins with a **starter**: A short game in the circle in order to introduce The Peaceable School, using the **globe-ball**. In this way, you always use the same symbol for The Peaceable School lessons, like they do in higher classes (see also the Introduction to the file). **If you want to use a Starter, choose one of the games from the list at the back of the file.**

Introduction in the large circle

Monkey has made a big gateway with the building units. He is very proud of it. Just a few more units and it is ready. Mouse comes along and admires the gateway. May he go through it? He may, but very carefully, so that it doesn't fall over! More animals come along. They all go through in turn. Make it exciting: can they get through? Is it big enough? They must be careful not to knock it down.

Then Tiger comes along. He too thinks the gateway is very nice but Monkey doesn't let him through. Tiger is much too big. Monkey stands in front of the gate, but Tiger wants to join in, he wants to go through too. Tiger pushes Monkey, who falls against the gateway ... It falls down. Monkey begins to cry ...

Then teacher comes along and is going to mediate, without saying so.

Teacher says, *"I see you are quarrelling. Would you like help in solving the problem?"*

Monkey and Tiger nod and say, "Yes".

Teacher then asks some questions, such as:

"Monkey, tell me what's the matter. What happened? How do you feel?"

"And Tiger, what do you say happened? And how do you feel?"



Have them answer.

Teacher asks the children if what Tiger and Monkey say is true.

Then teacher summarises the conflict: *"Tiger was not allowed to join in because Monkey thought he was too big to go through the gateway"*.

Ask for a solution:

"Monkey, can you think of a solution that would satisfy both of you?"

"And Tiger, what do you think? Or have you got another solution?"

Ask the children if they have solutions too.

Have them choose a solution and become friends again.

Possible solutions:

- Build a bigger gateway, one Tiger can go through as well;
- Build something else: a tunnel, a bridge, also big enough for Tiger;
- ...

Then say to the children that they have helped resolve Monkey and Tiger's quarrel. Do they think they can do that too? Later we shall practise doing that in the small circle.

Possibly let the children build something together in the building corner, made of big units and big enough for Tiger to join in.

What are we going to do in the small circle?

Think up a role-play in which a child may not join in. Take a situation you have seen in the playground. Play the role of the child that is left out yourself.

Ask who wants to be the helper, as with Monkey and Tiger.

Play the scene and occasionally change the roles, so that as many children as possible have a turn to be the helper.

What else can we do?

- Next day, draw the story of Monkey and Tiger simply, like a strip-cartoon, on the blackboard or a large piece of paper. While you are drawing, the children keep telling you what happened next, who said and did what.
- In the playroom, create four or five challenging spots, using all sorts of material from the room. Let the children play freely. Do groups emerge spontaneously? Can other children join them? Are children left out? What happens then? Later, discuss what you saw.

Suggestions for implementation

- Be on the alert for situations in the playground, the sandpit, the various corners in the classroom, where some children may not join in. When does this lead to conflict-situations? How do the children deal with them? Later, discuss what you have seen, possibly using the toys to illustrate the situation.
- Children are sometimes rightly excluded because they always spoil the game. The youngest often cause problems. The older ones don't want them to join in, because they often break buildings down by accident. This can lead to prejudices: "The younger ones always break everything". Talk about this sort of problem if it occurs.



- Encourage the children to help each other resolve conflicts, but stay near. They do not yet have the skills to do it well.

Reflection

- How do you react to children who have a conflict about joining in?
- How do you encourage children to resolve a conflict themselves?
- How good are you as a mediator? Do you give an example of how to resolve the conflict?

How can we involve parents?

- Inform the parents on what you are doing in the class.
- Are there certain children in the class who are often left out or who often retire? Talk to the parents of these children. What is it like at home with brothers and sisters, if there are any? How do the parents deal with such situations at home? Tell them what you do about it at school.





Specimen Lesson class 4 (7-year-olds)

Lesson 25 Helping others in a conflict

Class: 4

Objective: Pupils help toys find a solution for their conflict

Materials: Agenda on blackboard
Two dolls

Time: 30 minutes without "Prooly" for the Rounding-off, otherwise 45 minutes

Suggested structure

This is an idea for the agenda. Alter this if called for by the situation or the class.

- Starter
 - Agenda
 - Helping to resolve a conflict
 - Evaluation
 - Rounding-off
-

Starter

Choose a starter from the list of Starters or use the suggestion below.

Finishing sentences

Have the pupils finish sentences, such as:

- "What I liked today was ..."
- "What I didn't like today was ..."
- "What I would like most of all is ..."

etc.

Going through the agenda and objective of the lesson

The last lessons of The Peaceable School were about feelings. What did you do if you were angry because of a conflict? We have now become so good at resolving conflicts that, in this lesson, we are going to see how we can help others resolve their conflicts.

Go through the agenda.

Helping to resolve a conflict



Pupils help the dolls to solve a problem.

- Play the following situation with dolls and ask the pupils to observe and listen carefully.
Michael: *(takes Betul's pen from him)*
This is my pen.
I've been looking for it all morning
Betul: *(grabs the pen back)*
No, it's mine.
I got it from my father.
I brought it to school this morning.
- Ask the class, "What is going on here?"
Confirm all the answers but steer towards a neutral description of what happened. For instance, "Michael steals Betul's pen" is not neutral. You don't know if it's true. "They both think the pen is theirs" is an example of a neutral description.
- Ask, "What do Michael and Betul feel like now?" If pupils find it difficult to describe these feelings, let them ask the dolls how they feel.
- Ask the class to help the dolls: "We're going to help them by thinking of as many solutions as possible: how could Michael and Betul resolve this?" Let the pupils suggest as many solutions as possible and write them in catchwords on the blackboard. Stimulate their thinking by having the dolls protest against certain solutions: "Why should we take it in turns to write with the pen. It's my pen!"
- Have the dolls discuss the various solutions and then tell the class what they are going to do. Choose a win-win solution from the pupils' suggestions. Have the dolls implement their decision.
- Ask the class, "What do you think of this solution. Is it a good one? What do we call a solution like that?"
- Ask, "Do we sometimes have problems like that in the class?" Let the pupils name examples of conflicts.
- Take one of the conflicts and play it through (with the dolls or the pupils) and ask the class to think of a solution.

Summarise:

We have conflicts, just like these two dolls. Often – just one of those things. It's not bad that we have them. Sometimes we can resolve a conflict in a way that satisfies everyone. And if that doesn't work, others can help to resolve it. We'll practise that again next time.

Evaluation

Repeat the objective of the lesson ("This lesson was about ...") and ask who would like to comment. You can also ask questions, such as: "What do you think you'll remember of this lesson?"

Rounding-off

Choose an activity from the Rounding-off list or the suggestion below. This takes 10 to 15 minutes.

Prooly

This game must be played in an empty room. Pupils walk round with their eyes closed, looking for the Prooly. At the end, everyone is holding hands.



Tell the pupils that they must shut their eyes and look for the Prooly. They do that by shaking hands with anyone they meet and saying, "Prooly?". That is all they are allowed to say. If someone says "Prooly?" to you, you say "Prooly" too and go on searching. The Prooly can't speak, so if you shake hands with someone and say, "Prooly?" and they don't answer, you know you have found the Prooly. You take their hand and from then on you are also the Prooly and can't talk. In this way, the Prooly gets bigger and bigger.

Tell the pupils to shut their eyes and walk round. Remind them that when they have found the Prooly, they hold on to it and don't say anything either.

It gets quieter and quieter and when everyone is the Prooly, the game is finished.

Suggestions for implementation

Below you will find activities you can do after this lesson in order to practise this knowledge and these skills and put them into practice.

How could they solve this?

Talk about a story read to them, a story about a conflict. Stop reading at the point when the children can think of a solution themselves.

You can also use conflicts that arise in the class. Always use the word 'conflict' to refer to the situation ("Edna and William had a conflict just now"). The dolls can be used to make the essence of the conflict clear and involve the class in its resolution.





Specimen lesson class 6 (9-year-olds)

Lesson 26 Steps in Mediation: steps 1 - 9

Class: 6

Objective: Pupils formulate the qualities of a mediator, get to know the mediation steps-plan and practise steps 1 – 9

Materials: Agenda on the blackboard or flysheet
A copy of **Work sheet 13A** 'Steps in Mediation' for each pupil.

Time: 45 minutes

Suggested structure

This is an idea for the agenda. Alter this if called for by the situation or the class.

- Starter
 - Agenda
 - The qualities of a mediator
 - Role-play example, steps 1 – 9
 - Practice in small groups: steps 1 – 9
 - Example in large group
 - Evaluation
 - Rounding-off
-

Starter

Look at the list of Starters. Choose one of them or the suggestion below.

Stand up, sit down

The pupils stand up if they fall into one of these categories (then sit down again).

Stand up if you:

- walk to school
- like apple juice
- like football
- like exciting books
- have ever won a competition
- like to watch films on TV
- want to be a teacher later
- (think of other things yourself)

Going through the agenda and objectives of the lesson



This is the second lesson of unit 5 of The Peaceable School. Who can tell us what The Peaceable School is about? (See to it that the three objectives are mentioned: resolving conflicts, positive relationship with each other and children's responsibility). This unit is about Mediation. Revise the previous lesson. We saw a mediation. Can you remember what it was about? Today we're going to see what the mediator actually did. What steps they took. And we're going to practise those steps this week and next week, because we want all the children to know what mediation is. Soon (dependent on the situation in the school) we're going to start having mediators. Those are children who get extra training in mediation and are then given the task of mediating in conflicts between children. That is only possible if everyone knows how it works, which is why are going to practise mediation this fortnight. Maybe some of you would be interested in becoming a mediator yourself later.

Go through the agenda and ask if everyone agrees.

Qualities of a mediator

- Ask, "What do you think are the qualities of a good mediator? What sort of person would you trust to help you talk through a conflict?"
- Write the qualities the class suggests on the blackboard or flysheet.

Role-play example, steps 1-9

- Give everyone a copy of the first part of the Steps-plan (**Work sheet 13A**). Say that the class is now going to see a role-play, in which steps 1 –9 are performed. Tell them to watch carefully, as they are going to practise themselves later on.
- Ask the pupils to think of as many conflicts as they can in five minutes. Write them on the blackboard or flysheet. Ignore conflicts with physical violence (keep the list for later).
- Ask two volunteers for the role-play of a conflict and let them choose the conflict or quarrel.
- Do the role-play with them and act the mediator yourself, only using steps 1 – 9.
- Discuss it with the class. Ask a pupil to read out one of the steps (1 – 9) and discuss the step. Briefly discuss each step: why is it important to ask the parties if they want help? Why do they go to a quiet place? Why are there three rules? What did the mediator do? How did they show that they weren't taking sides?

Practising in small groups: steps 1 – 9

- Divide the class into groups of four, two boys and two girls (if possible).
- The groups distribute the roles. Two are mediators, the other two play the conflict or quarrel (choosing from the list on the blackboard). Since the mediators have to share talking and listening, they must agree beforehand who does which step. During that time, the two quarrellers decide how the conflict goes. If there is a fifth person, that is the observer, giving feedback to the others at the end.
- They may only practise steps 1 – 9. When they have finished, they change the roles round and the others become mediator.

Example in the large group



Choose a group to demonstrate steps 1 – 9 to the class. Ask the class to give feedback, making the point that they should give positive support and say what the mediators did well. After that, they can say what might have been done differently. The two questions are: what went well? What could have been done differently?

Evaluation

Summarise the objective of the lesson (“this lesson was about ...”) Ask a few pupils, preferably volunteers, if they would like to comment (“What did you learn from it?”) You can also ask questions such as:-

- “What did you like about today’s lesson?”
- “Was there anything you would rather have done otherwise?”
- “What would you like to remember of this lesson?”

Rounding-off

See the Rounding-off list or choose the suggestion below.

What was nice today?

Set the stopwatch to 2 minutes and ask the class what they liked in the class or in today’s lesson. Give an example yourself and then let anybody who wants to, have their say.

Suggestions for implementation

Below you will find activities you can do after this lesson in order to practise this knowledge and these skills and put them into practice.

Demonstrating mediation

During the week, try to resolve a (real) conflict by mediation. Ask for two volunteers or choose them. Ask all the participants if they agree to do it in front of the class.





Unit 6

Different, yet together





Introduction Unit 6 – Different, yet together

A Peaceable School is one in which children can work together well, like to work together and in which all the children can work together, across dividing lines such as boys and girls, younger and older pupils, etc.

A Peaceable School is also one in which there can be differences and everyone appreciates the differences. So: different, yet together. In unit 6, these two themes are central: co-operation and appreciation of differences.

This unit is also about tolerance and prejudices. How do we deal with differences between people? As always, the teacher's role is important. How tolerant are you really about differences between children? There are limits, of course, but does everything always have to go according to rule or may children deviate from it? Some recommendations for the teacher's own behaviour for this unit.

Lessons 31, 32, and 33 are about differences: first individual differences, the differences between families. Co-operation is central to lessons 34 and 35 and lesson 36 is about helping or interfering.

The contents of the lessons must obviously be geared to the situation in the class and at school. Differences between children in the class, sometimes between classes, or between the school and a neighbouring one: a great deal of material for the lessons!

Each unit can have its own symbol for its contents. For unit 6 about Different, yet Together, this could be the pictogram on **Work sheet 7**.

The key to a 'peaceable school' is, of course, not this programme, but the teachers themselves. They constantly influence their pupils by their model behaviour. For each unit, we therefore list teachers' behaviour that works positively towards the success of The Peaceable School.

Teachers' behaviour in this unit (depending on what is done in the lessons):

- give pupils some choice in what they may do; make sure there is something to choose every day;
- Don't always say no if a child asks to be allowed to do something differently;
- Give children the chance to make a contribution in the class that emphasises the difference between children (the boy who collects national dolls from various countries is usually laughed at, until he brings his collection to school and tells about it);
- appreciate differences when you see them: "I like seeing how different you all look";
- be conscious of how you treat different pupils; look at your own preferences and prejudices; ask yourself these questions:
 - Which children are most like you? Which least?
 - Which children do you notice most? Which least?
 - Which child do you touch most? Why? Which child do you never touch? Why not?
 - Which pupil is the most different to the others?
- often give the children the chance to help each other or ask each other for help.





Outline unit 6 – Different, yet together

Lesson 31: The same and different

Objective: About what is the same and what is different about each other.
Vocabulary: the same, difference, divers, different.

Lesson 32: My family (1)

Objective: Pupils tell each other about their families and thus find out that there are similarities and differences between families.

Lesson 33: My family (2)

Objective: Pupils present their families in a playful way and learn to describe the similarities and differences in families.

Lesson 34: Learning to work together

Objective: Pupils learn to join in an activity where they have to work together. Making a monster provides ample scope for individual activity.

Lesson 35: Helping or interfering?

Objective: Pupils learn the difference between helping and interfering.

Lesson 36: Some people don't trust anything they don't know!

Objective: Pupils learn the difference between a judgement and a prejudice.





Specimen lesson class 1 (4-year-olds)

Lesson 18 Two is more than one

Class: Kindergarten 4+ (class 1)

Objective: Children see that you can do nice things together; that playing together is more fun than playing alone

Materials: Large circle:

- Monkey and Tiger.

Small circle:

- A cap, a whistle, chairs
 - A stamp (or small perforator), small cardboard tickets (about 4 x 6 cm)
-

Starter

Each lesson begins with a **starter**: A short game in the circle in order to introduce The Peaceable School, using the **globe-ball**. In this way, you always use the same symbol for The Peaceable School lessons, like they do in higher classes (see also the Introduction to the file). **If you want to use a Starter, choose one of the games from the list at the back of the file.**

Introduction in the large circle

Do a role-play with the cuddly toys which could look something like this:

Monkey is sitting on a car and tries to move forward, but he can't. Tiger comes along and asks what he is doing. Monkey says he wants to ride but doesn't know how.

Then Tiger has a good idea. "What if I push you, then it'll go better?"

He does that and they have great fun together.

"It's your turn next", says Monkey. "Playing together is much more fun than playing alone, isn't it, Tiger?"

Tiger: "Yes, it is."

You could further discuss with the children: What sort of things can you do better together than alone?

Help the children with ideas.

If there is time, let the children play together in small groups.

What are we going to do in the small circle?

We play trains in the small circle. There are several roles to be filled: the driver, who says where the train is going; the ticket collector, who stamps (perforates) the tickets, and the passengers.

First the train must be made – a chair each for the driver and the passengers. The ticket collector (guard) has a whistle and says, "All aboard" or "Terminus". The train leaves and whistles, but first the driver says where it is going. The passengers can take luggage, such as bags, with them, or a doll or a dog. Everybody makes the noise of a train: chuff-a-chuff-a-chuff.



Guide this game, even join in, and let the children be driver and ticket-collector in turn.

What else can you do?

- Young children first play 'next to each other'. Teacher can encourage them to play together. Give the children a task they must complete together, e.g.: building a zoo; drawing a train with various wagons; building a multi-storey garage; playing shop; playing ball – all things you can't do as well, or at all, on your own.
- Play a party game with the children in the small circle.

Suggestions for implementation

If children want to play with the same material, which is usually only used by one child, see if they can play together, e.g.: doing the same puzzle together, two on a swing, two in a hula-hoop, together in one dressing-up costume. They could have great fun trying this.

Reflection

- What do you think of working together yourself? What resistance do you come up against?
- How do you cope with that? Can you transfer this to the children?

How can we involve parents?

'Playing together' is a good theme for a parents' meeting. Perhaps there is a play-therapist or pedagogue in the neighbourhood who could give a talk about children's play and how parents/carers can stimulate development in play. After this introduction, experiences could be exchanged and points for discussion raised and debated.

Specimen Lesson class 4 (7-year-olds)



Lesson 31 The same and different

Class: 4

Objective: *Discovering and describing similarities and differences in each other*

Materials: *Two different puppets (bought or hand-made)*

Time: *45 minutes*

Suggested structure

This is an idea for the agenda. Alter this if called for by the situation or the class.

- Starter
 - Agenda
 - Differences and similarities
 - Evaluation
 - Rounding-off
-

Starter

Choose a starter from the list of Starters or use the suggestion below.

Doing something nice

Pair the pupils off. Give them two minutes to talk about: something you like doing.

Going through the agenda and objective of the lesson

This is the first lesson of a new unit, called 'Different, yet together'. What do you think it will be about?

This unit, and this lesson, is about the ways in which we are all the same and the ways in which we are all different

Go through the agenda and ask if everyone agrees.

Differences and similarities

- The two puppets introduce themselves:

"Hallo, I'm ..."

"And I'm ..."

As introduction, you could have a conversation between the two puppets, in which differences in character, voice, interests, etc., come to the fore.

- The puppets explain that the pupils are now going to sit in twos and look at similarities and differences between them.
- *"But first we're going to do it ourselves. How are we the same? What do you think?"*
The pupils name characteristics of the puppets that they both have.



"And how do we differ?"

The pupils name the differences between the puppets. If they limit their observations only to physical differences, you can say, *"These are all differences you can see. Are there also differences you can't see but which are really there?"*

- Make pairs. Ask them to name one thing in turn that they have in common. The other says if they agree. Give them a few minutes.
- Give a new task: name one thing in which they differ. The other says if they agree. The pupils come back into the circle. Say that you are curious what similarities and differences have been found. Ask each pupil who their partner was and one thing they had in common and one thing where they differed. If they limit their observations only to physical differences, say again, *"These are all things you can see. Are there also differences or similarities you can't see?"*

Evaluation

Summarise the objective of the lesson ("this lesson was about ...") Ask a few pupils, preferably volunteers, who would like to say something about it? "What did you learn from it?" You can also ask questions such as:

- "What did you like about today's lesson?"
- "Was there anything you would rather have done otherwise?"
- "What would you like to remember of this lesson?"

Rounding-off

See the Rounding-off list. Choose one of them or the suggestion below.

I'm like ...

Do the rounds with: "I'm like my mother (father, or other member of the family) because ..."

Suggestions for implementation

Below you will find activities you can do after this lesson in order to practise this knowledge and these skills and put them into practice.

This is me – this is us

Each child makes a visual self-portrait, using materials you choose or let them choose: pencil, paint, chalk. They are collected in a class-book called. 'This is us'. This can be extended with a text written on the back of each portrait, 'This is me'. Each child writes down something characteristic of itself.

Giving them autonomy

If pupils are different, that means they need not all be treated the same and that pupils may express their differences themselves. Here are some suggestions for giving pupils more autonomy:

- give pupils some choice in what they may do;
- don't always say no if a child asks to be allowed to do something differently;



- give children the chance to make a contribution in the class that emphasises the difference between children;
- appreciate differences when you see them;
- be conscious of how you treat different pupils; look at your own preferences and prejudices; ask yourself these questions:
 - *which children are most like you? Which least?*
 - *which children do you notice most? Which least?*
 - *which child do you touch most? Why? Which child do you never touch? Why not?*
 - *Which pupil is the most different from the others? Do you appreciate that in some way?*





Specimen lesson class 6 (9-year-olds)

Lesson 36 Prejudices

Class: 6

Objective: Pupils learn what a prejudice is and what discrimination is. They discuss whether there are prejudices in their own class.

Materials: Agenda on the blackboard
A big skipping-rope

Time: 45 minutes

Suggested structure

This is an idea for the agenda. Alter this if called for by the situation or the class.

- Starter
 - Agenda
 - Vocabulary of prejudice
 - Prejudice and discrimination
 - In our class?
 - Evaluation
 - Rounding-off
-

Starter

Look at the list of Starters. Choose one of them or the suggestion below.

Standing up with the rope

Lay the (knotted) rope in a large circle. The pupils sit round it and hold it. The idea is that the class pulls on the rope and all stand up together. If anyone falls, the class has lost. Count to three and say, "YES". It is more difficult than it sounds. Alternatively, have two ropes and two smaller groups

Going through the agenda and objectives of the lesson

Revise the previous lessons in unit 6. It is the last lesson in this year of The Peaceable School. There were 6 units: Our class, Resolving conflicts, Communication, Feelings, Mediation and Different, yet together. Write this on the blackboard and say you think it is very clever of the class to have learnt so much. If there is time, ask the class some questions about each unit.

This last lesson is about prejudices and discrimination.

Go through the agenda and ask if everyone agrees.

Vocabulary 'prejudice'



- Make threes. Each trio gets a sheet of white paper and a felt pen.
Rules for working in threes:
 - install a chairman, someone who writes and someone who speaks later;
 - the 'writer' writes the word 'prejudice' with a circle round it on a large white sheet of paper;
 - in turn, each say what prejudice makes them think of;
 - only when all agree, is it written down, with a line to the word 'prejudice';
- Give the groups five minutes;
- Let the groups tell what they have written down and let one pupil write the collective vocabulary on the blackboard;
- Ask for examples of prejudices. Give some yourself: black people are stupid, men can't iron;
- End the discussion by saying that a prejudice is having an opinion without knowledge of the facts: you think something without knowing enough about it to be able to have an opinion.

Discrimination and prejudice

- Explain that people with a prejudice about someone often end up discriminating: judging or treating them negatively on grounds the other can do nothing about (for instance, race, colour of their skin, sex). Make sure the class understands what discrimination is.
- Divide the class into small groups and get them to tell each other about incidents in which they felt discriminated or noticed that someone was discriminated. They can finish the sentence, "I felt discriminated or saw someone being discriminated when ...".
- Each group then chooses one of its stories to role-play for the class. Give them enough time to cast the roles and prepare themselves.
- Each group performs its role-play. After each one, ask the class what sort of prejudice played a role. Talk about how the people in the role-play judged others without knowing anything/enough about them.
- post-mortem:
 - why is it wrong to judge before you know the facts? What can happen? What happens when people do it to you? How do you feel?
 - do you have any prejudices yourself?

In our class?

Discuss the situation in the class:

- do we have prejudices in our class too?
- who thinks they are sometimes judged by others who don't know enough about them?
- what resolutions can we make?

Give some examples, such as that you always think boys don't have cuddly toys, or that girls can't play football. Make sure the discussion is geared to the real situation in the class! Also use incidents that have something to do with the lesson.

Evaluation



Ask a few pupils, "What did you learn today?", and also, "What did you like about today's lesson?", "Was there anything you would rather have done otherwise?"

Perhaps ask a pupil to summarise the lesson or what they have learnt from it.

Rounding-off

See the Rounding-off list. Choose one of them or the suggestion below.

The future

Ask the children in the circle in turn (or throw the globe-ball to a different child in turn; or let the children throw the ball to someone) to answer the question, "What would you like to see changed in the world when you grow up?"; or "What would you like to do when you're grown-up to make the world a better place?"

Suggestions for implementation

Below you will find activities you can do after this lesson in order to practise this knowledge and these skills and put them into practice.

Examples from the media

Look out for TV and newspaper items that have something to do with the subject, 'Prejudices and discrimination', or ask the children to. Take them to school and discuss them. Record bits on TV in which 'propaganda' is made: many journalists are not too particular about their facts.

Your own class

Emphasise your own class (as a continuation of the lesson above). Ask pupils how they feel they are approached, whether they feel judged, whether they know enough about each other. Make the link to other classes in the school or other schools nearby.





Work sheets





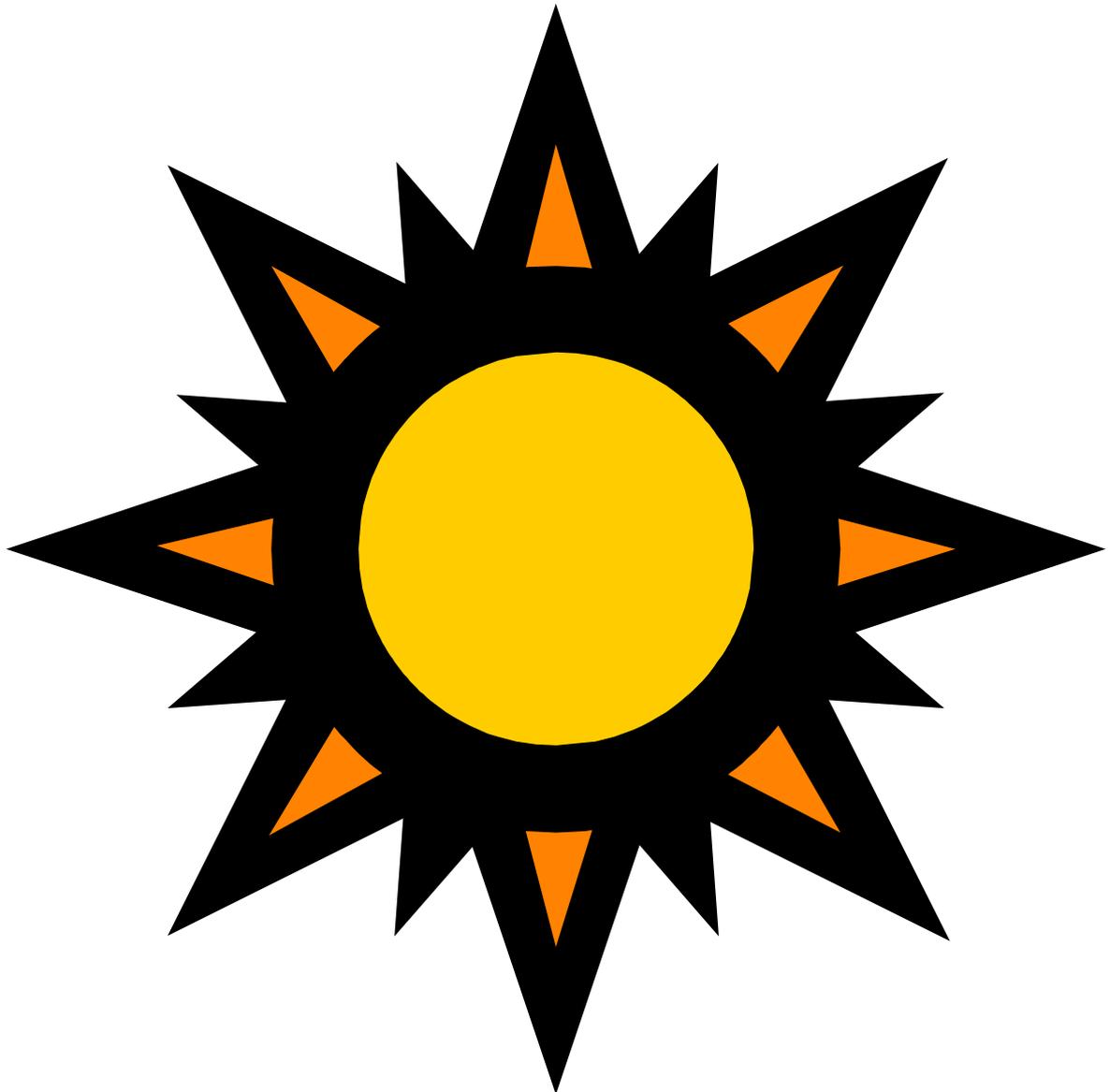
Work sheet 0 (logo Peaceable School)







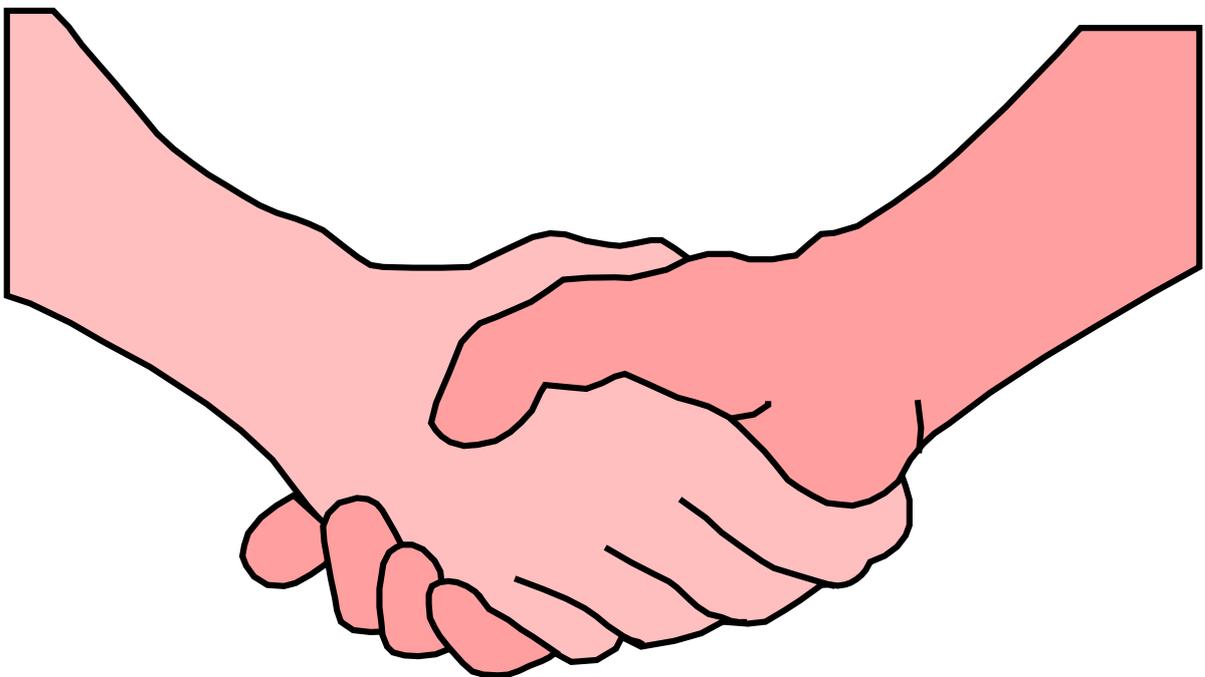
Work sheet 1 (symbol unit 1)







Work sheet 2 (symbol unit 2)







Work sheet 3 (symbol unit 3)







Work sheet 4 (symbol unit 4)







Work sheet 5 (symbol unit 5)







Work sheet 6 (symbol unit 6)







Work sheet 7 'Three Caps'

Occurrence What happened was:

Feeling I felt:

Thoughts I thought:

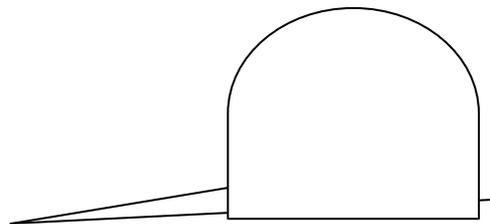
What I did was:

Colour the cap in the colour that belongs to your reaction, i.e.:

red for HARD (lion)

blue for SOFT (tortoise)

yellow for FIRM (peacock)



How did it end?





Work sheet 8







Work sheet 9 Role-play 'Points of view' – Carlos

Carlos

The sitting-room is a mess. A few of Carlos' comics are lying on the floor. He is looking at them because he wants to swap some of them with his friends. He also has a game on the floor that he was playing with his sister. He wants it to stay there so that they can finish it later. He likes being in the sitting-room because usually there are other people there too. All the things around him are things he is using. He doesn't mind the mess.





Work sheet 10 Role-play 'Points of view' – Mother

Carlos' mother

The sitting-room is a mess. Carlos' comics and a game are all over the floor. She wants to keep the room tidy because everyone in the family uses it and guests are also entertained here. She finds Carlos' things are in the way. She thinks he should clear them up and keep his things in his own room.





Work sheet 11 “First I always thought ...”

First I always thought ...

(Write down a point
of view you always had)

But now ...

(Write down how your point of view has changed)





Work sheet 12 Role-play for I-messages

Role-play A

Samira

You're a worthless friend. You didn't even invite me to your birthday party. You can always come and play at my place and yet you don't even invite me to your silly party. It must have been a flop. You can't even party. Who wants to come to your stinking birthday party anyway?

Roy

Shut up, silly cow! What do I care what you think? It was a jolly good party, but you wouldn't have fitted in. All you can do is quarrel. It would have been a mess with you there.

Role-play B

Samira

I felt really angry and rotten when I heard you were having a party and hadn't even invited me. I thought we were friends. Friends don't do things like that. When Mehmet and Patricia told me they had been invited and I hadn't, I thought, okay, go to hell. I don't think we're friends any more.

Roy

I'm sorry I didn't invite you. I wanted to, but my mother said I could only invite two friends because all my cousins were coming too. I wanted to tell you but didn't know how. I still want to be friends, though.





Work sheet 13A

Steps in Mediation – 1

INTRODUCTION

1. Say, *"Hallo, we're ... and ... and we are mediators who can help you to resolve the conflict"*.
2. Ask, *"Do you want help with the resolution of the problem?"*
3. Look for a quiet spot for the mediation
4. Name the three rules and ask if they agree:
 - *We'll do our best to solve the problem*
 - *We're not going to call each other names*
 - *We're not going to interrupt each other*

LISTENING

5. Ask the first child, *"What's the problem?"* Paraphrase.
6. Say what you think it feels, or ask it what it feels.
7. Ask the second child, *"What happened, according to you?"* Paraphrase.
8. Say what you think it feels, or ask it what it feels.
9. Summarise what you have heard: *"So, as I understand it, ... (one party) wants ... and ... (other party) wants ... Is that right?"*





Work sheet 13B

Steps in Mediation – 2

LOOKING FOR SOLUTIONS

10. Ask the first child, "*What could you do to solve the problem so that you are both satisfied?*" Paraphrase. Go on asking if necessary.
11. Ask the second child, "*What could you do to solve the problem so that you are both satisfied?*" Paraphrase. Go on asking if necessary.
12. Try and get them to think of as many solutions as possible. If there are many ideas, write them down. Prompt if necessary:
"You could ... What else?" Sometimes it gets stuck and there are no suggestions. Try asking questions to get things going again, e.g.,
"Alright, ... wants this and ... wants that. What can we do about it?"
Or, "What else could you do?" or "What would you think if...?"

CHOOSING A SOLUTION

13. Help them choose a good solution with which they are both satisfied. For every idea, ask, "*Is that a good solution for you? And for you? Does that solve the problem?*"
14. Repeat the solution and all its details and ask both parties if they agree. If necessary, have them make a plan. Ask, "*What are you going to do now? How will you set about it? What are you going to do first?*"
15. Congratulate both pupils on the success of the mediation. Shake hands with them and ask them to shake hands too.
16. Fill in the mediation form.



educatieve diensten

Rotterdam

Visiting address: Dwergras 30, 3068 PC Rotterdam; The Netherlands

Postal address: P.O. Box 8639, 3009 AP Rotterdam; The Netherlands

T: 0031104071599

E: devreedzameschool@cedgroep.nl

W: www.devreedzameschool.nl