

Playground Behaviour

Aim

To recognise the causes of conflict and to develop peaceful ways to deal with it.

Learning outcomes

Children should be taught to:

- realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;
- resolve differences by looking at alternatives, making decisions and explaining choices;
- recognise that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;
- be aware of different types of relationships between friends and families, and to develop the skills to be effective in relationships.

Resources

- Activity sheet, *Playground Observations*.
- Pencils and paper.

Duration

- 10–15 minutes observation followed by 25–30 minutes.

Background

- Explain that in schools and in the community there is often conflict between different children and adults. These conflicts can arise from simple grievances, but whether the causes are straightforward or complex, they need to be sorted out. With this in mind, ask the children to act as playground detectives and observers.

Activity

- Give the children the opportunity to observe other children in the playground. Distribute the activity sheet, *Playground Observations* and ask the children to record the conflicts they observe and the outcome of these exchanges.
- Once back in the classroom, hold a plenary session. Help the children analyse their findings. Ask questions such as:
What type of conflicts did you see?
How did the children in the playground deal with these conflicts?
Would you have dealt with the conflict in a different way?
How could we prevent such conflicts occurring?
- If possible, try to implement some of the children's ideas when re-working the rules for playground behaviour.

Teaching and learning suggestions

- Thought shower conflict situations in general. Identify common issues and split the class into groups to offer ideas for improving conflict situations.

Playground Behaviour

Playground Observations



What happened?	Incident	How was it solved?	Resolution
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1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Teasing and Bullying

Aim

To understand the consequence of bullying and violent behaviour, to learn how to respond to them and ask for help, and to recognise and challenge stereotypes.

Learning outcomes

Children should be taught to:

- talk and write about their opinions, and explain their views, on issues that affect themselves and society;
- realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;
- recognise that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view;
- be aware of the skills to be effective in relationships;
- realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.

Resources

- Soft toy animals or puppets.

Duration

- 30 minutes.

Background

- Most children fall victim to playground arguments, but teasing and bullying are particular problems that occur time after time and can cause much emotional and physical pain and hurt. Often, they are committed by the same person or group of people, but vulnerable children may be unaware that others too are suffering.
- All children should realise the importance of seeking help if they become a victim of teasing or bullying.

Activity

- Use puppets or toy animals to stage a short performance in which one of the animals is being picked on by the other animal (i.e. create a bully-and-victim scenario). Try to set up numerous occasions within this scene where the victim is upset by the bully, e.g. start off with teasing and become more serious as is appropriate.
- Following the performance, invite the children to retell what has happened in their own words. Ask them questions to develop their understanding of teasing and bullying and then give them an opportunity to discuss their feelings towards each puppet. Ask them questions such as the following:

What was happening in the scene?

What type of puppets did we see?

How would you describe the puppets?

How did the victim feel? Why?

How did the bully feel? Why?

Why does the bully act the way he or she does?

What could victims do to help themselves?

What could we do to help victims?

Why do victims need help?

Why does the bully need help?

Whom could we ask for help?

- Then make a list on the board of all the things that have been said or done to the children that they tell you have hurt them. Ask the children to look at the examples. Place the examples into sets of increasing seriousness.
- Then lead a discussion on ways to deal with each type of behaviour, e.g. ignoring or laughing at the lowest level up to seeking adult or professional help for more serious cases.
- Use the puppets again to enact some of the examples. Add to each scene enactments of the resolutions the children have found.

Teaching and learning suggestions

- Ask the children to make a three-dimensional structure using reclaimed materials, e.g. a large animal of some kind, a wise old owl or an alien – to stand in the classroom. It has to be so designed that it is a receptacle into which the children can post their problems, without any risk that they can be tampered with. As children feel the need, they can be encouraged to insert (privately) their notes about any worries they have, especially examples of bullying. Arrange for the structure to answer the children's letters: the advice given can be either specific to a problem or general.