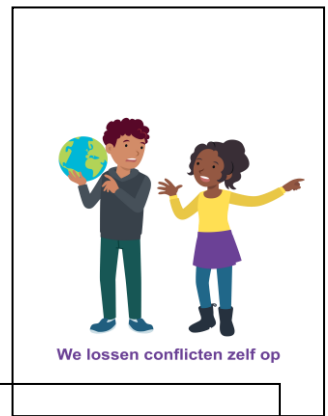


Newsletter De Vreedzame School

Block 2: We solve conflicts ourselves



Block 2: General

Wherever children play and work together, conflicts occur. With De Vreedzame School, we teach children that conflicts are very normal and that they are part of life.

What is important is how you deal with them. How do you solve conflicts in a positive way? How do you make sure that both parties are satisfied with the solution?

A conflict does not have to turn into a quarrel. We speak of a quarrel when one child wants to win at the expense of the other child. One party is then satisfied, the other party is the loser.

The children learn that when there is a conflict they must first calm down before they can think about a solution.

We call this "cooling off".

We discuss with the children whether a fixed spot in the classroom is a good way to calm down. We call that a "cool down spot". This can be a corner in the classroom with a chair and table, a book, a drawing pad and whatever else the children think up. Agreements are also made about it, for example you can't stay there longer than 10 minutes. The teacher keeps an eye on it, even if a child has not cooled down by then. Children understand very well why cooling off is important. You won't get anywhere else.

If you want to know more about De Vreedzame School, please visit www.devreedzameschool.nl or of course drop by the school.

We start with the lessons from:

Block 2: We solve conflicts ourselves.

The purpose of the lessons in this block is to teach children to deal with conflicts in a positive way.

Among other things, the lessons focus on the difference between conflict and argument. A conflict is a difference of opinion: for example, you both want to do or have something different. In a conflict, you want to come up with a solution that satisfies both of you. You look for win-win solutions.

Conflict is part of life. When conflict involves violence, we call it quarreling. We teach children that you can respond to conflict in three ways. Either you walk away, not saying what you think. Or you react aggressively, you're angry and get angry. Or you stand firm, you stand up for yourself and also consider the other person: you look for a win-win solution. In groups 1 and 2, children learn to solve their conflicts themselves using the SOLVE IT-CART. In grades 3 through 8, children learn to do this using the step-by-step TALK IT OUT plan. In the upper grades the lessons are about looking at yourself critically, how to deal with your own opinion and with criticism. They also look conflicts in the world and the role of the United Nations.



In Block 1 "We belong together", the children have learned:

- to talk about the atmosphere in the group
- to give each other boosts, to say something positive about someone and what it does to someone
- to make a to-do list for in the classroom and divide tasks fairly
- That everyone may have their own opinion
- With the class agreement poster which states how you deal with each other
- That there are also rules that the teacher indicates
- to work together
- to make a book that about themselves: this is me (grade 8)

Tips for at home

Do you hear from your child about "ups" and "downs"?

Ask about them and talk about them.

Let your child know when he or she gives a 'breaker' (afbreker) to someone.

Encourage them to give 'boosts' (opstekers). Do the same yourself to your child, mentioning the term 'boost' when doing so.

For parents of children in grades 1 through 6: Discuss the Block 2 chatter chart with your child.

A question to:

Esther from group 6

How did the division of tasks in class go?

Esther says that they all came up with tasks for the class and divided them among themselves. She actually thinks it's fair that all children in the class get to participate in the class task schedule: 'I chose to keep cupboards tidy, I like tidying up.'



We horen bij elkaar

Visiting group 5

Last time, the students indicated with whom they often work together and with whom never. The master made pairs and listed the names. These pairs are going to do an assignment together. The goal is: learn to cooperate even with children you would not choose. The pairs find a spot in the classroom. The teacher says, "We are going to play a play in which you have to consult with each other. You have to discuss how to play it, who plays what. The assignment is: play a salesman and a customer. You get 1 minute to deliberate, then we will play it'. The children confer. Then they start playing the play. Katerina and Brian get to start. 'Hello, I want to buy those cups'. 'That will be 10 euros'. 'Can I use an ATM?' 'Of course, would you like a bag?' 'Please.' Brian leaves the store. Applause.

The next two. 'Tring, I'd like to buy this book'. 'That'll be 20 euros.' 'Please.' Applause. The children are clearly having fun while playing, there is much laughter. The master asks, 'What have we learned? You can cooperate with everyone'. The master writes this line on the poster IF WE WANT IT IN OUR GROUP. The master says, 'Now we are going to talk without words. I am going to say something and you are going to show it with your face without words. What would your face look like if you heard a very good joke. Show it. Next. What would your face look like if you heard something sad?' The children show it. Then the lesson is finished.

Visiting group 8

The children sit in the circle. Teacher Evelien begins with a game involving information and movement. She lists different household tasks and asks everyone who sometimes performs such tasks at home to stand up. Different tasks are discussed: make your own bed, spread your own bread, dress yourself, clean your own room, wash the car without getting paid for it, watch your brother/sister, set the table, do the dishes, help with groceries, etc. Sometimes almost all the children get up (setting the table), sometimes almost all of them sit (when going to bed by themselves without parental insistence!). Really recognizable!

Then, in groups of 3, they get to tell each other what tasks they occasionally do in the household. They can also mention the tasks of their brother/sister or parents. Then they have to tell in the circle what the others in their group do at home. What turns out: some do not know, they have not listened carefully to the others! This, of course, is something that is important if you want to communicate well with each other.

Then they go together to determine what "household" tasks there are in their class. Different ideas come up -watering plants, cleaning up bookshelves, sweeping floors, etc. It is determined together that each task should be done by two people. By alternating tasks, everyone gets their turn with everything.

Report of Jinke, group 3

First we sat in the circle.

Teacher passed the world ball around. She asked "What do you like to do? Barran said he likes playing soccer. Tara said she likes playing outside with Nathan and Barran.

Teacher had made 3 signs saying: 1. Agree/ 2. Disagree/ 3. Don't know. Then teacher asked Saskia to choose from the opinions listed on the boards for different questions. For example, the teacher asked 'do you like playing soccer'/ 'do you think you should make your own bed'/ 'do you like going to school'. I said that I like to go to school because there I can learn to read.

The teacher said that you can know for yourself what you think. You shouldn't follow your boyfriend or girlfriend. She said: think about your own opinion.

From Jinke (with mom's help)