

# Newsletter De Vreedzame School

## Block 4: We take care of each other



We hebben hart voor elkaar

### **Blok 4: General**

This block is about feelings.

Dealing with feelings is very important for a positive climate in the classroom and in the school.

De Vreedzame School aims for a climate in which everyone feels comfortable and in which children have a "take care for each other", i.e. that they treat each other with respect. This is easier if children are able to name their feelings and empathize with the feelings of others.

Children are then better able to solve conflicts positively.

To talk about feelings with each other, it is important that the children feel safe in the group; at the same time, these conversations promote safety in the group. A familiar atmosphere is created.

We talk about feelings like anger and sadness. We discuss what it means when someone is excluded. The children learn to recognize what makes them angry and how to express their anger. They learn that "cooling off" is important to solve conflict.

Furthermore, Block 4 is about being happy, being content, about standing up for each other.

The lessons are about things you like and that make you happy.

At the end of block 4 the children think up a lesson that is fun for everyone. They prepare the lesson themselves as much as possible and conduct the lesson. Afterwards, the children reflect on whether everyone had a fun lesson and, if possible, arrangements are made for next time.

We teach the children that they are allowed to "try on."

At school it is becoming more "normal" to talk about feelings; at first it is often uncomfortable. Of course, we take into account that not every child talks easily about his or her feelings. We want to give children the space to choose for themselves what they want to say about their feelings.

If you would like to learn more about De Vreedzame School please visit [www.devreedzameschool.nl](http://www.devreedzameschool.nl)

We start with the lessons from:

### **Block 4: We take care of each other**

Goal: Children learn to recognize and deal with feelings.

Lessons focus on:

- Realizing that everyone has feelings.
- Recognizing and naming feelings
- That the same event can evoke different feelings in people
- Telling each other about how you feel and being able to see how others feel.
- Being allowed to have feelings like anger or fear; it's about how you deal with them.
- Thinking about what makes you angry and what behavior you show then.
- Cooling down first when you are angry, otherwise you cannot think about a solution.
- Thinking about exclusion as a form of bullying and what that does to you.
- Thinking about what you can do if someone feels uncomfortable in the group
- How you can stand up for each other
- How to have fun together
- Devising and providing a lesson together that everyone enjoys

### **In block 3 – “We listen to each other” the children have learned:**

- That it is important to say clearly what you mean; that avoids unnecessary conflicts
- Listen well to each other and summarize. You then show whether you have understood.
- That people have different ways to look at things.  
We call this having different points of view. This is because we have different experiences, have different feelings and come from different families.  
Different points of view can sometimes cause conflicts.



### **Tip for home**

Give your child an opportunity to cool off first before talking out a conflict.

Discuss what you can do when you are angry:

- act mean back
- give the other person their way, back off,
- know what you want, consider what you want and what the other person wants.

Encourage the latter way; that has the greatest chance of a positive resolution.

### **Report by Robin from group 5**

The lesson was about points of view. We had to play a mother and a child. I was the child and my name was Carlos. The living room is full of my stuff, games and comic books. Carlos's mother wants me to clean up the room, because later there will be visitors. I don't want that. It was about the mother's point of view and Carlos' point of view. We had to come up with a solution, a win-win solution. The solution was that I could keep the things in a corner of the room. Then it wouldn't bother the visitors.

### **Visiting group 7**

The lesson begins with an entry. The children are divided from the circle into pairs. One child tells about a topic of their own choosing for 2 minutes, the other child listens and summarizes. Topics told include the weekend, visiting family, playing soccer. Listening and summarizing go well with the children. This is evident when at the end of the lesson in the circle some examples are mentioned. The core of the lesson is about the concept of summarizing. Children tell what summarizing means: to tell briefly what the other person has said. The teacher then reads a newspaper article about the chip card on public transportation and the decline in crime. The task is to summarize the article. Then children take turns telling their own story and asking another child to summarize. The finale is of a completely different order. The children stand in a circle. One of the children goes into the hallway and in the circle someone changes something about themselves. The child in the hallway has to guess what is different.

### **Visiting group 3**

Before entering, the children sit in the circle. The teacher makes a sound by rubbing her hands. The children imitate this sound. Then a child is asked to make a sound which the other children imitate again. The core of the lesson is about how communication works. The teacher describes an object with words and the children have to guess what it is. "I am thinking of something made of wood, it has four legs and you can sit on it." The children guess "chair." The next object to be guessed is described as round, something yellow, sometimes green or red, it has a stalk and you can eat it. The children guess "apple." Then some children get a turn. The teacher whispers an object in their ear. The children give the description. The other children guess. Some examples: Table: it has legs, flat on top, can be round or square / Orange: it is round, usually orange, you can eat it. There will be a follow-up discussion. What was it like to do that? Was it difficult? What did you have to do to describe it the best you could: thinking. What did you have to do to guess: listen carefully. To finish, the teacher whispers a word in the ear of a child sitting next to her; the latter does the same to the next child. What came out at the end of the circle? The last child in the circle understood "it's nice"; the original word was "tangerine." The teacher discusses with the children after where in the circle the word changed and what helps to pass on the word properly. The children mention that it is important to speak slowly.

### **A question for Sander from grade 6:**

What is meant by an I message?  
Sander:  
You say what you find annoying about what someone else is doing. You also say how you feel about it.  
So you're not going to blame the other person.  
  
Isn't that difficult?  
Yes, I do find that difficult. I don't think about it when I'm angry. I should.

### **Report of Fatma from group 8**

The lesson was about the step-by-step plan. In this lesson I learned about the step-by-step plan. When you have a conflict, you are often angry. You have to cool down first. On the square there is a cooling off bench. You can sit there. You have to put on the yellow cap. Then you can listen to the other person's story. You must also be able to tell your story clearly so that the other person understands. It's important to come up with a win-win solution. We both have to be satisfied with it.