

## Topic: Dealing with conflict

<b>Lesson: Why should we have a school council?</b>	<b>KS or Year Group: KS 3</b>
<b>Resources:</b> <ol style="list-style-type: none"><li>1. A3 Paper</li><li>2. Markers</li><li>3. Post-it notes</li></ol>	<b>Outcomes:</b> <ul style="list-style-type: none"><li>• All students will understand what the role of a School Council is.</li><li>• Most students will be able to identify the ways that School Councils can have an effect.</li><li>• Some students will display the attributes necessary to be an effective School Councillor.</li></ul>

### National Curriculum

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Key Concepts – 1.1c, 1.2b, 1.3d

Key Processes – 2.1a, 2.1b, 2.1c, 2.2a, 2.2d, 2.3a, 2.3b

Range and Content – 3e, 3f

Curriculum Opportunities – 4a, 4b, 4c, 4d, 4j

### Lesson

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The lesson will focus on role of a School Council. The lesson can act as an introduction to the School Council for Year 7 students, if one is already established. Alternatively, it can act as a working group that raises support to develop a School Council using the enthusiasm of the younger students as a driving force. The students will learn what the role of a School Council is and how it can be most effective.

### Starter

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- Introduce the title and lesson objectives.
- Students are split into groups of four or five – this will be their working group for the lesson.

## Why should we have a school council?

- In groups, students write a list of the three best things about their school and the three worst things about their school (boundaries should be set by the teacher before this exercise to avoid offence being caused!).
- The teacher acts as a chair as the whole class discusses the best and worst things about the school according to their groups. The emphasis should be put on how each student has an opinion that they could act upon.
- Using the worst things about their school, a list of areas for development are drawn up on the board using discussion with groups (keep these broad - e.g. hygiene in toilets, changes to uniform, bullying of lower school students, etc.).

## Main activity

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### Activity 1: What makes an effective school councillor?

- In groups, students discuss what attributes an effective School Councillor should have.
- The top five attributes listed by each group are then placed into order of priority before being shared with the class through discussion.
- The teacher should encourage students to display as many of these attributes as possible throughout the rest of the lesson.

### Activity 2: Action planning

- By negotiation, one area for development from the starter should be assigned to each of the groups (ensure that there are more items than groups to allow smoother negotiation by choice).
- Students nominate one scribe and one spokesperson from their group.
- On an A3 piece of paper the scribe draws a simple outline of a tree with at least four roots, a trunk, at least four branches and an outline of the foliage (representing where the fruits of the tree would be).
- The group discuss the area for development that they have been assigned with regards to the following categories. The scribe should write notes of their discussion onto the tree:

**Trunk** – on here should be written the area for development that has been assigned to the group.

**Roots** – these should contain specific, more detailed problems relating to the area of development.

**Branches** – these should contain the different people or groups of people that can help make changes in relation to the area of development.

Why should we have a school council?

- Each group are given post it notes and are instructed to brainstorm as many actions that might help to solve the problems (listed in the roots) as possible – each action should be written on an individual post-it note.

## Plenary

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- One at a time, the spokesperson from each group comes to the front of the class, posts their A3 paper on the board and describes the area for development, the problems associated with it and the people who could help make changes.
- The remaining members of the group should then come up to the front and place their post it notes onto the foliage of the tree and describe the solution that is written on it.
- The other groups observe and rate the presenting groups action plan out of 10.

### Aim high

For the whole lesson, group students by similar ability to ensure equal contribution to activities by all group members. Aim Higher students are expected to generate more problems and solutions than other groups and therefore should be encouraged to draw more roots and branches on their tree outlines, as well as being given more post-it notes.

### Assessment

Ongoing self assessment through each activity as students are reminded of the attributes of an effective School Councillor. Peer assessment of the progress of each group through the plenary as the other groups score their action plan out of 10.

## Check the web

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<http://www.schoolcouncils.org/>

[http://news.bbc.co.uk/cbbcnews/hi/find\\_out/guides/uk/school\\_councils/newsid\\_3043000/3043237.stm](http://news.bbc.co.uk/cbbcnews/hi/find_out/guides/uk/school_councils/newsid_3043000/3043237.stm)

[http://www.schoolcouncilswales.org.uk/en/index\\_ss.asp](http://www.schoolcouncilswales.org.uk/en/index_ss.asp)

### Summary of key learning

- Students will understand the role of a School Council (either existing or in development)
- Students can identify the ways that School Councils can have a positive impact
- Students can develop and apply the attributes that are necessary as an effective School Councillor