

Topic: Dealing with conflict

Lesson: Handling local disagreements and conflicts	KS or Year Group: KS3
Resources: <ol style="list-style-type: none">1. Resource 1 - Thirty council cards2. Resource 2 – Council information sheet3. Resource 3 - CAB information sheet4. Resource 4 – Police information sheet5. Resource 5 - Examples of local conflict6. Resource 6 – Resolving the conflict7. Ten small stickers per pair of students	Outcomes: <ul style="list-style-type: none">• Students will be able to recognise the types of conflict that can occur at a local level and what agencies can intervene.• Students can speak knowledgeably about the roles of the police, the CAB and the council.• Students can decide which agency of the three is particularly useful in response to differing local conflicts.

National Curriculum

Key Concepts: 1.1b, 1.2a & 1.3.d
Key Processes: 2.1a, 2.2a, 2.2b, 2.2c, 2.3a & 2.3c
Range and Content: 3b, 3e, 3f & 3g
Curriculum Opportunities: 4a, 4b & 4c

Lesson

This lesson looks at the resolution of local disagreements and conflicts. During this lesson, students will focus on the Citizens' Advice Bureau (CAB), the police and the council. They will learn that all three of these agencies can respond in different ways to local conflicts. Students will explore this idea through some reading as well as through a whole-class card matching activity. Students will also be given ten examples of local conflicts and asked to decide which of the three agencies would be best suited to resolving each situation. Throughout the lesson, students will have the chance to share their opinions and ideas.

Starter

- Share objectives and outcomes with students.
- Students are told that they are going to learn about three agencies (i.e. the CAB, the police and the council) which help to resolve local conflicts.

Handling local disagreements and conflicts

- Students begin by looking at council services in depth as a class. All students (assuming that there are 30 in a class) are given one of the pre-cut cards from **Resource 1 - Thirty council cards**. This could be done as an ICT matching activity.
- The ten students who get numbered cards (one to ten) are asked to stand in numerical order against one wall of the classroom. The twenty students who do not have a number on their card need to match their statement against one of the council services (i.e. against one of the students who is standing against the wall). For example, a student with 'There are approximately 8 million student (in 250,000 schools)' would stand next to the student with the '1. EDUCATION' card.
- The activity finishes when there are three students standing in each of the ten groups (i.e. two holding a statement card plus one holding a numbered card).
- Students return to their chairs and each is given a copy of **Resource 2 – Council information sheet**. They are asked to work out whether they think that the class got most of the answers correct in the card-matching activity. This is a good opportunity to discuss how well they feel they worked as one big team. For example, did any group leaders emerge? Did anyone notice that the services were listed in alphabetical order? Were most students active or passive in terms of trying to ensure that there were three people in every group?
- Distribute **Resource 3 – CAB information sheet** and **Resource 4 – Police information sheet** to the students. Give them five minutes to skimread the information. Students are encouraged to ask the teacher for clarification about any of the three information sheets at this stage.

Main activity

Activity 1:

- Students are told that they are going to be presented with ten scenarios (each of which is an example of conflict at a local level). In groups of two or three (to be allocated by the teacher), students need to decide which of the three services would be the most appropriate in terms of dealing with the issue.
- The teacher reads out the first scenario from **Resource 5 - Examples of local conflict**. Each group then takes a sticker and writes 'A' on it. They place the sticker in the relevant section of the **Resource 6 - Resolving the conflict**. For example, if a student feels that scenario A would be best resolved by the police, they should put their 'A' sticker in the police section of the worksheet.
- Volunteers from the class should be chosen to read scenarios B to J.
- When all of the stickers have been placed, the teacher should lead some class feedback about why certain students stuck their stickers where they did. The answers should be reasonably obvious, but what is crucial is that students have a chance to talk and listen about which services are offered by each agency. In this way, the students will know which agency to contact in real-life situations.

Handling local disagreements and conflicts

Suggested answers are:

- A = CAB
- B = Police
- C = Council (Roads and Highways department)
- D = Council (Environmental Health department).
- E = CAB
- F = Council (Social Services department)
- G = Council (Waste Disposal department). Possibly the police too
- H = Police
- I = Police
- J = Council (Planning department)

Plenary

- Students are given three minutes to individually devise a scenario similar to the ten that they were previously given. Students should do this on a piece of scrap paper (this will encourage students to put lots of effort into thinking about a creative scenario rather than worrying too much about spelling, grammar or presentation issues).
- Four or five students in turn are asked to come to the front of the room and read out their scenario. The rest of the class are then given the chance to vote about which of the three agencies they feel would be the best to contact in order to resolve the given scenario. The student at the front of the room should lead the vote (e.g. "Now you've heard my scenario, are there any questions? No? In that case, you'll now have the chance to vote for either the CAB, the police or the council. Hands up if you think the CAB is the best option for my scenario"....etc).
- At the very end of the lesson, one student is challenged to orally summarise the roles of all three agencies in less than thirty seconds!

Aim high

Some students should be encouraged (as a homework task) to seek out three recent news articles/documentary clips which refer to local conflicts. The students should then decide which agencies would be best suited to resolving these conflicts. Students should be particularly commended if each of their examples is most easily resolved by a different agency.

Assessment

In order to achieve certain levels within today's lesson, the following should be taken into account:

Handling local disagreements and conflicts

LEVEL FOUR:

Students understand why it is important for the agencies to respond to the diverse needs of the community. For example, they are aware that some citizens who speak English as a foreign language might need extra support when making a police statement.

LEVEL FIVE:

Students explain very carefully why they chose a certain agency to deal with a given scenario. They justify their thought processes in front of the whole class.

LEVEL SIX:

Students explain the kinds of changes which have occurred recently in the UK. They suggest ways in which these changes might have had an impact on the types of conflicts that the agencies deal with.

LEVEL SEVEN:

Students evaluate the extent to which the council, the police and the CAB make a difference in local communities. In doing so they refer to current affairs issues.

LEVEL EIGHT:

Students hypothesise intelligently about what life in their local area would be like if the three agencies were not available to local citizens. They also pinpoint any weaknesses within each of the three agencies (as far as the ability to respond to local conflicts is concerned).

Check the web

<http://news.sky.com/skynews>

www.homeoffice.gov.uk/police/

www.citizensadvice.org.uk

www.direct.gov.uk/en/DI1/Directories/Localcouncils/index.htm

Summary of learning

- Students can understand the types of conflict which can occur at a local level.
- Students can explain the difference between the three agencies they looked at.



Resource 1 – Thirty council cards

1. EDUCATION

- Local councils spend over £21 billion a year on this.

6. LIBRARIES

2. EMERGENCY PLANNING

7. PLANNING

- There are approximately 8 million children (in about 250,000 schools).

3. ENVIRONMENTAL HEALTH

8. ROADS AND HIGHWAYS

- Makes sure that the emergency services are ready to respond.

4. FIRE AND RESCUE

9. SOCIAL SERVICES

- This department deals with flooding, terrorist threats and aircraft accidents.

5. HOUSING

10. WASTE DISPOSAL AND COLLECTION

- Investigate matters linked to animal health, and air and noise pollution.

Handling local disagreements and conflicts

<ul style="list-style-type: none">• Arranges care for elderly people in their homes.	<ul style="list-style-type: none">• This department spends about £2 billion a year.	<ul style="list-style-type: none">• Checks whether proposals for new or improved houses, shops or leisure facilities are appropriate.
<ul style="list-style-type: none">• Responsible for fostering and adoption services.	<ul style="list-style-type: none">• Provides roughly 4 million houses for citizens.	<ul style="list-style-type: none">• Looks after major sections of motorways.
<ul style="list-style-type: none">• Deals with food safety and housing standards.	<ul style="list-style-type: none">• One of the most frequently used public services.	<ul style="list-style-type: none">• Pinpoints dangerous areas in the country (for drivers) and attempts to make these safer.
<ul style="list-style-type: none">• There are more than 20,000 fire officers in the England and Wales.	<ul style="list-style-type: none">• There are around 15,000 of these in England and Wales.	<ul style="list-style-type: none">• Makes sure that bins are emptied and that people have access to tips.
<ul style="list-style-type: none">• There are over a thousand fire stations in England and Wales.	<ul style="list-style-type: none">• Involved in organising transport systems and new industrial developments.	<ul style="list-style-type: none">• Arranges for big items (such as old sofas) to be collected from people's doorsteps.

Resource 2 – Council information sheet

Which services do the **local council** provide?

1. EDUCATION

- Local councils spend over £21 billion a year on this.
- There are approximately 8 million children (in about 250,000 schools).

2. EMERGENCY PLANNING

- Makes sure that the emergency services are ready to respond.
- This department deals with flooding, terrorist threats and aircraft accidents.

3. ENVIRONMENTAL HEALTH

- Investigate matters linked to animal health, and air or noise pollution.
- Deals with food safety and housing standards.

4. FIRE AND RESCUE

- There are more than 20,000 fire officers in the England and Wales.
- There are over a thousand fire stations in England and Wales.

5. HOUSING

- This department spends about £2 billion a year.
- Provides roughly 4 million houses for citizens.

6. LIBRARIES

- One of the most frequently used public services.
- There are around 15,000 of these in England and Wales.

7. PLANNING

- Involved in organising transport systems and new industrial developments.
- Checks whether proposals for new/improved houses, shops or leisure facilities are appropriate.

8. ROADS AND HIGHWAYS

- Looks after major sections of motorways.
- Pinpoints dangerous areas in the country for drivers and attempts to make these safer.

9. SOCIAL SERVICES

- Arranges care for elderly people in their homes.
- Responsible for fostering and adoption services.

10. WASTE DISPOSAL AND COLLECTION

- Makes sure that bins are emptied and that people have access to 'tips'.
- Arranges for big items (such as old sofas) to be collected from people's doorsteps.

Resource 3 - CAB information sheet

Which services do the **CAB** provide?



The **CAB** is short for the 'Citizens Advice Bureau'. This service provides free information and advice to help people sort out legal, money and other problems.

The **CAB** is the largest free advice-giving network in the UK. CABs are easy to find via the phonebook or at www.citizensadvice.org.uk.

The **CAB** relies on over 20,000 volunteers. These volunteers help to deal with over 5 million problems brought to them by the public every year.

The **CAB** website gets over 600,000 visits per month. There are also over 3,000 CAB buildings in the country.

The **CAB** service touches millions of people's lives in many ways. Trained CAB advisers give general advice on virtually anything (housing benefit claims, losing a job unfairly, debt, housing rights etc).

A huge percentage of the public has used the **CAB** at some stage.

Resource 4 – Police information sheet

Which services do the **POLICE** provide?

Everyone knows that, in emergencies, the police can be contacted on 999. In non-emergencies however, local police officers can be phoned at the nearest station. The number for your area can be found in the phone book or via www.yell.com.

Police stations provide safe environments for citizens to report crime. The police give crime numbers to people reporting crime. This can help people who have been mugged or robbed to claim back money on their insurance.

In some cases, the police have the right to release details about a crime to the radio or to newspapers. They normally ask permission of the victim before doing so. If a crime victim has been sexually assaulted during a crime, it is a criminal offence for anyone to publish that victim's name or photograph.

Crimestoppers allows people to report crime to the police without revealing their identity. People using this service are not forced to appear in court or to give their name and address.

Victims of crime are entitled to free, confidential advice from a charity called 'Victim Support'. The aim of this charity is to get in touch with victims of crime within four working days of the crime being reported.

Resource 5 – Examples of local conflict

- A.** You and five other adults on your street have suddenly been sacked by the owner of the factory on the corner. She will not explain why. You have been to the factory several times to ask why you lost your jobs. Your ex-boss has refused to see you on every occasion. You have also written to her and left several phone messages on her mobile phone, but she has not responded.
- B.** You and a few other teenagers have just seen a local woman at a bus stop throwing stones at an elderly neighbour and injuring him. You also heard the local woman shouting racist abuse at the gentleman whilst she threw the stones.
- C.** You are driving home from a business conference when you notice that a few paving slabs have come loose by the side of the road. This seems to be because a tree from someone's garden has become uprooted in the wind. You knock on the door of the house nearest to the tree and suggest to the lady who answers that the area is unsafe for drivers. She says that this is not her problem and that she doesn't want to be disturbed late at night by strangers.
- D.** You have just taken your partner out for dinner to celebrate your birthday. As you leave the restaurant you notice that one of the chefs has just taken a piece of meat from an outside bin and walked back into the kitchen with it. You go and speak to the restaurant owner about this. He is extremely rude to you and tells you never to come back. He insists that he does not need to justify the cleanliness of his restaurant to you and that you are making up lies.
- E.** You got into lots of debt when you became pregnant. You now can't afford to pay back the money that you owe the local butcher for a Christmas hamper. He comes round to say that he needs the money within a month. You get very tearful and ask him to be understanding about your situation. However, he tells you that he is not willing to give you any special treatment.

Handling local disagreements and conflicts

- F.** You believe that the family next door are neglecting their six-year-old child. You always put your own children to bed at 9pm, and a few weeks ago you noticed that his parents seemed to come home drunk every night at about this time. You decided to speak to the couple about this and even offered to look after their son occasionally. However, his mum reacted by shouting things like “my son is old enough to get his own tea!” She then slammed the door in your face.
- G.** You and some of your friends are on a year-13 school trip at a local park. You see two men dumping a big table and a rusty microwave behind the children’s slide. You all chase after the men to tell them that they have been unfair. They start running towards their van and turn back to stick up two fingers at you.
- H.** You are in your living room and you hear some raised voices outside. As you pull back the curtains to see what is happening, you notice that a woman with a knife is running away from the man she was arguing with. The man is on the ground screaming in pain. You suspect that there has been a stabbing.
- I.** You are an OAP who has lived in the area for seventy years. You particularly enjoy walking your dog late at night but have stopped doing so recently because a group of children seem to be involved in dealing drugs near your local shops. You challenge them about this politely and explain that they are making other people feel uncomfortable about going to the shops at night. They laugh at you and say that they can go where they like and do what they like.
- J.** You are a local shopkeeper who has spent years building up a profitable grocery store. You notice in your local paper that a huge supermarket has been planned on the fields behind your shop. You are frightened that your customers will stop using your shop if the supermarket goes ahead. You also feel strongly that the fields should not be built upon. You contact the local spokesperson from the supermarket chain. He says that he feels that your area will benefit from the store and that he is very keen for the supermarket to be built as quickly as possible.

Resource 6 – Resolving the conflict

