

Session 3

Navigating Disagreement



Key learning

Pupils explore the concept of disagreement and how positive relationships can be maintained, even when disagreement is present. Instead of being afraid of disagreement we can develop empathy for those we disagree with.

Before the session

You will need:

- Slides for this session, with sound
- A quiet place for reflection
- 'Agree' and 'disagree' signs
- Sticky tack
- A copy of the book *Black Dog* by Levi Pinfold

Notes

Story

Be Curious (Community)



Song

Play the song *This is Our World* by iSingPop.



Children's literature

Remind your pupils about the book *Black Dog* that you read in the last session.

Suggested questions for discussion:

- Which characters thought the same as each other in *Black Dog*?
- Which character thought differently from the others?
- How do we know?
- Did they agree or disagree with one another?

Explore vocabulary

Discuss the key terms 'agree' and 'disagree' with the children and ensure that they are clear on the definitions.

 Notes



Activity

Agree or disagree?

Let the children know that you will read out statements that they will either agree or disagree with. Ask them to move to the side of the room that matches what they think for each sentence (or stand in the middle for 'maybe').

Alternative format: Explain that thumbs up means 'agree/yes', middle thumbs means 'maybe/not sure', and thumbs down means 'disagree/no'.

This can also be done on the carpet or at table places if no movement is preferred.

Here are some examples of statements, but you may like to pick your own to engage your class:

- No one should have to wear school uniform.
- We should be friends with everyone.
- Pineapple is yummy on pizza.

Ask the children questions when they show their opinions – for example, "why do you think that?"

Through this exercise:

- Model valuing their opinions.
- Invite them to notice how they are expressing their view with their bodies, or how their body feels – ask them: 'what emotions or reactions do you feel in your bodies?'
- Ask them how they feel – were they upset or cross at any point?

Sanctuary

Reimagine (Power)

Notes



Bible passage

"A kind answer soothes angry feelings, but harsh words stir them up."

Proverbs 15:1 (CEV)

Explain that sometimes, when someone is angry or shouting, we might feel like shouting too. But if we stay calm and try to use kind and gentle words instead, it can help everyone feel better. If we use angry words and shout back, it can make the problem bigger, and people might get more upset.

Ask:

- How can we disagree kindly?

Talk through the steps below with your pupils, using an example from the activity. For example: "I don't think chocolate should be banned because..."

Remind your group:

- Listen to what the other person is saying.
- Respond kindly, e.g. "Thank you for sharing. I disagree because..."
- Say why you disagree and we don't need to argue when we disagree with someone.

Model valuing their opinions, e.g. "That's interesting, I never thought of that."

Ask:

- Why do we not always agree?

Discuss how it's okay to have differences.



Reflection

You may want to read this reflection aloud to your pupils.

Sometimes we don't agree with people. We may think one thing and they may think something else. Sometimes we don't agree with our friends and that's okay!

We all have different experiences of the world and sometimes that means we don't think the same, but we can be kind and listen to what everyone thinks.



Prayer

Dear God,

Thank you for helping us to share our differences with others. Teach us to listen to our friends if they don't think the same as us as we know we don't always have to agree.

We want to live in a world where we care about others, even when they think differently. May we still be kind and welcoming to them.

Amen.

Notes



End of session 3

difference.