

Overview of the PLAY IS THE WAY® 3Rs Method

GUIDE SHEETS

<p style="text-align: center;">GUIDE SHEET 1 <i>3 pages</i></p> <p>Reflection, Repair, Restitution (Middle & Upper Primary)</p> <p><i>Making things better, paying back and moving on.</i></p>	<p>This Guide Sheet is used for behaviour that seriously impinges on the rights of others such as bullying, racism, abusive language, threatening or violent behaviour etc.</p> <p>It is comprised of the following sections:</p> <ul style="list-style-type: none"> • Awareness of others • Accepting responsibility • Understanding & agreement • Earning back respect and trust <p>It culminates with the perpetrator writing a: Letter of apology.</p> <p>This is followed by a section titled: Belonging to a community in which the perpetrator lists the personal attributes that make him a valuable member of the community.</p> <p>The entire Guide Sheet is signed by the teacher and sent home for signing by a parent/guardian. Upon its return, the Guide Sheet is filed as a record of the student's behaviour.</p> <p>We recommend that the perpetrator complete the 3Rs Method after he has transgressed (at his point of need) or when he has the composure to address his difficulties. (<i>Read, EMOTIONAL OVERLOAD, Children Aren't Made Of China</i>).</p> <p>As the restitution required in earning the respect and trust of the school community will take some time, it can be performed the following day if necessary.</p> <p>It may be helpful to have a separate room or space to complete this detailed Guide Sheet.</p>
<p style="text-align: center;">GUIDE SHEET 2 <i>2 pages</i></p> <p>Being the best person I can be (Junior Primary)</p> <p><i>Making things better by fixing the problem and moving on.</i></p>	<p>Designed for junior primary students who may require a more sustained and educative intervention to help master their own behaviour.</p> <p>The process encourages children to:</p> <ul style="list-style-type: none"> • Be self-aware • Be empathetic • Be responsible for their own actions • See their own value • Repair relationships • Pay back for damage done
<p style="text-align: center;">GUIDE SHEET 3 <i>1 page</i></p> <p>Reflection Guide Sheet (Middle & Upper Primary)</p> <p><i>Helping you to be strong and take charge of your own behaviour.</i></p>	<p>A Guide Sheet to help a student understand that his inappropriate behaviour, although not directed specifically at others still has an adverse affect on the rights of the class and fails to uphold the class virtues. With just 6 questions, students:</p> <ul style="list-style-type: none"> • Reflect on their behaviour • Consider how it affects their class/school community • How it personally affects them • Determine the virtues that require more practise

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<p>GUIDE SHEET 4 <i>1 page</i></p> <p>Reflection & Repair (Middle & Upper Primary)</p> <p><i>Saying sorry is not an act of weakness but rather one of having the courage to admit error and the noble desire to initiate repair.</i></p>	<p>An abridged version of Guide Sheet 1 and is used for lesser transgressions that target an individual or group. Hence, it does require a letter of apology, but in taking much less time it can be completed in the class.</p> <p>By working through this process students learn:</p> <ul style="list-style-type: none"> • To be aware of others • The value of saying sorry • Their value to a community
<p>GUIDE SHEET 5 <i>1 page</i></p> <p>Schoolyard Incident (Middle & Upper Primary)</p> <p><i>Helping you to be a strong member of our community.</i></p>	<p>A quick and easy way for teachers on yard duty to deal with incidents.</p> <p>Key details of the student/s involved in an incident are noted and the Guide Sheet is deposited in a box for admin staff to process and deal with later in the day.</p>
<p>GUIDE SHEET 6 <i>3 pages</i></p> <p>Bystander Reflection, Repair & Restitution (Middle & Upper Primary)</p> <p><i>Respecting the dignity and rights of yourself and others.</i></p>	<p>Rarely does bullying occur without bystanders. Working through this process bystanders will:</p> <ul style="list-style-type: none"> • Understand what it means to be a bystander • See their connection to the person bullied • Acknowledge the human rights abused • Acknowledge the injustice • Learn from their mistakes • See the value of taking appropriate action • Repair the relationship
<p>GUIDE SHEET 7 <i>4 pages</i></p> <p>Reflection: I Am Not A Victim (Middle & Upper Primary)</p> <p><i>Staying strong and believing in yourself.</i></p>	<p>This process helps those who have been bullied to refuse becoming a victim. Targets working through this process will:</p> <ul style="list-style-type: none"> • Understand what it means to bully and be a bystander • See their connection to the perpetrators • Acknowledge their human rights • Acknowledge the injustice done to themselves • Understand what it means to be a victim • Learn from the experience • See the value of taking appropriate action • Take charge of moving forward
<p>GUIDE SHEET 8 <i>2 pages</i></p> <p>Playing Safe (Middle & Upper Primary)</p> <p><i>Making my contribution to a safe and friendly schoolyard.</i></p>	<p>A process for those children who find it hard to get along in the schoolyard. The process develops children's:</p> <ul style="list-style-type: none"> • Awareness of their own behaviour in the schoolyard • Awareness of the behaviour of others • Awareness of key people • Understanding of effective, safe behaviours • Sense of a safe environment • Capacity to contribute to a safe schoolyard