Can writing + student conflict = sustainable relationships?

Reflective writing for a purpose in Year 3

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(Completed as an Action Research Assessment for a Masters In Early Years Education subject at Griffith University, 2013)
Action Research Project

Completed as an assessment for a cross curricular subject in the Masters In Early Years Education at Griffith University, while studying a Masters in Education at Christian Heritage College, 2013

Research Question:
Will the exploration of **reflective writing** in a Year 3 class, examining behavioural issues ‘in and out’ of the class, (through interactive writing, multi-literacy activities and the creation of an authentic class resource) encourage **problem solving** and **positive reflection** at a deeper level and assist students to understand, process and **suggest positive future actions**?

Cross curriculum priority:
**Sustainability**: lessons will provide opportunities in “listening, speaking, reading, viewing and writing... to **develop the skills** [and understanding] to act responsibly and **create texts** [that encourage] others to take action for sustainable futures [and the promotion of] **social justice**” to encourage **improved relationships**.

Adapted from Australian Curriculum and Reporting Authority, (n.d.). Cross curriculum priorities.
Conflict/Perspective

(Jungle key, 2007)  (Pixar wikia.com, 2012)

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http://www.youtube.com/watch?v=9nuoxJyUdfQ
(YouTube. Buzz and Woody fighting, 2010)
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Group analysis

Your turn

1. What happened?

2. How would you feel if you were Buzz or Woody?

3. Why do you think this may have happened?

4. What do you think you can do now?
Introduction

Reflection

The 5R’s reflective writing scale

Bain et al. (2002, p.13)

Conflict resolution

A. Pennebaker & Beall, (1986)
   (as cited in Kiecolt-Glaser, Pennebaker & Glaser, 1988)

B. Kiecolt-Glaser et al. (1988)

How the program worked

• Class of 22 students from a suburban independent Christian school in Brisbane
• 6 weeks of one-two sessions per week (30-50 minutes)
• Classroom based
• Pre assessment task
• Program/ Creation of class designed poster
• Post assessment task
• Analysis of results
Pre and Post Assessment tasks

Pre-assessment and Post-assessment scenario questions:
1. What happened?
2. How do you feel?
3. Why do you think this may have happened?
4. What to do now?

Pre-Assessment Scenario.

Josh had a busy week with sport and visiting friends after school. He did not finish his homework for the week. Josh forgot to tell his mum, so that she could write a note for school. Marty wanted Josh to come and play with him at break and told him he didn’t need to stay in class to finish his homework. Josh told the teacher he had left it in his bag and raced out to play with his friends.

Post-Assessment Scenario.

Julie loves playing with her two best friends Mary and Gloria every break. Sometimes Julie can be a bit bossy. Gloria and Mary ran together to the fort and hid from Julie. Julie spent the whole break looking for her friends. When the girls came back to class they were angry and not talking to each other.
Year 3 Reflective Writing Rubric
Adapted from Bain, Ballantyne, Mills, and Lester (2002, p. 14) 5Rs Reflective Writing Scale.

Name:

Pre program writing task  Post program writing final task

Reporting/What happened?

☐ Level 1: A simple description of the event.
☐ Level 2: Increased detail of the event with limited explanation of important details.
☐ Level 3: A conclusion about the event can be gained because of the detail of the description.

Responding/How do you feel?

☐ Level 1: A feeling or attitude to the event is written.
☐ Level 2: A judgement is also included eg they shouldn’t have done that.
☐ Level 3: As for level 1 and 2 but also includes a question or describes the problem from their perspective.

Relating-Reasoning/ Why do you think this may have happened?

☐ Level 1: One possibility is used to explain the issue.
☐ Level 2: Two or more possibilities are considered.
☐ Level 3: As for Level 2 and also the inclusion of an insight or different perspective as a result of these possibilities.

Reconstructing/What to do now?

☐ Level 1: A simple plan is suggested for future situations.
☐ Level 2: More than one possible alternative suggested.
☐ Level 3: As for Level 2 and also a new understanding directs their consideration of future actions in different circumstances.
Part 1: What happened?

Value/s: Honesty and truth to assist in evaluating dilemmas.

Lesson Focus: Perspective

Class Activities:
- Treasure bag
- Elephant dilemma. [Media Story]

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• Elephant dilemma. [Media Story]
Part 1: What happened?

Value/s: Honesty and truth to assist in evaluating dilemmas.

Lesson Focus: Perspective

Class Activities:
- Treasure bag
- Elephant dilemma. [Media Story]
- Audio story: Reporting
- Jigsaw activity

Class Reflection: It is important to know all the facts to find out what really happened.
Part 2: How do you feel?

Value/s: Recognising our own and other’s feelings and emotions

Lesson Focus: Feelings/sensitivity

Class Activities:

• Funny stories with wrong adjectives
• Matching emotions
• Adjective sort
• Share with a partner how you felt your character would be feeling (Woody or Buzz)

Class Reflection: It is important to know how we feel so that someone can help me with the problem.
Part 3: Why do you think this may have happened?

Value/s: Reflection to gain a richer understanding
Lesson Focus: Insight
Class Activities:
• Identify the leader
• Visual scenarios
• Group collage
• Woody and Buzz group collage

What can I see clearly and what might be hidden?
A. Group brainstorm of pictures.
• What might have caused this to happen? (clear-easy to see)
• What might have caused this to happen (hidden-hard to see)

B. Group collage. Draw or write in the bubbles what might have caused the dilemma.

Class reflection: This is important so you can understand why the problem has happened.
Part 4: What to do now?

Value/s: Review the attributes necessary for maintaining a sustainable relationship through reflective thinking and discussion with peers.

Lesson Focus: Decision/Action

Class Activities:
- What now scenarios?
- Role plays
- To do list
- Suggest what Buzz and Woody should do.

Class reflection: This is important because then you can learn to be friends.

What now?

Two boys were keen to play with the soccer ball from the sports bucket in our room. They both grabbed it at the same time.

What’s the problem?
How do they feel?
What can we see or not see?
What now:
How did your reflections rate?

Year 3 Reflective Writing Rubric
Adapted from Bain, Ballantyne, Mills, and Lester (2002, p. 14) 5Rs Reflective Writing Scale.

Name:
☐ Pre program writing sample  ☐ Post program writing sample

Reporting/What happened?
☐ Level 1: A simple description of the event.
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Reconstructing/What to do now?
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Analysis of Year 3 reflections?

Pre-program writing task

- Levels Achieved
- Year 3 students
- Peter
- Ned
- Dimplens
- Makaze
- Benjamin
- Nekky
- Petunia
- James
- Ruby
- Jenny
- Natalie
- Jessica 1
- Jasmine
- Mia
- Ben
- Kayne
- Hawkeye
- Missy
- Rachel
- Jessica 2
- Gerges
- Rosi

What to do now?
Why do you think this happened?
How do you feel?
What happened?

Post-program writing final task

- Levels Achieved
- Year 3 students
- Peter
- Ned
- Dimplens
- Makaze
- Benjamin
- Nekky
- Petunia
- James
- Ruby
- Jenny
- Natalie
- Jessica 1
- Jasmine
- Mia
- Ben
- Kayne
- Hawkeye
- Missy
- Rachel
- Jessica 2
- Gerges
- Rosi

What to do now?
Why do you think this happened?
How do you feel?
What happened?
### Practical samples of results

<table>
<thead>
<tr>
<th>Name</th>
<th>Pre assessment task</th>
<th>Post assessment task</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Jessica</strong></td>
<td>Wrote 5 lines to answer questions.</td>
<td>Wrote 16 lines to answer questions with clear detail.</td>
</tr>
<tr>
<td>(score from 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to 9)</td>
<td>Overall response</td>
<td></td>
</tr>
<tr>
<td><strong>Benjamin</strong></td>
<td>Wrote a story about Luke and Josh.</td>
<td>“Joseph was not letting them play, or he was shoving at them or he was saying bad staff or being bosey.”</td>
</tr>
<tr>
<td>(score from 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to 5)</td>
<td>Why do you think this happened?</td>
<td></td>
</tr>
<tr>
<td><strong>Makaizee</strong></td>
<td>“I think Josh would have to go to homework club and write out time tables.”</td>
<td>“Maybe Nathan thinks Joseph is better than him and doesn’t want Joseph to take over and wants to be liked.”</td>
</tr>
<tr>
<td>(score from 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to 8)</td>
<td>Why do you think this happened?</td>
<td></td>
</tr>
<tr>
<td><strong>Ruby</strong></td>
<td>“Well Josh had a busy week and he fkot his homework.”</td>
<td>“Matthaw and the time (team) should say sorye to him and the time should play to gether with Matthau and Jophes.”</td>
</tr>
<tr>
<td>(score from 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to 5)</td>
<td>What to do now?</td>
<td></td>
</tr>
</tbody>
</table>

Student’s real names not used.
How has this action research been helpful in the classroom?

Provided:

• a mutual strategy.

• structured scaffolding to unpack the dilemmas.

• a sense of ownership as we refer to the agreed class poster.

• a stimulus to understand and consider our future actions.
My suggestions for future research or action

• Adjustment of Student Journal and Teacher Resource

• A redesigned rubric.

• Observe and record the practical use of this reflective process.

• Initiating this program at the beginning of the year.

• Introducing this program to other classes to encourage a ‘whole school’ approach.
Reference List


