



PeaceWiseKids Course 1

First Year of School (4-6 years old)

Course Support Document

Rationale

PeaceWiseKids and PeaceWiseYouth courses are produced by PeaceWise, an Australian Christian not-for-profit organisation that provides training and resources Christians learn to become peacemakers for life.

*We believe that peacemaking is an expression of the Gospel of peace.
This is the good news that God has made peace with him possible
through the greatest act of reconciliation of them all – the gift of Jesus’
life, death and resurrection.*

Colossians 1:19-20 summarises it this way: Jesus’ sacrificial death was God’s strategy to reconcile and restore all people back to him. We are now able to be friends with God – to be at peace with him by receiving God’s forgiveness, through Jesus, for our sinful nature.

We in turn demonstrate the impact of Jesus’ act of restoration by being people who readily give and receive forgiveness to and from others, and so live out Jesus’ example and peacemaking teachings in our everyday lives.

Against this context, the Bible then contains an incredibly detailed and helpful set of principles to help us have strong and healthy relationships and respond well to the challenge of conflict in our lives.

The relational and peacemaking principles found in the Bible are equally relevant for both adults and children.

Overall Learning Intent

The overall learning intent for Course 1 is to teach students a simple four-part framework which they can apply in all their relationships and conflict situations. This is represented through the Peacemaking path.

- **GOD (put God first)** – 1 Corinthians 10:31
- **ME (own my part)** – Matthew 7:5
- **YOU (talk it over)** – Galatians 1:6
- **US (make it right)** – Ephesians 4:32



Included resources

These are accessible via an online login.

- Stimulus videos (eBooks)
- Lesson plans
- Teaching slides
- Support documents

Additional resources for purchase

These are available by visiting the PeaceWise store, found [here](#).

- Peacemaking posters (A2)
- Peacemaking tool cards (A5)



Basic lesson structure

Each topic begins with a narrated e-book followed by activities which are set out in the lesson plans. Teaching slides accompany the lesson plans. Lessons take approximately 30 minutes, depending on the pace you choose and how many activities are included.

The course is designed to be taught sequentially as the concepts build upon one another and are expanded over the 15 topics. If taught as one topic a week, the content could be expected to take two terms to teach. A Scope and Sequence document is provided with suggestions for different timetabling scenarios.

We encourage students to learn to demonstrate their learning in real life situations and as such, there are no assessment tasks for Course 1.

Preparation for teachers

Teachers/leaders can equip themselves to help their students get the most out of PeaceWiseKids by:

1. Getting trained in one of the following ways:

- Attend an 'Everyday Peacemaking' training day, run Australia-wide by PeaceWise trainers. It is a one-day practical workshop that can be done in person or as a live online learning event.
- Request PeaceWise to run an *Everyday Peacemaking for Schools* one-day training in your school.

For more information on these options, go to the [PeaceWise website](https://peacewise.org.au/peacewiseyou/events/)

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(Note: Teachers may self-accredit for professional development based on the rules of their State or Territory's education authority.)

2. Reading more deeply about the underlying principles being taught. The following books are available from the [PeaceWise store](#):

- *The Peacemaker* by Ken Sande
- *Resolving Everyday Conflict* by Ken Sande and Kevin Johnson

Course framework and Australian Curriculum links – information for schools

Comprehensive links to the Australian Curriculum are provided. This document links the activities in PeaceWiseKids Course 1 to the Australian Curriculum content descriptors from the Foundation Year (first year at school) in four different subject areas – English, Health, HASS and The Arts, covering 20 content descriptors.

There is also a comprehensive list of General Capabilities that PeaceWiseKids utilises.

More information is available at <https://www.australiancurriculum.edu.au/>

Below are sections containing the:

1. Course 1 framework
2. Australian Curriculum links
3. Key peacemaking tools found in this course.



Learning Goals for PeaceWiseKids Course 1

Module 1: UNDERSTANDING CONFLICT Understanding God's plan for peace with him and others						Matthew 5:9 (CEV)
Topic	Big idea	Key tools	Learning intent	Goal 1	Goal 2	Bible Refs
1. What is conflict?	Conflict is a part of everyday life.	Slippery slope – attack, escape and make peace responses	Conflict is a part of our everyday lives, but we can choose peace!	Investigate what conflict can look like and how it can make you feel. Recognise that conflict can happen anywhere!	We can respond to conflict by attacking, escaping or making peace. God loves us and he wants us to choose peace.	
2. When did conflict start?	Conflict started when people chose to disobey God		Conflict happens when we make bad choices that don't put God first. What we want becomes so important that we don't think about others.	Recognise that conflict happens when we don't get what we want and we escape or attack. These bad choices are what the Bible calls sin.	Identify that conflict began when people chose to live their way and not to live God's way.	James 4:1 Genesis 3
3. Who is the Ultimate Peacemaker?	Jesus is the Ultimate Peacemaker.		God is the God of peace. He wants us all to live at peace with him and other people through Jesus, the ultimate peacemaker.	Understand that God's peace plan involved Jesus dying on the cross because of his love for us.	See how Jesus lived a life of peace. He loved others and offered forgiveness and shows us how we can do the same.	Col 1:19-20 John 3:16
4. How do we become peacemakers?	The Bible shows us how to become peacemakers.	Introduce the Peacemaking Path.	We follow the 4 steps on the Peacemaking Path as found in the Bible – God, Me, You and Us.	Identify the 4 steps the Bible teaches that we can follow to make peace: God, Me, You, Us.	Explore how we can become peacemakers by using the four steps of peacemaking as found in the Bible. GOD – ask God for help; ME – work out what I need to say sorry for; YOU – apologise and kindly ask the other person to think about what they did wrong; US – choose to make peace together	Romans 12:18



Module 2: RESPONDING TO CONFLICT						Eph 4:31-32 (CEV)
Taking responsibility for my part in the conflict can help fix relationships						
Topic	Big idea	Key tools	Learning intent	Goal 1	Goal 2	Bible Refs
5. How do I get God's help to be a peacemaker?	In conflict we start by getting God's help.	Introduce the GOD step in the Peacemaking Path.	The GOD step involves remembering that God loves us and can help us in a conflict.	Understand that God loves us and wants to help us to make peace.	Understand that we can say sorry to God knowing that he will forgive us straight away.	James 1:5 Proverbs 3:5-6
6. How can I be a peacemaker?	God helps me to work out what I did in the conflict.	Explore the ME step of the Peacemaking Path.	The ME step involves working out what we did that added to the conflict and what we will say to try to make peace.	Understand that a conflict takes two people and the ME step reminds us to think about what we did and realise that what we say and do has an effect on other people.	Understand that being a peacemaker involves thinking about the other person and how they might be feeling. Plan what you might say in your apology.	Matthew 7:3-5
7. How can I help you to be a peacemaker?	We can solve many conflicts by talking, listening and working it out	Explore the YOU step of the Peacemaking Path.	The YOU step involves us apologising, then talking to the other person about what happened and about their part in the conflict.	Recognise what a helpful apology is.	Develop skills to talk to the other person. Explain how the other person added to the conflict.	Philippians 2:3-4
8. How can we be peacemakers together?	God wants us to forgive as He forgives and choose to make peace.	Explore the US step of the Peacemaking Path.	The US step involves us choosing to forgive even if the other person isn't ready to own their part in the conflict. A relationship can be fixed (or made strong/put right again) when both people give and receive forgiveness.	Recognise what it means to forgive.	Understand things we can do to fix our relationship after conflict.	Matt 5:23-24 (MSG) Eph 4:31-5:1 Mark 11:25



Module 2: RESPONDING TO CONFLICT						Eph 4:31-32 (CEV)
Taking responsibility for my part in the conflict can help fix relationships						
Topic	Big idea	Key tools	Learning intent	Goal 1	Goal 2	Bible Refs
9. How can I be a peacemaker?	We can be peacemakers by following the Peacemaking Path.	Peacemaking Path	Remember the Peacemaking Path – God, Me, You and Us.	Revise the steps in the Peacemaking Path and apply them to real and imagined scenarios.	Reflect on learning so far: what do I personally find hard or easy about being a peacemaker?	Romans 12:2, 18 Proverbs 28:13 Ephesians 4:32 Philippians 2:3-4

MODULE 3: PEACEMAKERS FOR LIFE						Rom 12:18 (CEV)
Learning how to be a peacemaker everywhere, all the time, for the rest of your life						
Topic	Big idea	Key tools	Learning intent	Goal 1	Goal 2	Bible Refs
10. How do I overlook to make peace?	Peacemakers can let go of small hurts.	Part of the MAKE PEACE section of the slippery slope is to let it go .	I can let go of small hurts and forgive them in my heart.	Explore what it means to let a conflict go and forgive the other person in my heart.	Explore the difference between overlooking and peacefaking	Luke 6:27-37 Proverbs 19:11 Proverbs 21:23
11. How do I talk to make peace?	Peacemakers can talk to make peace.	Part of the MAKE PEACE section of the slippery slope is to talk to the other person.	I can talk to the other person to make peace.	Work out when it's possible to talk through the conflict before needing to get help.	Explore how following the Peacemaking Path can help us to talk to the other person about the conflict.	Matthew 18:15 (ERV) Matthew 5:24
12. How do I get help to make peace?	Peacemakers learn when to ask for help and how to continue to show kindness.	Part of the MAKE PEACE section of the slippery slope is to get help .	I can get help to make peace.	Identify in which situations I need to get help with making peace.	Identify who to go to when needing help.	Romans 12:19-21 Proverbs 13:10 (NLT)



MODULE 3: PEACEMAKERS FOR LIFE

Learning how to be a peacemaker everywhere, all the time, for the rest of your life

Rom 12:18 (CEV)

Topic	Big idea	Key tools	Learning intent	Goal 1	Goal 2	Bible Refs
13. How can I be a peacemaker at home?	God can help me to be a peacemaker at home.	Peacemaking Path	I can use the Peacemaking Path with my family at home. God loves to see us being peacemakers.	Practise ways to be a peacemaker in your own family.	Evaluate the impact of using the Peacemaking Path with family.	Ephesians 4:25-32 Matthew 5:9 James 3:18
14. How can I be a peacemaker everywhere I go?	God can help me to be a peacemaker at school and everywhere I go.	Peacemaking Path	I can use the Peacemaking Path to help have peace with others everywhere I go.	Practise ways to be a peacemaker in school or anywhere we interact with others.	Evaluate the impact of using the Peacemaking Path with friends.	Matthew 5:13-16 1 Cor 12:12-20 James 3:18 Romans 12:9-21 Ephesians 5:15-17
15. How does being a peacemaker like Jesus make a difference to me and others?	When I am a peacemaker like Jesus, others will see the difference and want to be peacemakers too.		Being a peacemaker will make a big difference in my life. It will help me with my friends and family for the rest of my life! It will also show others that it's great to be a peacemaker like Jesus.	Recognise that by being a peacemaker, children and adults can see in me the example of Jesus. They may choose to be peacemakers and want to explore more about Jesus too!	Compare how our lives are different when we are following Jesus' example of peacemaking.	2 Cor 5:17-20a 1 Peter 2:12 Galatians 5:22-23 John 13:33-35 John 15:12-17



COURSE 1 PeaceWiseKids Australian Curriculum Outcomes

AUSTRALIAN CURRICULUM v9							
Health and Physical Education	Topics	English	Topics	The Arts	Topics	HASS	Topics
demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe (AC9HPFP05)	1-15	explore different ways of using language to express preferences, likes and dislikes (AC9EFLA02)	1-15	use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas (AC9ADFD01)	1, 3, 5-7, 11,12, 14, 15	share a perspective on information, such as stories about significant events and special places (AC9HSFS03)	1, 6, 11, 13, 14
practise personal and social skills to interact respectfully with others (AC9HPFP02)	1-15	understand that texts can take many forms such as signs, books and digital texts (AC9EFLA03)	1-15	create arts works that communicate ideas (AC9ADAF01)	3, 5-7, 11, 12, 14, 15		
express and describe emotions they experience (AC9HPFP03)	1-15	recognise that sentences are made up of groups of words that work together in particular ways to make meaning (AC9EFLA06)	1-15	share their arts works with audiences (AC9ADAFP01)	1, 3-7, 11, 12, 14, 15		
explore how to seek, give or deny permission respectfully when sharing possessions or personal space (AC9HPFP04)	4, 6, 7, 8, 9, 11, 13, 14, 15	recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school (AC9EFLA08)	1-15	use the elements of drama and imagination in dramatic play and/or process drama (AC9ADR2D01)	4, 6, 8, 13		



AUSTRALIAN CURRICULUM v9							
Health and Physical Education	Topics	English	Topics	The Arts	Topics	HASS	Topics
identify health symbols, messages and strategies in their community that support their health and safety (AC9HPFP06)	1-15	recognise different types of literary texts and identify features including events, characters, and beginnings and endings (AC9EFLE03)	1-15	create and co-create fictional situations based on imagination and/or experience (AC9ADR2C01)	4, 6, 8, 13		
		interact in informal and structured situations by listening while others speak and using features of voice including volume levels (AC9EFLY02)	1-15	use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas (AC9AMUD01)	5		
		use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently (AC9EFLY05)	1-15	share their arts works with audiences (AC9AMUFP01)	3, 5, 15		
		retell and adapt familiar literary texts through play, performance, images or writing (AC9EFLE05)	2				



GENERAL CAPABILITIES v9

You will find that very many of these capabilities will be addressed through the course, although we have not sought to link to specific lesson plans.

Personal and social capability	Ethical Understanding	Critical and Creative Thinking
<p>Self-awareness</p> <ul style="list-style-type: none"> • identify their likes, dislikes, strengths, abilities and interests, and describe how these influence choices • identify their own emotional responses • identify how their choices affect the development of personal abilities and achievements <p>Self-management</p> <ul style="list-style-type: none"> • co-create goals to assist learning when working independently or collaboratively • express emotions in familiar settings, demonstrating consideration for others • demonstrate perseverance with familiar tasks when first attempts are unsuccessful, and adapt attempts as needed <p>Social awareness</p> <ul style="list-style-type: none"> • demonstrate an awareness of the needs, emotions, cultures and backgrounds of others • share feelings, needs and interests with others through play and working within diverse groups • describe the ways they are connected, and can contribute, to their community groups <p>Social management</p> <ul style="list-style-type: none"> • develop positive communication skills by initiating, joining or contributing to conversations • engage with others and participate in group play, tasks and activities • practise self-leadership by taking responsibility for their own actions • practise individual and group decision-making • practise solving simple interpersonal problems, acknowledging there are many ways to prevent and solve conflict 	<p>Understanding ethical concepts & perspectives</p> <ul style="list-style-type: none"> • identify examples of ethical concepts such as right and wrong • identify examples of values, rights and responsibilities • identify examples of how emotions affect behaviour <p>Responding to ethical issues</p> <ul style="list-style-type: none"> • identify examples of different consequences and explain how these might affect the way people behave or act • identify different ethical problems or issues from examples such as stories • identify the links between people's wants and needs and their choices and actions 	<p>Inquiring</p> <ul style="list-style-type: none"> • develop questions to explore a familiar idea or topic • identify and explore relevant points in information provided on a topic <p>Generating</p> <ul style="list-style-type: none"> • use imagination to create possibilities by exploring and connecting ideas in ways that are new to them • consider alternatives by suggesting a different way to approach a given task or problem • put ideas into action through trial-and-error experiences <p>Analysing</p> <ul style="list-style-type: none"> • identify the main parts of a concept or problem • draw conclusions and make choices when completing tasks and identify the reasons for choices made • evaluate whether they are satisfied with the outcome of tasks or actions <p>Reflecting</p> <ul style="list-style-type: none"> • identify thinking and learning strategies used when completing activities and drawing conclusions • connect ideas and information between familiar learning experiences



Key peacemaking tools in Course 1

The Peacemaking concepts taught in all PeaceWiseKids and PeaceWiseYouth courses are based on those taught to adults. As the courses progress over the students' thirteen years at school, the way the concepts are presented changes to allow for the age of the student and their developmental stage.

The focus of Course 1 is on two of the six peacemaking tools – the **slippery slope** and the **peacemaking pizza** (referred to as the peacemaking path in Course 1). The remaining four principles (the *three opportunities*, the *5A's of apology*, the *PAWS process* and the *4 choices of forgiving*) are not taught explicitly in Course 1 but we begin introducing these concepts across the 15 topics. The principles themselves are taught in more much detail in following courses as the children grow in age.

The slippery slope – We all typically respond to conflict by escaping, attacking or making peace. The godly response is to make peace by staying on top of the slippery slope, and we do that by knowing when and how to overlook, talk to the other person, and get help.



The peacemaking path – With the help of the 4-step Peacemaking Path we can work through conflicts and become peacemakers. The four steps are:

- **GOD** – ask God for help
- **ME** – work out what I need to say sorry for
- **YOU** – apologise and kindly ask the other person to think about what they did wrong
- **US** – choose to make peace together

