



## COURSE 1: TOPIC 1 LESSON PLAN

### What is conflict?

#### SCOPE & SEQUENCE

COURSE 1: FIRST YEAR OF SCHOOL	MODULE 1: UNDERSTANDING CONFLICT	TOPIC 1	<b>What is conflict?</b>
		TOPIC 2	When did conflict start?
		TOPIC 3	Who is the Ultimate Peacemaker?
		TOPIC 4	How do we become peacemakers?
	MODULE 2 RESPONDING TO CONFLICT	TOPIC 5	How do I get God's help to be a peacemaker?
		TOPIC 6	How can I be a peacemaker?
		TOPIC 7	How can I help you to be a peacemaker?
		TOPIC 8	How can we be peacemakers together?
		TOPIC 9	How can I be a peacemaker?
	MODULE 3 PEACEMAKERS FOR LIFE	TOPIC 10	How do I overlook to make peace?
		TOPIC 11	How do I talk to make peace?
		TOPIC 12	How do I get help to make peace?
		TOPIC 13	How can I be a peacemaker at home?
		TOPIC 14	How can I be a peacemaker everywhere I go?
		TOPIC 15	How does being a peacemaker like Jesus make a difference to me & others?

#### TOPIC 1 AT A GLANCE


##### What is conflict?

		TIME	RESOURCES REQUIRED
INTRODUCING THE TOPIC	eBook & discussion	10-15 minutes	<ul style="list-style-type: none"> <li>eBook <i>Story 1: Scuffle in the Sandpit</i></li> </ul>
	Teacher directed lesson	10-15 minutes	<ul style="list-style-type: none"> <li>C1 Topic 1 Teaching Slides: 1-6</li> </ul>
ENGAGING WITH THE TOPIC (CHOOSE ONE)	<b>Hands On Activity 1: How does conflict feel?</b>	15-20 minutes	<ul style="list-style-type: none"> <li>Paper plate or thick card</li> <li>Pencils/crayons/markers</li> <li>Popsticks</li> <li>C1 Topic 1 Teaching Slides: Appendix Activity Teaching Slides 1-5</li> </ul>
	<b>Hands On Activity 2: Giant slippery slope</b>	15-20 minutes	<ul style="list-style-type: none"> <li>Print Appendix 1 (one each)</li> <li>C1 Topic 1 Teaching Slides: Topic 1 Slide 3</li> <li>Pencils/crayons/markers</li> <li>Scissors</li> <li>Glue</li> <li>Butcher's paper</li> </ul>



## Topic Overview: What is conflict?

**Conflict is a part of everyday life.**

<p>Students will learn that conflict can happen with anyone and it can happen anytime, in any place they go. They will consider how conflict makes them feel. Students will identify that there are three main ways that people react to conflict and see that peacemaking is something that they can choose.</p>	
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**LEARNING INTENT: Conflict is a part of our everyday lives, but we can choose peace!**

### Module 1 memory verse:

God blesses those people who make peace. They will be called his children! Matthew 5:9 (CEV)

### GOALS & CURRICULUM LINKS

	<i>Goal 1</i>	<i>Goal 2</i>
<i>PeaceWiseKids Topic Goals</i>	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.
<i>Australian Curriculum Links</i>	<ul style="list-style-type: none"> <li>• Demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe (AC9HPFP05)</li> <li>• Practise personal and social skills to interact respectfully with others (AC9HPFP02)</li> <li>• Express and describe emotions they experience (AC9HPFP03)</li> <li>• Explore how to seek, give or deny permission respectfully when sharing possessions or personal space (AC9HPFP04)</li> <li>• Identify health symbols, messages and strategies in their community that support their health and safety (AC9HPFP06)</li> <li>• Explore different ways of using language to express preferences, likes and dislikes (AC9EFLA02)</li> <li>• Understand that texts can take many forms such as signs, books and digital texts (AC9EFLA03)</li> <li>• Recognise that sentences are made up of groups of words that work together in particular ways to make meaning (AC9EFLA06)</li> <li>• Recognise different types of literary texts and identify features including events, characters, and beginnings and endings (AC9EFLE03)</li> <li>• Interact in informal and structured situations by listening while others speak and using features of voice including volume levels (AC9EFLY02)</li> <li>• Use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently (AC9EFLY05)</li> <li>• Share a perspective on information, such as stories about significant events and special</li> </ul>	



	<p>places (AC9HSFS03)</p> <ul style="list-style-type: none"><li>• Use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas (AC9ADFD01)</li><li>• Share their arts works with audiences (AC9ADAFP01)</li></ul>
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**Topic 1 – WHAT IS CONFLICT?**

Begin by opening the Teaching Slides for Topic 1. The core activity aligns with the first of the Teaching Slides and the eBook for this topic is embedded within these slides.

Subsequent slides correspond with the additional activities.

If you aren't using the Teaching Slides, the eBook for this topic can be found [here](#).

Printable memory verse PDFs are available on the website under Additional Resources.

**INTRODUCING THE TOPIC**

<b>LESSON OUTCOME</b>	Students will learn what conflict is and how we respond. We can choose to make peace like Jesus.
<b>PEACEWISEKIDS TOPIC GOALS</b>	Module 1 Topic 1 Goal 1 Module 1 Topic 1 Goal 2
<b>AUSTRALIAN CURRICULUM LINKS</b>	AC9HPFP05, AC9HPFP02, AC9HPFP03, AC9HPFP06, AC9EFLA02, AC9EFLA03, AC9EFLA06, AC9EFLE03, AC9EFLY02, AC9EFLY05, AC9HSFS03, AC9HPFP04

Read or play **Story 1: Scuffle in the Sandpit** all the way through. Then, use the slides as prompts to work through the discussion questions below. These questions are also in the notes section of the PowerPoint, which can be easily viewed when displaying the slide show in Presenter mode.

**Topic 1 Slide 1**

- What happened to Frilly and Wally in the story? What did Mr Burra call this? (Conflict)
- What do you think conflict is? (Conflict is when we are arguing with someone, fighting, not getting along)
- Who do you think you can have conflict with? (Anyone! Even your best friends)
- Where do you think conflict happens? (It can happen anywhere!)
- Have you had conflict with someone?

**Topic 1 Slide 2**

- How did Frilly feel after the conflict between her and Wally? (Frilly felt angry and also sad because her sand city had been ruined.)
- How did Wally feel? (Wally felt sad because he was being left out. Then he felt angry. Then he wanted to run away and hide.)
- How do you feel when you have conflict with someone? Which of these emojis do you feel? (Most people feel angry or sad – or both! – when they have conflict. Others can feel worried or scared.)

**Topic 1 Slide 3**

- Mr Burra showed Frilly a slippery slope and told him that when we have a fight or conflict with someone, we choose one of these 3 ways to react.

**Topic 1 Slide 4**

- When we choose the attack side of the slippery slope, we choose to be mean to the other person, to say unkind things and to do unkind things. We might yell and fight or we might use our body to hurt the other person.
- Who chose the attack side in the story? (Frilly was mean by not letting Wally play. Wally chose to attack by jumping on their sand city. Frilly and Krash yelled at Wally and called him a name.)
- What are some ways you have chosen the attack side when you've had a conflict with someone?



### Topic 1 Slide 5

- When we choose the escape side of the slippery slope we choose to hide from the conflict. We might not want to talk to the other person about what happened, or we might pretend that it didn't happen. We might try to just blame the other person.
- Who chose the escape side in the story? (Wally ran away after he jumped in the sandpit and ruined the sand city. He hid from everyone. Frilly tried to say it was all Wally's fault without thinking about how she had been mean and told him he couldn't play with them.)
- What are some ways you can choose the escape side when you've had a conflict with someone?

### Topic 1 Slide 6

- Mr Burra showed Frilly that the best place to be when you have a conflict is on top of the slippery slope where the 'make peace' part is. This is where you choose not to attack or to escape. You choose to try to make peace with the other person. You choose to fix the conflict and make sure you are friends again. This is called being a peacemaker. If you choose to attack you are being a peacebreaker. If you choose to escape you are being a peacefaker. God loves us and he wants us to choose peace.
- What do you think Frilly might do next in the story to try to fix things with Wally?
- Who wants to learn more about how to be a peacemaker like Mr Burra said?
- What kinds of things do you think peacemakers might do? (Students might have a variety of responses here – to talk about the fight, to say sorry, to forgive, to be patient etc. Encourage their answers and tell them that they are going to be learning a lot in the coming weeks about how to be a peacemaker!)



**ENGAGING WITH THE TOPIC: HANDS ON ACTIVITY 1 – HOW DOES CONFLICT FEEL?**

<b>LESSON OUTCOME</b>	Students reflect on how different scenarios make them feel – happy or sad. Some of the scenarios are conflict ones and some are situations where there is peace. Students also identify where the conflict scenarios are taking place and acknowledge that conflict can happen anywhere.
<b>PEACEWISEKIDS TOPIC GOALS</b>	Module 1 Topic 1 Goal 1
<b>AUSTRALIAN CURRICULUM LINKS</b>	AC9HPFP05, AC9HPFP02, AC9HPFP03, AC9HPFP06, AC9EFLY02

**ACTIVITY OUTLINE**

Students create a happy/sad sign.


- Use a paper plate or circle cut from thick card and ask students to draw a face on each side: one happy and one sad. Attach a popstick to the bottom of the circle so that the students can hold up their sign.
- Read out the scenarios below which accompany the slides on the teaching slides for this activity. Some of these scenarios are conflicts and some are not. Ask them to turn their happy/sad sign to the side which shows how they would feel if that happened to them and hold it up to show you.
- **SCENARIOS:**
  - Slide 1 Photo 1: This boy is being teased by his friends.
  - Slide 1 Photo 2: This girl is opening a present on Christmas Day
  - Slide 2 Photo 1: This boy is at a birthday pizza party
  - Slide 2 Photo 2: This girl is really angry that her Dad won't let her watch TV
  - Slide 3 Photo 1: This girl is missing out on a game in the classroom because she wouldn't help to pack up.
  - Slide 3 Photo 2: This boy is showing his friends a new game on his computer
  - Slide 4 Photo 1: This girl is helping her sister to paint something for their Mum
  - Slide 4 Photo 2: This boy does not want to wait for his turn on the swing at the park
  - Slide 5 Photo 1: These girls were saying mean things about another girl and their dance teacher heard them and is very disappointed in them.
  - Slide 5 Photo 2: This boy is letting his sister play on his new device with him.
- Comment on how many happy and sad faces there are. After you have been through all of the photos, point out that the scenarios that make most of us sad are conflicts.
- Choose one of the conflict scenarios and ask students to suggest ways that the people in the conflict might be feeling such as sad, angry, confused, annoyed, frustrated, feel like hiding, feel like yelling etc. Ask students to think about a time they felt these things and explain that they were probably in a conflict. Remind students that God loves them and cares for them and wants to help them with their conflict.
- Go through the scenario photos again and ask the students where they think these conflicts are happening – at home? School? Somewhere else? Point out the fact that conflict can and does happen anywhere!
- Explain how conflict can happen anytime or anywhere. Conflict can leave us feeling angry or upset but God has a plan to help us become peacemakers!



**ENGAGING WITH THE TOPIC: HANDS ON ACTIVITY 2 – GIANT SLIPPERY SLOPE**

<b>LESSON OUTCOME</b>	Students reflect on each section of the slippery slope. They identify what it means to be a peacebreaker, peacefaker and a peacemaker and also how it feels to be each one. They draw pictures of this and create a giant class slippery slope.
<b>PEACEWISEKIDS TOPIC GOALS</b>	Module 1 Topic 1 Goal 2
<b>AUSTRALIAN CURRICULUM LINKS</b>	AC9HPFP02, AC9HPFP03, AC9ADFD01, AC9ADAFP01

**ACTIVITY OUTLINE**

**NOTE:**  Part B of this activity could be completed as part of a guided rotation or it could be completed as a whole class. You will need to print the blank slippery slope provided in **Appendix 1** for each student.

**Part A**

- Look at the section of the story again where Mr Burra describes each part of the slippery slope. Then show students Slide 3 from the teaching slides for this topic which shows the slippery slope.
  - What does it mean to be a **peacebreaker**? A peacebreaker is someone who chooses the attack side when there is a conflict. Ask students to show a peacebreaker facial expression like frowning or looking angry or sad. List some of their answers.
  - What does it mean to be a **peacefaker**? A peacefaker is someone who chooses the escape side when there is a conflict. Ask students to show a peacefaker expression, such as hiding behind their hands or pointing to someone else blaming them. List some of their answers.
  - What does it mean to be a **peacemaker**? A peacemaker is someone who wants to work out the problem they are having with someone in a kind and wise way. Ask students to express how they would feel as peacemakers, such as smiling and looking happy. List some of their answers.

**Part B**

- Ask students to draw a picture of themselves showing how they might look or feel if they chose to attack, escape or to make peace in a conflict. Explain that they should do each picture in the same section of their slippery slope as the one on display, so that the make peace part is in the middle.
- If time permits, have students cut out the three sections of their slippery slope and glue them onto a large slippery slope in the appropriate section. You could draw this large slippery slope onto a whiteboard or on butcher’s paper. Then discuss which part of the slope looks the happiest.
- Pray to God thanking him that he loves us and wants peace for us. Ask God to help us to be peacemakers.



Appendix 1

