



MODULE 1: Understanding Conflict

TOPIC 1 LESSON PLAN

THE FIRST SECTION OF THIS LESSON PLAN CONTAINS CONTENT TO BE TAUGHT WHEN STUDENTS FIRST ENGAGE WITH COURSE 5 OF PEACEWISEYOUTH. THE SECOND SECTION CONTAINS CONTENT INTENDED TO BE USED FOR CONSOLIDATION FOR ANY FURTHER ENGAGEMENT WITH COURSE 5.

What is conflict?

Conflict is a part of everyday life

Students will explore what conflict is and how inevitable and damaging conflict can be both for the individual and their emotions and also for their relationships. They will discover the common ways all people respond to conflict with the help of the ‘Slippery Slope of Conflict’. They will be challenged to consider the ways they normally respond to conflict and see that the first step in working out the best way to deal with conflict is to understand how they respond to it!



**LEARNING INTENT:** *Conflict is a part of our everyday lives, but we can choose peace!*

	Goal 1	Goal 2	Goal 3
<b>PeaceWiseYouth Topic Goals</b>	Explore different types of conflict.	Recognise the three main ways people respond to conflict.	Reflect on your own responses to conflict.
<b>Australian Curriculum Links</b>	<ul style="list-style-type: none"> <li>Investigate the impact of transition and change on identities ACPPS070</li> <li>Practise and apply strategies to seek help for themselves or others ACPPS072</li> <li>Investigate the benefits of relationships and examine their impact on their own and others’ health and wellbeing ACPPS074</li> <li>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity ACPPS075</li> <li>Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning ACELY1804</li> <li>Develop and use criteria to make informed decisions and judgements ACHASSI161</li> <li>Reflect on learning to propose personal and/or collective action in response to an issue or challenge, taking into account different perspectives, and describe the expected effects ACHASSI162</li> <li>Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes ACADRM040</li> <li>Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning for theatrical effect ACADRM042</li> <li>Perform devised and scripted drama maintaining commitment to role ACADRM044</li> </ul>		

## ACTIVITIES:

It is recommended that the discussion time and relevant worksheet activity be completed as a class after students have watched the infographic stimulus video. The additional activities are available for teachers to enhance their students' understanding of the content and can be selected based on the needs of the class and time available.

## KEY VERSES:

Each topic of Course 5 PeaceWiseYouth has a key Bible verse/s which can be explored.

*God blesses those people who make peace. They will be called his children!*

*Matthew 5:9 (CEV)*

## ACTIVITY OPTIONS:

<b>DISCUSSION TIME</b>	Students share their thoughts about conflict and what it is. They reflect on the three main ways people deal with conflict and how they escaped or attacked as a response in the past.
<b>PEACEWISEYOUTH TOPIC GOALS</b>	Module 1 Topic 1 Goal 1 Module 1 Topic 1 Goal 2 Module 1 Topic 1 Goal 3
<b>AUSTRALIAN CURRICULUM LINKS</b>	ACPPS070, ACPPS072, ACPPS074, ACPPS075, ACELY1804
<b>ACTIVITY OUTLINE</b> <b>Discussion Warm Up</b> In pairs have students share with each other about a conflict they had with someone recently. Ask each of them to draw between 1-3 emojis which show the strongest emotions they felt during that conflict. Are any of their emojis the same? <b>Questions for Discussion:</b> <ul style="list-style-type: none"><li>• Why do you think conflict makes different people feel different emotions?</li><li>• What is your definition of what conflict is? (The video gave the definition as a difference in what we want or think that causes tension in a relationship.)</li><li>• What are the 3 main ways we deal with conflict? (Escape, attack and make peace.)</li><li>• What are the three escape responses on the slippery slope? (Deny, blame game, hurt myself – anything so we don't have to really deal with it.)</li><li>• Share about a time you responded to conflict by escaping.</li><li>• What are the three attack responses? (put down, exclude, fight)</li><li>• Share about a time you responded to conflict by attacking.</li><li>• Why do you think these two responses are unhelpful when you're in a conflict?</li><li>• Why are these responses on the sides of the slippery slope and make peace in the middle? Why do you think it's called a slippery slope?</li><li>• What are the three Make Peace responses to conflict (Overlook, talk, get help – explain to students that they are going to be learning lots more about each of these as the course progresses.)</li><li>• Share about a time you think you chose a make peace response when you were having conflict with someone? Did it help your relationship with them? What might have happened if you'd chosen to attack or escape instead?</li></ul> <b>Discussion Cool Down</b> Key Bible verse and Worksheet Share the key Bible verse above for this topic with the students. What do they think it means? How does it relate to this topic? Have students complete Topic 1 worksheet "What Might Be Said". Ask them to imagine that they are in a conflict with someone. What might they say to that person if they were respond with each of the ways listed on the slippery slope?	

<b>GAME OF CHOICE</b>	Students are given conflict scenarios where they have to indicate the choice they feel the person made in the scenario.
<b>PEACEWISEYOUTH TOPIC GOALS</b>	Module 1 Topic 1 Goal 2 Module 1 Topic 1 Goal 3
<b>AUSTRALIAN CURRICULUM LINKS</b>	ACHASSI161, ACHASSI162, ACPPS074, ACPPS075
<p>Below are various conflict scenarios. Explain to students that you are going to read out a conflict scenario and they have to move to a designated area at the front of the room to indicate whether they think the person in the scenario chose an escape, attack or make peace response. Show them that the far left is the escape, the middle is the make peace and the far right is the attack response. After that ask them to think about how they think they would have responded in a similar conflict (ask them to be honest with themselves). Ask one student from each response why they think they would have responded that way (if there is a student in each response area).</p> <p><b>Scenario 1:</b></p> <p>Ben had just got in from school. He was tired and stressed. He grabbed a drink, flopped on the lounge and fired up his game. This was just what he needed to put the stressful day behind him. Then his Mum came in from work and reminded him that he hadn't done his household jobs yet – the bins needed emptying and the dog needed walking. Ben flipped. He yelled at his mother and accused her of not caring about how tired he was after school.</p> <p><b>Scenario 2:</b></p> <p>Ben's Mum wouldn't let him go to his friend's place the next weekend because of the way he spoke to her. Ben was really angry at first. Then he started to think through what happened. He is always tired and grumpy after school. He also thought how tired his Mum probably was after a day of work and how he had said some cruel words to her. He decided to apologise to his Mum, and then to ask if they could work out a plan for how to manage his tiredness when he comes home from school so he could have some time to chill as well as get his jobs done.</p> <p><b>Scenario 3:</b></p> <p>Jen had always loved soccer. She played on the weekends and trained on Thursday nights. The trouble was that her coach put the players down if they made a mistake on the field. It really upset her, but she didn't tell anyone how she felt and pretended everything was ok. Sometimes, alone in her bedroom at night she cried, and she shut everybody out.</p> <p><b>Scenario 4:</b></p> <p>Jen decided to tell some friends in another soccer team about how "nasty" her coach was. One of the other girls told their dad. That dad told Jen's dad what he'd heard the kids say. Jen got into trouble from her dad for gossiping. Now Jen was even more upset. She blamed her friend for telling her dad.</p>	

<b>CONFLICT RESPONSES IN FILMS</b>	Students view several excerpts from movies and discuss the responses to conflict displayed in them. They analyse why they think the character chose this response and reflect on why it's helpful to understand the way we tend to respond to conflict.
<b>PEACEWISEYOUTH TOPIC GOALS</b>	Module 1 Topic 1 Goal 1 Module 1 Topic 1 Goal 2
<b>AUSTRALIAN CURRICULUM LINKS</b>	ACHASSI161, ACPPS075
<p><b>ACTIVITY OUTLINE</b></p> <p>At <a href="http://www.wingclips.com">www.wingclips.com</a>, there are several appropriate movie clips (each lasting approx. 2 minutes) which can be downloaded (free registration required). After students view each movie clip discuss the following questions:</p> <ul style="list-style-type: none"> <li>• What was the conflict about?</li> <li>• How did the character/s respond to the conflict?</li> <li>• Why do you think they chose to respond that way?</li> <li>• How would it be helpful to that character for them to understand the slippery slope?</li> </ul> <p>Film Clips:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.wingclips.com/movie-clips/mean-girls/anything-to-apologize-for">http://www.wingclips.com/movie-clips/mean-girls/anything-to-apologize-for</a></li> <li>• <a href="http://www.wingclips.com/movie-clips/back-to-the-future-3/nobody-calls-me-yellow">http://www.wingclips.com/movie-clips/back-to-the-future-3/nobody-calls-me-yellow</a></li> <li>• <a href="https://www.wingclips.com/movie-clips/shrek/better-off-alone">https://www.wingclips.com/movie-clips/shrek/better-off-alone</a></li> <li>• <a href="https://www.wingclips.com/movie-clips/turbo/start-your-engines">https://www.wingclips.com/movie-clips/turbo/start-your-engines</a></li> </ul>	

<p><b>CONSOLIDATION IDEAS</b></p>	<p>If you are teaching this Course 5 content to students who have already engaged with Course 5 (most likely when they were in Year 7), these are some suggestions for how you could consolidate the concepts previously learnt.</p>
<p><i>NOTE: Students will need to watch the good stuff in the infographic stimulus video to refresh their memories of the principles taught in this topic.</i></p> <p><b>Completing all activities above</b></p> <p>If there are any of the activities in the first section above which students did not complete during their first engagement with Course 5, these would work well as consolidation activities. Check with previous teacher as to which activities were completed.</p> <p><b>Consolidation discussion questions</b></p> <ul style="list-style-type: none"> <li>• Do you think you rated yourself any differently for which way you respond to conflict in the online Take A Moment activity?</li> <li>• Why do you think you rated yourself differently this time?</li> <li>• What was the main thing you were reminded of about the ways we respond to conflict when you did the online activities?</li> <li>• Share an example of a conflict you've had recently where you were able to choose one of the make peace responses. What difference did it make? What might have happened if you had chosen to escape or attack instead?</li> <li>• Can you think of any famous people who have responded to conflict in unhelpful ways? How might their situation have turned out differently if they had chosen to make peace?</li> <li>• What have you learnt about yourself since you started your PeaceWiseYouth journey?</li> <li>• Have you been able to share any good stuff about peacemaking with any of your friends and family?</li> </ul> <p><b>Responses to Conflict – Drama activity</b></p> <p>Ask groups of students to prepare and perform short dramas to the class which show the three different ways someone might respond to the same conflict. They can choose their own conflict scenario. Read them this one as an example.</p> <p><i>Jack has brought home his school report and it's not good. His teachers have made comments about him being rude in class and not completing his work. His parents are very unhappy and have told him he is grounded and cannot go anywhere on weekends for a month.</i></p> <p>Possible responses:</p> <p><b>Escape:</b> Jack goes to his room and puts on his headphones with the music really loud. He refuses to come out of his room for dinner and ignores his parents when he sees them. When he does finally talk to them, he blames his friend Tim, who he says is always talking to him in class.</p> <p><b>Attack:</b> Jack responds by arguing with his parents and calling them unkind things. He slams the door of his bedroom and refuses to do his homework.</p> <p><b>Make peace:</b> Jack accepts that he hasn't been showing respect in class or completing his work. He admits that while Tim hasn't helped the situation, his performance is not Tim's responsibility but his own. He tells his parents that he understands that there are consequences and that he will apologise to his teachers and try harder.</p> <p>After each of the groups have performed debrief with the class about the responses. Reinforce that we always have a CHOICE about how we respond to conflict.</p>	