



PeaceWiseYouth  
peacemakers for life

## COURSE 6: Year 9 & 10

### Group Presentation Lesson Plan

#### MODULE 1: Understanding Conflict

## TOPIC 1: What is conflict?

*Conflict is part of everyday life*

### There are 5 topics in Module 1.

Students will explore the everyday nature of conflict that disturbs their peace and understand that:

**Topic 1:** Conflict is a part of our everyday lives but we can choose peace.

**Topic 2:** Conflict comes from putting what we want ahead of what God wants.

**Topic 3:** God is the God of peace. God wants us all to live at peace with him and other people through Jesus, the ultimate peacemaker.

**Topic 4:** Conflict is not all bad. Conflict can be an opportunity to grow by pleasing God, being kind to others and being more like Jesus.

**Topic 5:** We follow the 4 parts to peacemaking as found in the Bible.

### What's in Topic 1?

Students will explore what conflict is and how prevalent and damaging conflict can be both for the individual, their emotions and also for their relationships.

They will discover the common ways all people respond to conflict and see that the better way is to stay on top of conflict. They will be challenged to consider the ways they normally respond to conflict.



Staying on top of the slippery slope of conflict

### Video Stimulus:

*"Staying on top of conflict" (3.54 mins)*

### Australian Curriculum Level 6

The document, *'PeaceWiseYouth Course 6 Curriculum for students in Years 9 & 10'* is found with the document supplied to you. It details the relevant Content Descriptors from the Australian Curriculum.

**Learning Intent:** *"Conflict is part of our everyday lives but we can choose peace."*

**USEFUL RESOURCE:** *There is a colourful A2 poster of the Slippery Slope for sale in the online store of the [peacewisekids.org](http://peacewisekids.org) website. It would be so handy to display.*

**LIVE TASKS:**

<b>OUTCOME 1</b>	<b>Explore different types of conflict.</b>
<b>Task 1:</b> <b>What do you experience?</b>  15 mins	<u>Brainstorm/categorising activity</u>  As a whole group: a. Ask the students to give a definition of conflict using their own words. Write these ideas on the board and together come to a consensus for the meaning of conflict ( <i>i.e. a difference in opinion or purpose that frustrates someone’s goals or desires</i> ). b. Allow the students to brainstorm all the possible conflicts they can think of (especially those experienced by their age group). Place these suggestions on a whiteboard. c. In pairs, allow the students to categorise the suggestions into the following groups: <ul style="list-style-type: none"> <li>• personal</li> <li>• family</li> <li>• friends</li> <li>• community</li> <li>• world</li> </ul> Questions: 1. List the conflicts that were difficult to place in one category. Give reasons for this difficulty. ( <i>possible answers: groups are interconnected and affect other groups, conflict has a rippling effect</i> ) 2. Which category has the highest number of conflicts? Which category has the lowest? Give possible reasons for these numbers ( <i>possible answer: less in the ‘world’ category/ more in the ‘personal’ category: we find it hard to look beyond ourselves</i> )

<b>OUTCOME 2</b>	<b>Recognise the three main ways people respond to conflict and see that we can choose the peacemaking responses.</b>
<b>Watch the infographic video, “Staying on top of conflict” (3.54 mins).</b>	
<b>Task 2:</b> <b>Conflict in the Bible</b>  10-15 mins	<u>Examining bible passages - conflict</u>  Choose 1 or more of the Bible passages below and complete the activity below. <b>Bible passages:</b> <ul style="list-style-type: none"> <li>• A riot at Ephesus (Acts 19: 21-41)</li> <li>• Paul opposes Peter (Galatians 2: 11-14)</li> <li>• Jesus and the Jewish authorities (Mark 3:1-6 )</li> <li>• Jesus and the disciples (Matthew 26:47-56)</li> <li>• Judas’s suicide (Matthew 27: 3-5)</li> <li>• Paul and Barnabas separate (Acts 15:36-41)</li> </ul>

	<p><b>Activity</b></p> <p>Based on the Slippery Slope you just saw in the video, describe:</p> <ol style="list-style-type: none"> <li>The type of conflict (internal/family/friends/community/world)</li> <li>The responses of each person involved according to the slippery slope</li> <li>How could it have been different if the people involved responded as a peacemaker?</li> </ol>
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<b>OUTCOME 3</b>	<b>Reflect on our own responses to conflict.</b>
<p><b>Task 3:</b> <i>My human model</i></p> <p>10 mins</p>	<p><u>Evaluating conflict responses and their impact</u></p> <p>Discuss as a group or do this work individually or in pairs. The students name a person they admire (celebrity or someone known to them). Complete the following questions concerning the named individual:</p> <ol style="list-style-type: none"> <li>How does your admired person respond to conflict? (Note: students may need time to investigate)</li> <li>How does the way they respond to conflict impact how you respond? Explain giving a personal example.</li> </ol>
<p><b>Task 4:</b> <i>S.O.A.P</i></p> <p>10-15 mins</p>	<p><u>Analysis and application of scripture</u></p> <p>The acronym S.O.A.P is a helpful technique to examine scripture. S.O.A.P stands for Scripture, Observation, Application and Prayer. This technique may be used individually, in pairs or in groups.</p> <p><b>Scripture:</b> Proverbs 15:18; 16:28; 17:14; 22:10; 26:20</p> <p><b>Observation:</b> What do you learn about conflict from these verses?</p> <p><b>Application:</b> Which verse speaks to you the most? How can you apply this verse to your own circumstances?</p> <p><b>Prayer:</b> Write or pray a prayer of thanksgiving, adoration, confession or request as a response to these verses.</p>