

TOPIC 1 LESSON PLAN

What is conflict?

Conflict is a part of everyday life

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.



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

	<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"> • Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003) • Practise personal and social skills to interact positively with others (ACPPS004) • Identify and describe emotional responses people may experience in different situations (ACPPS005) • Identify actions that promote health, safety and wellbeing (ACPPS006) • Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429) • Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430) • Recognise that texts are made up of words and groups of words that make meaning (ACELA1434) • Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437) • Identify some features of texts including events and characters and retell events from a text (ACELT1578) • Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) • Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) • Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) • Explore a point of view (ACHASSI005) • Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106) • Create and display artworks to communicate ideas to an audience (ACAVAM108) 	

ACTIVITIES:

- You should either read or play **Story 1: Scuffle in the Sandpit** to the students at the beginning of this lesson. The story link is here below to help you prepare, but it is also in the PowerPoint teaching slides file.
 - [Streaming link to Scuffle in the Sandpit](#)
- Following this are some teaching slides for you to use with your students along with the teacher notes in this lesson plan to accompany them. This is an important teaching time which should be completed before either of the additional activities provided in this lesson plan.
- 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 the time available.

MEMORY VERSE:

The Module 1 memory verse is Matthew 5:9 (CEV):

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

In class support for memorisation of the verse can include using the provided PDF document of the Module memory verses, creating a class poster (individually or in groups), creating actions/song or having a class incentive for learning the verse.

STORY AND LEARNING/DISCUSSION TIME	Book 1: Scuffle in the Sandpit Students will listen to the story and interact with the teaching slides.
PEACEWISEKIDS TOPIC GOALS	Module 1 Topic 1 Goal 1 Module 1 Topic 1 Goal 2
AUSTRALIAN CURRICULUM LINKS	ACPPS003, ACPPS004, ACPPS005, ACPPS006, ACELA1429, ACELA1430, ACELA1434, ACELA1786, ACELT1578, ACELY1646, ACELY1784, ACELY1650, ACHASSI005

Read or play **Story 1: Scuffle in the Sandpit** all the way through for students to watch. The following notes are to accompany the slides which follow the story. These provide teaching prompts and discussion questions you can use.

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 the conflict between Frilly and Wally make Frilly feel? (It made her angry and it also made her sad as her sand city had been ruined.)
- How did it make Wally feel? (It made him feel sad because he was being left out. Then it made him angry. Then it made him want 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!)

HAPPY AND SAD	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.
PEACEWISEKIDS TOPIC GOALS	Module 1 Topic 1 Goal
AUSTRALIAN CURRICULUM LINKS	ACPPS003, ACPPS004, ACPPS005, ACPPS006, ACELY1646, ACELY1784
<p>ACTIVITY OUTLINE</p> <p><i>Note: As preparation for this lesson students will need to make their own Happy/Sad sign. This could be done as part of a guided rotation or as a whole class. You will need to display the slides which follow the teaching slides in Topic 1.</i></p> <ul style="list-style-type: none"> • 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 PowerPoint 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: <ul style="list-style-type: none"> ○ 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. ○ Slide 6 Photo 1: This girl was upset that her sister touched her toy ○ Slide 6 Photo 2: This girl didn't tidy up her toys when her Mum told her to and now she's not allowed to play • 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! 	

GIANT SLIPPERY SLOPE	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.
PEACEWISEKIDS TOPIC GOALS	Module 1 Topic 1 Goal 2
AUSTRALIAN CURRICULUM LINKS	ACPPS004, ACPPS005, ACAVAM106, ACAVAM108

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 2 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.

