



COURSE 2: YEARS 1-2

TOPIC 1 LESSON PLAN

What is conflict?

SCOPE & SEQUENCE

COURSE 2	MODULE 1 UNDERSTANDING CONFLICT	TOPIC 1	What is conflict?
		TOPIC 2	Where does conflict come from?
		TOPIC 3	What is God's peace plan for us?
		TOPIC 4	How can conflict be an opportunity?
		TOPIC 5	How do we become peacemakers?
	MODULE 2 RESPONDING TO CONFLICT	TOPIC 6	How do I get God's help with conflict?
		TOPIC 7	How do I take responsibility for my part in a conflict?
		TOPIC 8	How do I solve many of my conflicts?
		TOPIC 9	How can I forgive as God forgives and choose peace?
		TOPIC 10	How can I be a peacemaker?
	MODULE 3 PEACEMAKERS FOR LIFE	TOPIC 11	How do I know when to overlook or when to talk to the other person?
		TOPIC 12	How do I make peace when the other person doesn't want to make peace?
		TOPIC 13	How can I help make my home a place of peace?
		TOPIC 14	How can I build peace everywhere I go?
		TOPIC 15	How can peacemaking point people to Jesus?

LESSON PLAN INDEX

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*If you are unsure whether to teach the Year A or Year B lesson plans (or whether to use Workbook A, please refer to the [Course 2 Scope and Sequence Document](#) for further information.



TOPIC 1 AT A GLANCE – Year A

What is conflict?

		TIME	RESOURCES REQUIRED
INTRODUCING THE TOPIC	Teacher directed lesson	10-15 minutes	• Print Appendix 1 (A3, colour, one set) • Scissors • Split pin • Topic 1 Stimulus Video
STUDENT ENGAGEMENT	Workbook A	5-10 minutes	• Workbook A Topic 1 • Workbook A Answers (Appendix 3)
ACTIVITIES	Popstick Puppet Plays	15-20 minutes	• Print Appendix 2 (one each) • Markers/pencils/crayons • Scissors • PVA glue • Popsticks
	I Can Choose Peace Poster	15-20 minutes	• Old magazines • PVA glue • Scissors • Large cardboard or butcher's paper • Markers/pencils/crayons



TOPIC 1 AT A GLANCE – Year B

What is conflict?

		TIME	RESOURCES REQUIRED
INTRODUCING THE TOPIC	Teacher directed lesson	10-15 minutes	- Print Appendix 1 (A3, colour, one set) - Scissors - Split pin - Topic 1 Stimulus Video
STUDENT ENGAGEMENT	Workbook B	5-10 minutes	- Workbook B Topic 1 - Workbook Answers (Appendix 3)
ACTIVITY	Slippery Slope Role Play	10-15 minutes	Use resource from Discussion Time

PEACEMAKER TOOLBOX (optional)

		TIME	RESOURCES REQUIRED
PEACEMAKER TOOLBOX	Peacemaker Toolbox	15-20 minutes	- Shoebox or craft paper or manilla envelope/cardstock - Blank cardboard for label - Markers/pencils/crayons



TOPIC OVERVIEW: What is conflict?

Conflict is a part of everyday life

Students will learn that conflict is part of everyday life for everyone and that we can have conflict with anyone, anywhere! They will identify that there are three main ways that people react to conflict and see that peacemaking is something that we can choose. Jesus was the ultimate peacemaker!



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

	Goal 1	Goal 2
PeaceWiseKids Topic Goals	Explore different types of everyday conflict. - Between other children, with parents/carers, with siblings, with other adults. - At school, at home, at the park, at sport, music practice, everywhere!	Identify the three main ways people respond to conflict using the slippery slope. Further investigate the escape and attack responses, as well as the make peace response and how it allows us to be peacemakers.
Australian Curriculum Links	Year A Activities: - Identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe (AC9HP2P05) - Identify and explore skills and strategies to develop respectful relationships (AC9HP2P02) - Use visual conventions, visual arts processes and materials to create artworks (AC9AVA2C01) - Share artworks and/or visual arts practice in informal settings (AC9AVA2P01) - Discuss perspectives related to objects, people, places and events (AC9HS1S04) - Use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions (AC9E1LY02) - Use the elements of drama and imagination in dramatic play and/or process drama (AC9ADR2D01) - Create and co-create fictional situations based on imagination and/or experience (AC9ADR2C01) - Practise strategies they can use when they need to seek, give or deny permission respectfully (AC9HP2P04) Year B Activities, all of the above, plus: - Draw conclusions and make proposals (AC9HS2S05) - Use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions (AC9E2LY02) - Explore how language can be used for appreciating texts and providing reasons for preferences (AC9E2LA02)	



- Experiment with and begin to make conscious choices of vocabulary to suit the topic (AC9E2LA09)

YEAR A ACTIVITIES – FIRST YEAR OF LEARNING (usually Year 1)

Topic 1 – WHAT IS CONFLICT?

Begin by watching the core stimulus video for Topic 1 found [here](#).

Complete the Introducing the Topic **and** Student Engagement (Workbook A) activity below. Both of these elements are essential for student learning.

The additional Year A Activities (first year of learning) are highly recommended to embed learning, however these are optional, based on the time and resources of each individual class.

The Peacemaker Toolbox is an extra activity found at the end of the lesson plan in Course 2 only and provides a unique way for students to engage with the peacemaking tools taught throughout the course.

INTRODUCING THE TOPIC

LESSON OUTCOMES	Students discuss what they have learnt from Scruff and Michael about conflict and peacemaking. They review the different ways people react to conflict and share how they have reacted to conflict situations in the past. Students acknowledge that conflict is possible with anyone at any time, but they can choose peace. Jesus is the ultimate peacemaker.
PEACEWISEKIDS TOPIC GOALS	Module 1 Topic 1 Goal 1 Module 1 Topic 1 Goal 2
AUSTRALIAN CURRICULUM LINKS	AC9HP2P05, AC9HS1S04, AC9E1LY02, AC9HP2P02
ACTIVITY OUTLINE  <i>Print and make the interactive slippery slope in Appendix 1 below to use before this discussion time starts. Ideally this should be enlarged to A3 size and laminated. Laminate and cut out the pointer and attach with a split pin. You should be able to move the pointer to point at the various words on the slippery slope.</i> Discussion warm up Think-Pair-Share Ask students to think about what Scruff thought was the best way to react to conflict (like when he bumped Michael and made him spill his drink). Then have them share their ideas with a partner. Ask the class if anybody thought their partner had a good answer they can share with the class. Repeat the same process but this time ask them to think about what Super Rover thought was the best way to deal with conflict. Finally ask them what Michael suggested was the best way to deal with conflict. Questions for discussion: • After watching the video, what do you think conflict is? (Arguing, fighting, not getting along) • Do you think everybody has conflict in their life? (Yes!) • Who can you have conflict with? (Anybody! Prompt students to brainstorm who they can have conflict with but remind them not to use people's names – e.g. friends, classmates, brothers, sisters, parents, teachers, coaches, people they train with.... anybody!) Show students the interactive slippery slope and show them how it can point to the different parts. Point it to the orange 'Attack' side first. • What do you think it means if you react to conflict by attacking? (Using mean or unkind words, using your body to hurt somebody, yelling, excluding)	



- Why did Super Rover think attacking was the best idea in this video? (So he could get what he wanted.)
- A person slipping down the Attack side is a 'Peace Breaker'. Why do you think they can be called this? (By choosing to react to conflict by attacking they are breaking the chance of making peace with the other person.)

Point the interactive slippery slope to the blue Escape side.

- What do you think it means if you react to conflict by escaping? (Pretending that there is no conflict, hiding, not talking about it, avoiding people, blaming others)
- Why did Scruff think escaping was the best idea in this video? (i.e. thought he could pretend that there was no conflict. He wanted to avoid talking about the problem. He hoped the conflict would just go away.)
- Why do you think going to the Escape side when there's conflict doesn't work? (It doesn't fix the problem with your friends. It can make the problem worse because nobody is talking about it to the person involved, but often they are talking about it to others. It can make us think everything is the other person's fault and not ours.)
- Why are people who slide down the escape side known as Peacefakers? (They are pretending everything is fine when it's not.)

Point the interactive slippery slope to the green Make Peace part in the middle.

- What do you think it means if you react to conflict by trying to make peace? (You want to fix the problem. You want everything to be OK between you and the other person. You want to talk about it with the other person. You don't want to just blame them. You want to get help so things can be fixed.)
- Why did Michael think Making Peace was the best way to react to conflict? (So that we can fix the conflict we have with people and so we can have peace with God and also peace with others. So our friendships and relationships with others will be good, and because the Bible says that God blesses those who are peacemakers.)

STUDENT ENGAGEMENT ACTIVITY

Students complete **Topic 1** in Workbook A. Answers are included in **Appendix 3**.



YEAR A ACTIVITIES

LESSON OUTCOMES	Students make popstick puppets of Scruff, Super Rover and Michael. They use these to demonstrate their escape, attack and make peace responses to conflict. Students also consider other ways they might respond to conflict other than those they saw in the video.
PEACEWISEKIDS TOPIC GOALS	Module 1 Topic 1 Goal 2
AUSTRALIAN CURRICULUM LINKS	AC9HP2P04, AC9AVA2C01, AC9HS1S04, AC9ADR2D01, AC9ADR2C01, AC9HP2P02

ACTIVITY OUTLINE: POPSTICK PUPPET PLAYS



Print the images of Scruff, Super Rover and Michael in **Appendix 2** below.

- Explain to students that they are going to be making Popstick Puppets of Scruff, Super Rover and Michael. Have the students colour in the characters then cut them out. After they have finished cutting out the three characters, have them glue the pictures onto the top of a popstick (paddle pop stick) using PVA glue. (Another option is to have them glue the puppets onto thick card first before they cut it out to make it more durable.)
- Once students have prepared their puppets, demonstrate to them how they can use them to interact with each other like a puppet play by holding them behind a flat surface E.g. a desk or a box. You might want to show them this short clip to demonstrate: <https://youtu.be/tpk7ARD1Nc0>
- Place students into groups of 3 and give them around 10 minutes to work to develop a mini puppet play (they can hold one character each). Before they do this though you should brainstorm together about the different ways Scruff, Super Rover and Michael reacted to conflict in this video (it might be a good idea to watch the video as a class again). *Note: It is worth mentioning to students at this point that while Scruff reacted by escaping and Super Rover reacted by attacking that doesn't mean that they will always react that way. We can react both ways in different situations! And sometimes even both ways at the same time – we attack AND escape!*

Quickly review the words on the slippery slope:

ATTACK

Be Mean – this could be by using mean words, using put downs, gossiping, leaving someone out, laughing at someone when they don't think it's funny, generally being unkind.

Fight – using your body to hit, kick, pull or push someone in order to hurt them or to show them that you're angry.

ESCAPE

Fake It – pretend that the conflict isn't happening, avoid going near the person, hope that it will all go away without having to talk about it

Blame Game – blaming the other person for the conflict that is between you, not understanding that you may also have caused part of the problem

MAKE PEACE

Talk – talking to someone to try to work out the conflict, understanding that you can't always get your own way and that other people have needs and things they want to, trying to fix the friendship/relationship

Get Help – asking someone else to help you with a conflict you're having with someone if talking to them hasn't worked or you are too scared to talk to them.

- Explain that their puppet play should have the conflict scenarios mentioned in the video in it (Scruff knocking over Michael's drink then blaming Michael even though it was his fault, Super Rover wanting to attack and fight when he's in conflict, Michael suggesting that another option is to make peace). Suggest that the group think of other things that could be causing conflict between the three puppets. For example, they might all want to play a different game, they might all think that a ball



they found on the ground is theirs etc. Remind students that it's not always what we say that gets our message across, but also how we say it, and what our face and bodies are 'saying'.

- Whilst students still have a very basic knowledge of the attack, escape and make peace responses the main goal of this activity is for them to become aware of the difference between them. Have groups perform their popstick puppet play to the class if time permits.
- Students could store their puppets in their Peacemaking Toolbox (see below). They will need their puppets for future topics (Topic 7) so be sure to keep them safe!

LESSON OUTCOMES	Students brainstorm the different kinds of people who they may have conflict with and create a class poster to show that these are also the people who they can choose to make peace with.
PEACEWISEKIDS TOPIC GOALS	Module 1 Topic 1 Goal 1
AUSTRALIAN CURRICULUM LINKS	AC9AVA2C01, AC9AVA2P01
ACTIVITY OUTLINE: I CAN CHOOSE PEACE POSTER Explain to students that they are going to help to make a class 'I Can Choose Peace' poster. First brainstorm the people in their lives who they might have conflict with (remind them not to name specific people, but rather categories). For example, friends, classmates, parents, sisters, brothers, cousins, team-mates, teachers, coaches etc. Have students go through old magazines and cut out pictures of people who they think could be part of that category. While they are doing that, prepare the poster for them. This could be 3-4 large pieces of cardboard glued or stapled together to make a long poster or a long piece of butcher's paper. Write somewhere on the poster in large letters which stand out 'I Can Choose Peace With... '. Write the different categories students came up with spread out along the poster using thick textas. Have students come and glue the people they have cut out of the magazines next to the category they think they might fit into. Display this poster in the classroom as a reminder that while we can have conflict with anybody, it is how we react to that conflict that is important, and we can CHOOSE PEACE.	



YEAR B ACTIVITIES – SECOND YEAR OF LEARNING (usually Year 2)

Begin by watching the core stimulus video for Topic 1 found [here](#).

Complete the Introducing the Topic **and** Student Engagement (Workbook B) activity below. Both of these elements are essential for student learning.

The additional Year B Activities (second year of learning) are highly recommended to embed learning, however these are optional, based on the time and resources of each individual class.

The Peacemaker Toolbox is an extra activity found at the end of the lesson plan in Course 2 only and provides a unique way for students to engage with the peacemaking tools taught throughout the course.

INTRODUCING THE TOPIC

LESSON OUTCOMES	Students revise what they have learnt from Scruff and Michael about conflict and peacemaking. They review the different ways people react to conflict and share how they have reacted to conflict situations in the past. Students acknowledge that conflict is possible with anyone at any time, but they can choose peace. Jesus is the ultimate peacemaker.
PEACEWISEKIDS TOPIC GOALS	Module 1 Topic 1 Goal 1, Module 1 Topic 1 Goal 2
AUSTRALIAN CURRICULUM LINKS	AC9E2LY02, AC9E2LA09, AC9E2LA02, AC9ADR2D01, AC9ADR2C01, AC9HS2S05

DISCUSSION QUESTIONS



** Print and make the interactive slippery slope in **Appendix 1** below to use before this discussion time starts. Ideally this should be enlarged to A3 size and laminated. Laminate and cut out the pointer and attach with a split pin. You should be able to move the pointer to point at the various words on the slippery slope.*

- Who have you had conflict with since you started learning about being a peacemaker? (Remind students not to use people's names but rather their relationship to them e.g. friends, classmates, brothers, sisters, parents, teachers, coaches, people they train with.... anybody!)
- Has the way you deal with conflict changed since you first learnt about the slippery slope and the different ways we react to conflict? (Show students the interactive slippery slope.)

Point it the orange 'Attack' side.

- Who has reacted to conflict by attacking – either being mean or fighting? What happened? What could you have done differently that might have helped you to make peace?
- Why do you think we sometimes react to conflict by being mean and fighting? How else can we do this other than using words? (Using our face or body language to send a mean message, leaving others out, saying mean things about someone to others, sharing a friend's secret with others)
- Why doesn't attacking solve our conflicts?

Point the interactive slippery slope to the blue Escape side.

- Who has reacted to conflict by escaping – either by faking it and pretending that there is no conflict or hiding/avoiding someone or blaming someone else? What happened? What could you have done differently that might have helped you to make peace?
- Why do you think we sometimes react to conflict by faking it or playing the blame game? (We don't like how conflict makes us feel, we're scared, we're worried about the other person being upset, we think it will go away, we don't think it's our fault)
- Why doesn't escaping solve our conflicts?

Point the interactive slippery slope to the green Make Peace part in the middle.

- Who has reacted by conflict by making peace – talking about it or getting help? What happened?



- What stops us from choosing to react by making peace when we have conflict?
- Why does making peace help us to solve our conflicts?

STUDENT ENGAGEMENT ACTIVITY

Students complete Topic 1 in the Workbook B. Answers are included in **Appendix 3**.

YEAR B ACTIVITY

LESSON OUTCOMES	Students role play conflict scenarios where the way someone reacts to the conflict is either by choosing to attack, escape or make peace.
PEACEWISEKIDS TOPIC GOALS	Module 1 Topic 1 Goal 1 Module 1 Topic 1 Goal 2
AUSTRALIAN CURRICULUM LINKS	AC9E2LY02, AC9E2LA09, AC9E2LA02, AC9ADR2D01, AC9ADR2C01, AC9HS2S05

ACTIVITY OUTLINE: SLIPPERY SLOPE ROLE PLAYS

** Use the laminated Slippery Slope from the Discussion Time.*

- Review the different sections of the slippery slope by aiming the pointer at the different words and asking students to explain what each one means.
- Explain to students that they are going to be given an example of a conflict as a small group. They are going to be given time to work out how someone might react by attacking in this situation, how someone might react by escaping and how someone might react by making peace. Organise students into groups of 3-4.
- After students have had time to discuss their given conflict situation and to organise how they are going to role play each of the 3 reactions to the class, have them seated facing a 'stage' in the classroom. Invite one group to the stage and explain that you are going to point to one of the colours on the slippery slope. When you do this, they are to show the class what might happen in their conflict if someone chooses to react that way. For example, you might turn the pointer to the ESCAPE side of the slippery slope and the group will act out what might happen in their situation if someone chooses to play the blame game or to fake it (depending on which one they decided on).

Here are some conflict examples which you can give to groups. Alternatively, allow them to suggest one.

- Your brother or sister has eaten the last piece of cake that your Mum was saving for you.
- Your teacher is cross with you and your friend because you were talking during quiet reading. She says you have to stay in at lunch time. You weren't the one who started talking first.
- Your neighbour comes over to your house and takes your special toy from your bedroom without asking. You see them playing with it outside, and they're being rough with it.
- Your classmate keeps copying your work in the spelling test each Friday.
- Your friends haven't let you choose what game to play at lunchtime all week. They won't listen.
- Your Dad said you can't play on the computer because you haven't cleaned your room. You say that you have but Dad said it's not clean enough.
- Your friend at swimming lessons keeps making fun of the way you swim and the swimsuit you wear.
- You are the class leader so you are meant to be at the front of the line. Your classmates keep pushing you away so that you can't stand there.
- Your little brother or sister has pushed the Lego castle you spent hours making off the table and it has broken into many pieces.

After each group has performed ask the class to comment on the different reactions to conflict.



PEACEMAKER TOOLBOX

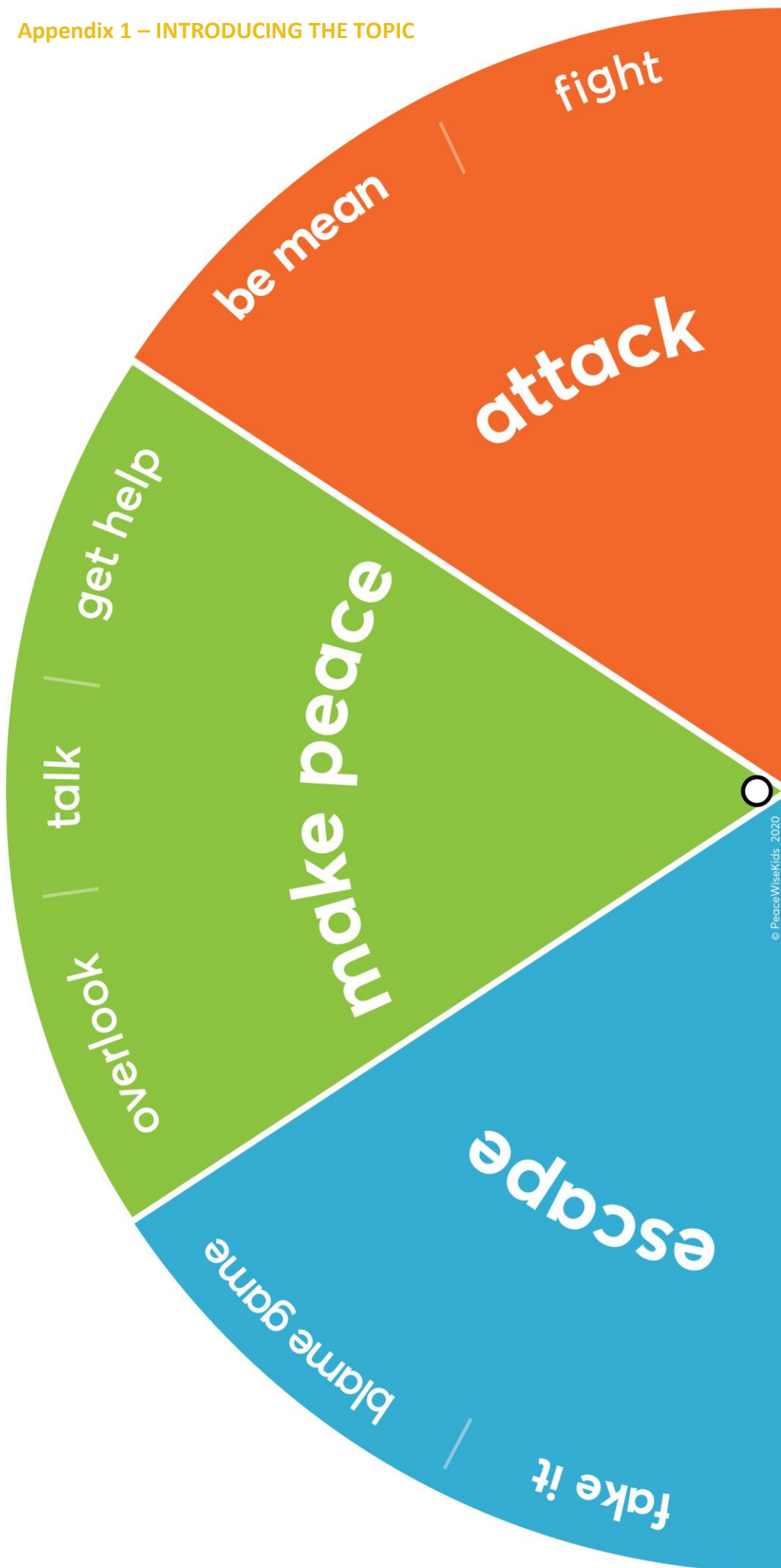
Making the toolbox

The Peacemaking Toolbox is an optional activity to further consolidate learning. Throughout Course 2, students create their own toolbox and add peacemaking 'tools' as they learn about them. Each time a new tool is introduced, students will have the opportunity to use the tools in the relevant lesson plans.

Here are some suggestions of what students could use to create their own toolbox.

1. Have each student bring in a shoebox and create a toolbox similar to the one in this website:
<https://www.fun-stuff-to-do.com/craft-toolbox.html>
Have students make a 'My Peacemaking Toolbox' label to glue onto the front of their box.
2. Have students make their own toolbox from construction paper similar to the one in this website:
<https://www.allkidsnetwork.com/crafts/fathers-day/toolbox-card-craft.asp>
Have students make a 'My Peacemaking Toolbox' label to glue onto the front of their box.
3. Students make their own toolbox folder out of manilla envelope folders (or create their own out of cardboard). Students make a 'My Peacemaking Toolbox' label to glue onto the front of their box.

PeaceWise thanks Corlette Sande, author of *The Young Peacemaker* for permission to use/adapt that work (Slippery Slope).





Appendix 3 – WORKBOOK ANSWERS

WORKBOOK A	
Activity 1	Missing words – fake it (escape), talk (make peace), fight (attack)
Activity 2	Read through student answers for insights on how students view conflict

WORKBOOK B	
Activity 1	Conflict happens to: Everyone! Conflict can happen: at home, at school, anytime and anywhere!
Activity 2	Peacefaker – escape, hide, fake it Peacebreaker – fight, attack, be mean