



PeaceWiseKids  
peacemakers for life

**COURSE 3: Years 3-4**  
**MODULE 1: What is Conflict?**



**PREMIUM FOUNDATION LESSON PLAN**

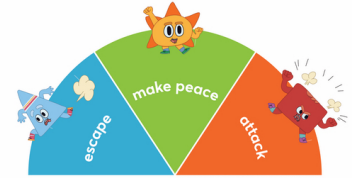
THE FOUNDATION CONTENT IS INTENDED TO BE TAUGHT TO STUDENTS IN THEIR INITIAL YEAR OF LEARNING WITHIN COURSE 3 OF PEACEWISEKIDS.

**TOPIC 1 LESSON PLAN Foundation**

**What is Conflict?**

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

Students will gain a better understanding of conflict and the damage it can cause in our relationships. They will discover the common ways people respond to conflict by interacting with the 'Slippery Slope of Conflict'. Students will be challenged to consider the ways they personally respond to conflict.



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

	<b>Goal 1</b>	<b>Goal 2</b>	<b>Goal 3</b>
<b>PeaceWiseKids Topic Goals</b>	Explore different types of conflict. <ul style="list-style-type: none"> <li>• between friends,</li> <li>• with parents/carers,</li> <li>• with siblings,</li> <li>• with other adults,</li> <li>• with self</li> </ul>	Recognise the three main ways people respond to conflict and see that we can choose the peacemaking responses. Slippery Slope – escape, attack, make peace	Reflect on our own responses to conflict.
<b>Australian Curriculum Links</b>	<ul style="list-style-type: none"> <li>• Investigate how emotional responses vary in depth and strength ACPPS038</li> <li>• Describe how respect, empathy and valuing diversity can positively influence relationships ACPPS037</li> <li>• Evaluating and Reflecting: Reflect on learning to propose actions in response to an issue of challenge and consider possible effects of proposed actions ACHASSI060</li> <li>• Listening and speaking interactions - Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations ACELY1676</li> <li>• Listening and speaking interactions - Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume ACELY1792</li> <li>• Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama ACADRM031</li> <li>• Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose ACELY1682</li> </ul>		

### ACTIVITIES:

It is recommended that the discussion time and relevant worksheet/workbook activity be completed as a class after students have worked through online tasks. The additional activity and personal reflections 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.

### MEMORY VERSE:

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

*<sup>9</sup>God blesses those people who make peace. They will be called his children!*

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

### ACTIVITY OPTIONS:

<b>CIRCLE/DISCUSSION TIME</b>	Students will discuss what conflict and peace are and how they affect our relationships with one another. Students will explore the typical responses to conflict by interacting with the Slippery Slope of Conflict.
<b>PEACEWISEKIDS OUTCOMES</b>	Module 1 Topic 1 Goal 1
<b>AUSTRALIAN CURR LINKS</b>	ACPPS038, ACPPS037, ACELY1676, ACELY1792

### ACTIVITY OUTLINE

Discussion Warm Up: Mind Map. As a class create a mind map, using butcher's paper or a slide which can be revisited. Discuss the following two questions then jointly construct the mind map:

- What is conflict?
- What is peace?

#### Questions for Circle Time or Discussion:

- What is something new you learned about conflict and peacemaking?
- How might you be feeling if you slipped to the attack side?
- How might you be feeling if you slipped down the escape side?
- How would this affect your relationships with the people around you?
- Who might you find yourself in conflict with? Why those people specifically?

#### Discussion Cool Down: Display the Slippery Slope of conflict.

Together, create actions to demonstrate each attack and escape response, or you might like to use these examples:

- Shut Down: Curl into a ball.
- Blame Game: Point at another person
- Deny: Fold arms and look away
- Put Down: Point down at the floor
- Exclude: Hold hand out behind self
- Fight: Raise fists
- Make Peace: Arms out like super hero flying

Play an alternate version of 'Captain's Coming' using these responses. Teacher calls a response and children do the action that matches that response. Instructions can be found here:

[http://www.teampedia.net/wiki/Captain%27s\\_Coming!](http://www.teampedia.net/wiki/Captain%27s_Coming!)

**Worksheet:** Have students complete Topic 1 worksheet – you can download and print this or use the relevant page in the Student Workbook if purchased. Answers at end of this lesson plan.

<b>CONFLICT ROLE PLAY AND CRAFT</b>	Students will follow the outline of the Slippery Slope of Conflict to investigate the typical responses to conflict.
<b>PEACEWISEKIDS OUTCOMES</b>	Module 1 Topic 1 Goal 1 Module 1 Topic 1 Goal 2
<b>AUSTRALIAN CURRICULUM LINKS</b>	ACPPS038, ACELY1676, ACELY1792, ACADRM031
<b>ACTIVITY OUTLINE</b>	
<p>Revise the different types of conflict using the mind map created.</p> <p>Discuss:</p> <ul style="list-style-type: none"> <li>• Where can conflict happen?</li> <li>• What can a conflict look like?</li> <li>• Print or project images from Appendix 1 below. As a class, answer the following questions about each image: <ul style="list-style-type: none"> <li>○ <i>Do you think there has been a conflict? How can you tell?</i></li> <li>○ <i>Who might this person be in conflict with?</i></li> <li>○ <i>How do you think this person is feeling? Why might they be feeling this way?</i></li> <li>○ <i>Which side of the Slippery Slope may they be heading towards?</i></li> </ul> </li> </ul> <p>In pairs or small groups, students select one of the conflict photos and imagine what was happening before, during and after the photo was taken. Students can prepare a short role play to share with the class. Ask students to identify what caused the conflict, what the response was to the conflict and what could have been done differently.</p> <ul style="list-style-type: none"> <li>• Print worksheet from Appendix 2 below. Students colour each wedge in blue, green or orange as per the slippery slope. Alternatively, print wedges onto appropriately coloured card and paste onto poster paper. Cut and paste the descriptions onto the slope. Colour Aah Eee and Mee and add to slope.</li> </ul>	

<b>PERSONAL REFLECTION</b>	Students use their new knowledge of the Slippery Slope to reflect upon their own responses to conflict and construct a diary entry of their reflections.
<b>PEACEWISEKIDS OUTCOME</b>	Module 1 Topic 1 Goal 3
<b>AUSTRALIAN CURRICULUM LINKS</b>	ACHASSI060, ACELY1682
<b>ACTIVITY OUTLINE</b>	
<p>Model to students how to reflect upon a situation of conflict within your own life (or use the example below). Then demonstrate how to construct a diary entry which includes references to the slippery slope responses.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• On Monday I played cricket and it was my turn to bowl. My friend Hasan pushed in and insisted that it was his turn. That made me feel angry. I called him a bad name and stormed off the field and refused to play with him anymore. This was an attack response. Instead I would like to learn to be a peacemaker!</li> </ul> <p>Ask students to independently write their own diary entry recounting a time they were in conflict.</p>	

**WORKSHEET/WORKBOOK ANSWERS**

**Activity 1**

When we have a disagreement or argument and it leads us to feeling angry or upset.

**Activity 2**







PHOTO 1



PHOTO 2



PHOTO 3



PHOTO 4



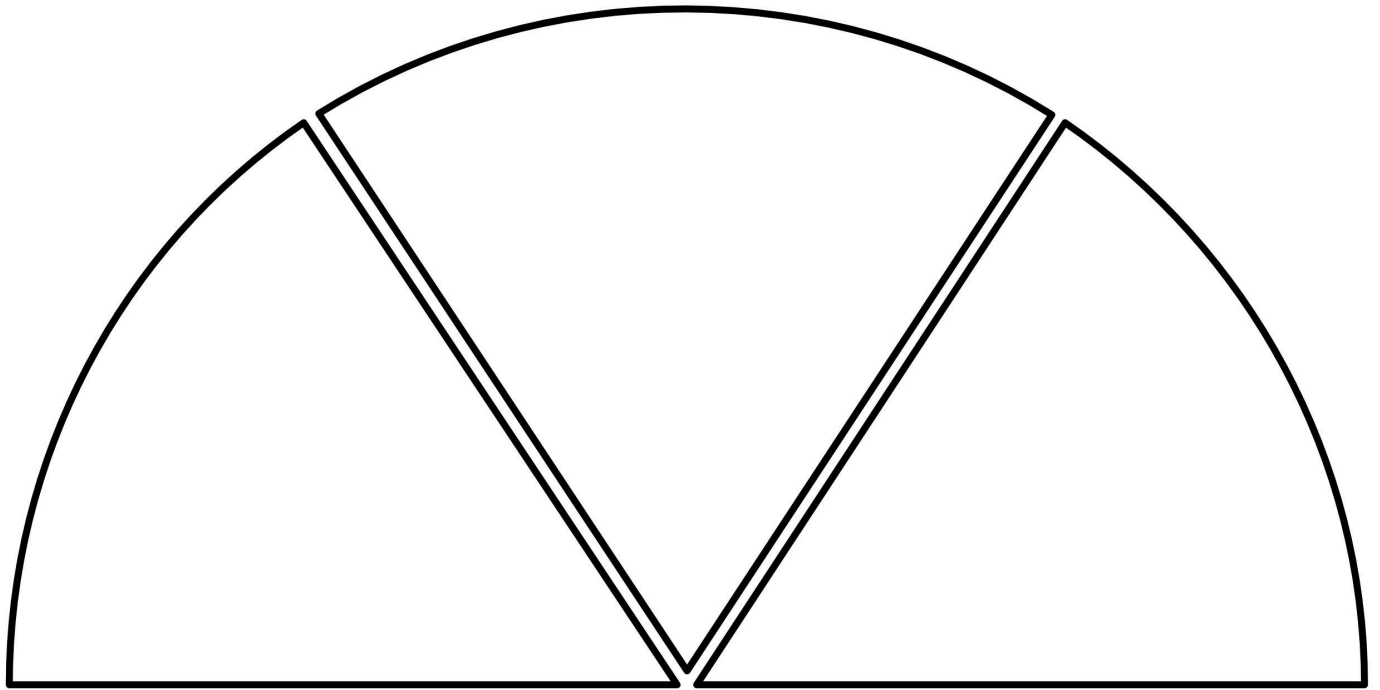
PHOTO 5



PHOTO 6



PHOTO 7



ATTACK	MAKE PEACE	ESCAPE
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