



PeaceWiseKids

Scope and Sequence Course 3

1. Basic course structure and licence period

Course 3 of PeaceWiseKids (for Years 3-4) contains **three modules**, each with **five topics** (15 in total):

MODULE 1	MODULE 2	MODULE 3
UNDERSTANDING CONFLICT	RESPONDING TO CONFLICT	PEACEMAKERS FOR LIFE

- Each topic needs around 40 to 50 minutes to complete.
- The course is designed to be completed *sequentially*.
- Purchasing this PeaceWiseKids course gives you the right to use the material for 12 months.
- For schools and home schools, the 12 months align with the school year of the country in question (e.g. January to December in Australia and New Zealand; September to August for the USA and Canada).

2. Core teaching and online activities or workbook

The **core teaching material** includes a **stimulus video** and **teacher-directed lesson plan** for every topic. Access to these resources is via your online login.

A choice of **student engagement tool** follows the core teaching. Students complete either **online activities** or a **workbook**.

Student engagement tool: online activities

- Students receive a login to the online activities.
- These include additional videos, activities and the ability to maintain an online journal.
- The core stimulus videos are also embedded amongst the online activities. Students may choose to watch them again, or to skip past them.

The online activities can be completed at any time but are supplementary to and not a replacement for teacher-directed learning.

Student engagement tool: workbook

- Every topic is represented by a section in the workbook.
- Additional learning resources, such as visual aids and memory verses, are included in the workbook.
- It is recommended that students complete the workbook activity after the initial teacher-directed in-class activities.

In each lesson plan, you will find activities for Year A and Year B.

- Year A / Workbook A = designed for younger students (typically Year 3).
- Year B / Workbook B = designed for older students (typically Year 4).

Online activities can be completed in Year A or Year B.

Important: Students do not need to do Book A before doing Book B—Book B stands on its own and is just pitched slightly higher, not as a sequel. For more information, please see the Course Support Document.

Additional resources are available for purchase to support student learning:

- Peacemaking posters (A2) – illustrating all the key concepts
- Peacemaking summary cards (A5) – for individual student use

Find these in the [online store](https://peacewise.org.au/store/) at peacewise.org.au/store/



3. Course philosophy and intent

PeaceWiseKids is more than just a programme to help children learn topic-specific conflict management skills.

It is a comprehensive course, mapped to the Australian Curriculum, that is intended to:

- give children deep and broad relational skills that they can use for the rest of their lives
- build resilience, empowerment and self-esteem
- inspire children to want to be people who actively breathe grace and peace into the communities they belong to (i.e. make a difference beyond simply their own personal relationships)
- help build a healthy relational culture of peace within the community where it is taught (school, church, family, etc.)
- help children see how much God loves them, and how the example of Jesus and the wise relational principles in the Bible can help them have better relationships.

This, then, is how PeaceWiseKids works:

- Module 1 (Understanding conflict) is the core concepts and framework.
- Module 2 (Responding to conflict) is learning the skills.
- Module 3 (Peacemakers for life) is the embedding part.

Modules are self-contained and follow a deliberate sequential order. The course is designed to be taught from beginning to end and does not lend itself to picking and choosing what to do and what to leave out. Teaching the course in its intended sequence is essential if students are to fully engage with the content and fully grow in their understanding of peacemaking and the relational principles and skills taught through the course.

For students to learn the range of principles and skills that will impact them at a deeper level, teachers are encouraged to plan to teach as much of the overall course content as possible.

4. Scope and sequence

The course can be executed in a variety of ways. Whichever option is chosen, we recommend ongoing reinforcement of the content by encouraging students to apply the principles in their lives and relationships, and, most importantly, we recommend constant use of the *language* of PeaceWiseKids so that the concepts become embedded.

Here are four possible options to choose from, based on your needs or preferences:

- Teach the course over four terms – 3 or 4 topics per term
- Teach the course over three terms – approximately 5 topics per term
- Teach the course over two terms – 7 or 8 topics per term
- Teach the course over a single term – 2 topics per week

We will illustrate three of these options in the table below, in each case assuming that you will use content over the course of **Years 3 and 4** with the students – in other words, you will engage students with the content over TWO learning years.

Note that it is *possible* (though probably not our recommended approach) to teach the course intensively in a camp situation, teaching multiple topics per day, although it's a lot to take in this way.



COURSE 3: TEACHING PLANNER

First year of learning (typically in Year 3)

	TEACH OVER TWO TERMS	TEACH OVER THREE TERMS	TEACH OVER FOUR TERMS
Teaching Schedule	Complete one topic per week - 8 topics in the first teaching term and the final 7 in the second teaching term.	Complete 5 topics in each of the three teaching terms.	Complete 4 topics in Terms 1-3 and 3 topics in Term 4.
First Teaching Term	Module 1 — Understanding Conflict <i>Understanding God's plan for peace with him and others</i> 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 1: Assessment Module 2 — Responding to Conflict <i>Learning to take responsibility for my part in the conflict and speak the truth in love</i> Topic 6: How do my heart desires get me into trouble? Topic 7: How do I take responsibility for my part in a conflict? Topic 8: When can I overlook something and when is the right time to speak up?	Module 1 — Understanding Conflict <i>Understanding God's plan for peace with him and other.</i> 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 1: Assessment	Module 1 — Understanding Conflict <i>Understanding God's plan for peace with him and others.</i> 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?



COURSE 3: TEACHING PLANNER

First year of learning (typically in Year 3)

	TEACH OVER TWO TERMS	TEACH OVER THREE TERMS	TEACH OVER FOUR TERMS
Second Teaching Term	Module 2 — Responding to Conflict (continued) Topic 9: How do I talk with someone I am in conflict with? Topic 10: How do I forgive and what does reconciliation mean? Module 2: Assessment Module 3 — Peacemakers for Life <i>Learning the art of being a peacemaker everywhere, all the time, for life</i> Topic 11: What do I do if they aren't ready to accept responsibility for their part? Topic 12: How can I change my attack responses? Topic 13: How can I change my escape responses? Topic 14: How can we build a community of peace where we are? Topic 15: How can peacemaking point people to Jesus? Module 3: Assessment	Module 2 — Responding to Conflict <i>Learning to take responsibility for my part in the conflict and speak the truth in love</i> Topic 6: How do my heart desires get me into trouble? Topic 7: How do I take responsibility for my part in a conflict? Topic 8: When can I overlook something and when is the right time to speak up? Topic 9: How do I talk with someone I am in conflict with? Topic 10: How do I forgive and what does reconciliation mean? Module 2: Assessment	Module 1 — Understanding Conflict (continued) Topic 5: How do we become peacemakers? Module 1: Assessment Module 2 — Responding to Conflict <i>Learning to take responsibility for my part in the conflict and speak the truth in love</i> Topic 6: How do my heart desires get me into trouble? Topic 7: How do I take responsibility for my part in a conflict? Topic 8: When can I overlook something and when is the right time to speak up?
Third Teaching Term		Module 3 — Peacemakers for Life <i>Learning the art of being a peacemaker everywhere, all the time, for life.</i> Topic 11: What do I do if they aren't ready to accept responsibility for their part? Topic 12: How can I change my attack responses? Topic 13: How can I change my escape responses? Topic 14: How can we build a community of peace where we are? Topic 15: How can peacemaking point people to Jesus? Module 3: Assessment	Module 2 — Responding to Conflict (continued) Topic 9: How do I talk with someone I am in conflict with? Topic 10: How do I forgive and what does reconciliation mean? Module 2: Assessment Module 3 — Peacemakers for Life <i>Learning the art of being a peacemaker everywhere, all the time, for life</i> Topic 11: What do I do if they aren't ready to accept responsibility for their part? Topic 12: How can I change my attack responses?



COURSE 3: TEACHING PLANNER

First year of learning (typically in Year 3)

	TEACH OVER TWO TERMS	TEACH OVER THREE TERMS	TEACH OVER FOUR TERMS
Fourth Teaching Term			Module 3 — Peacemakers for Life (continued) Topic 13: How can I change my escape responses? Topic 14: How can we build a community of peace where we are? Topic 15: How can peacemaking point people to Jesus? Module 3: Assessment

Second year of learning (typically in Year 4)

We assume that you have taught the **Year A Activities** in the lesson plans for Year 3, and now the **Year B Activity** in the lesson plans will be considered when those students are in Year 4.

It is recommended that students follow the same structure as outlined in the Teaching Planner above.



5. Building a culture of peace in your community – a final word

PeaceWiseKids/PeaceWiseYouth courses are character growth resources. The potential to impact behaviour and build cultures of peace is increased by committing to the time and exposure required for the students to deeply engage with the concepts and principles and apply them in their lives.

If the school or other learning community is genuinely committed to seeking to build a culture of peace using this course, there is no 'shortcut' or 'cut and paste' approach alternative to teaching the full course – just like there is no 'shortcut' to learning to drive.

This is why it is necessary to teach the course from beginning to end. It is not designed for topics to be taught stand-alone (for example, picking out the forgiveness topics in Module 2 without doing the groundwork of the peacemaking framework in the topics of Module 1).

Additionally, culture change is heavily dependent on how effectively a school, college, church, family, or other community embeds the principles and strategies of peacemaking throughout the organisation or community.



Visit <https://vimeo.com/548719379> to see how Melton Christian College established a culture of peace and the incredible impact it has had within the school.

PeaceWise loves partnering with organisations to help them plan and implement the bigger picture goals of building a healthy, relational community of peace – please get in touch with us if this is of interest to you.

For schools teaching or intending to use PeaceWiseKids/PeaceWiseYouth, we highly recommend engaging with our tailored *Everyday Peacemaking for Schools* one-day training session for the whole school staff. Similarly, colleges, churches, and church organisations can do our one-day *Everyday Peacemaking* training session. Contact us:

- email us at enquiry@peacewise.org.au
- call us on 1300 1PEACE (1300 173 223)
- visit peacewise.org.au for more information.

For more information about other PeaceWiseKids/PeaceWiseYouth courses and the overall programme, visit peacewisekids.org.

PeaceWise thanks Corlette Sande, author of *The Young Peacemaker* for permission to quote from and modify *The Young Peacemaker* for use in this resource. Corlette is on the staff of Relational Wisdom 360® (rw360.org.)