



COURSE 3: Years 3-4

TOPIC 1 LESSON PLAN

What is conflict?

SCOPE & SEQUENCE

COURSE 3: YEARS 3 and 4	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 can we become peacemakers?
	MODULE 2 RESPONDING TO CONFLICT	TOPIC 6	How do we get God's help?
		TOPIC 7	How do I see my roadblocks and repent of them?
		TOPIC 8	How do I take responsibility for my part in a conflict?
		TOPIC 9	How can I solve many of my conflicts?
		TOPIC 10	How can I forgive as God forgives and choose peace instead of escaping or attacking?
	MODULE 3 PEACEMAKERS FOR LIFE	TOPIC 11	When can I overlook something and when is the right time to speak up?
		TOPIC 12	When can I ask for help and how do I continue to show kindness?
		TOPIC 13	How can I help build a community of peace at home?
		TOPIC 14	How can I help build a community of peace other than at home?
		TOPIC 15	How can peacemaking point people to Jesus?

LESSON PLAN INDEX

PAGE	CONTENTS
2	Topic at a Glance – Year A * (designed for younger students, typically Year 3)
3	Topic at a Glance – Year B* (designed for older students, typically Year 4)
4-5	Topic Overview
6-8	Year A Activities
9-11	Year B Activities
12-15	Appendix 1-4
16	Appendix 5 - Workbook A and Workbook B answers

*If you are unsure whether to teach the Year A or Year B lesson plans (or whether to use Workbook A, Workbook B, or Online activities), please refer to the [Course 3 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	- Topic 1 Stimulus video - Materials for a mind map (butcher's paper and marker OR slide and projector)
STUDENT ENGAGEMENT	Workbook A or online activities	10-15 minutes	- Workbook A or online Topic 1 - Workbook A Answers (Appendix 5)
ACTIVITIES	Conflict roleplay and craft	15-20 minutes	- Mind map created in teacher-directed lesson - Project or print images (from Appendix 1) - Printed images (from Appendix 2) - blue, green and orange markers or pencils
	Personal reflection	15-20 minutes	Paper and pen



TOPIC 1 AT A GLANCE – Year B

What is conflict?

		TIME	RESOURCES REQUIRED
INTRODUCING THE TOPIC	Teacher-directed lesson	10-15 minutes	- Topic 1 Stimulus video - Print or project the slippery slope (from Appendix 3)
STUDENT ENGAGEMENT	Workbook B or online activities	10-15 minutes	- Workbook B or online Topic 1 - Workbook B Answers (Appendix 5)
ACTIVITIES	The three responses to conflict	15-20 minutes	- Print and laminate Aah, Eee and Mee (from Appendix 4) - Glue tack
	Personal reflection	15-20 minutes	Paper and pen



Topic 1 Overview: 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!

Module 1 memory verse:

God blesses those people who make peace. They will be called his children! Matthew 5:9 (CEV).

	Goal 1	Goal 2	Goal 3
PeaceWiseKids Topic Goals	Explore different types of conflict.	Recognise the three main ways people respond to conflict and see that we can choose the peacemaking responses.	Reflect on our own responses to conflict.



Australian Curriculum Links	Year A Activities • Explain how and why emotional responses can vary and practise strategies to manage their emotions (AC9HP4P06) • Select, use and refine personal and social skills to establish, manage and strengthen relationships (AC9HP4P04) • Present description and explanations, using ideas from sources and relevant subject-specific terms (AC9HS3S07) • Use interaction skills to contribute to conversations and discussions to share information and ideas (AC9E3LY02) • Use the elements of drama to explore and develop ideas for dramatic action in improvisations and/or devised drama (AC9ADR4D01) • Plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words (AC9E3LY06) Year B Activities, all of the above, plus: • listen for key points and information to carry out tasks and contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information (AC9E4LY02) • plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation (AC9E4LY06) • explore language used to develop relationships in formal and informal situations (AC9E4LA01)
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YEAR A ACTIVITIES – FIRST YEAR OF LEARNING (usually year 3)

Topic 1 – WHAT IS CONFLICT?

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

Complete the Introducing the Topic **and** Student Engagement (workbook or online) 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.

Note: If students have an online account, they will have access to the core stimulus video as a part of that content. They can choose to watch it again or skip the video and move directly onto the relevant activities.

It is up to the teacher when students complete their workbook or online tasks. Suggestions have been made below, but it would be suitable for students to complete these tasks anytime, for example, as homework, during personal devotion time or as a part of the core learning time.

INTRODUCING THE TOPIC

LESSON OUTCOMES	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.
PEACEWISEKIDS TOPIC GOALS	Module 1 Topic 1 Goal 1
AUSTRALIAN CURRICULUM LINKS	AC9HP4P06, AC9HP4P04, AC9E3LY02
‘Before You’ve Done the Course’ Survey <i>Before you start, make sure you have completed the ‘Before You’ve Done The Course’ survey with your students. You will need 1:1 devices for this, and it will only take 2-5 minutes to complete.</i> <i>To access the survey, go to the online portal and click ‘student surveys’, and follow the instructions</i>	
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 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 a superhero flying

Play an alternate version of 'Captain's Coming' using these responses. The 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!

STUDENT ENGAGEMENT ACTIVITY

Students with access to a workbook can complete the Topic 1 activities now.

Students with an online account can work through the Topic 1 online tasks now.

YEAR A ACTIVITIES

LESSON OUTCOMES	Students will follow the outline of the Slippery Slope of Conflict to investigate the typical responses to conflict.
PEACEWISEKIDS TOPIC GOALS	Module 1 Topic 1 Goal 1 Module 1 Topic 1 Goal 2
AUSTRALIAN CURRICULUM LINKS	AC9HP4P06, AC9E3LY02, AC9ADR4D01

ACTIVITY OUTLINE: CONFLICT ROLEPLAY AND CRAFT



Print the activity from **Appendix 1** and **Appendix 2** below.

Mind map

Revise the different types of conflict using the mind map created.

Discuss:

- Where can conflict happen?
- What can a conflict look like?
- Print or project images from **Appendix 1** below. As a class, answer the following questions about each image:
 - Do you think there has been a conflict? How can you tell?
 - Who might this person be in conflict with?
 - How do you think this person is feeling? Why might they be feeling this way?
 - Which side of the Slippery Slope may they be heading towards?

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.

- Use the printed activity 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 the slope.



LESSON OUTCOMES	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.
PEACEWISEKIDS TOPIC GOALS	Module 1 Topic 1 Goal 3
AUSTRALIAN CURRICULUM LINKS	AC9HS3S07, AC9E3LY06
ACTIVITY OUTLINE: PERSONAL REFLECTION 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 that includes references to the slippery slope responses. For example: 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! Ask students to independently write their own diary entry recounting a time they were in conflict.	



YEAR B ACTIVITIES – SECOND YEAR OF LEARNING (usually year 4)

Topic 1 – WHAT IS CONFLICT?

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

Complete the Introducing the Topic **and** Student Engagement (workbook or online) 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.

Note: If students have an online account, they will have access to the core stimulus video as a part of that content. They can choose to watch it again, or skip the video and move directly onto the relevant activities.

It is up to the teacher when students complete their workbook or online tasks. Suggestions have been made below, but it would be suitable for students to complete these tasks anytime. For example, as homework, during personal devotion time or as a part of the core learning time.

INTRODUCING THE TOPIC

LESSON OUTCOMES	Students will become familiar with the topic of peacemaking. They will explore the typical responses to conflict and place them on the slippery slope.
PEACEWISEKIDS TOPIC GOALS	Module 1 Topic 1 Goal 1 Module 1 Topic 1 Goal 2
AUSTRALIAN CURRICULUM LINKS	AC9HP4P06, AC9HP4P04, AC9E4LY02, AC9E4LA01

ACTIVITY OUTLINE: DISCUSSION TIME



Print or project the blank slippery slope in **Appendix 3** below.

Discussion time: warm-up

Play a modified version of Captain's Coming with the following peacemaking actions. A description and rules of the game can be found here: <http://myplaygroundgames.blogspot.com/2010/03/captains-coming.html>

- 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 a superhero flying

Questions for discussion

- What is conflict?
- When can we have conflict?
- Who can we have conflict with?
- Share about a time you've had conflict in the last week.
- How did that conflict make you feel?
- If you solved the conflict, how did you do it? Did you use any peacemaker tools?

Discussion cool down

Print or project the blank slippery slope in **Appendix 3**. Label the slippery slope with responses to conflict. Students suggest examples of escaping and attacking to add to the appropriate sides of the slippery slope.



STUDENT ENGAGEMENT ACTIVITY

Students with access to a workbook can complete the Topic 1 activities now.
Students with an online account can work through the Topic 1 online tasks now.

YEAR B ACTIVITIES

LESSON OUTCOMES	Students work through a conflict to categorise the responses of the participants as either escape or attack. Students reflect upon their own experiences to identify their personal responses to conflict.
PEACEWISEKIDS TOPIC GOALS	Module 1 Topic 1 Goal 2 Module 1 Topic 1 Goal 3
AUSTRALIAN CURRICULUM LINKS	AC9HP4P06, AC9HS3S07

ACTIVITY OUTLINE: THE THREE RESPONSES TO CONFLICT



Print and laminate Aah, Eee and Mee from **Appendix 4** below.

The three responses to conflict

Get out your printed pictures of Aah, Eee and Mee from (**Appendix 4** below).

Place Aah, Eee and Mee on the board at the front of the classroom. Students identify and categorise the following responses as either attack or escape and place the response under either Aah or Eee.

- Jimmy has been calling his brother Nerd-Brain. Sam doesn't like this but doesn't say anything because he thinks it won't make any difference. Eventually, Sam gets so upset that he hides in his room instead of playing Monopoly with Jimmy. Jimmy doesn't understand why Sam doesn't want to play.
 - *(Escape like Eee: Instead of making peace and talking it out with Jimmy, Sam escaped and hid in his room.)*
- Sam finally confronts Jimmy about the name-calling. Jimmy gets huffy and says, "I did not! And even if I did, it's because you are always acting like such a nerd. Come on, get over it!"
 - *(Escape like Eee: Instead of making peace and apologising for his part, Jimmy first denied he had hurt Sam, then blamed Sam for his actions.)*
- Sam has gone from sad to cross. "You're not smart enough to be a Nerd-Brain, you're a Massive Loser Brain!" and he shoves Jimmy.
 - *(Attack like Aah: Sam has slipped down the attack side and is putting Jimmy down.)*

Think-Pair-Share

- How could Sam and Jimmy get on top of the Slippery Slope to become like Mee, the peacemaker? List student suggestions under Mee.
- Ask students to share their stories of conflict and work towards categorising the responses as either attack, escape, or make peace.

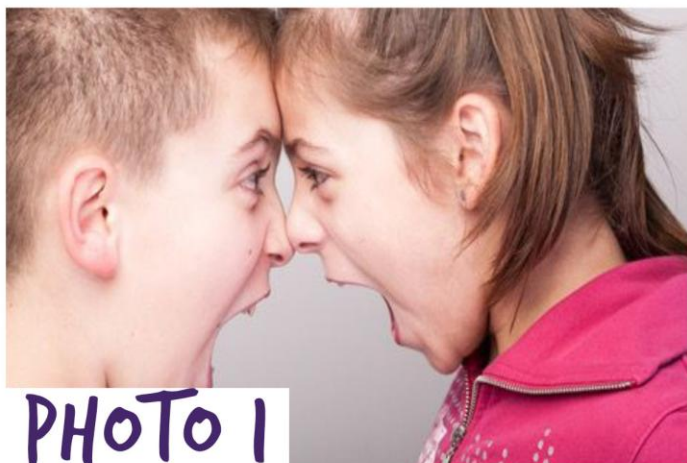


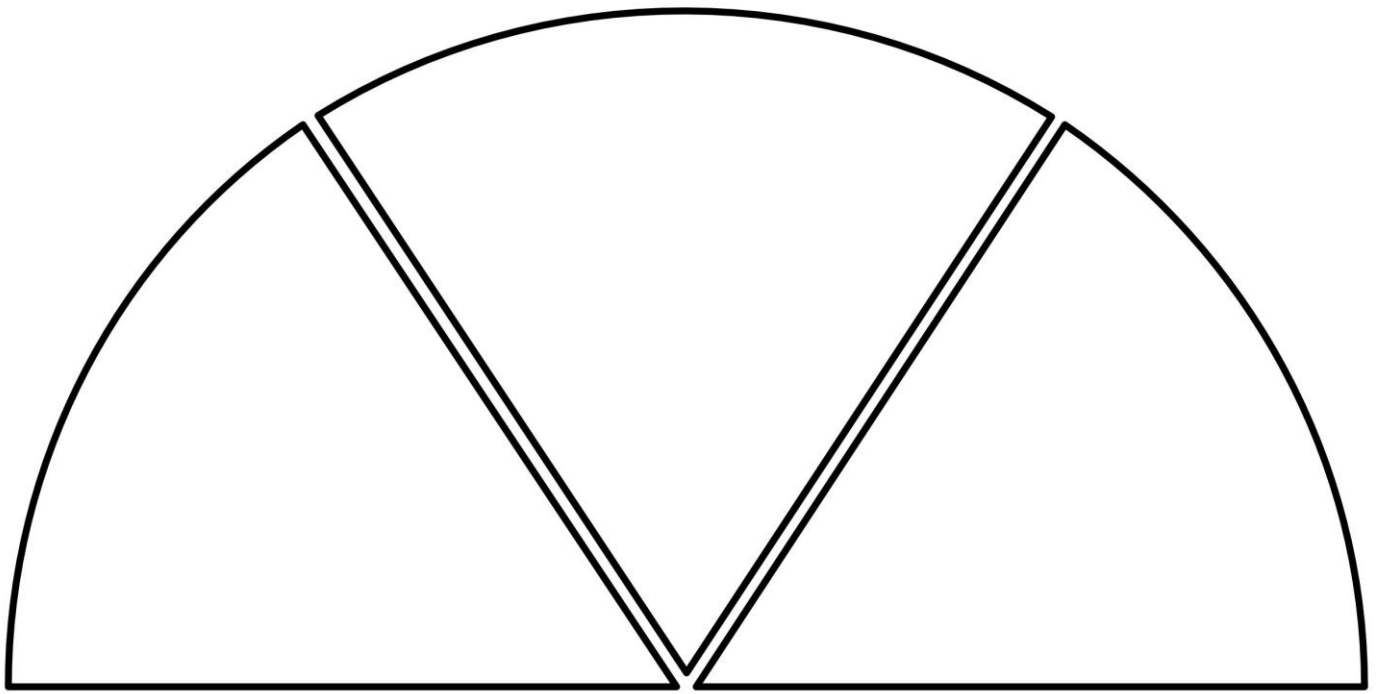
LESSON OUTCOMES	Students reflect on their own responses to conflict.
PEACEWISEKIDS TOPIC GOALS	Module 1 Topic 1 Goal 1 Module 1 Topic 1 Goal 3
AUSTRALIAN CURRICULUM LINKS	AC9HS3S07, AC9E4LY02, AC9HP4P04, AC9E4LY06
ACTIVITY OUTLINE: PERSONAL REFLECTION In pairs, student interview one another, asking their partner about a recent conflict and how they responded. Encourage students to construct alternative endings to their conflicts. • When was the last time you found yourself in a conflict? • How did you respond? How did it make you feel? • Which side of the slippery slope did you slide down? • What could you have done differently to stay on top of conflict? Students record each other's responses and write a newspaper article about their partner.	

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

Appendix 1

Year A activity - conflict roleplay and craft

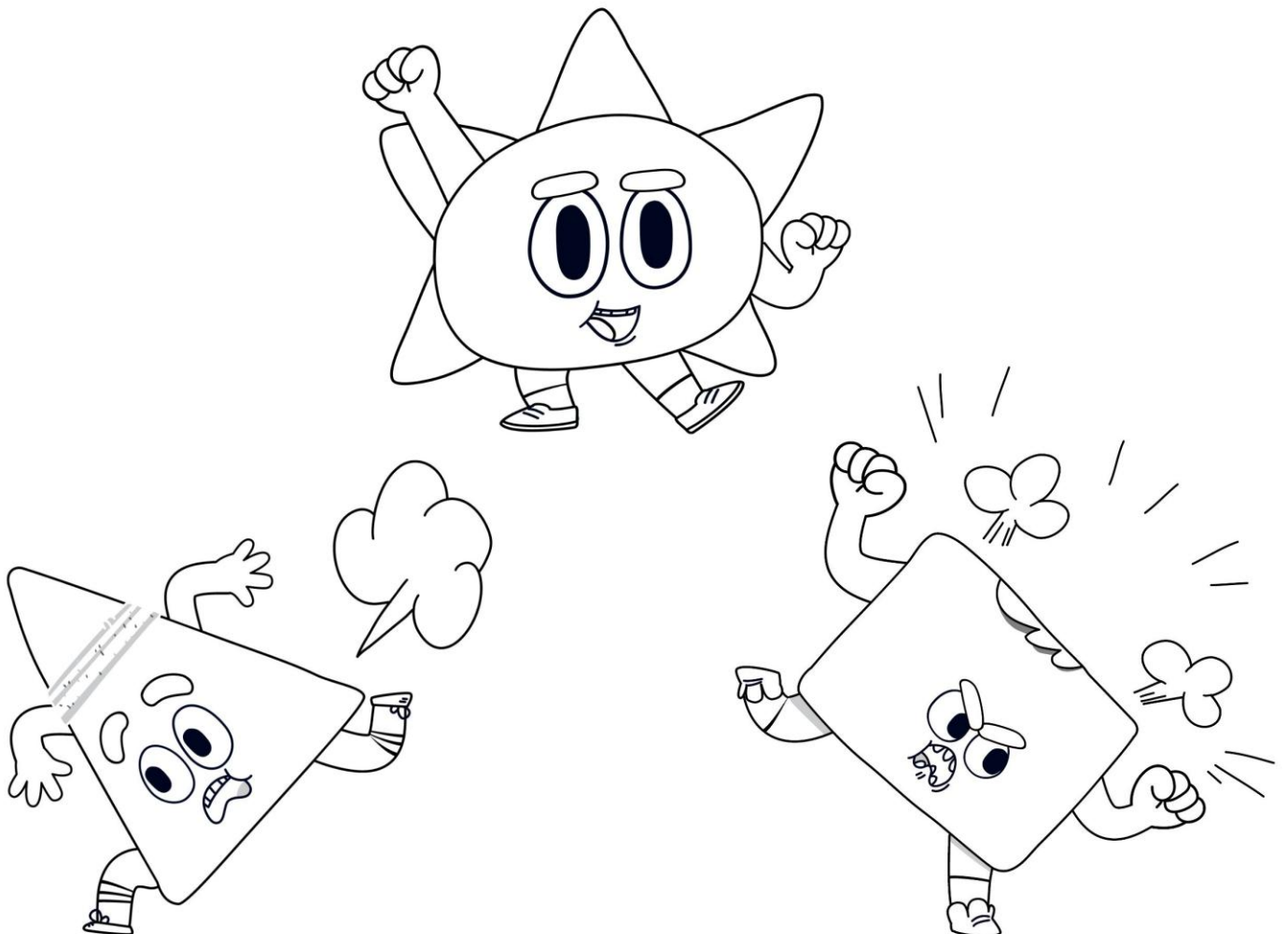


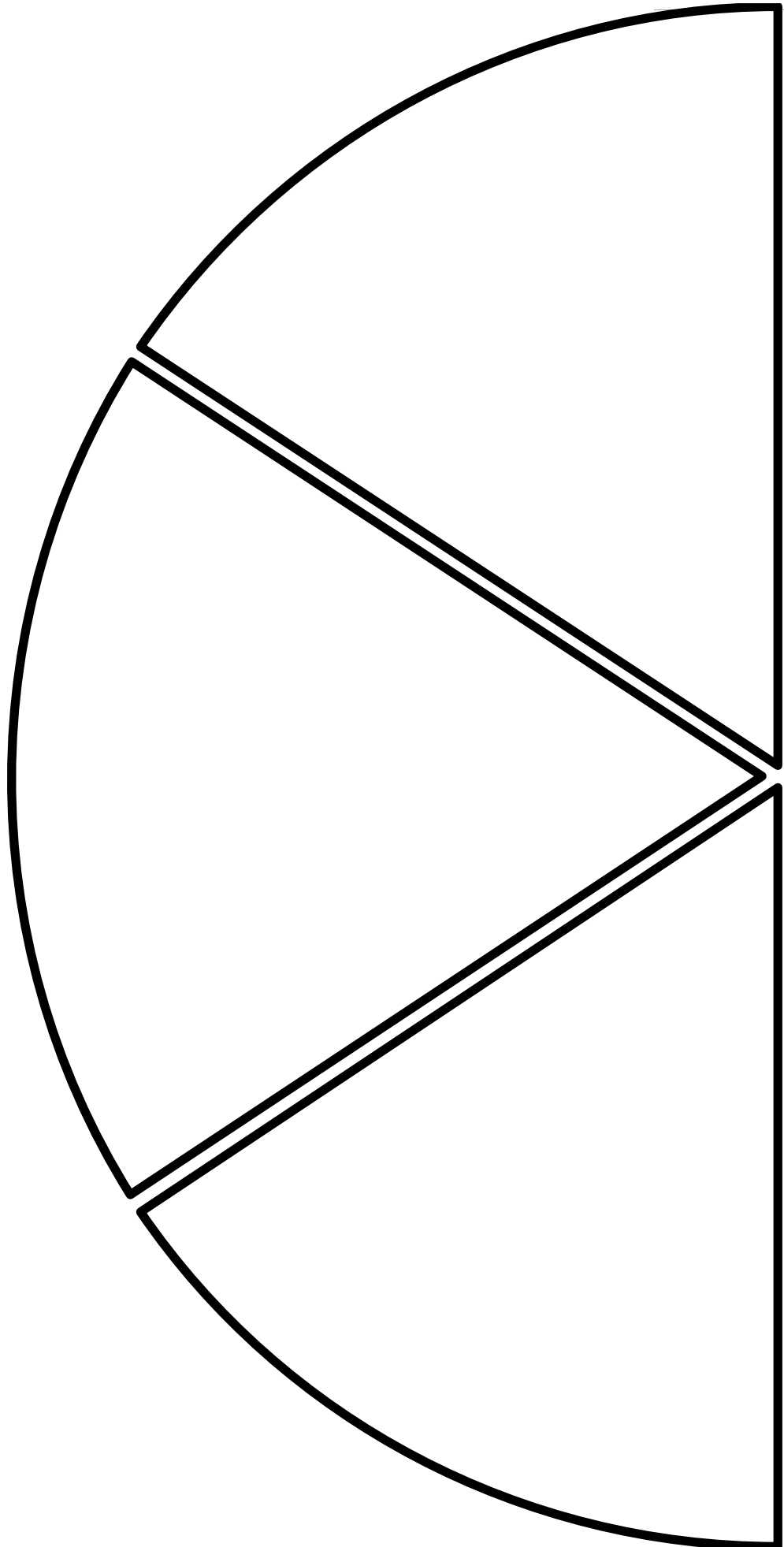


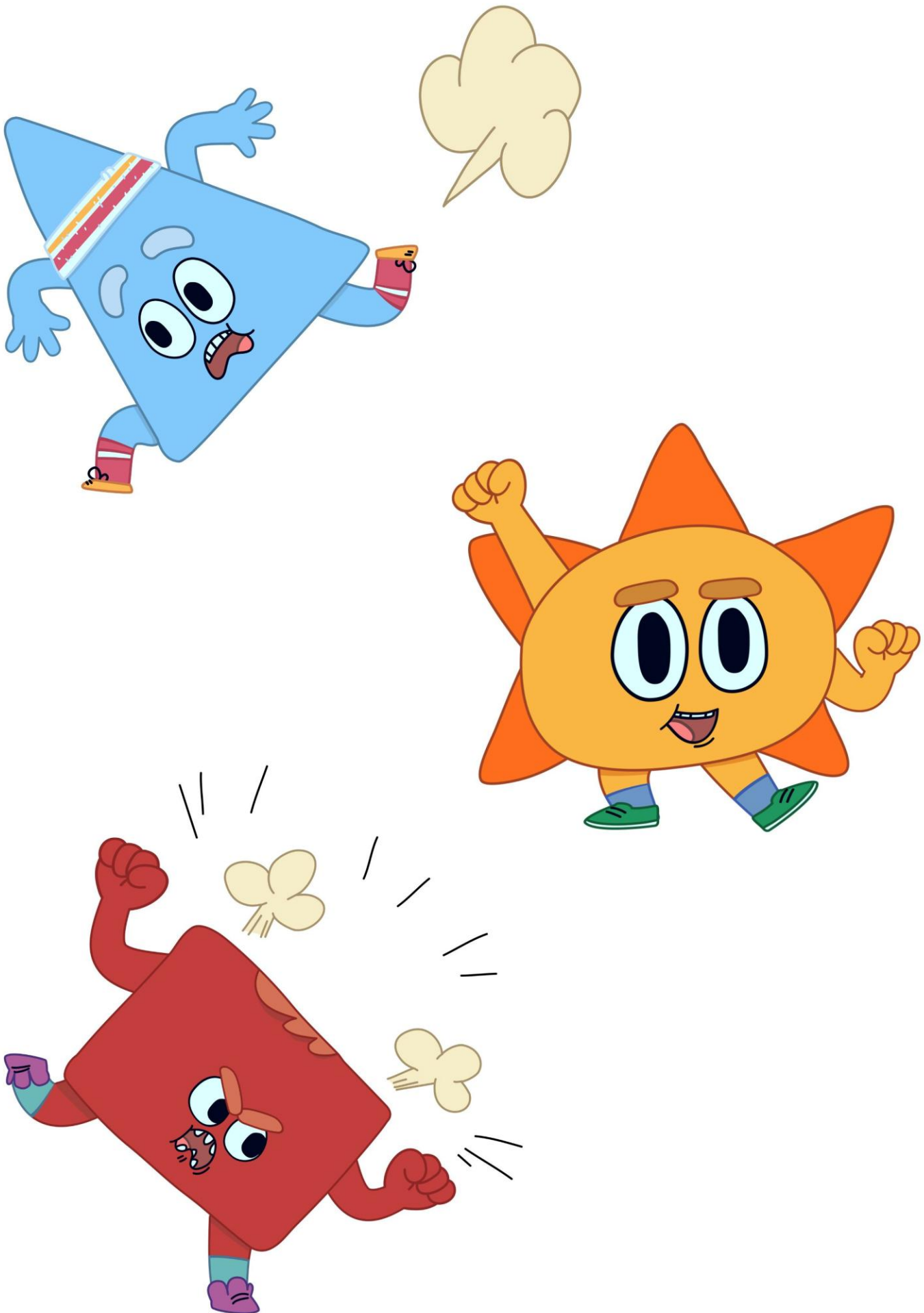
ATTACK

MAKE PEACE

ESCAPE







Appendix 5

Workbook answers

WORKBOOK A ANSWERS	
Activity 1	When we have a disagreement or argument and it leads us to feeling angry or upset.
Activity 2	

WORKBOOK B ANSWERS	
Activity 1	False, True, True, False, True, False, True, False
Activity 2	Answers will vary.