



COURSE 4: Years 5-6

TOPIC 1 LESSON PLAN

What is conflict?

SCOPE & SEQUENCE

COURSE 4: YEARS 5 and 6	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 my heart desires get me into trouble?
		TOPIC 7	How can 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?
		TOPIC 11	What do I do if they aren't ready to accept responsibility for their part?
	MODULE 3 PEACEMAKERS FOR LIFE	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?

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, Workbook B, or Online activities), please refer to the [Course 4 Scope and Sequence Document](#) for further information.

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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
STUDENT ENGAGEMENT	Workbook A or online activities	10-15 minutes	- Workbook A or online Topic 1 - Workbook A Answers (Appendix 3)
ACTIVITIES	Conflict role-play	15-20 minutes	Print out Appendix 1
	Personal reflection	15-20 minutes	A Bible
BONUS ACTIVITY	Build your own Board Game	10 minutes	- Print out Appendix 2 - Scissors - Pencils and markers



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 • Screen to play YouTube video
STUDENT ENGAGEMENT	Workbook B or online activities	10-15 minutes	• Workbook B or online Topic 1 • Workbook B Answers (Appendix 3)
ACTIVITIES	Slippery Slope of Conflict	15-20 minutes	• Laptop or • Paper • A range of art supplies you have available (paint, crayons, watercolour, stickers, etc)
	Personal reflection	15-20 minutes	• Pen and paper
BONUS ACTIVITY	Build your own Board Game	10 minutes	• Print out Appendix 2 • Scissors • Pencils and markers



Topic 1 Overview: What is conflict?

Conflict is a part of everyday life.

Students will explore what conflict is and how prevalent and damaging conflict can be both for the individual and their emotions and also for their relationships. They will discover the common ways all people respond to conflict with the help of the Slippery Slope of Conflict. They will be challenged to consider the ways they normally 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

	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.



<i>Australian Curriculum Links</i>	Year A Activities • Describe and demonstrate how respect and empathy can be expressed to positively influence relationships (AC9HP6P04) • Apply strategies to manage emotions and analyse how emotional responses influence interactions (AC9HP6P06) • Propose actions or responses to issues or challenges and use criteria to assess the possible effects (AC9HS5S06, AC9HS6S06) • Use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea (AC9E5LY02) • Explore ways to combine the elements of drama to communicate ideas, perspectives and/or meaning in improvisations, devised drama and/or scripted drama (AC9ADR6D01) • Develop characters and situations, and shape and sustain dramatic action to communicate ideas, perspectives and/or meaning in improvised, devised and/or scripted forms (AC9ADR6C01) • Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities (AC9HP6P10) Year B Activities, all of the above, plus: • use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions (AC9E6LY02) • use visual conventions, visual arts processes and materials to plan and create artworks that communicate ideas, perspectives and/or meaning (AC9AVA6C01) • select and present documentation of visual arts practice, and display artworks in informal and/or formal settings (AC9AVA6P01) • present media arts works in informal and/or formal settings using responsible media practice (AC9AMA6P01) • using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features (AC9E6LY06)
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YEAR A ACTIVITIES – FIRST YEAR OF LEARNING (usually year 5)

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 is, why we have conflict in our lives and how we have a choice about how we respond to conflict. Students will explore the typical responses to conflict as they are introduced to the slippery slope of conflict.
PEACEWISEKIDS TOPIC GOALS	Module 1 Topic 1 Goal 1 Module 1 Topic 1 Goal 2
AUSTRALIAN CURRICULUM LINKS	AC9HP6P04, AC9HP6P06, AC9HS5S06, AC9HS6S06, AC9E5LY02, AC9HP6P10

'Before You've Done the Course' Survey

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.

To access the survey, go to the online portal and click 'student surveys', and follow the instructions. If you have trouble accessing the survey, contact your school's key rollout person.

ACTIVITY OUTLINE: DISCUSSION TIME

Discussion warm up: Make a Choice

Have students stand on one side of the room. As you call out each of the following options, have them move to the corresponding side of the room depending on their choice:

- Be able to fly **or** be invisible
- Have a pet dragon **or** a pet dolphin
- Be the funniest person in the world **or** the smartest
- Eat pizza whenever you want **or** only eat ice cream
- Live in the city **or** live on a farm
- Go to space **or** go to the bottom of the ocean
- A day at the snow **or** a day at the beach
- Watch movies all weekend **or** play sports all weekend
- Be in a famous band **or** star in a movie

Explain that we also make a choice when it comes to conflict. We choose how we respond to conflict.

Questions for discussion:

- Does everybody have conflict? Why?
- Who might you find yourself in conflict with? Why those people specifically?



- What kind of conflicts might make you slip to the attack side?
- What kind of conflicts might make you slip to the escape side?
- If you respond to conflict by escaping or attacking, how do you think it will affect your relationships with others?

Discussion cool down: Take a Step

Have students line up shoulder to shoulder on one side of the room. One at a time, call out the following examples of conflict and invite children to take one step forward for each one they have experienced in their own lives:

- Arguing with your parents
- Arguing with a sibling
- A teacher asking you to do something you don't want to do
- Disagreeing with a friend
- Being excluded from a game
- *Suggest additional conflicts relevant to your students*

Finish by reminding students that everybody experiences conflict. So, it's important that we learn how to deal with it well.

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	AC9HP6P04, AC9HP6P06, AC9ADR6D01, AC9ADR6C01, AC9HP6P10

ACTIVITY OUTLINE: CONFLICT ROLE PLAY



Print out the activity from **Appendix 1** below.

Ask students to name the three different responses to conflict from the slippery slope.

Explain that they are going to work in small groups to role-play a conflict scenario that will be given to them.

Place students in groups of between 3 and 5.

Give each group one of the scenarios (**Appendix 1** below).

Explain that the first time they act out the scenario in their group, they need to have one of the group members try to escape the conflict.

The second time, one of the group members responds to the conflict using an attack response.

The third time, the response is to make peace.

Ensure each group discusses how they will role-play before they begin.

If time permits, have groups act out their role plays to the class and discuss the conflict responses shown.



LESSON OUTCOMES	Students explore Matthew 19:13-14 and reflect on how Jesus responded to conflict. They are given an opportunity to ask God to help them have peacemaking responses to conflict.
PEACEWISEKIDS TOPIC GOALS	Module 1 Topic 1 Goal 3
AUSTRALIAN CURRICULUM LINKS	AC9HP6P04, AC9HP6P06, AC9HP6P10, AC9HS5S06, AC9HS6S06
ACTIVITY OUTLINE: PERSONAL REFLECTION Bible: Read Matthew 19:13-14 Explore: - How did the disciples respond in this conflict? (they used harsh words and excluded the adults and the children from seeing Jesus - attack responses) - What was Jesus' peacemaking response? (he gently corrected them. He didn't avoid the conflict or get angry, he welcomed and included the children). Apply: - In what areas of your own life do you respond to conflict in the same way as the disciples? - Are there other ways that you respond to conflict that are not helpful? - How can you respond more like Jesus did? Pray: Ask God to guide you in having peacemaking responses to conflict.	



YEAR B ACTIVITIES – SECOND YEAR OF LEARNING (usually Year 6)

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 discuss what conflict is, why we have conflict in our lives and how we have a choice about how we respond to conflict. Students will discuss the typical responses to conflict and reflect on how awareness of these responses has helped them to deal with conflict better.
PEACEWISEKIDS TOPIC GOALS	Module 1 Topic 1 Goal 1 Module 1 Topic 1 Goal 2
AUSTRALIAN CURRICULUM LINKS	AC9HP6P04, AC9HP6P06, AC9HS5S06, AC9HS6S06, AC9E6LY02
ACTIVITY OUTLINE: CIRCLE/DISCUSSION TIME Discussion Warm Up: Think-pair-share In pairs, have students share about a conflict they have experienced or that they have heard/read about in each of the following contexts: between friends, between family members, within the school, within the community they live in, in their country, in the world. Ask if anybody would like to share their partner's response with the class. Questions for Circle Time or Discussion: • Since learning about being a peacemaker, have you still had arguments or problems with others? Why do you think that happened? • Who do you find it hardest to stay at peace with? Why is it tricky with that person? • What kind of things have made you slip down the attack side of the slippery slope? • What kind of things have made you slip down the escape side of the slippery slope? • How have the peacemaker tools helped you get along better with your friends? Your family? Other people at school or in your life? • Can you share about a time you had a disagreement or argument recently? How did you react to the conflict? What did the other person do? Were you able to be a peacemaker? Discussion Cool Down: Slip and Slide fails Watch a video clip online showing slip and slide fails, for example: https://www.youtube.com/watch?v=svCrYACyCE Remind students that these clips are a good example of how it's hard to stop sliding once you start! 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 will replicate the slippery slope of conflict as an artwork and record themselves explaining what the different responses to conflict are. They choose who their target audience will be.
PEACEWISEKIDS TOPIC GOALS	Module 1 Topic 1 Goal 2
AUSTRALIAN CURRICULUM LINKS	AC9HP6P04, AC9HP6P06, AC9AVA6C01, AC9AVA6P01, AC9AMA6P01
ACTIVITY OUTLINE: THE SLIPPERY SLOPE OF CONFLICT Revise the different sections of the slippery slope. Explain to students that they are going to use their creativity to explain the meaning of the slippery slope to someone of their choice who isn't in the class. This may be a younger student, a peer in another class, a sibling, a friend or a family member. First, they are to make their own version of the slippery slope. They may draw this themselves by hand or on a computer. They could use paint, watercolour, oil pastel, paper scrapbook, and colouring pencils. They are then to use this as the basis of an explanation of what the slippery slope means. This could be done as a PowerPoint, poster, video, series of photos on a device, or artwork. Allow students to decide what would best suit their audience. Encourage the students to use what they have created to show the intended person. Be sure to allow the students to share with the class how well they were able to explain the slippery slope and whether they felt the other person understood.	



LESSON OUTCOMES	Students write about a conflict they have experienced where they identify the responses they and others had to the conflict.
PEACEWISEKIDS TOPIC GOALS	Module 1 Topic 1 Goal 3
AUSTRALIAN CURRICULUM LINKS	AC9HP6P04, AC9HP6P06, AC9HP6P10, AC9E6LY06, AC9HS5S06, AC9HS6S06,
ACTIVITY OUTLINE: PERSONAL REFLECTION Explain to students that they are going to write about a time when they have recently experienced conflict. After writing about it, they are to identify the responses they and the other person/s had to the conflict. Read them the following as an example: <i>I had been waiting all week to have a turn being the team captain at our lunchtime basketball game. I raced out when the bell went, but Jack was already in position and refused to let me do it. I yelled at him that it was my turn and he'd already had a turn that week. Jack called me a loser and said I'd let the team down with bad decisions if I were captain. I was SO mad. I ran at him and pushed him over as hard as I could. I really hurt him. When the teacher came over, I told her that it was all Jack's fault, and then I ran to the bottom of the playground and hid, hoping the teacher wouldn't find me. It just wasn't fair.</i> <i>Looking back at this conflict now, I can see that I wasn't being a peacemaker. I chose an attack response – I got angry with Jack straight away and instead of talking to him, I yelled. Then I slid even further down the slippery slope and started to fight with him. I played the blame game when I told the teacher it was all his fault, and then I tried to escape the conflict by hiding from the teacher. Jack also chose an attack response by putting me down. He refused to listen to me.</i> Explain that, in this example, Jack had a few conflict responses. That was to attack (yell, fight), and to escape (blame, deny, run away). The students will now have time to write their own stories from their lives. After students have written about their experience, ask them to reflect on how they could have handled the conflict differently. Read the following as an example. <i>Now I think about it, I really should have tried talking calmly to Jack before I yelled at him. Maybe he would have responded differently. Even if he hadn't, I could have chosen to get help from the teacher or overlooked the situation, knowing I'd get a turn next time. Pushing Jack over was the wrong thing to do, and it definitely wasn't just his fault. I should have stayed and apologised to Jack and accepted the consequence from the teacher.</i> Give students time to pray and to ask God to help them respond to conflict in a way that allows them to stay on top of the slippery slope (overlook, talk, get help).	

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



BONUS ACTIVITY – PEACEWISEKIDS BOARD GAME

As you are teaching the PeaceWiseKids Course 4, you have the choice to have your students make a **PeaceWiseKids Board Game** in small groups. This will help to consolidate what they have learned.

The project is done over a few lessons, with a small component of the board game made after each topic. The components of the board game are completed by the end of Module 2 (Topic 11)

At the end of Topic 11, the game can be played as an optional activity in small groups while exploring Module 3. The groups can swap games with each other they can consider how they would respond to different conflict scenarios.

TOPIC 1: Slippery Slope Spinner

1. Give out pieces of A5 cardboard to make a 'slippery slope spinner'.
2. Print one of the templates in **Appendix 2** below. You can choose to print a coloured spinner or a blank spinner, which students can colour/decorate. Another option is to have the students draw the whole spinner themselves using the spinner below as a guide.
3. Cut out the circle shape and arrow, glue them onto the cardboard and laminate them to make them more durable.
4. Attach the pointer to the middle of the spinner with a split pin.
5. Put aside for safekeeping until the game is fully complete.



Appendix 1

This corresponds with the Year A lesson *Conflict Role Play*.

1

When you want to watch your favourite TV show then your Mum tells you that you have to clean your room. And you get into an argument.

2

When your friends aren't including you and they're telling you to go away, and you've had a really bad week, then you lose your cool and call them a mean name then begin to fight.

3

When your PE teacher tells you to do laps around the field and you really can't be bothered (you are tempted to either get mad at him or her or sulk).

4

When your teacher asks you to redo your work but you decide to ignore the teacher while pretending to do what the teacher told you to do, and you're about to get into big trouble.

5

When your Dad says it's time for bed but you want to stay up late and play video games. You complain and complain then your Dad gets sick of it and yells at you. You get into a fight then you start to get angry.

6

When your little sister or brother steals your favourite thing and then she or he breaks it. You decide that you should break their favourite toy because they broke yours. You get into a fight and it doesn't end too well.

7

When your brother or sister won't share the movie treats and you get into an argument over them.

8

When someone gets mad at you and you don't know why.

9

When you have a friend over and your siblings won't leave you alone and embarrass you.

10

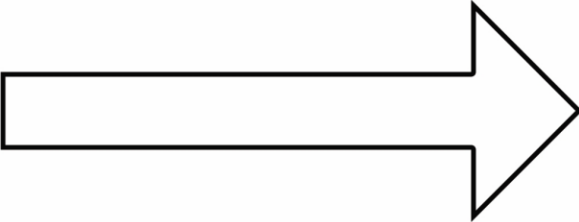
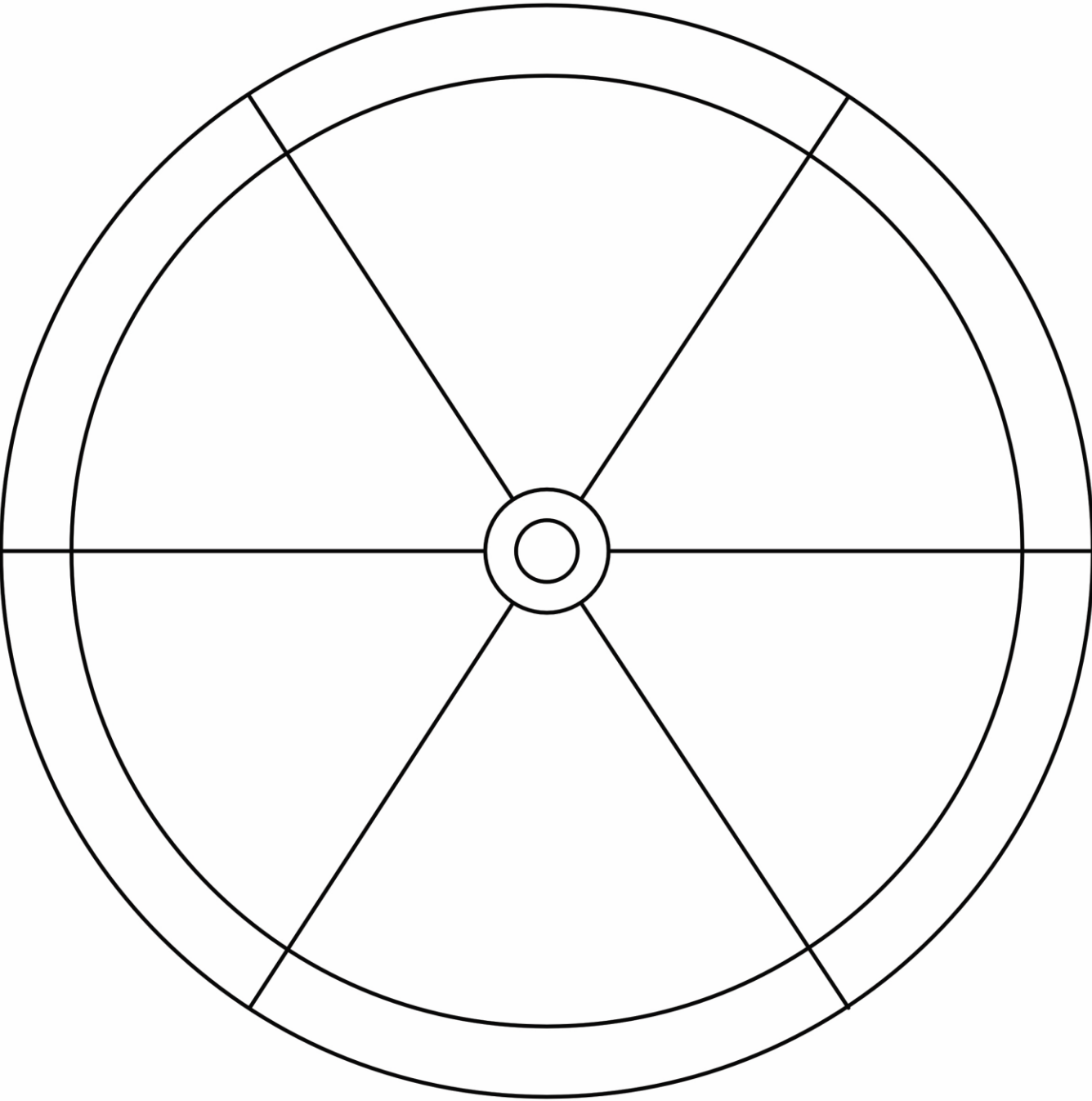
When the student you partnered with claims that they have done all the work on a project but you have.



Appendix 2

This corresponds with the bonus board game activity.







Appendix 3

Workbook answers.

WORKBOOK A ANSWERS	
Activity 1	Students will identify the kinds of conflicts they think happen in the various contexts - friends, family, self, community, world, other. This is a great opportunity to discuss the kinds of conflicts students identified.
Activity 2	 the slippery slope of conflict

WORKBOOK B ANSWERS	
Activity 1	Answers will vary.
Activity 2	1. Escape 2. Attack 3. Make Peace 4. Attack 5. Escape