



COURSE 5: YEARS 7-8

TOPIC 1 LESSON PLAN

What is conflict?

SCOPE & SEQUENCE

COURSE 5: YEARS 7 and 8	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 can 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 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 5 Scope and Sequence Document in the Support Documents tab of your teacher portal 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
STUDENT ENGAGEMENT	Workbooks OR Online Activities	5-10 minutes	- Year A Workbook Topic 1 OR - Online Topic 1 Activities
ACTIVITIES	Game of Choice	15-20 minutes	- Scenarios in lesson plan - Slippery Slope image
	Conflict Responses in Films	15-20 minutes	Film clips



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 - Lyrics to 'Bad Blood' by Taylor Swift
STUDENT ENGAGEMENT	Workbooks OR Online Activities	5-10 minutes	- Year B Workbook Topic 1 OR - Online Topic 1 Activities
ACTIVITIES	Slippery Slope Role Play	10-15 minutes	Scenario in the lesson plan
	Reflecting on Conflict	10-15 minutes	Appendix 1 worksheet



TOPIC 1 OVERVIEW

What is conflict?

Conflict is a part of everyday life

Students will explore what conflict is and how damaging conflict can be both for the individual and their emotions and also for their relationships.

They will discover the common ways 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 and see that the first step in working out the best way to deal with conflict is to understand how they respond to it!



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

Module 1 key verse:

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

GOALS & CURRICULUM LINKS

	Goal 1	Goal 2	Goal 3
PeaceWiseYouth 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	- Analyse and reflect on the influence of values and beliefs on the development of identities (AC9HP8P01) - Refine protective behaviours and evaluate community resources to seek help for themselves and others (AC9HP8P08) - Examine the roles of respect, empathy, power and coercion in developing respectful relationships (AC9HP8P04) - Use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken texts (AC9E7LY02) - Analyse factors that influence emotional responses and devise strategies to self-manage emotions (AC9HP8P06)
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YEAR A ACTIVITIES – FIRST YEAR OF LEARNING

Begin by watching the core stimulus video for Topic 1, found in your teacher portal.

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

The Year A Activities provided below (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 share their thoughts about conflict and what it is. They reflect on the three main ways people deal with conflict and how they might have escaped or attacked as a response in the past.
PEACEWISEYOUTH TOPIC GOALS	Module 1 Topic 1 Goal 1 Module 1 Topic 1 Goal 2 Module 1 Topic 1 Goal 3
AUSTRALIAN CURRICULUM LINKS	AC9HP8P01, AC9HP8P08, AC9HP8P04, AC9HP8P06, AC9E7LY02
IMPORTANT! ‘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 4-5 minutes to complete.</i> <i>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.</i>	
ACTIVITY OUTLINE Discussion warm up In pairs, have students share about a conflict they had with someone recently (remind the students to omit names and identifying details). Ask each of them to identify the three strongest emotions they felt during the conflict. Are any the same as their partner? Questions for discussion: - Does every conflict involve emotions? What emotions do you commonly see come out during conflict? Why do people have such different reactions? - What is your definition of conflict? (The video defined it as a difference in what we want or think that causes tension in a relationship.) - Out of the three main ways of dealing with conflict (attack, escape, and make peace), which of the three do you think is the one you see most often? - When thinking about the three <i>escape</i> responses on the slippery slope (deny, blame game, hurt myself), what’s going through people’s heads when they choose this response? (I don’t want to deal with it, fear, etc). - Is there a time you responded to conflict by escaping? What happened, and why did you choose that response?	



- Now think about the three *attack* responses on the slippery slope (put down, exclude, fight). What's going through people's heads when they choose this response? (anger, fear, pride, if I hurt someone else I'll feel better, etc).
- Is there a time you responded to conflict by attacking? What happened and why did you choose that response?
- Do escape or attack responses make conflict better or worse? Why?
- Why do you think it's called the 'slippery slope'?
- Think about the three Make Peace responses to conflict (overlook, talk, get help). Which do you think is the hardest to do?
- Share about a time you think you chose a make peace response when you were having conflict with someone? Did it help your relationship with them? What might have happened if you'd chosen to attack or escape instead?

STUDENT ENGAGEMENT ACTIVITY

Share the key Bible verse for this module with the students. What do they think it means? How does it relate to this topic?

Students using 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 are given conflict scenarios where they have to indicate the choice they feel the person made in the scenario. Students reflect on how they might respond in a similar conflict.
PEACEWISEYOUTH TOPIC GOALS	Module 1 Topic 1 Goal 2 Module 1 Topic 1 Goal 3
AUSTRALIAN CURRICULUM LINKS	AC9HP8P04, AC9HP8P06

ACTIVITY OUTLINE: GAME OF CHOICE

Below are various conflict scenarios. For each scenario:

- 1) Explain to students that you are going to read out a conflict scenario and they have to move to a designated area at the front of the room to indicate whether they think the person in the scenario chose an escape, attack or make peace response. Show them that the far left is the escape, the middle is the make peace and the far right is the attack response. Ask one student from each group which details in the scenario led them to choose their response.
- 2) Ask the students to think about how they think they would have responded in a similar conflict (ask them to be honest with themselves) and to move to the part of the room corresponding with their response. Ask one student from each response why they think they would have responded that way (if there is a student in each response area).

Scenario 1:

Ben had just got in from school. He was tired and stressed. He grabbed a drink, flopped on the lounge and fired up his game. This was just what he needed to put the stressful day behind him. Then his Mum came in from work and reminded him that he hadn't done his household jobs yet – the bins needed emptying and the dog needed walking. Ben flipped. He yelled at his mother and accused her of not caring about how tired he was after school.



Scenario 2:

Ben's Mum wouldn't let him go to his friend's place the next weekend because of the way he spoke to her. Ben was really angry at first. Then he started to think through what had happened. He is always tired and grumpy after school. He also thought about how tired his Mum probably was after a day of work and how he had said some cruel words to her. He decided to apologise to his Mum, and then to ask if they could work out a plan for how to manage his tiredness when he comes home from school, so he could have some time to chill as well as get his jobs done.

Scenario 3:

Asami had always loved soccer. She played on the weekends and trained on Thursday nights. The trouble was that her coach put the players down if they made a mistake on the field. It really upset her, but she didn't tell anyone how she felt and pretended everything was ok. Sometimes, alone in her bedroom at night she cried and she shut everybody out.

Scenario 4:

Asami decided to tell some friends in another soccer team about how "nasty" her coach was. One of the other girls told their dad. That dad told Asami's dad what he'd heard the kids say. Asami got into trouble from her dad for gossiping. Now Asami was even more upset. She blamed her friend for telling her dad.

LESSON OUTCOMES	Students view several excerpts from movies and discuss the responses to conflict displayed in them. They analyse why they think the character chose this response and reflect on why it's helpful to understand the way we tend to respond to conflict.
PEACEWISEYOUTH TOPIC GOALS	Module 1 Topic 1 Goal 1 Module 1 Topic 1 Goal 2
AUSTRALIAN CURRICULUM LINKS	AC9HP8P06

ACTIVITY OUTLINE: CONFLICT RESPONSES IN FILMS

Using films or shows that your school has access to, select one or more scenes of interpersonal conflict. Make sure that the scenes are age-appropriate and suited to your students' context. Watch the scene beforehand so you know what the slippery slope response is.

Have the scenes ready to go at the start of the lesson.

Some movies and scenes you may want to consider:

- Wonder (2017) – 'The seventh graders attack' scene (chooses attack: put down, fight).
- Inside Out (2015) – 'Riley gets mad at dinner' scene (chooses escape: avoid, then attack: put down)
- The Mitchells vs. the Machines (2021) – 'Put your phone down at dinner' scene (chooses escaping: avoid/blame)
- Mean Girls (2004) – 'Do you have anything to apologise for, Katy?' scene (Chooses escaping: deny)

After students view the movie clip discuss the following questions:

- What was the conflict about?
- How did the character/s respond to the conflict?
- Why do you think they chose to respond that way?
- How would it be helpful to that character for them to understand the slippery slope?



YEAR B ACTIVITIES – SECOND YEAR OF LEARNING

Begin by watching the core stimulus video for Topic 1, found in your teacher portal.

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

The Year A Activities provided below (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 share their thoughts about conflict and what it is. They reflect on the three main ways people deal with conflict and how they might have escaped or attacked as a response in the past.
PEACEWISEYOUTH TOPIC GOALS	Module 1 Topic 1 Goal 1 Module 1 Topic 1 Goal 2 Module 1 Topic 1 Goal 3
AUSTRALIAN CURRICULUM LINKS	AC9HP8P01, AC9HP8P08, AC9HP8P04, AC9HP8P06, AC9E7LY02
Discussion warm up Taylor Swift's song 'Bad Blood' is said to be written after a falling out with a close female friend. Look at the lyrics together as a class. If you feel the content is suitable, you can also choose to show the video. What emotions is Taylor feeling in response to this conflict? Where does her response lie on the slippery slope? Discussion questions • Share an example of a conflict you've had recently where you were able to choose one of the make peace responses. What difference did it make? What might have happened if you had chosen to escape or attack instead? • Have you noticed conflicts where people have chosen escape or attack responses? What impact did these responses have on the conflicts? • What have you learnt about yourself since you started your PeaceWiseYouth journey? • Have you been able to share any peacemaking principles with any of your friends and family? STUDENT ENGAGEMENT ACTIVITY Share the key Bible verse for this module. What do they think it means? How does it relate to this topic? Students using 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 role-play various responses to conflict. They identify actions that accompany escape, attack and make peace responses and reflect on the choice that they have in responding to conflict.
PEACEWISEYOUTH TOPIC GOALS	Module 1 Topic 1 Goal 1 Module 1 Topic 1 Goal 2
AUSTRALIAN CURRICULUM LINKS	AC9E7LY02, AC9HP8P06
ACTIVITY OUTLINE: SLIPPERY SLOPE ROLEPLAY Ask groups of students to prepare and perform short dramas to the class, which show the three different ways someone might respond to the same conflict. They can choose their own conflict scenario. Read them this one as an example. <i>Koa has brought home his school report, and it's not good. His teachers have made comments about him being rude in class, often talking with his friend Iluka and not completing his work. His parents are very unhappy and have told him he is grounded and cannot go anywhere on weekends for a month.</i> Possible responses: • Escape: Koa goes to his room and puts on his headphones with the music really loud. He refuses to come out of his room for dinner and ignores his parents when he sees them. When he does finally talk to them, he blames his friend Iluka, who he says is always talking to him in class. • Attack: Koa responds by arguing with his parents and calling them unkind names. He slams the door of his bedroom and refuses to do his homework. • Make peace: Koa accepts that he hasn't been showing respect in class or completing his work. He admits that while Iluka hasn't helped the situation, his performance is not Iluka's responsibility but his own. He tells his parents that he understands that there are consequences and that he will apologise to his teachers and try harder. After each of the groups has performed, debrief with the class about the responses. Reinforce that we always have a choice about how we respond to conflict.	



LESSON OUTCOMES	Students identify conflicts where they have responded with escape, attack and make peace responses. In pairs, they discuss these conflicts and analyse their responses to them. They reflect on how effective these responses were and whether they would like to change their responses in the future.
PEACEWISEYOUTH GOALS	Module 1 Topic 1 Goal 2 Module 1 Topic 1 Goal 3
AUSTRALIAN CURRICULUM LINKS	AC9HP8P06, AC9E7LY02
ACTIVITY OUTLINE: REFLECTING ON CONFLICT  <i>Print out one copy per student of Appendix 1</i> Give the students a copy of the slippery slope in Appendix 1. In each of the three parts of the slippery slope, students draw or write about a time when they reacted to a conflict with each response. Encourage them to reflect on conflicts from all different parts of their lives (e.g. home, school, sport, church...). Students partner with a trusted friend to share their worksheets and share about their conflicts (remind the students not to use names or other identifying details). Discuss the following questions together: • What happened in each conflict? • What emotions did you feel in each conflict? • How did you respond to each situation? • Are you happy with how you responded or would you like to have changed your response? • Which part of the slippery slope do you find yourself on most often?	

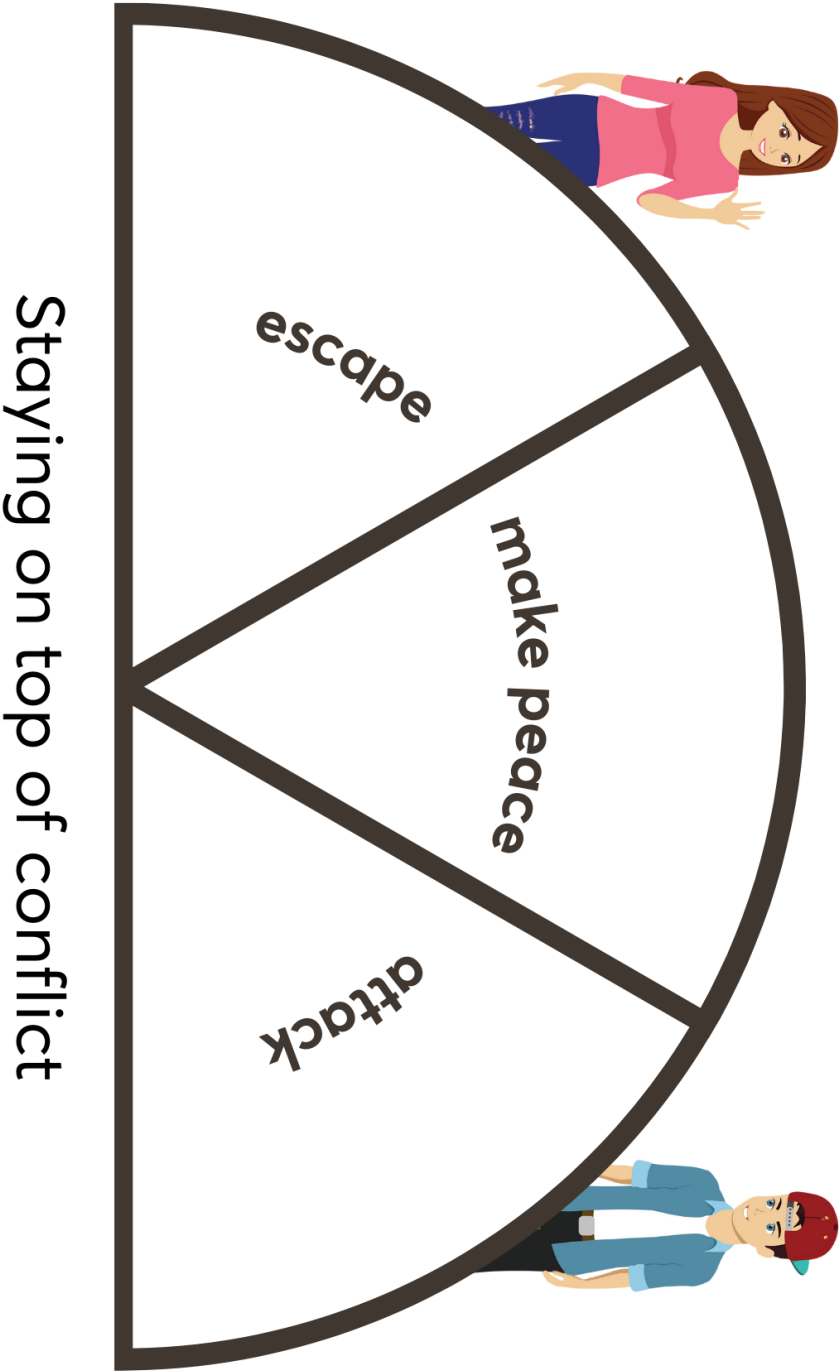
PeaceWise thanks Corlette Sande, author of *The Young Peacemaker* for permission to use/adapt that work (Slippery Slope).



Appendix 1

This relates to the Year B lesson, *Reflecting on Conflict*

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Appendix 2 – Workbook answers

WORKBOOK A ANSWERS

1.

a. Answers will vary. Some ideas include:

- Escape: ignoring people who upset you, pretending that you don't know you're in conflict, blocking people's numbers
- Make Peace: apologising to others, finding a compromise, forgiving instead of holding a grudge
- Attack: calling people names, spreading rumours about people, getting physically aggressive.

b. Conflicts usually become smaller and are resolved more quickly; relationships increase in trust and understanding.

2. Answers will vary.

3. Answers will vary.

WORKBOOK B ANSWERS

- Conflict will always be a part of life because people will always have different opinions, needs and desires. The way that we approach conflict and seek to make peace will determine how much 'combat' is involved. We can't always avoid conflict, but we can decide whether it becomes a battle or an opportunity for peacemaking. (Students will decide whether or not they agree with this quote)

1.

- a. Juliette's response is attack – put down
 - b. Juliette is feeling frustrated and hurt. She was holding on to her frustration and it boiled over when she snapped in front of the group.
 - c. If this response continues without Juliette addressing the situation the conflict may grow, communication may shut down, the other group members may start to take sides, etc.
 - d. Noah's response is escape – hurt myself (he's avoiding the situation which is hurting himself and the relationship)
- Noah is feeling disappointed and hurt. He's attempting to protect himself by pulling away, and he may feel like it's easier than a hard conversation.
 - If your students have participated in PeaceWise previously, they may identify some peacemaking tools he could use such as: Peacemaking Pizza or the 4 Choices of forgiving. Alternatively they may suggest, talking calmly to Hassan, listening to Hassan's side, forgiving one another, etc



2.

- a. God has shown us peacemaking through his son Jesus dying on the cross. We are called to follow in his example by making peace with others. In this way we are called to reflect God's character.
- b. When we live as a peacemaker we enjoy deeper and more harmonious relationships with others. We experience the blessing of living the way God intended and following his good plan for our relationships.