

PEACEWISEKIDS

Scope and Sequence **Course 2**

1. Basic Course structure and licence period

Course 2 of PeaceWiseKids (for Years 1-2) contains **three modules of five topics each** (15 total):

- **MODULE 1:** UNDERSTANDING CONFLICT
- **MODULE 2:** RESPONDING TO CONFLICT
- **MODULE 3:** PEACEMAKERS FOR LIFE

Each topic needs around 40 or more minutes to complete.

Every student must have the accompanying Course 2 Workbook, available from the [PeaceWiseKids website](https://www.peacewisekids.com).

The course is designed to be completed *sequentially*. Having said this, there are a range of different ways to teach the course in terms of time taken, which we explain in detail below.

Purchasing this PeaceWiseKids Course, which is only available as a Presentation Course (i.e. there is no Premium Online version), gives the right to use the material for 12 months. For longer periods, a further purchase is needed.

2. Presentation Course – implications for teaching

Each topic includes a **key teaching video** supplemented by a lesson plan which includes a **variety of in-class activities** to reinforce the teaching in the time available.

In the **Presentation Course** the teacher/group leader presents the video then directs learning activities, including:

- 5 minutes video to be projected to group per topic
- Comprehensive selection of in class activities contained in Course Workbook
- Additional teacher-directed activities (4 per topic) contained in detailed lesson plans

Additional resources available to support student learning are:

- A2 posters illustrating all the key concepts – for putting on walls as display
- A5 summary cards – for individual student use

The Presentation Course gives substantial teaching flexibility, because it provides an extra set of Consolidation activities.

- In the Lesson Plan, there are **Foundational Ideas and Activities** for the first time the students engage with the principles, strategies and tools (e.g. Year 1).
- Then in the same lesson plan, there are **Consolidation Ideas and Activities** to use the second time the students engage with the course content (e.g. Year 2), to give deeper level engagement and embedding of the concepts and behaviours being taught. Some of the earlier activities may also be suitable to repeat the second year.
- Both sets of activities are supported by the same video stimulus.
- **Note that the students WILL learn the core concepts simply by doing the Foundational activities.** For example, if a Year 1 student only did the earlier activities, they would still be able to progress smoothly into Course 3 for Years 3 and 4 without any difficulty.
- The Consolidation content is designed to provide options to engage with the material over two years, because the course content is mapped to the Australian curriculum, which itself spans Years 1 and 2.

- It is highly beneficial for the students to do this second set of activities, as they will strengthen and ground more deeply the principles learned through doing the earlier activities.

Having Consolidation ideas and activities content provided means that you can use the content in either of the following ways:

a) You want to teach the content over *two different calendar years*:

- The class uses the earlier Foundational content in Year 1, then the Consolidation content when the same kids move into Year 2 the following year
 - **Important Note:** In this case you CAN still do this within a 12-month period (e.g. last two terms of Year 1, first two terms of Year 2), in which case you will only need ONE licence per child/teacher. You only need a second licence if the total period you are teaching the course goes for more than 12 months.

b) You want to teach the content over *a single calendar year* (either Year 1 or Year 2):

- The class uses the Foundation content in the first part of the year, then the Consolidation content in the second part of the year.

3. Course philosophy and intent, including why it needs to be taught sequentially

PeaceWiseKids is not just a “programme” to help children learn some 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
- inspire children to want to actually 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); and
- help build a healthy relational culture of peace within the community where it is taught (school, church, family etc).

How is learning peacemaking like learning to drive?

The best analogy we can give is of teaching someone to drive. This takes more than 100 hours to learn to do well, and needs to be done in the right order. You can’t teach someone the more advanced skills of lane changing on highways or reverse parking until the person understands steering and braking and how the mirrors work. You need to start with the foundations and build – then finally embed the skills.

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

Although the modules are self-contained, and could be taught on their own, they follow a pivotal sequential order and the course is not conducive to picking and choosing what to do and what to leave out.

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.

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

4. Scope and sequence – a wide range of options!

The course can be executed in a variety of ways, which this section now explores.

There are other ways Course 2 can be run, but these suggestions are provided to give schools “plug ‘n’ play” ways to fit the course into their scope and sequence.

Some key things to remember:

- There are 15 topics which need a minimum of 40 minutes (but have easily enough for one hour)
- Your right to use the content runs for 12 months from purchase
- The Course content provided supports deep learning and engagement, as it supports the students engaging with the concepts and principles twice (e.g. over two years) but with different in-class activities.

In case you are wondering, this is definitely NOT overkill – the concepts take time to seep in and to practise, as we are seeking to teach them relational skills they will use for the rest of their lives.

KEY LEARNING INTENT

Students will learn to understand the nature and causes of conflict, recognise their own responses to conflict and learn the concepts and skills of biblical peacemaking based on a four-part process of:

- putting God first (*1 Corinthians 10:31*),
- owning their part in a conflict (*Matthew 7:3-5*),
- talking it over with the other person (*Galatians 6:1*) and
- making it right between them (*Matthew 5:23-24*)

TEACHING OPTIONS USING THE PRESENTATION COURSE

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

- Teach the course over four terms – 3 or 4 topics per term
- Teach the course over three terms – one module of 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 **two** of these options below, in each case assuming you will use BOTH the Foundation Activities and the Consolidation Activities over the course of **Year 1 and 2** with the students – in other words they will engage with the content over TWO learning years.

If you wish to use other options, simply adjust the frequency of classes devoted to teaching the material.

Whichever option is chosen, we recommend **ongoing reinforcement** of the content through encouraging the children to **apply the principles** in their lives and relationships, and, most importantly, **constant use of the language** of PeaceWiseKids so that the concepts become embedded.

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.

YEAR 1 – TEACH USING THE FOUNDATION CONTENT	
<p style="text-align: center;">TEACH OVER FOUR TERMS</p> <p>In this example, we assume that the Foundation content will be used for Year 1, and then in the following year, the Consolidation content will be used.</p> <p>Licence considerations:</p> <p>In this example, you will need to purchase the Presentation Course covering the relevant number of children/teachers in both Year 1 and then also in Year 2.</p> <p>You will not need to purchase a second set of Workbooks.</p>	<p style="text-align: center;">TEACH OVER TWO TERMS</p> <p>In this example, we also assume that the Foundation Activities will be used for Year 1, and then in the following year, the Consolidation Activities will be used.</p> <p>Licence considerations:</p> <p>In this example, if you use Foundation in Terms 1&2 for Year 1 and then Consolidation sometime in Year 2, you will need to purchase the Presentation Course covering the relevant number of children/teachers each year.</p> <p>If you use Foundation Activities in Terms 3&4 in Year 1 and then Consolidation Activities in Terms 1&2 in Year 2, you would only need to purchase the Presentation Course covering the relevant number of children/teachers once.</p>
<p>First Term</p> <p>Set the foundations strongly – do the first Module.</p> <p>You can take your time and spread topics out over more than one week (or intersperse with other content).</p>	<p>First teaching term (e.g. Term 1, Term 3)</p> <p>You basically do a topic a week.</p> <p>Complete the first 8 topics in the first term you teach, and the final 7 in the second term.</p>
<p>Module 1 – Understanding Conflict</p> <p><i>Understanding God’s plan for peace with him and others.</i></p> <ul style="list-style-type: none"> • 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? <p>Note that Topic 5 contains the basic peacemaking framework that is used for the rest of the course – the “peacemaking pizza”.</p>	<p>Module 1 – Understanding Conflict</p> <p><i>Understanding God’s plan for peace with him and others.</i></p> <ul style="list-style-type: none"> • 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? <p>Module 2 – Responding to Conflict</p> <p><i>Taking responsibility for my part in the conflict can help restore friendships</i></p> <ul style="list-style-type: none"> • Topic 6: How do I get God’s help with conflict? • Topic 7: How do I take responsibility for my part in a conflict? • Topic 8: How do I solve many of my conflicts?
<p>Second Term</p>	<p>Second teaching (e.g. Term 2, Term 4)</p>

<p>Module 2 — Responding to Conflict</p> <p><i>Taking responsibility for my part in the conflict can help restore friendships</i></p> <ul style="list-style-type: none"> • Topic 6: How do I get God’s help with conflict? • Topic 7: How do I take responsibility for my part in a conflict? • Topic 8: How do I solve many of my conflicts? 	<p>Module 2 — Responding to Conflict (cont’d)</p> <p><i>Taking responsibility for my part in the conflict can help restore friendships</i></p> <ul style="list-style-type: none"> • Topic 9: How can I forgive as God forgives and choose peace? • Topic 10: How can I be a peacemaker? <p>Module 3 — Peacemakers for Life</p> <p><i>Learning how to be a peacemaker everywhere, all the time, for the rest of your life</i></p> <ul style="list-style-type: none"> • Topic 11: How do I know when to overlook or when to talk to the other person? • Topic 12: How do I make peace when the other person doesn’t want to make peace? • Topic 13: How can I help make my home a place of peace? • Topic 14: How can I build peace everywhere I go? • Topic 15: How can peacemaking point people to Jesus?
<p>Third Term</p>	<p>Third teaching Term (if you began in Term 1 or 2)</p>
<p>Module 2 — Responding to Conflict (cont’d)</p> <p><i>Taking responsibility for my part in the conflict can help restore friendships</i></p> <ul style="list-style-type: none"> • Topic 9: How can I forgive as God forgives and choose peace? • Topic 10: How can I be a peacemaker? <p>Module 3 — Peacemakers for Life</p> <p><i>Learning how to be a peacemaker everywhere, all the time, for the rest of your life</i></p> <ul style="list-style-type: none"> • Topic 11: How do I know when to overlook or when to talk to the other person? • Topic 12: How do I make peace when the other person doesn’t want to make peace? 	<p>If the plan is to use the Consolidation Activities when the students move into Year 2, then no PeaceWiseKids teaching is done this term.</p>
<p>Fourth Term</p>	<p>Fourth Term (if you began in Term 1)</p>
<p>Module 3 — Peacemakers for Life (cont’d)</p> <p><i>Learning how to be a peacemaker everywhere, all the time, for the rest of your life</i></p> <ul style="list-style-type: none"> • Topic 13: How can I help make my home a place of peace? • Topic 14: How can I build peace everywhere I go? • Topic 15: How can peacemaking point people to Jesus? 	<p>If the plan is to use the Consolidation Activities when the students move into Year 2, then no PeaceWiseKids teaching is done this term.</p>

YEAR 2 – TEACH USING THE CONSOLIDATION ACTIVITIES	
<p>TEACH OVER FOUR TERMS</p> <p>In this example, we assume that you have taught using the Foundation Activities for Year 1, and now the Consolidation Activities will be used when those students are in Year 2.</p>	<p>TEACH OVER TWO TERMS</p> <p>In this example, we also assume that the Foundation Activities will be used for Year 1, and then in the following year, the Consolidation Activities will be used.</p>
<p>You can just follow the same scope and sequence as you did for Year 1, now using the Consolidation Activities, and reusing suitable Foundation Activities as desired.</p> <p>In each of these cases, you will want to be reinforcing the content being taught through modelling, in-class references to the content (even when not directly teaching PeaceWiseKids), encouraging the students use the language in the course (including if you use the posters/desktop cards) etc.</p>	

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

PeaceWiseKids 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 children to deeply engage with the concepts and principles and apply them in their lives.

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

We therefore strongly recommend churches and churches organisations consider our one day **Everyday Peacemaking** training.

For schools teaching or intending to use PeaceWiseKids, we highly recommend running our tailored **Everyday Peacemaking for Schools** one day training (NESA accredited for 6 hours of PD in NSW) for their whole staff.

Contact us at contact@peacewise.org.au , call us on 1300 1PEACE (1300 173 223) or visit peacewise.org.au for more information.

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