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| Suitable for Key Stage 3 | | |
| **To Resolve Conflict** | | |
| **Learning Objectives:** | **Curriculum Links:** | **Resources:** |
| * To consider what conflict and resolution means. * To use scenarios and role playing to consider how to resolve conflicts peacefully. | **PSHE**: Living in the wider world: To resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices.  Consider social and moral dilemmas that they come across in everyday life. | Revision cards / paper to create scenarios  Before visit resource sheet (R1)  Example scenario work sheet. (R2) |
| **Teacher’s Notes** | | |
| **Before your visit** | | |
| * Prepare students for the visit to the church by introducing the concepts of conflict and resolution * Students to have learnt about different types of conflict including: Within people (intrapersonal). Between people (interpersonal). Within groups (intragroup). Between groups (intergroup). * Students also need to have considered different strategies for resolving conflict (R1) | | |
| **During your visit** | | |
| **Introduction *(15 mins)*:**  Introduction to the church building.  Discuss – Where are we? What is the building for? Who is likely to use the building? What can you see in the building?  Set up a scenario where by two adults role play the short scenario below.  A: “I thought we were going to have tea and cake after the service on Sunday”.  B: “I didn’t think we would this week as we have all got to rush off”  A: “But I have spent all week shopping and getting ready for it – what am I meant to do with it now?”  B “I don’t know, it isn’t my problem.”  The role play needs to be severe enough to draw the student’s attention. Freeze frame the argument and ask the students:  Who are the parties involved in the conflict?  What is the conflict?  What is each person in the conflict thinking?  What might a solution to this conflict be?  Remind students of the four different types of conflict.  Ask the class what feelings are associated with conflict or disagreement? How can conflicts be resolved by looking at things fairly? Discuss in pairs and write their ideas on sticky notes and display them. | | |
| **Main activity *(30 mins)*:**  Search the church inside and out for names; these could be in the visitors’ book on plaques or graves.  Give each pair blank revision cards and a pen and ask them to write out short scenarios of conflict, like the one they heard earlier, using the names they find around the church. This might need to be modelled (R2).  NB Students will be acting out their scenario; it therefore needs to be realistic and something that is appropriate for the church setting.  Bring the groups back together and use one pair to share a scenario they have created– the pair act it out and then the class must consider different ways to resolve the conflict, remind them of the discussions they have had prior to this lesson or show them R1. Discuss what choices are being made and what the consequences of these choices are.  Put the pairs into 4’s and ask each pair to act out their scenario and then the alternative pair suggests different ways of resolving the conflict and what are the consequences of these choices are. (R1) | | |
| **Plenary:**  Explain that learning about how to resolve conflict is important in life. Review the key things that are needed to resolve conflict. How does the church resolve conflict? Discuss the idea of forgiveness and why it plays an important part in conflict resolution. | | |
| **After your visit** | | |
| Research how a famous figure brought about change by peaceful means Dr Martin Luther King. How the Christian concept of forgiveness plays an important part in conflict resolution. | | |
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