

Me and the Society – Conflict and Reconciliation

Lesson Plan

1. Theme: Me and the Society: Understanding Conflict, Dialogue, and Reconciliation

Social Relationships – Responsibility – Respect – Peaceful Coexistence – Intercultural Understanding

2. Grade: 5th Grade

3. Target Group: Students studying in a Greek primary school within a multicultural classroom, including students of Islamic background.

4. Lesson Type

Lesson for acquiring social and ethical knowledge, developing conflict-awareness skills, learning peaceful conflict resolution strategies, and strengthening intercultural respect and cooperation.

5. Duration: 45 minutes

6. Basic Terms

conflict, disagreement, emotions, respect, dialogue, responsibility, reconciliation, apology, forgiveness, cooperation, peaceful solution, empathy, fairness

7. Pedagogical Methods

Guided discussion

Case-based learning

Role-play and simulation

Cooperative learning

Reflection and values-based learning

Intercultural dialogue (non-religious, inclusive)

8. Teaching Aids (Means)

Board / interactive board

PPT slides or visual cards

Short written scenarios (conflict cases)

Worksheets

Emotion cards

Reflection prompts

9. Goals

Educational Goals

Students will learn to:

- ✓ Understand what conflict is and why it happens
- ✓ Identify common causes of conflicts in everyday life
- ✓ Recognize emotions involved in conflicts
- ✓ Learn steps for peaceful conflict resolution
- ✓ Understand the meaning of reconciliation

Formational Goals

Students will learn to:

- ✓ Develop empathy and emotional awareness
- ✓ Take responsibility for their actions
- ✓ Communicate respectfully during disagreements
- ✓ Value dialogue, forgiveness, and cooperation
- ✓ Respect cultural diversity in social interactions

10. Cross-Curricular Connections: Citizenship Education, Ethics / Values Education, Social Studies, Language Development, Intercultural Education, Emotional and Social Learning (SEL)

11. Expected Results

By the end of the lesson, students will be able to:

- ✓ Explain what conflict is using their own words
- ✓ Give examples of common conflicts at school or in the community
- ✓ Describe peaceful ways to resolve conflicts
- ✓ Explain the importance of reconciliation
- ✓ Show respectful attitudes toward others in disagreements

12. Preparation for the Teacher

The teacher prepares:

Visual examples of social conflicts

Short conflict scenarios

A worksheet on conflict resolution steps

Real-life examples from school and community life in Greece

13. Structure of the Lesson

A. Introduction – Activating Prior Knowledge (6 minutes)

Teacher asks:

Have you ever had a disagreement with a friend?

How did it make you feel?

Was the conflict solved? How?

Teacher explains:

“Today we will learn why conflicts happen and how people can solve them peacefully.”

14. Core Concepts – Theoretical Content (Teacher-Guided)

Teacher’s Theoretical Notes (More Advanced, Age-Appropriate)

a) Conflict in Society

A conflict is a situation where people have different opinions, needs, or feelings. Conflicts happen in families, schools, communities, and societies. Conflict itself is not bad; it is a natural part of human relationships. Problems arise when conflicts are handled with anger, violence, or disrespect.

Conflicts often happen because of: misunderstandings, strong emotions, unfair behavior, lack of communication

b) Emotions and Responsibility

Conflicts are closely connected to emotions such as anger, sadness, jealousy, or frustration. Learning to recognize and control emotions is an important social skill. Responsibility means thinking before acting and understanding how our behavior affects others.

c) Dialogue and Peaceful Solutions

Dialogue means talking and listening respectfully. Through dialogue, people can explain their feelings, understand others, and look for solutions. Peaceful solutions include: listening carefully, speaking calmly, finding compromises, respecting differences

d) Reconciliation

Reconciliation is the process of rebuilding relationships after a conflict. It includes: admitting mistakes, apologizing, forgiving, agreeing to change behavior Reconciliation helps restore trust and harmony in society.

e) Intercultural Perspective

Different cultures may express emotions and solve conflicts in different ways. However, values such as respect, fairness, dialogue, and peace are shared across cultures. Understanding diversity helps prevent conflicts and supports social harmony.

Information for the Teacher

1. Understanding Conflict in Childhood and Society

Conflict is a natural and unavoidable part of human interaction. In childhood and early adolescence, conflicts often arise as children develop their identity, opinions, emotional awareness, and social independence. At the age of 10–11, students begin to:

express stronger personal opinions,

experience more complex emotions,

seek fairness and recognition,

compare themselves with others.

Conflicts at this age usually emerge from misunderstandings, competition, unmet needs, or emotional reactions rather than intentional harm. It is important for teachers to present conflict not as a failure, but as a learning opportunity that can strengthen social skills when handled constructively.

In a broader social context, conflicts exist at all levels of society—from families and schools to communities and nations. Teaching children how to understand and manage conflict peacefully contributes to social cohesion and democratic citizenship.

2. Emotional Awareness and Self-Regulation

Emotions play a central role in conflicts. Children may experience:

anger when they feel treated unfairly,

frustration when they are not heard,

sadness after exclusion,

fear of being rejected.

One of the teacher's key roles is to help students identify, name, and regulate emotions. Emotional awareness allows students to pause before reacting and choose constructive responses.

3. Responsibility and Ethical Decision-Making

Responsibility in the context of conflict means understanding that actions have consequences for oneself and others. Students should learn that:

words can hurt or heal,

ignoring a conflict can make it worse,

taking responsibility helps rebuild trust.

Ethical decision-making involves:

thinking before acting,

considering other people's perspectives,

choosing fairness over personal advantage.

Teachers should guide students to reflect on questions such as:

“How would I feel in the other person's place?”

“What is the fair solution for everyone involved?”

“How can I repair the damage caused by my actions?”

4. Dialogue as a Tool for Peaceful Conflict Resolution

Dialogue is a core skill in conflict resolution. It involves both speaking honestly and listening actively. Many conflicts continue because people listen only to respond, not to understand.

Students should be taught that effective dialogue includes:

calm tone of voice,

respectful language,

allowing others to speak without interruption,

asking clarifying questions.

Dialogue encourages cooperation and helps students realize that different opinions do not automatically lead to conflict.

5. Reconciliation: Restoring Relationships

Reconciliation goes beyond solving a problem; it focuses on restoring relationships and trust. At the age of 10–11, children are capable of understanding that reconciliation involves:

acknowledging mistakes,

offering sincere apologies,

accepting apologies,

forgiving and moving forward.

Teachers should emphasize that reconciliation:

does not mean forgetting what happened,

does not mean accepting unfair behavior,

means choosing peace and cooperation over resentment.

Reconciliation helps students experience social safety and belonging.

6. Intercultural Perspective and Inclusive Teaching

In multicultural classrooms, conflicts may sometimes be influenced by cultural misunderstandings, communication styles, or different social norms. Teachers should:

avoid stereotypes,

encourage curiosity and respect for differences,

highlight shared values across cultures.

Values such as respect, fairness, peace, and cooperation exist in Greek culture, Islamic cultural traditions, and many other cultural frameworks. Presenting these values as universal human principles helps students feel included and respected.

Teachers should ensure that:

no culture is presented as “better” or “worse”,

examples are culturally neutral or inclusive,

religious references are avoided unless discussed in a contextual, non-instructional way.

7. Creating a Safe Classroom Environment

A safe classroom environment is essential for conflict education. Students must feel:

emotionally safe to express opinions,

respected regardless of background,

supported in making mistakes and learning from them.

15. Practical Activities & Timeline

1. Case Study Discussion – “What Went Wrong?” (8 minutes)

Students read a short scenario (e.g. conflict between classmates).

Questions:

What caused the conflict?

How do the characters feel?

What could they do differently?

2. Role-Play – “Solve the Conflict” (10 minutes)

In pairs or small groups, students act out:

the conflict

a peaceful resolution using dialogue and apology

3. Worksheet – “Steps to Reconciliation” (8 minutes)

Students:

Put steps in the correct order

Match emotions with solutions

Write one sentence about how they solve conflicts

4. Reflection Circle (5 minutes)

Sentence starters:

“Conflict happens when...”

“A peaceful solution means...”

“Reconciliation is important because...”

Teacher concludes:

“Peaceful conflict resolution makes societies stronger and fairer.”

16. Variations and Extensions

Class agreement: “How We Solve Conflicts”

Writing activity: a letter of apology

Connection with Citizenship or Ethics lessons

17. Final Teacher Reflection

After the lesson, reflect on:

Students’ ability to express emotions

Understanding of reconciliation

Willingness to use peaceful strategies

Respect for cultural differences

18. Sources of Information for the Lesson

Educational Organizations

UNESCO – Global Citizenship Education

UNICEF – Life Skills and Peace Education

Council of Europe – Competences for Democratic Culture

Social and Emotional Learning

OECD – Social and Emotional Skills for Students

CASEL – Core SEL Competencies

Intercultural Education

UNESCO – Intercultural Education Guidelines

Banks, J. A. – Cultural Diversity and Education

Conflict Resolution (Child-Friendly)

UNICEF – Peacebuilding in Education

Save the Children – Conflict Resolution for Children