

1.8 TALK TOGETHER

Topic: Basic Skills for Peacemaking

Subtopics: 4B. Communication Skills

Class: Standard I (1st Grade)

Objectives:

Knowledge: Students will discover that keeping peace involves involved people sitting together and talking things over.

Attitude: When students face conflicts, they will invite involved parties to talk thingover.

Materials Needed:

Exercise Book and Memory Exercise Book

Props for acting out Bible story (optional)

Scripture:

Reference: I Samuel 10:1-42

Teacher's Notes

Memory Verse: "Let us...help one another to show love and to do good." Hebrews 10:24 GNT

Teacher Activities

Introduction:

1. Review the three basic rules for peace-making and teach the fourth rule which is to sit and talk and think together.

Bible Story:

2. Tell the story of David and Jonathan emphasizing how David and Jonathan talked together to work out their problem.

Suggested Discussion Questions:

3. David didn't understand why the king was unhappy with him. What did he do to try to work through this conflict?
4. Jonathan didn't think his father was trying to find a way to kill David so he had to find a way to learn what his father was thinking. What did he discover?
5. What plan did David and Jonathan work out so David would know what he needed to do?
6. How should you handle situations when someone is angry with you and you want to fight back?

Application:

7. Give examples to help children see they can be an example of being a peacemaker now?
8. Discuss the memory verse and what it teaches about responding to conflict.

Evaluation:

9. God gives us skills to address those times when we face difficult situations.

Student Response

Introduction:

1. Students will give the three rules with hand actions followed with learning together the fourth rule: Sit and talk and think together pointing to their heads where thinking and talking take place.

Bible Story:

2. Students will carefully listen to the Bible story or act it out while it is narrated.

Possible Answers to Questions:

3. He knew it wouldn't work to go to the king and ask why he was mad at him so he went to the king's son whom he trusted to discuss this matter.
4. It was true the king wanted to kill David
5. They talked together and had a plan that would tell David if he needed to flee or if things could be worked out.
6. Remember the four basic rules for peace-making and put them into action.

Application:

7. Children will think of times when they can put these basic rules into practice.
8. Sitting and thinking/talking together is a loving thing to do when there is conflict because it offers a way to understand each other and find a way forward.

Evaluation:

9. Thank God for giving us skills to be peacemakers and ask for courage to use them.

Extension Activities:

1. Talking Together Chant: Review the Talking Together Chant and add the line for this lesson's rule. Say it with a little "sing-song" rhythm. "To be a peacemaker I have to stay calm, stay calm, and stay calm. To be a peacemaker I have to stay calm even if I'm not wrong. To be a peacemaker I have to listen carefully, listen carefully, and listen carefully. To be a peacemaker I have to listen carefully to hear the words of the other. To be a peacemaker I have to care about the other, care about the other, and care about the other. To be a peacemaker I have to care about the other so we can be friends. To be a peacemaker I have to sit and talk together, sit and talk together, sit and talk together. To be a peacemaker I have to sit and talk together so we can work our problems out.
2. Memory Verse: Take time to write the new memory verse in the Memory Verse Exercise book: "Let us...help one another to show love and to do good." Hebrews 10:24 GNT
3. In the other Exercise Book, complete the Rules for Talking Things Over. At the top of the next page write: Rules for Talking Things Over. Underneath write: 4. Talk and think together. The children can draw a head under this rule.

Notes for Teacher

About the Scripture

This story can have too many details for these students right now so emphasize the fact that David knew the king was mad at him. David was becoming a better warrior than the king so the king was jealous of David and wanted to get rid of him. David didn't understand the king's anger. He knew it would not be right to go to the king and accuse him of not liking him. He needed someone he trusted to help him know how to face this conflict. He and the king's son were good friends. David sat with Jonathan and talked over the matter. Jonathan really didn't think his father would kill David so they had to make a plan for Jonathan to learn what his father was really thinking. The plan was for David to hide in a field. Jonathan would bring out a boy who was learning how to shoot arrows. What Jonathan would say to the boy when he went to get the arrow would let David know if he needed to flee or if the king was okay with David. David tried to stay calm in this matter. He must have listened carefully to hear anything that might indicate what the king's attitude was toward him. He certainly cared about the king and his son, Jonathan. He knew he could talk with Jonathan and together they could think the situation out. That is exactly what they did and David's life was saved.

Key Point

When one is faced with a difficult situation, it is important to sit together and talk things over with the involved people so misunderstandings can be worked through bringing harmony in the relationship.

Possible Suggestions for Conflicts Students Might Practice Their Peacemaking Skills

Being a peacemaker begins when we are young like these children. Playing with other children sometimes creates conflict between two students or two groups of students. Before you retaliate with anger, practice the basic skills for peacemaking.

If your brother is given more rice than you get, care about the other and talk it out calmly. When you don't understand why your friend refuses to play with you, practice these basic skills for peacemaking. You can be an example of being a peacemaker to your classmates, your

families and people in your community. [Use illustrations that help the child think through how these peacemaking skills can be used.]

Continue with Learning the Rules to Talk Things Over [with actions]

1. Stay Calm: Have children stand and make fists with both hands. Shake out their fists and let their hands be open which reminds them to stay calm.
2. Listen: Point to their ears.
3. Care about the other: Place hands over the heart.
4. Think and Talk Together: Point to your head where thinking and talking takes place.

Teacher Evaluation

Have I been able to walk with a student who need to remember these rules of talking things over as he/she confronts conflict? How do I handle conflict in front of these children? Do I practice these rules for talking things over?