

Session 3

Navigating Disagreement



Key learning

Pupils explore some of the origins of conflict and disagreement and begin to identify reasons why conflict occurs.

Before the session

You will need:

- Slides for this session
- A copy of *Wild* by Emily Hughes

Story

Be Curious (Community)

Explore vocabulary:

- Wild
- Strange

Notes

Show your class the picture of the plant on the slides.

 **Notes**



Ask them:

- What do you see?
- What do you think?
- What do you know?
- What do you want to know?
- How would you describe this?

Explore vocabulary

Ask your pupils to list the synonyms and antonyms of the word 'strange'.

Display images (on slides) which some may consider unfamiliar – for example:

- Wonky fruit
- Axolotl (amphibian)

Together, create a bespoke definition of the word strange.



Children's literature

Read *Wild* by Emily Hughes all the way through without showing the images.

Read the book for a second time ensuring that children can see the images.



Focus on the double page spread that begins: 'They found her strange...'

Suggested questions for discussion:

- Why did they see each other as strange?
- What does it mean to be strange?

Space

Be Present (Embrace)



Activity Mini debate

Host a mini debate with the motion: *Being strange is a bad thing.*

- Team A: Agree/for
- Team B: Disagree/against

Encourage the class to work together to generate reasons why being different might be considered a negative thing and why it could be seen as a positive. (Teachers may intentionally allocate pupils to specific teams for more dynamic debate.)

This activity provides a good opportunity to develop pupils' oracy and public speaking skills. It can also be extended into a full debate with a wider audience, allowing for deeper exploration of the motion and the use of formal debate etiquette.



 Notes

Sanctuary

Reimagine (Power)

Notes



Bible passage

"For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ."

1 Corinthians 12:12 (ESV)

Explain to the children that there is beauty in diversity. If all things were the same refer to previous lesson's vocabulary (uniform), then nothing would be special or wonderful.



Activity

Beauty in diversity

Show children the slides with images of coral reefs and how beautiful they are. Explain the biodiversity that exists in reef structures around the world. Ask whether there is anything strange about them. Is the 'strangeness' a bad thing?

Do the same thing with photos of people from around the world who were born with unique features.

- Tilila Oulhaj (skin pigmentation)
- People of the Solomon Islands (blonde hair)
- Thando Hopa (South African albino lawyer)



Reflection

You may want to read this reflection aloud to your pupils.

Consider this quote:

**"There is no beauty without
some strangeness."**

Edgar Allan Poe

Every living thing possesses traits that make it both beautiful and strange. In fact, our very beauty is rooted in strangeness.

Suggested questions for reflection:

- What if we reimagined and replaced 'strangeness' with 'difference'? How would the quote by Edgar Allan Poe be read?
- Suppose you had a new member of the class arrive one day and they looked and spoke differently to the rest of the class. How would you view them? How would you treat them?



Prayer

Dear God,

Help us to understand that we are fearfully and wonderfully made. We are your handiwork and you have created us in your image and likeness. Help us to appreciate the things that we struggle to see as beautiful, and to see the beauty in others.

Amen.

End of session 3