



Power of Peace

EXPEDITION TITLE

Power of Peace

Expedition Driving Question:

How can I participate in my community as a peacemaker and seek restoration?

Expedition Deep Hope:

That students will participate and enable change that brings peace and trust after conflict; spreads God's love; and restores broken relationships.

Expedition Verse:

"Let him turn away from evil and do good; let him seek peace and pursue it." —1 Peter 3:11 ESV

LEARNING PLAN TITLE

The Dual Sides of Conflict

Learning Plan Number: 5

Learning Targets:

1. I can analyze the results of conflict transformation.
2. I can design peace plans, applying strategies for transformative change.

Habit(s) of Learning:

Joy-filled Collaboration, Gracious Communicating

CUMULATIVE TIME



65-80 MIN

ICON KEY



Learning activities that support your document panel with visual artifacts are indicated by a push-pin and paper icon in the activity title.





Learning activities connected with sponsored children are indicated by a helping hands icon in the activity title.




Learning activities that support your community engagement project are indicated by a community icon in the activity title.





ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
Conflict vs. Violence  <i>Engage the Learning Targets (ELT)</i>	 5-10 min	<input type="checkbox"/> 5.5.a Teacher Resource: Conflict <input type="checkbox"/> Learning Expedition Journals
<ul style="list-style-type: none"> On your board, write the question: “Is conflict bad?” Allow time for students to reflect and write their responses in their learning expedition journals, then engage in a class discussion. You may encourage discussion by having students reflect on the previous learning plan as well as times where they have seen conflict (big or small). What happened afterwards? Are things black and white or could there be a gray area? How? Where have you seen conflict in the world, in books, or in movies? What has been revealed to us in the Bible about God’s plan? What is the “typical” pattern for resolution? Remind students that, as we learned in our previous learning plan, sometimes conflict is not managed or responded to well and this can lead to significant harm (violence). In their learning expedition journals, have students create two columns: one labeled “Conflict” and the other labeled “Violence.” Allow time for students to brainstorm differences between the two before sharing. Make a chart as a class on the board or on chart paper. Use the teacher master example for support, but do not show this to students. Introduce the concept that: As peacemakers, we are able to think about conflict being neutral. Conflict is an opportunity for positive transformation! It can be transformed into something that is positive or negative. Conflict will happen, so how we respond to it is very important. <p>Note: Take a picture of this whole class chart to display on the document panel.</p>		



LEARNING ACTIVITIES

Circles and Squares <i>Introduce the Learning Targets (ILT)</i>	 5 min	<input type="checkbox"/> Learning Expedition Journals
<ul style="list-style-type: none"> Introduce today’s learning targets by displaying them on the board. <ol style="list-style-type: none"> <u>I can analyze the results of conflict transformation.</u> <u>I can design peace plans, applying strategies for transformative change.</u> Have students write both learning targets in their learning expedition journals. Have students circle words or phrases they are wondering about and record why. Next have students pick two to three words that they feel confident they understand and place squares around them. Have students provide synonyms to replace those words. Help clarify wonderings and lead into the next activity, which explores the three ways to address conflict. 		





ACTIVITY TITLE	TIME	RESOURCES
Approaches to Conflict Engage the Learning Targets (ELT)	 10 min	<input type="checkbox"/> Learning Expedition Journals
<ul style="list-style-type: none"> Have students record the three definitions below in their learning expedition journal. Analyze with the whole group or have students analyze with a partner and then regroup to share how the three ways to address conflict build upon each other. <ol style="list-style-type: none"> Conflict management: efforts undertaken to settle a conflict to get the conflicting parties involved in the process. Conflict resolution: aims to resolve a conflict by addressing its root causes and identifying possible solutions. Conflict Transformation: process of transforming relationships, interests, needs, patterns, or behavior or social contexts to bring about peace. Examine which way of addressing conflict would bring true peace in a broken relationship and in our world. <i>It's helpful to provide an example of poor conflict management and good conflict management, if possible.</i> Explain that transformation is the best outcome from conflict (which is neutral). It's key to preventing violence and leading to sustainable peaceful outcomes. Transforming conflict requires disentangling the conflict from its original situation and transporting it to a more promising place. This is achieved through engaging in dialogue that is based on empathy, non-violence, and joint creativity. 		
Back-to-Back, Face-to-Face Engage the Learning Targets (ELT)	 10 min	
<ul style="list-style-type: none"> Help clarify what students are wondering and their unanswered questions. Using a Back-to-Back, Face-to-Face protocol ask students to respond to the following prompts. Repeat this process until all prompts have been completed. At the end of rotation, allow time for students to share with the whole group. <ol style="list-style-type: none"> Name a time where a conflict was not resolved, or even became worse. What went wrong? You are partnered with someone on a school project who you have had arguments with in the past. How could you respond to manage the conflict? Two of your close friends are not speaking to each other. Walk through the steps of resolving this conflict with your partner. Name a time where a conflict was resolved well. What went right? <p>Back-to-Back, Face-to-Face protocol</p> <ul style="list-style-type: none"> This is a way for students to share and listen to different perspectives while moving around the room, while also making time to quietly consider before speaking. Students should find a partner from a different part of the room and stand back-to-back. Once students are partnered up, read the first prompt (you could have it posted on the board/screen, as well). After the prompt has been read aloud, give students 15 seconds to silently consider it. Ask students to turn, face their partner, and share their responses. After allowing 30 seconds for each student to share, ask students to find a new partner and repeat with a new prompt. 		



ACTIVITY TITLE	TIME	RESOURCES
Create a Conflict Transformation Skit Engage the Learning Targets (ELT)	 15-20 min	<input type="checkbox"/> 5.5.b Student Material: Conflict Transformation Skit handout
<ul style="list-style-type: none"> Divide students into groups, preferably with four students in each group. Each student will have a job: time keeper, recorder, expectation keeper, or facilitator, as described on student handout labeled “Conflict Transformation Skit.” If three are used, you may omit the role of expectation keeper. If have you groups of five, have two expectation keepers. Previously, students have analyzed scenarios, but now they will create their own skit as a way to model conflict transformation. Review directions found on handout. Skits should be no longer than three minutes. 		
Present a Conflict Transformation Skit Engage the Learning Targets (ELT)	 10-15 min	<input type="checkbox"/> 5.5.c Student Material: Conflict Skit presentation
<ul style="list-style-type: none"> Students present skits to the class. While students present skits, the remaining class members are analyzing the skit using the “Conflict Skits Presentation” handout. <p>Note: The last two questions from 5.5.c Student Material, the Conflict Skit presentation, will be referenced in future learning plans. Considering compiling a list and adding it to the document panel.</p>		

EXIT EVENT

Peace Plan Strategies  Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)	 10 min	
<ul style="list-style-type: none"> After all groups have presented, have students reflect on the remaining questions found on the Skit Presentation handout. Remind students that conflict is a disagreement between two parties. It is not necessarily good or bad. Ways to transform conflict are to listen, show empathy, think outside the box, reflect on the greater good, stop and reflect on the situation, etc. As a class, create a master copy of peace plan strategies. Note: You will display it on the document panel so students can reference it throughout this expedition and also as classroom conflicts evolve. Gather the students together in a circle, near the document panel if possible. Point them to the doves that were made during the last learning plan and ask them if they have learned anything new about how to respond to conflict. Take a few student responses. Ask students to go around the circle and share one of the three transformative words that they think should be added to the document panel from today’s learning plan. Close the learning plan in prayer, praying specifically for us to transform conflict. 		



LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN
ADD TO DOCUMENT PANEL

- Display the class brainstorming about the difference between conflict and violence.
- Create a master copy of the peace plan strategies for the document panel (highlighting where or who in our local or global community helps model these themes).

OPPORTUNITY TO DEEPEN THE LEARNING

- Students may use the student handout labeled 5.5.d Student Material: Additional Reflection. This assignment provides an opportunity for students to further analyze the guiding Bible verses.
- Provide time for students to reflect on conflict that may affect their sponsored child and his or her community. Students could conduct research about their sponsored child's local area and create peace plans for the specific conflicts. Students could receive feedback from peers and revise work to enhance the quality.