



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

Peace Building

Learning Plan Number: 7

Learning Targets:

1. I can identify positive peace and analyze its effects in God's world.
2. I can grow in my peacemaking strategies.

Habit(s) of Learning:

Gracious Communicator, Joy-filled Collaborator

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
Apple Activity Engage the Learning Targets (ELT)	 5-10 min	<input type="checkbox"/> Two apples (bruise one apple prior to beginning this activity)
<p>Note: Before the learning plan: Gather two apples (both should look fresh on the outside). Ensure that one apple is fresh and edible. The other may be starting to go bad or you could drop on the floor a few times gently, before the lesson begins, so it will be bruised on the inside but still look healthy).</p> <ul style="list-style-type: none"> Have students form a circle and hold up the two apples. Have students share what they notice about both apples. Ideally, they will voice that both apples look the same. Next, say positive comments to the fresh apple and negative comments to the other apple. Example: This is a beautiful, magnificent apple. This other apple is gross and no one would want to eat it. Encourage students to say similar comments to the apples (positive comments to the one apple and negative comments to the other apple). Revisit what students noticed before: that the two apples are similar yet with the power of our words we complimented one and degraded the other. Come back to the concept of us as peacemakers: what are we called to do? Cut into the two apples: one should appear fresh and ready to eat. The other, which was tossed, will have bruises. Pose the question to students: how does this relate to being peacemakers in communities? Our words have power and can be used to restore relationships or break them, whether we realize it or not. We can be advocates for peace or use our words to fuel violence and damage. 		

LEARNING ACTIVITIES

Deep Hope Connection Introduce the Learning Targets (ILT)	 5 min	<input type="checkbox"/> Sticky notes <input type="checkbox"/> Learning Expedition Journal
<ul style="list-style-type: none"> Display the learning targets prominently in the classroom. These targets will be from the previous learning plan as students continue to unpack what it means to be peacemakers. <ol style="list-style-type: none"> <u>I can identify positive peace and analyze its effects in God's world.</u> <u>I can grow in my peacemaking strategies.</u> Have students read the learning targets aloud as a class. Draw attention to the deep hope found on the document panel. On their sticky notes, or in their learning expedition journals, have students record where they see two ways that today's learning targets fit into the deep hope. Have students show this to an elbow partner. Encourage a few students to share with the whole group. 		





ACTIVITY TITLE	TIME	RESOURCES
Apple Activity Reflection Engage the Learning Targets (ELT)	 5-10 min	
<ul style="list-style-type: none"> Ask students how stories are important to peace. Give students some time to think (15-20 seconds) before taking a few responses. Explain that by protecting narratives that are forgotten or ignored, they can continue to grow as peacemakers. Invite students to consider how conflict (and violence) impacts individuals whose narrative is often not shared for either political, economic, or social reasons. Point back to the apple activity as a method of protecting and amplifying another's story. 		
Lucy's Story Article Engage the Learning Targets (ELT)	 10 min	<input type="checkbox"/> Lucy's Story: https://www.worldvision.org/charitable-giving-news-stories/heart-advocate-missouri-teen-invests-time-standing-up-children <i>(you may also consider using another article that works for your context)</i>
<ul style="list-style-type: none"> To continue to grow in their awareness of others and using their words to be peacemakers, share with students that today they will analyze how World Vision works with individuals whose narrative is often not shared for either political, economic, or social reasons. Through this learning, they can continue growing as advocates for peace and for God. Handout "Lucy's Story" article and ask students to draw two columns in their learning expedition journals. Have them title one column 'I Notice' and the other column 'I Wonder.' Ask students to write down three things they notice and two things they wonder about this article after we read it as a class. Read the article together as a whole group, either pausing throughout to allow students to record their notices/ wonderings or to give students some time at the end of the article. Lead students to consider how Lucy used her voice to amplify others (in a way that was positive). Consider asking where conflict existed in this story, and where positive transformation happened. 		
Positive Peace Posters  Engage the Learning Targets (ELT)	 20-30 min	<input type="checkbox"/> 5.7.a Student Material: Positive Peace poster <input type="checkbox"/> Student access to technology
<ul style="list-style-type: none"> Students have now read about some of the ways we can act as peacebuilders. Now students will dig deeper by exploring the World Vision website. Hand out the "Positive Peace Poster" assignment to students and review directions for this group project. Remind students of the group norm procedures found on the guidelines. 		


Continued ...



- Allow time for students to explore and research using their World Vision accounts and create their informational posters. Check in with groups throughout the designing stage.
- Have students present their work to the class (or optionally at a future school assembly).
- Have students fill in the final question on their guidelines paper, reflecting on what they found most interesting about their project and how could they apply some of the skills of this organization to their daily life. Allow time for students to share whole group.

ACTIVITY TITLE	TIME	RESOURCES
<i>Email Sponsored Children</i> <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i> 	 15 min	
<ul style="list-style-type: none"> • To continue to build relationships, have students craft and send an email to their sponsored child. On the front board, prompt students to focus on applying our peace strategies by: <ol style="list-style-type: none"> 1. Asking meaningful and thoughtful questions: build a relationship. 2. Sharing how they are growing in their peacemaking skills. 3. Sharing a prayer for their sponsored child. 		

EXIT EVENT

<i>Document Panel Reflection</i> <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	 5 min	
<ul style="list-style-type: none"> • Invite the students to sit in a circle by the document panel. Ask students to share what they think has been the most powerful part of the learning expedition so far. Go around the circle, inviting students to each share their response. Close today's learning expedition in prayer. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> • The visual created through this learning plan will be the "Inclusive Approaches" poster. 		
OPPORTUNITY TO DEEPEN THE LEARNING		
<ul style="list-style-type: none"> • Students could work with students who have disabilities on a project for the school, playing games, or plan activities to do together such as the peace poster mentioned above. 		