



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

God's Design vs. Human Design

Learning Plan Number: 3

Learning Targets:

1. I can reflect on God's love for me and how I can use that to grow community as a peacemaker.
2. I can see evidence of God's love and restoration in my community and the community of my sponsored child.

Habit(s) of Learning:

Curious Thinking, 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
<i>God's Design vs. Human Design</i> <i>Engage the Learning Targets (ELT)</i>	 10 min	<input type="checkbox"/> 5.3.a Student Material: God's Design vs. Human Design
<ul style="list-style-type: none"> Today students will be analyzing God's design of right relationships and then the broken relationships that exist in our world. Use the "God's Design vs. Human Design" handout to have students brainstorm what God's ideal world and relationships would be. Next, have students analyze our world. Through discussion, have students share what they notice or are wondering when they compare God's design and human design. Guide the discussion by sharing that human design is sinfulness, and broken relationship with God. 		



LEARNING ACTIVITIES

<i>Very Important Words</i> <i>Introduce the Learning Targets (ILT)</i>	 5 min	
<ul style="list-style-type: none"> Display today's learning targets somewhere prominently in the classroom. The first target will repeat from learning plans 1 and 2 as students continue to unpack how great God's love is for us. Draw attention specifically to the second learning target. <ol style="list-style-type: none"> <u>I can reflect on God's love for me and how I can use that to grow community as a peacemaker.</u> <u>I can see evidence of God's love and restoration in my community and the community of my sponsored child.</u> Have students record two to three words they feel are very important from the second learning target in their expedition learning journal. Invite student responses. Use this discussion to transition into today's video. 		
<i>Creation, Fall, Redemption, Restoration</i> <i>Engage the Learning Targets (ELT)</i>	 20-25 min	<input type="checkbox"/> 5.3.a Student Material: God's Design vs. Human Design <input type="checkbox"/> Creation, Fall, Redemption, and Restoration video: https://www.youtube.com/watch?v=boFu-v7GOJo
<ul style="list-style-type: none"> On the second part of the "God's Design vs. Human Design Entry Handout" labeled "Seeking Restoration," prompt students to draw an image, symbol or phrase that comes to mind for them for each component. Play the video about Creation, Fall, Redemption, and Restoration. Have students revisit their symbol, image, or phrase to change or add onto their design. 		

Continued ...






- Have a few students share what they created and draw attention to common themes and trends. Draw attention to how the human condition takes away our right relationship with God and with our neighbors. We are called towards reconciliation at the core of love for God and our neighbors as we grow in God's story.
- Lead with the guiding prompt: "Today we will be analyzing the stages of restoration as we pursue peace in our broken world. We will be looking at different stories of peace and conflict. Invite curiosity." Do not reveal any information yet.

ACTIVITY TITLE	TIME	RESOURCES
<p>Picture Walk Protocol </p> <p><i>Engage the Learning Targets (ELT)</i></p>	 20-30 min	<ul style="list-style-type: none"> <input type="checkbox"/> 5.3.b Teacher Resource: Photos and Stories <input type="checkbox"/> 5.3.c Student Material: Seeing Restoration and Reconciliation handout
<ul style="list-style-type: none"> • Run a Picture Walk protocol, taking pictures of the students during this protocol for the document panel. In hallway if available or around classroom, display the images from 5.3.b Teacher Resource: Photos and Stories. Do not display article text YET. With each photo, mark it as a station A-E for six stations total. <p>Teacher Tip: <i>If the picture and text are printed together, you can fold the text down so it is hidden but can easily be flipped up to display later.</i></p> <ul style="list-style-type: none"> • Divide students into groups of three or four to travel from photo to photo with. Students will travel to each of the six stations quietly with a clipboard and their Student Material: Seeing Restoration and Reconciliation handout (5.3.c). Students will have two minutes to record what they notice or wonder about the photo. To prompt time for transition, teacher may play music, call out a word prompt like "switch," or so forth. • Once students have traveled to each picture, regroup and have a few students share how they think the pictures group together and how they relate to today's learning targets. What were the big things they noticed or wondered? Draw attention to right relationships vs. human design. • Now lay the sections text under each photo. This time, students will travel to each station and read text as a group. • Have students record which part of God's story (creation, fall, redemption, and restoration) this falls into. Where could reconciliation take place? Or where is reconciliation occurring? Where or how could peace thrive? • Allow students time to rotate through each station before gathering together as a group. Lead a summary discussion by asking: Where was broken relationship and how did that lead to conflict? How is being at peace with one another one way to love God and love our neighbor? <p>Note: <i>Take pictures of students during the article walk to add to the document panel. Also, add a picture from 5.3.b Teacher Resource: Photos and Stories to the document panel.</i></p>		



EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Grow in Our Relationship</i>  </p> <p><i>Reflect on the Learning Targets (RLT)</i></p> <p><i>Assess the Learning Targets (ALT)</i></p>	 10 min	<input type="checkbox"/> 5.3.d Student Material: Exit Ticket
<ul style="list-style-type: none"> Gather the students together in a circle, asking them to bring a pencil. Hand out the exit tickets and have students reflect on the questions, writing down their thoughts. Students can turn these 'upside down' when ready (when most students are finished, give an extra 30 second countdown before moving on to the final reflection piece). Collect these Exit Tickets and display a few on the student reflection section of the document panel. Refer back to these in future learning plans, asking: How are you growing into this goal of building a relationship with your sponsored child? To close the learning plan, explain that you are going to ask the following prompts, give students 20-30 seconds of quiet 'think time,' and then take a few student shares using a Popcorn protocol. In Popcorn protocol, students are able to share their reflections in any order within the circle, 'popping' out their answer and listening well so they don't share at the same time as someone else. <p>Closing Popcorn Protocol Prompts:</p> <ol style="list-style-type: none"> Why does right relationship (such as one with your sponsored child) matter? Reflecting on your relationship with your sponsor child, and what you know about their local community so far, where do you see God evident? Where has forgiveness taken place or how could it take place? Reflecting on God's love for every one of us, how does peace reflect that love? We are called to live in the restoration and share God's love. How can we participate in our community (local and global) as peacemakers sharing God's love? <ul style="list-style-type: none"> Thank students for their learning today and close in prayer, thanking God for his redeeming love and inviting us all to be a part of his redemption story. 		
<p>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</p> <p>ADD TO DOCUMENT PANEL</p>		
<ul style="list-style-type: none"> Add photos from the article walk. Display a few exit slips on the document panel. 		
<p>OPPORTUNITY TO DEEPEN THE LEARNING</p>		
<ul style="list-style-type: none"> As we grow and seek restoration, have students reflect on a time when they were forgiven. Students could write a thank you letter to the person who forgave them. Revisit the picture cards and text from today's learning plan. Invite students to create a visual display of how these images/text fit into God's story (Creation, Fall, Redemption, Restoration). 		