



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

Peacemaking Interview

Learning Plan Number: 11

Learning Targets:

1. I can reflect on the importance of point of view in how a narrative is told.
2. I can apply my peace building strategies in my community.

Habit(s) of Learning:

Gracious Communicating, Courageous Designing

CUMULATIVE TIME



70-80 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
Mingle, Mingle <i>Introduce the Learning Targets (ILT)</i>	 5 min	
<p>Note: To revisit the learning targets today, the teacher will facilitate a “Mingle, Mingle” protocol.</p> <p>Mingle, Mingle Protocol</p> <ul style="list-style-type: none"> Play music while students dance or walk around the room. When the music stops, students will stand back-to-back with a partner. Read the first learning target, asking students to reflect on how they plan to achieve the first learning target today. <ol style="list-style-type: none"> <u>I can reflect on the importance of point of view to tell a narrative.</u> Allow for think time before having students turn face-to-face and share responses with each other. When the music starts again, that is the cue for students to high-five their partner and go back to moving around the learning space and dancing. When you stop the music again, students will stand back-to-back with another partner. Read the second learning target. Students will then turn to face their partner and share how they will achieve this target today. <ol style="list-style-type: none"> <u>I can apply my peace building strategies in my community.</u> Music will play for a third and final time, cuing students to dance. When the music stops and students are back-to-back with a different partner, read the deep hope from the document panel and have students reflect on the connection between the learning targets and the deep hope. What is similar? At the end, prompt students to reflect on these targets and the deep hope as they craft their poetry. Are their word choices in their poems achieving the deep hope? Students will return to their seats. 		

LEARNING ACTIVITIES



Peace Poems Introduction  <i>Engage the Learning Targets (ELT)</i>	 25-30 min	<input type="checkbox"/> Dear Water video: https://www.worldvision.org/clean-water-news-stories/video-schoolgirls-share-poem-dear-water <input type="checkbox"/> Childhood Lost video: https://www.worldvision.org/blog/world-poetry-day-childhood-lost-propaganda <input type="checkbox"/> Syrian Poem video: https://www.wvi.org/video/video-poem
<p>Note: This activity is meant to introduce your community engagement project to the class. Additionally, it's beneficial to gather student voice, and opinions on the subject your class should cover in this project work (examples: bullying, exclusion, or other).</p>		

Continued ...




- Pose the question: What if there was a way to provoke change through spoken word?
- Present the power of poetry to pursue peacemaking by playing the resource videos (as you have time, or select which fits best for your context). Encourage students to record powerful words or phrases that they hear in the poems in their learning expedition notebooks.
- After each video ask students the following questions, giving students some think time before taking a student response:
 1. What bullying or violence was the video arguing against?
 2. Where was a broken relationship?
 3. Who/which narrative was given the power of voice?
 4. How could these affect our community and role as peacemakers?
- After analyzing all three videos, lead discussion into:
 1. What if we created our own poetry and displayed it in the community?
 2. Ask, where might transformative peace be needed most?
- Point to I Peter on the document panel, and share that we are to seek peace and live as peacemakers. Invite student responses of what topics they should cover in their peace work. Optimally, the class will work on writing about a single topic.


Note: Post a picture of your topic to the document panel. This could be a single word, image or picture of the class brainstorm.

ACTIVITY TITLE	TIME	RESOURCES
Peace Poetry Draft  <i>Engage the Learning Targets (ELT)</i>	 25-30 min	<input type="checkbox"/> 5.1.1.a Student Material: Poetry Planning Tool handout
<ul style="list-style-type: none"> • Lead into beginning of poetry writing by giving each student a “Peace Poetry Drafting Plan” handout. • Preferably the community member has responded on key topics students should cover in their poems. Share these with the students by recording them somewhere prominent in the classroom. • Next, draw attention to the document panel, specifically the exit tickets where students brainstormed three powerful words or phrases from our lessons. These words can be used in their poems to help promote peace. • Review steps one and two of the handout together. The goal today is to brainstorm more words, phrases, and figurative language examples that could be used in their poems. If students finish steps one and two, they can begin crafting their poem drafts in step three. • Allow students time to brainstorm transformative phrases, giving them access to a thesaurus. • Rotate around the room, assisting students. • Halfway through the time, regroup and have a few students share strong word choices they have created. Record on the board and then continue the drafting session. 		



ACTIVITY TITLE	TIME	RESOURCES
<i>Example Poem Reading</i> <i>Engage the Learning Targets (ELT)</i>	 5 min	<input type="checkbox"/> Father video: https://www.worldvision.org/blog/world-poetry-day-padre-father-senna
<ul style="list-style-type: none"> Lead into the drafting session by reading another example poem, “Father.” Give each student the article in which the poem is found in order to provide students with context (“World Poetry Day- Padre by Senna”). Alternatively, display the article for students to see as a whole class (i.e. from a projector) and read through the poem together. Read as a class and have students share key phrases or words that they are noticing to convey the author’s message. 		

EXIT EVENT

<i>Exit Ticket</i> <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	 5 min	<input type="checkbox"/> 5.11.b Student Material: Exit Ticket
<ul style="list-style-type: none"> Give each student an exit ticket where they will: <ol style="list-style-type: none"> Record where they feel they are in their writing process and specific needs they have. Students will be asked to identify which design team they would like to serve on for the celebration event. Teacher will also collect poems to edit and provide feedback. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> Students will continue to craft their peace poems and work associated with the project celebration. 		
OPPORTUNITY TO DEEPEN THE LEARNING		
<ul style="list-style-type: none"> Run a drafting protocol by dividing students into groups of three to four. Have students use the peer feedback form to provide warm and cool feedback to their classmate (5.11.c Student Material: Peer Feedback). Student will read their poem and each classmate in their group will provide feedback. Allow time for students to revisit their work and revise based on feedback. 		