



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 and Trust After Conflict

Learning Plan Number: 4

Learning Targets:

1. I can define conflict and analyze its effects in God's world.
2. I can practice bringing peace and trust after a conflict to my community.

Habit(s) of Learning:

Curious Thinker

CUMULATIVE TIME



60-80 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
Trust Fall Engage the Learning Targets (ELT)	 10-15 min	
<p>Note: The following entry event uses an activity called a 'trust fall.' If some students' level of comfort makes them very uncomfortable to participate, please find them an alternative role. Also, please ensure the physical space is safe for this activity.</p> <ul style="list-style-type: none"> • Round 1: Have the students face their partner about two feet away with their eyes open. Their partner should be looking at them, with their hands out and up, ready to catch. On the count of three, have them fall forward with their partner catching them. Then, switch roles and do a second fall. Ask everyone to rate the level of 'trust' they felt from 1-10. Students should show you on their hands what their number is (for example, put up '7' fingers if they felt 7/10). • Round 2: Have the students turn away from the same partner, about two feet away, with their eyes closed. Their partner should be looking at them, with their hands out and up, ready to catch. On the count of three, have them fall backward with their partner catching them. Then, switch roles and do a second fall. Ask everyone to rate the level of 'trust' they felt from 1-10. • Round 3: Say that you will be choosing their partner from another class, that they will need to turn away from that partner with their eyes closed. Ask them to rate the level of trust they would feel from 1-10 and to show you with their hands. Then, explain that you are not actually going to do that. • Gather the students together into a circle. Ask them to think about when their trust level went down during this activity. Go around the circle, inviting them to share one thing what made it harder to trust and one thing that made it easy. Share that today, we will be learning more about how being a peacemaker is someone who can bring peace and trust after a conflict. Explain that we will be looking at our learning targets next and learning more about different types of conflict. 		

LEARNING ACTIVITIES


Notice and Wonder Introduce the Learning Targets (ILT)	 5 min	
<ul style="list-style-type: none"> • Display today's learning targets on the board or somewhere visible within the classroom room. Have students turn and talk to a partner about what they are noticing or wondering about the targets. Regroup and that a few student responses with the whole class. <ol style="list-style-type: none"> 1. <u>I can define conflict and analyze its effects in God's world.</u> 2. <u>I can practice bringing peace and trust post a conflict to my community.</u> 		



ACTIVITY TITLE	TIME	RESOURCES
Conflict Definition <i>Engage the Learning Targets (ELT)</i>	 5-10 min	<input type="checkbox"/> Learning Expedition Journals
<ul style="list-style-type: none"> Have students use their learning expedition journals to brainstorm definitions of conflict and what they feel it is. Then, guide students to the overall definition below and have them record in their journals. <p>Conflict is a disagreement between two parties (could be two people, two groups, two countries, etc.). Conflict is not, per se, positive or negative. How we deal with conflict is what makes the difference: we can either transform it into something positive or not.</p> <ul style="list-style-type: none"> Say that we're going to practice having conflict with one another without it being negative: we will focus on listening respectfully and valuing each other because we are all made in God's image. 		
Take a Stand! <i>Engage the Learning Targets (ELT)</i>	 20-25 min	<input type="checkbox"/> 5.4.a Teacher Resource: Take a Stand
<ul style="list-style-type: none"> Post the four signs: strongly agree, agree, disagree, and strongly disagree in different corners or sections of the room. Explain that you will be reading a statement (such as 'cats are the best pets') and students will need to vote with their bodies by standing in the corner of their choice (if cats are the best, they would stand in agree, or STRONGLY agree). After students have made their choice with their bodies, give them 15-30 seconds to talk with a partner in the same corner about why they chose this spot. Then, take one speaker from each group to share with the whole group. After each corner has shared, have the other students in the corners say a respectful message back, such as 'that was not how I saw it, but thank you for sharing!'. Have the students take a look again at the definition of conflict from their expedition learning journals. Discuss as a class how we had conflict in our classroom today, but it didn't have to be negative. Share that unfortunately, sometimes conflict is very negative and really leads to brokenness. Remind them of our deep hope to be peacemakers in the world. 		
Dove Reflection  <i>Reflect on the Learning Targets (RLT)</i>	 10-15 min	<input type="checkbox"/> 5.4.b Student Material: Dove cutouts
<ul style="list-style-type: none"> Hand out the dove templates and read the top together: While conflict can be negative, it can also be neutral or positive. How can you participate in our world today as a peacemaker? What's one thing you could change? Record response inside of dove and cutout for our learning expedition board. Give students' time to complete their dove reflections, and then have them cut them out and display on/around the document panel. 		



EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Deep Hope Reflection</i> <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i></p>	 10 min	
<ul style="list-style-type: none"> Invite the students to have a seat in a circle (if possible, near the document panel). Share that today we want to take another look at our expedition deep hope to reflect on what we have already been practicing. Read together the deep hope for the learning expedition. <p>“That students will participate and enable change that brings peace and trust after conflict; spreads God’s love; and restores broken relationships.”</p> <ul style="list-style-type: none"> Ask the students to go around the circle and each share a couple of words from the deep hope that they feel like they have been practicing so far during this learning expedition (or, that they have been learning about). Read the deep hope again and give students 15-20 seconds of think time to choose their words. Go around the circle, having students share their word(s). Close today’s learning plan in prayer, praying specifically for all of the conflict that helps us grow in community and especially for the conflict that results in hurt and brokenness. Pray that God will help bring peace to those places and will use us to be his peacemakers. 		
<p>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL</p>		
<ul style="list-style-type: none"> Students will place their dove cut-outs on or around the document panel. 		
<p>OPPORTUNITY TO DEEPEN THE LEARNING</p>		
<ul style="list-style-type: none"> Students could research about their sponsored child and the different forms of conflict that are affecting his or her community to learn more about how to respond as peacemakers. Students could design posters for how to help manage conflict positively in their school or their community. Students could create additional doves to be displayed throughout their school or community. 		