





Power of Peace

Introduction

This expedition focuses on seeking peace and transforming conflict positively. Students will explore that conflict is inherently neutral, they have the power to transform it for good, and the way they speak amplifies peace. By understanding that peace is an ongoing and dynamic process, students will unpack the expedition verse to seek peace in the way they participate, speak, and act.

Foundational to Ignite, at all stages of learning, is understanding God's love for them and responding in love to their neighbor. All students can participate regardless of age, achievement, or ability.

All the Law and the Prophets hang on these commandments of love. They hold the key to a transformed world; thy Kingdom come on earth as it is in heaven. Empowering students to deeply know God's love and act upon it leads them into the pursuit of a world transformed in right relationship.

It's an honor, as educators and adults, to empower children and young people to take their place in God's transformation story. It's igniting kids to reach their full potential of a productive and fulfilling life; not separated from the story of God but deeply a part.

We hope that God will ignite the hearts of your students, the future leaders of the world; that they may experience their defining moments of transformation and act and re-write stories of injustice to justice, sorrow to joy, and brokenness to restoration.

This Expedition

This Learning Expedition centers around three things:

The Driving Question

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

The Deep Hope

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

The Expedition Verse

"Let him turn away from evil and do good; let him seek peace and pursue it."

- 1 Peter 3:11



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Planning Ahead

The content of this unit is peace and conflict. While violence will not be a focus, there will be times where acts of violence may be discussed or shared by students, as examples of conflict. It is recommended to send information home to parents via a weekly newsletter or email regarding the content. Example language is listed below to send home to parents:

"In class, we will begin our World Vision Ignite learning expedition for the year. Peace and conflict, along with certain hard topics, will be analyzed as we prepare students to be advocates for peace for God, and build community. We encourage you to discuss these topics at home with your student as well."

- **Learning plan 3:** You will need to cut and separate the articles for the activity. Label each photo A-E for the activity where students will rotate through stations.
- **Learning plan 6:** As a class, craft a letter to a community member to visit the school or to visit their place of work.
- **Learning plan 10:** A community peacebuilder will be visiting your class for an interview. This will help inform and prepare for the upcoming community engagement project.
- **Learning plans 9-15:** The student community project will be created. Students will design peace poems and artwork to be displayed in the community. Students will design a celebration in the community with their community member they have created a connection with. The students will invite various groups to the event. The teacher's role will be to help facilitate the planning of the celebration.
- **By learning plan 10 or 11:** Decide where and when the poetry celebration will take place.
- **By learning plan 13:** Advertisements for the Community Engagement event (poetry celebration) should be posted in the community. Letters to local businesses for donations (for food, activities, etc.), if needed, will have also been sent.
- **By learning plan 13:** Partner with art teacher (where applicable) for activity where students will design an art piece for their poem.
- **Learning plan 15:** This final learning plan in the expedition has the Community Engagement Poetry Event. Students will have some time during this learning plan to prepare and reflect on their learning, but most of this plan will be dedicated to sharing the learning that has taken place, including the document panel and the students' peace poetry narratives. Arrangements should have already been made for which space will be used and it should be set up before this learning plan.



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Expedition Resources:

- ☐ Space for a document panel
- ☐ Students should have a learning expedition notebook (or any notebook)
- ☐ Sticky notes
- ☐ Access to World Vision website for students

Overview of Grade 5 Learning Plans

1. We Are So Loved, So We Love
2. We Are Neighbors
3. God Design vs. Human Design
4. Peace and Trust Post Conflict
5. The Dual Sides of Conflict
6. Peace
7. Peace Building
8. Peacemaking
9. The Stories We Tell
10. How We Participate in Our Narrative
11. Peacemaking Interview
12. Peace Poems
13. Peace Images
14. Peace Project Session
15. Celebration of Peace Event

Activity Icons

Throughout each learning plan, special learning activities will be noted with the following icon keys:



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.