



# 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

### The Stories We Tell

#### Learning Plan Number: 9

#### Learning Targets:

1. I can reflect on the importance of point of view when telling a narrative.
2. I can grow in my peace-building strategies for my community.

#### Habit(s) of Learning:

Gracious Communicator, Curious Thinker

## 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.




**Prep Ahead:** Before the learning plan begins, print out copies of the learning targets for each table group or group of four to five students. Then, one learning target at a time, cut the target so every word is separate and mixed up (hold the words together with paperclip before cutting up the second learning target). The students will sort these and try to build the learning targets.



## ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
<i>Understanding Others</i> <i>Engage the Learning Targets (ELT)</i>	 10 min	<input type="checkbox"/> Unknown by Mosaic video: <a href="https://vimeo.com/280967646">https://vimeo.com/280967646</a> <input type="checkbox"/> Learning Expedition Journals
<ul style="list-style-type: none"> <li>Play the “Unknown” by Mosaic video while students write in their learning expedition journals how they respond to the following statements: <i>How does being understood impact you? Give an example of a time when someone listened to your point of view.</i></li> <li>Students may also write their thoughts to the following statements: <i>God loves you. He knows and understands you. What does this mean to you?</i></li> <li>After the video ends, invite and nurture classroom discussion about what they are feeling or thinking. Write different responses in sight of students.</li> <li>Let students wonder: Does understanding others help us as peacemakers?</li> </ul>		

## LEARNING ACTIVITIES

<i>Learning Target Unscramble</i> <i>Introduce the Learning Targets (ILT)</i>	 5-10 min	<input type="checkbox"/> Learning targets printed out for every four to five students, cut into individual words.
<ul style="list-style-type: none"> <li>From the entry event, transition into analyzing the learning targets.</li> <li>Hand students each bundle of learning target words, and ask them to try to piece together the learning targets in the order they feel is best.</li> <li>Have a few groups share, calling attention to common words or phrases or clues, such as capitalization and punctuation.</li> <li>Reveal the “correct/intended” wording. Draw attention to the phrase point of view.</li> <li>Pose the question to students: What is point of view? (First, second, third person) How does the point of view affect the story that is being told?</li> <li>Lead discussion of point of view into the concept that the stories we tell help shape who we are. The narratives we share can either be violent or nonviolent, inclusive or exclusive, or transformative.</li> </ul>		



ACTIVITY TITLE	TIME	RESOURCES
<b>Waci Game</b>  Engage the Learning Targets (ELT)	 20 min	<input type="checkbox"/> 5.9.a Student Material: Waci Game (Six sets of the Waci World Vision Game)
<ul style="list-style-type: none"> <li>Share with students that they will use a card game as a way to continue analyzing how narratives can help shape community. Model for students one ‘round’ of this game, explaining the steps and rules out loud and displaying simple steps on the board (ie. Step 1: Select a character card Step 2: Select an Issue card ...).</li> <li>1. Students will need to be split into groups of four to five.</li> <li>2. One person will have “a turn” by selecting a character card. Example: a 70-year-old woman</li> <li>3. The person who has selected a character card will draw an “issue card.”</li> <li>4. The three remaining students will need to negotiate a solution to the issue. Students should keep in mind the character card, as the decision maker will make decisions based on their narrative or point of view.</li> <li>5. Students will have to pick one method of addressing the issue. The same method cannot be used twice in the same round. That would ensure each method is used once every round: Innovative Ideas, Money and Other Resources, Behavior Change, or Rules and Policies.</li> <li>6. The student with the character card then picks the idea he or she liked best (using their character’s perspective). The selected solution gets a point.</li> <li>7. Optionally, at the end of each round, players who believes their solution is best can use their “I Disagree” card to further advocate for their idea. The decision maker can decide if that solution is beneficial or not. If the answer is yes, that student may also receive a point. Ideally, only one player plays “I Disagree” each round.</li> <li>The next student then picks a character card. The person with the most points at the end of the game is the “winner.” Throughout the game, students will be devising plans to peacefully solve real issues affecting their community and global communities. .</li> <li>Regroup after each student has gone twice as a character or more depending on time. Guide students into conversation using the following prompts: <ul style="list-style-type: none"> <li>1. How did the point of view of your character shift the narrative?</li> <li>2. What are some stereotypes we may have that we need to be aware of?</li> <li>3. In this game, we used the power of words to promote change. How can we take strategies from this game to help promote peace in our community?</li> <li>4. Come back to the essential question of: How can I participate in my community as a peacemaker and seek restoration?</li> </ul> </li> </ul> <p><b>Note:</b> Take pictures of the students playing the game to display on the document panel.</p>		



ACTIVITY TITLE	TIME	RESOURCES
<p><b>Article Rotation</b> Engage the Learning Targets (ELT)</p> <ul style="list-style-type: none"> <li>Have students work together to read “Haya’s Song,” “We still have work to do,” and watch “Children of Mosul” video.</li> <li>Give each student a copy of the “Article Comparison” handout where they will analyze how words have power and the types of power. Read the prompts together as a class and review how to fill in the organizer. Have students work with a partner to dig deeper into the articles using the handout.</li> <li>Regroup and encourage a few students to share their findings.</li> </ul>	25-30 min	<ul style="list-style-type: none"> <li>5.9.b Student Material: Article Comparison</li> <li>Haya’s Song article: <a href="https://www.wvi.org/jordan/article/haya-song-syria-crying-her-children">https://www.wvi.org/jordan/article/haya-song-syria-crying-her-children</a></li> <li>“We still have work to do” article: <a href="https://www.wvi.org/blogpost/violence-against-children-we-still-have-work-do-every-small-step-counts">https://www.wvi.org/blogpost/violence-against-children-we-still-have-work-do-every-small-step-counts</a></li> <li>Children of Mosul video: <a href="https://www.youtube.com/watch?v=qTlq0uA0t7w&amp;list=PLPeX-3Loss3kB6sQ9yq9AN277N3RgFhyGY">https://www.youtube.com/watch?v=qTlq0uA0t7w&amp;list=PLPeX-3Loss3kB6sQ9yq9AN277N3RgFhyGY</a></li> </ul>
<ul style="list-style-type: none"> <li>Draw attention again to the entry activity on, which focused point of view in a narrative and transformative peace. Pose the questions: What happens when we think from another person’s point of view in a conflict? How can we give positive power to people’s narratives? Review the theme of “words have power and we can use our voices to show God’s love to others.”</li> <li>Remind students that narratives, just as conflicts, are neither positive or negative, but the way we present, reproduce, promote, or silence them has a large impact on either fostering peace or fueling violence. In addition, narratives are a daily decision for all of us: as narratives are powerful tools for shaping minds, attitudes and behaviors, as well as transmitting values and emotions, it is our responsibility as peacebuilders to create narratives that are inclusive, nonviolent, and transformative.</li> <li>If time, begin to invite students to brainstorm on how they might see themselves participating in the world as a peacemaker. Keep note of these ideas for future use.</li> </ul>		

## EXIT EVENT

<p><b>Scripture Reflection</b> Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)</p>	10 min	
<ul style="list-style-type: none"> <li>Gather students together in a circle near the document panel. Have students read (together or choose a volunteer) the expedition verse for your learning:             <ol style="list-style-type: none"> <li>1. I Peter 3:11 ESV “Let him turn away from evil and do good; let him seek peace and pursue it.”</li> <li>2. <i>Optionally Add:</i> Matthew 5:9 NIV “Blessed are the peacemakers for they will be called the children of God.”</li> </ol> </li> <li>Now that we are nearing the community engagement section of our learning expedition, what important message or foundation can we find for our work in this scripture? Read the scripture again, allowing students to look for a word or phrase that seems especially important for our next phase of learning.</li> <li>Go around the circle, inviting students to share their word or phrase. Close the learning plan together in prayer.</li> <li>In addition: the students’ work throughout the learning plan will provide opportunities for reflection and assessing the question: are students engaging with peacemaking strategies and peacemaking thinking?</li> </ul>		



**LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN**  
 ADD TO DOCUMENT PANEL

- The visual display for the document panel will be pictures of the students playing the World Vision WACI card game.

**OPPORTUNITY TO DEEPEN THE LEARNING**

- Students can read this article: “Together we can end bullying” (<https://www.wvi.org/blogpost/together-we-can-end-bullying>). After reading, have students respond to these prompts:
  1. How is Benjamin using his voice as a peacemaker?
  2. What expression of power is being used in this article?
  3. How could you stop bullying in your world?
- Students could design their own Waci game, creating issue examples that they may experience at school or specifically in their community. They could then present and play the game with a different grade level (younger or older), or another class they have been a rapport with (example: students with disabilities from previous lessons).