



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

Learning Plan Number: 6

Learning Targets:

1. I can define positive peace and analyze its effects in God's world.
2. I can explore my community and build relationship with peacemakers as I grow in my peacemaking strategies.

Habit(s) of Learning:

Curious Thinking, Courageous Designer

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.




Note: This learning plan will build on the previous two of understanding what conflict is how they can affect the community. This learning plan will build on the concept that sustainable peace can be found after working through conflict.




ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
<i>Practicing Peace</i> <i>Engage the Learning Targets (ELT)</i>	 5-10 min	
<ul style="list-style-type: none"> Students should be seated in groups of three or four with the following statement displayed: “Describe an encounter or moment in your life when you realized that peace wasn’t an easy option.” The teacher should first answer the question for the class (as a model) by telling a story from their own life (this could be about a conflict with a close friend, stranger, or even a personal response to a national or community wide conflict, etc.). Afterwards, students share, going around their group in order. 		

LEARNING ACTIVITIES

<i>Understand and Wonder</i> <i>Introduce the Learning Targets (ILT)</i>	 5 min	
<ul style="list-style-type: none"> Display learning targets for the day somewhere in the classroom. <ol style="list-style-type: none"> <u>I can define positive peace and analyze its effects in God’s world.</u> <u>I can explore my community and build relationship with peacemakers as I grow in my peacemaking strategies.</u> Have students turn and talk to a partner near them and discuss: <ol style="list-style-type: none"> One thing they understand in relation to the targets One thing they wonder about in relation to the targets Regroup and have a few students share. <ol style="list-style-type: none"> Students will be able to define positive peace and analyze its effects in God’s world. Students will be able to explore their community and build relationship with peacemakers as they grow in their own peacemaking strategies. 		



ACTIVITY TITLE	TIME	RESOURCES
What is Peace? Engage the Learning Targets (ELT)	 5 min	<input type="checkbox"/> 5.6.a Teacher Resource: Peace example <input type="checkbox"/> Learning Expedition Journal
<ul style="list-style-type: none"> Ask students to explore the question, “what is peace?” by brainstorming with an elbow partner. Instruct them write their definition in their expedition journals. Gather the groups’ attention and let a few students share what they thought and wondered about the peace definition. Write thoughts so that they are visible to the class. Invite students to wonder what might be missing from their definition. Write thoughts in a place that is visible to the class. Invite students to write down in their learning expedition journals the incomplete (or negative) definition of peace: Absence of direct or physical violence. Lead students to consider that peace is so much more than stopping violence. 		
Positive Peace Definition Engage the Learning Targets (ELT)	 10 min	
<ul style="list-style-type: none"> Explore together that positive peace is more than the absence of direct violence. For example, incomplete peace views peace as the end of a war. Yet in this case, all parties affected by the war still need reparation or reconciliation. Lead students into the positive definition of peace, and have them write it in their expedition journal. Complete Peace Definition: <i>Peace is the presence and conditions of well-being and just relationships: socially, economically, politically, ecologically. Peace is the absence of all forms of violence through a nonviolent, participatory and inclusive process.</i> Share that peace is not a final end or goal: it is an ongoing dynamic process. Positive peace happens when all conditions that are necessary to promote peaceful relationships are present. Point back to I Peter on the document panel, and share with students the we are to seek peace and pursue it. 		
Approaches to Peace Definition Engage the Learning Targets (ELT)	 15 min	<input type="checkbox"/> 5.6.b Student Material: Approach to Peace
<ul style="list-style-type: none"> Introduce key approaches for seeking peace, which are found on the student handout. Have students interact and become familiar with the terms through an icon activity. Students will be analyzing these terms in the upcoming lessons, so building a strong foundation is very beneficial. This brainstorming session will also be useful in future lessons. First, have students circle key words or phrases they notice in the definitions. Next, have students draw icons or images that could help represent these words. Allow time for students to share what stood out to them and how they chose to represent it. Come back to the lesson’s guiding Bible verses. 		



ACTIVITY TITLE	TIME	RESOURCES
Local Community Peacemakers Engage the Learning Targets (ELT)	20-25 min	<input type="checkbox"/> 5.6.c Student Material: Friendly letter
<p>Note: This learning activity will require some preparation work. You will need to connect with a person or organization that can give you and your class insight into the needs, feelings, and hopes of peacemakers in your community. In learning plan 10, consider continuing this local community relationship with the student interview.</p> <ul style="list-style-type: none"> • Draw attention to the learning expedition board where the class previously brainstormed people in the community who serve as peacemakers (police officers, local government officials, counselors, local church leaders, etc.) • Pose the question: “How could we get to know our local community peacemakers better?” • Lead to the idea of sending an email or letter inviting them to visit the classroom or for the class to visit them. • Survey who students are excited to reach out to and make committees based on this. • Go over the letter template, where students will: <ol style="list-style-type: none"> 1. Share the learning expedition’s deep hope. 2. Introduce themselves and thank the local peacemaker for what they do. 3. Ask if they could visit or vice versa. 4. Ask, what needs do they (the local peacemakers) have? 5. Ask, what can they (the students) do in their community? • The suggested breakdown of time is as follows: <ol style="list-style-type: none"> 1. Allow for a five-minute brainstorm of ideas 2. 20 minutes for students to write 3. 15 minutes for a protocol session: Have students share their work with another group and receive warm and cool feedback about what is needed or what is working well (see handout for example prompts). 4. 10 minutes for review and the teacher to send 		

EXIT EVENT

Living as Peacemakers Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)	10 min	<input type="checkbox"/> 5.6.d Student Material: Exit Ticket
<ul style="list-style-type: none"> • Invite students to have a seat in a circle, bringing a pencil with them. <ol style="list-style-type: none"> 1. Have students work on their exit ticket for the day. 2. Have students reflect on the environment in which their sponsored child lives. 3. Have them reflect on what they feel could bring positive peace to the area as they grow in living as peacemakers. 4. Have students reflect on three transformative words from the learning plan. • These exit tickets will be referenced in future learning plans. Go around the circle, asking the students to share the three words that they placed on their exit tickets. • After going around the circle and hearing everyone’s words, as a group, decide on which three words will be placed on the document panel. This could be done through class discussion, through ‘voting,’ through a majority wins (words that came up the most are chosen, etc.). 		



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

- Display the three (3) transformative words on the document panel (this could be made by a student, by a group of students, or written by the teacher).

OPPORTUNITY TO DEEPEN THE LEARNING

- Students could pick a topic listed and explore the exit reflection further of applying the steps to just peace. Examples could be inner peace, human rights, environment, justice, gender equality, etc.
- Students could each be given one letter to spell out the words from the three Transformative Words that were chosen to go on the document panel. They can each draw, cut-out, and design their letter and spell out those three words onto the document panel as a group.

Teacher Tip: Write the words on the board and invite students to write their initials small underneath the letter they would like to do. When they complete a letter, they can sign up for their next one until all letters are chosen.