



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

We Are So Loved, So We Love

Learning Plan Number: 1

Learning Targets:

1. I can reflect on God's love for me and how I can use that to grow community as a peacemaker.
2. I can analyze and reflect on what poverty truly means in a broken world and how World Vision is helping rebuild broken relationships.

Habit(s) of Learning:

Curious Thinker

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.




Prep Ahead: Before beginning this learning plan, make a color photocopy of each students' World Vision sponsored child. Students will glue these photos in their learning expedition journals (which will be used throughout the learning expedition).

ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
God's Love for Us <i>Engage the Learning Targets (ELT)</i>	 5-10 min	<input type="checkbox"/> Pencils and glue sticks <input type="checkbox"/> 5.1.a Student Material: Cut-out hearts <input type="checkbox"/> Learning expedition journals
<ul style="list-style-type: none"> • Invite students to sit with you in a circle, bringing with them a pencil and a glue stick. Introduce the concept that today students will embark on a new learning expedition adventure and that it will require curious thinking. • Hand students each a cut-out heart (or alternatively, have the students cut the hearts out of paper). Have the students fold the heart down the middle. On one half of the heart, ask the students to write a list of "loves." These could be things, ideas, people, etc. Give them about two minutes to write. • On the other half of the heart, have students create a list of reasons they know God loves them. Are some of the things on their first list part of why God loves them? • Have students share a few throughout. • Have all students write their personal answer to the following prompt on the back of the heart, upside-down: How have you seen this kind of love in a friend, teacher, or family member this week? How can we participate in our community and show that love to others? • Hand students their learning expedition journals and explain that these are special journals that will help us capture our thinking throughout our learning journey. Invite them to glue this heart to the front of the book. <p>Note: If students put just a small amount of glue on the top of the heart, they will be able to flip the heart up to read what is on the back.</p>		




LEARNING ACTIVITIES

Find Common Themes <i>Introduce the Learning Targets (ILT)</i>	 10 min	<input type="checkbox"/> 5.1.b Student Material: Power of Peace worksheet
<ul style="list-style-type: none"> • Display the deep hope and guiding verse within the classroom, along with giving each student a copy. • Have students engage with the deep hope for this learning expedition. Circle five words or phrases and replace them with their own terms. Pick an additional two words or phrases and identify an antonym that could represent this selection. Explain that an antonym is a word that is opposite from another word. For example, 'short' is an antonym for 'tall.' • Invite and nurture class discussion on where they think this expedition will be going. 		



Continued ...



- Display the learning targets in classroom and pose this question to students: After reading our deep hope for this unit, how do you feel these targets relate or tie into our goal?
 1. I can reflect on God's love for me and how I can use that to grow community as a peacemaker.
 2. I can analyze and reflect on what poverty truly means in our broken world and how World Vision is helping rebuild broken relationships.
- Prompt discussion.
- Ask students to look for familiar phrases or common themes found in targets and deep hope.



ACTIVITY TITLE	TIME	RESOURCES
Meet Global Neighbors  <i>Engage the Learning Targets (ELT)</i>	 10 min	<input type="checkbox"/> Glue sticks <input type="checkbox"/> Pictures of sponsored children
<ul style="list-style-type: none"> • Share with students that throughout this learning expedition, they will be partnering with World Vision. Each student will have a sponsored child that they will learn about and engage with during the unit. • If applicable: Next, take out one World Vision sponsored child's welcome packet and give to students as applicable to your school. Explain that students will continue their relationships with their sponsored friends through this expedition, and for the rest of the time they are at your school. Explain as we understand we are loved by God, we reflect that love to others. Allow space for students to wonder and reflect about their new sponsored friend • Have students glue their sponsored child's picture to the front of their learning expedition journal, next to the heart. Alternatively, they could glue this picture on the next available page in their journal. 		
Poverty Definition <i>Engage the Learning Targets (ELT)</i>	 20 min	<input type="checkbox"/> 5.1.c Student Material: Picture cards
<ul style="list-style-type: none"> • Explain that today's goal is to build a deeper understanding of World Vision, including who they are as peacemakers, and to explore poverty. • Hand out the picture cards to a group of three to four students, being careful to place them picture side up. In their groups, have students look at the images and sort them into two piles: pictures that show poverty and pictures that do not show poverty. Let students know that they can't turn over the cards until you say it is time to do so. • After the groups have finished sorting the cards, invite students to share the first examples that show poverty, allowing the students to share a reason why. Once all of the groups have shared the examples they feel show poverty, tell the students that all of these pictures show poverty. • Engage students with the idea that through this unit they will be analyzing poverty beyond the lack of physical material or things, but at a deeper level. Invite students to turn over the cards and look at the back. As they do this, write the word "poverty" on the board, along with the definition for poverty. • Have students write this definition of poverty in their learning expedition journals.: <p>Poverty Definition: "Poverty is the result of a broken relationships which threatens human survival and prevents people from fulfilling their God given potential. It can be a result of an unjust systems and powers in social, religious, economic, political, environmental, and spiritual areas."</p>		



ACTIVITY TITLE	TIME	RESOURCES
Article Comparison Engage the Learning Targets (ELT)	 10 min	<input type="checkbox"/> Creating Better Conditions article: https://www.wvi.org/niger/article/creating-better-conditions-young-people-diffa <input type="checkbox"/> Future Chief article: https://www.wvi.org/article/future-chief-kasais-maries-story <input type="checkbox"/> 5.1.d Student Material: Article comparison assignment
<ul style="list-style-type: none"> Divide students into groups of four, directing them to read the two article selections: “Creating Better Conditions” and “Future Chief.” Prompt them to reflect on questions such as: <ol style="list-style-type: none"> Where do you see a broken relationship? Where do you see a relationship that is now being rebuilt? Where do you see God’s love growing? Next, hand out the article comparison prompts. Have students work in partners to complete the prompts. (From the article we read, what do we think is the most important sentence? Most important phrase? Most important word?) When they are finished, have the students find a partner who read a different article. Have students share their prompts with one another. 		
Scripture Analysis Engage the Learning Targets (ELT)	 10 min	<input type="checkbox"/> 5.1.e Student Material: Scripture analysis
<ul style="list-style-type: none"> To continue to analyze God’s love and our role in our broken world, students will examine the selected verses found on the Scripture Analysis assignment. For this exercise, have students work independently to find common themes within the verses. Regroup and share as part of a class discussion. Transition from this into the following questions: <ol style="list-style-type: none"> Knowing what God calls us to do, how can we participate in our community? How can we participate in community as peacemakers with God’s love? How is peace tied to God’s love? How is peace tied to our understanding of poverty? 		



EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<i>Craft the Deep Hope</i>  <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	 10 min	<input type="checkbox"/> 5.1.f Student Material: Exit Ticket
<ul style="list-style-type: none"> Invite the students to bring a pencil and sit together again in a circle. Hand out an exit ticket to each student. Ask them to reflect on what they thought poverty was and what they know it is now. Have students begin to craft the deep hope in their own words or respond to how they hope to be peacemakers through this unit. (Another option is for students to write this in their expedition journal.) Students will revisit these reflections throughout the learning expedition, particularly at the end. Go around the circle, inviting students to share one thing they wrote on their exit tickets (this could be one sentence, one phrase, or one word). Once students have had an opportunity to share, close the learning plan in prayer, praying specifically for our sponsored children who God loves. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> Display the guiding question: “How can we participate in our community as peacemakers and seek restoration?” You may consider using a visual of a dove (which also symbolizes the Holy Spirit) as an anchor image. Collect student exit tickets from this learning plan and add them to the wall to so students can reference them throughout, and at the end of, the unit. 		
OPPORTUNITY TO DEEPEN THE LEARNING		
<ul style="list-style-type: none"> Have students complete a Web Quest, brochure, or comic strip to get to know the World Vision website further. Have students reflect on the list they generated at the beginning of the unit regarding what/who they love. Have them create a similar list on what/who brings them peace. 		