



# 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

### *How We Participate in Our Narrative*

Learning Plan Number: 10

#### Learning Targets:

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

#### Habit(s) of Learning:

Gracious Communicating, Courageous Designing

## 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 activity will require some preparation. 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. If possible, visit your local peacemaker at their workplace to conduct the interview.

Have a preparatory conversation with the expert, explaining the work your class has been doing. Let them know that the goal of this conversation is for students to gain insight from someone who knows this topic well and can be a guide as we prepare our community project. Have a community peacemaker share with students about real opportunities to speak as peacemakers (for students at their age).








From here on, part of almost every learning plan will be spent preparing for this project. For more guidance on how to design and implement your “Community Engagement” project, check out Appendix A: The Educator’s Guide to Community Engagement.

## ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
<b>One Word Story</b> Engage the Learning Targets (ELT)	 5 min	
<ul style="list-style-type: none"> <li>Invite the students to have a seat in a circle near the document panel. Ask them if they have every played ‘one-word story’ before. In this game, students create a story together, word-by-word. Go around the circle, asking every group member to say one word at a time.</li> <li>Explain that this time, instead of each trying to create a collaborative story by working together, students will try to make sure that their story is told. However, the rules are the same: students can only say one word at a time. Give them about 30 seconds to think of a very simple topic/problem they want to tell for their story.</li> <li>Then, go around the circle (once or twice), playing the game (Teacher Tip: This game won’t be successful! Help students manage any frustration they feel by using humor).</li> <li>Debrief the game by asking the following questions and taking a few student responses: <ol style="list-style-type: none"> <li>Was anyone’s story told well (simple topic/problem)?</li> <li>Why was it challenging to have all of our stories told?</li> <li>How could we change this game to allow all of our individual stories to be told?</li> </ol> </li> <li>Share with the students that one important piece of allowing stories (or narratives) to be heard is to think about the point of view of the person who is telling the story and to let them share that point of view. In our game, we had many different points of view and didn’t actually know or try to let other’s share their own point of view. This made it near impossible for people to share their narrative.</li> <li>Allude to today’s learning activities by sharing that they’ll be using this skill in today’s work.</li> </ul>		



## LEARNING ACTIVITIES

ACTIVITY TITLE	TIME	RESOURCES
<b>Comic Strips</b>  <i>Introduce the Learning Targets (ILT)</i>	 10-15 min	<input type="checkbox"/> Art Supplies; such as color pencils, pens, and crayons.
<ul style="list-style-type: none"> <li>Have a student read the learning targets for the day:               <ol style="list-style-type: none"> <li><u>I can reflect on the importance of point of view when telling a narrative.</u></li> <li><u>I can continue to grow in my peace building strategies in my community.</u></li> </ol> </li> <li>Allow students time to revisit and examine the Biblical verse associated with the learning expedition and the learning targets.               <ol style="list-style-type: none"> <li>I Peter 3:11 ESV, “Let him turn away from evil and do good; let him seek peace and pursue it.”</li> </ol> </li> <li>Provide copies of the verses for students or have students reference individual Bibles.</li> <li>Have students pick one of the two verses and design a comic strip to explain the verse while also modeling one of the learning targets.</li> <li>Have students share with elbow partner or invite a few students to share whole group.</li> <li>These comic strips should then be pasted into their learning expedition journals.</li> </ul>		
<b>Prep Work</b>  <i>Engage the Learning Targets (ELT)</i>	 15-20 min	
<ul style="list-style-type: none"> <li>On the board, write down the expedition’s driving question with a circle around it, “How can I participate in my community as a peacemaker and seek restoration?”</li> <li>Ask students to silently think about the driving question on the board. Tell students you have invited a guest to talk with the class about this question.</li> <li>Have students gather in small groups and brainstorm multiple specific questions for your guest based off of the main driving question. Once they have come up with a few more specific questions, the groups should come to the board and add their questions to create a web.</li> <li>Share with your students that our goal is to build a relationship with this person and consider ways we can be peacemakers in our school community. Invite students to consider how this conversation is participating in a peaceful narrative.</li> </ul>		
<b>The Interview</b>   <i>Engage the Learning Targets (ELT)</i>	 30 min	<input type="checkbox"/> 5.10.a Student Material: Interview Idea Catcher
<ul style="list-style-type: none"> <li>Your guest will probably want to start the presentation by explaining what his or her group or organization does. Invite them to connect their comments to the driving question. Also, it would be good to give them a ten-minute timeframe for their opening comments, in order to keep traction with all the students. After that, open the floor for student questions.</li> </ul>		


Continued ...



- Using the student questions from before, facilitate dialogue between students and the local peacemaker. Students may take notes on the information you discuss using the idea catcher.
  1. Greet your guest.
  2. Offer your guest water, give any instructions, etc.
  3. Invite students to share our class story and what we've learned so far in our expedition (using the document panel, if at school).
  4. Guest presentation and questions.
  5. Pray for your guest and the restoration work he or she is doing in your community.
  6. Thank your guest for joining you in your learning journey!

**Note:** Take a photo of the interview and add it to the document panel.

### EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<b>Exit Ticket</b> <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	 5-10 min	<input type="checkbox"/> 5.10.b Student Material: Exit Ticket
<ul style="list-style-type: none"> <li>• Refer to the posted learning targets:               <ol style="list-style-type: none"> <li>1. <u>I can reflect on the importance of point of view in how a narrative is told.</u></li> <li>2. <u>I can continue to grow in my peace building strategies in my community.</u></li> </ol> </li> <li>• Praise students for their work in the interview and point out where you saw them reflecting our learning targets. Give each student an exit ticket to fill out.</li> </ul>		
<b>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</b> <b>ADD TO DOCUMENT PANEL</b>		
<ul style="list-style-type: none"> <li>• Comic strips engaging with the foundational verses, which students placed in their learning expedition journals. Ask for a volunteer to share theirs to the document panel, or use your own.</li> <li>• Also, a photo of students speaking with their local community peacebuilder.</li> </ul>		
<b>OPPORTUNITY TO DEEPEN THE LEARNING</b>		
<ul style="list-style-type: none"> <li>• Have students develop their thoughts from their interview discussion into a fuller journal entry.</li> <li>• Students could do more research for their community engagement project by reading articles on peace or having another expert visit.</li> </ul>		