



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

Peacemaking

Learning Plan Number: 8

Learning Targets:

1. I can define the types of power and analyze their effects in God's world.
2. I can begin to formulate my narrative as a peacebuilder as I grow in my own peacemaking strategies.

Habit(s) of Learning:

Gracious Communicator, Joy-filled Collaborator

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.



ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
<i>Classic Fairytale</i> <i>Engage the Learning Targets (ELT)</i>	 15-20 min	<input type="checkbox"/> Classical story—either book or video.

Note: Today's learning plan will build on the previous two by further analyzing conflict transformation and peace.

- Invite students to have a seat by the document panel, sitting in small groups of three to four (but facing the teacher). Review with students the previously recorded terms of conflict transformation and positive peace. Look together at some of the key words that have been placed on the document panel from previous learning plans.
- Share that you will be reading a copy of a classic fairy tale or a familiar story for students. While they listen, they need to be thinking about how they could re-write this story from a different character's perspective. For example: If reading Goldilocks and the Three Bears, students could choose one of the bears, or an object in the story (such as a chair).
- Read the story together.
- Next have students pick a different character from the story and work with their small group to tell the events from that character's perspective. Give students about five minutes to come up with ideas. They can either write these down or can use oral storytelling for sharing.
- Regroup and have a couple of groups share their story re-writes. Continually pose the question: How did the narrative shift based on who was telling the story? Who had right relationship and who had broken relationship?
- Describe that perception is how you understand a situation, but perspective is an understanding of another's point of view.
- Draw back to the learning expedition goal of: How do we participate as peacemakers in our community? Pose the question: How can peacemaking occur through conflict transformation when we place ourselves in another's perspective? Guide students toward understanding that words have power in the peace process. How we use words can greatly affect the narrative.
- Explain with students that narratives from another perspective are valid experiences and are important to resolving conflict.

Note (for reference): The difference between narratives and stories is that narratives can be defined as the way you tell (and keep telling) a particular story. Narratives, like conflicts, are neither positive or negative, but the way we engage with them has a large impact on either fostering peace or fueling violence.

LEARNING ACTIVITIES



<i>Thoughts on Power</i> <i>Introduce the Learning Targets (ILT)</i>	 5 min	<input type="checkbox"/> Learning Expedition Journals
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- Display the learning plan's learning targets somewhere prominently in the classroom and read together as a class.
 1. I can define the types of power and analyze its effects in God's world.
 2. I can explore my community and build relationship with peacemakers as I grow in my own peacemaking strategies.

Continued ...



- Circle the word “power” within the first learning target.
- Have students brainstorm for two minutes, either on sticky notes or in their learning expedition journals, the first five things that come to mind when they think of the word “power.”
- As a whole group, take a few student examples. Common themes that emerge will most likely be from a negative perspective. Remind students that just like conflict, power is not necessarily negative or positive. It can lead to transformative change.
- Lead into the definitions on the types of power.



ACTIVITY TITLE	TIME	RESOURCES
<i>Types of Power</i> Engage the Learning Targets (ELT)	 10 min	
<ul style="list-style-type: none"> • In their learning expedition journals, have students record the types of power listed below. <ol style="list-style-type: none"> 1. Power Over: use of power at the cost of someone else (negative). 2. Power To: use of power by handing over it to someone else (empowerment: positive). 3. Power Within: use power within oneself (self-empowerment: positive). 4. Power With: use of power with somebody else- (building power in collaboration: positive). • Have students write a personal example or draw an image beside each of the four types of power in their learning expedition journals. 		
<i>Practicing Our Power</i> Engage the Learning Targets (ELT)	 20-25 min	<input type="checkbox"/> 5.8.a Student Material: Expression of Power
<ul style="list-style-type: none"> • This activity is built to continue growth in students’ awareness of others and using ‘power with’ skills. Share with students that today they will analyze expressions of power and to look at their definitions. <ol style="list-style-type: none"> 1. Students will partner together to complete the “Expressions of Power” assignment. Play music for ten seconds while students move around the learning space then, when the music turns off, have students partner up with someone near them. 2. Once everyone has a partner, go over the directions for the activity. Students will analyze one of the four scenarios described and brainstorm how conflict transformation could occur either between the people described or how they could respond as peacemakers. Allow five minutes to complete first box. If possible, display a timer so students can keep track of time. 3. When the allotted time has passed, have students high five their partner. Play music again for ten seconds or so while students move around the learning space. Turn off the music and students will find a new classmate to work on the next scenario with. Repeat this process until students have completed all four squares. At the end of the rotation, allow time for several students to share with the whole group. 4. Invite students to consider how they each have power within themselves, and that power impacts their neighbor. One way they can use their power is by protecting those stories that are forgotten or ignored. In doing this, they can continue to grow as a peacemaker. Point back to the classic story activity as a method of supporting another person as a peacemaker. 		

Continued ...



5. Invite conversation for further exploration on how power is important to being peacemakers.
 - How can power be used for peacebuilding?
 - How might power change the way we speak?
 - How does power change the narratives? (Example: the narrative of the victim or the villain. It changes the way we tell the same story.)

EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
Images of Peace  <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	 15-20 min	<input type="checkbox"/> 5.8.b Student Material: Peace postcard
<ul style="list-style-type: none"> • Have students design and create using the “Peace Postcard Guidelines” handout, creating an advocacy image that involves one of the positive forms of power. Images may be the size of an index card or may be as large as 8 ½ by 11 paper. <ol style="list-style-type: none"> 1. <i>Optionally, have students give their image to someone in their family, school, or community. Another alternative would be to hang the images throughout your school or by its main entrance as an advertisement and encouragement for peace.</i> • Gather the students together in a circle near the document panel. Read together the learning targets: <ol style="list-style-type: none"> 1. <u>I can define the types of power and analyze their effects in God’s world.</u> 2. <u>I can explore my community and build relationship with peacemakers as I grow in my own peacemaking strategies.</u> • Have students do a ‘Thumbs Check’ protocol, giving you a thumbs up if they feel they really met today’s learning targets, a thumbs sideways if they felt they met today’s learning targets a little, and a thumbs down if they felt they were not yet able to meet today’s learning targets. Thank students for their work today and close the learning plan in prayer. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> • Add students’ peace images to the document panel or display pictures of the peace images around your community/school. 		
OPPORTUNITY TO DEEPEN THE LEARNING		
<ul style="list-style-type: none"> • Students could extend the postcard activity by working in groups to create poster board size advocacy posters that raise awareness about transformative, just peace and positive use of power. • Students could write a letter to the principal about starting a peace club on campus. 		