



# 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 Neighbors

#### Learning Plan Number: 2

#### 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 our broken world and how World Vision is helping rebuild broken relationships.

#### Habit(s) of Learning:

Curious Thinking, Courageous Designing, Gracious Communicating, Joy-filled Collaboration

## 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
<b>Love Mind Map</b> <i>Engage the Learning Targets (ELT)</i>	 10 min	<input type="checkbox"/> Learning Expedition Journals <input type="checkbox"/> 5.2.a Teacher Resource: Mind Map example
<ul style="list-style-type: none"> <li>This learning plan will build on the learning targets and goals from the previous learning plan. Students will engage with two concepts: we are loved by God and we are called to be neighbors (showing God's love). For the entry task, students will create a mind map in their learning expedition journals (which they also used in the first learning plan).</li> <li>On the board, write the words 'seen,' 'valued,' and 'loved.' Have students brainstorm independently to come up with words that go with these words and also words that are the opposites of them (words that describe when they are not present).</li> <li>Revisit the definition of poverty and broken relationships. Additionally, record God's love, neighbors/community, and peace on the board.</li> <li>Have students brainstorm ways to connect the words together to create a mind map. See teacher example as a guide.</li> <li>After discussing the mind maps, share that when we are loving God and neighbors, this is one way to also act as a peacemaker.</li> </ul>		

## LEARNING ACTIVITIES



<b>Read Together</b> <i>Introduce the Learning Targets (ILT)</i>	 10 min	
<p><b>Note:</b> Today students will explore building community with their sponsored child.</p> <ul style="list-style-type: none"> <li>The learning targets should be clearly posted somewhere visible around the room. Introduce the learning targets by having the students read them aloud together.             <ol style="list-style-type: none"> <li>I can reflect on God's love for me and how I can use that to grow community as a peacemaker.</li> <li>I can analyze and reflect on what poverty truly means in our broken world and how World Vision is helping rebuild broken relationships.</li> </ol> </li> </ul>		



ACTIVITY TITLE	TIME	RESOURCES
<b>Our Global Neighbors</b> Engage the Learning Targets (ELT)	20-30 min	<input type="checkbox"/> World Vision child sponsorship video: <a href="https://youtu.be/Juu7pT9fdco">https://youtu.be/Juu7pT9fdco</a> <input type="checkbox"/> MyWorldVision account: <a href="http://myworldvision.org">myworldvision.org</a> <input type="checkbox"/> Index cards
<ul style="list-style-type: none"> <li>Prompt students to see that neighbors are not only those in your local community but are also individuals on a global scale. Have students watch the video, “World Vision Child Sponsorship: Where Are They Now?”</li> <li>Have students record in their learning expedition journals what they notice or are wondering about sponsorship.</li> <li>Take note of a few student responses about what they noticed and wondered. Replay portions of the video as prompted from discussion.</li> <li>Have students log in to World Vision accounts and get to know their sponsored child’s profile. Allow time for exploration where students can read about their child, their country, weather patterns, etc. After about five minutes of exploring, hand out an index card to every student. <ol style="list-style-type: none"> <li>Have them record one beautiful thing they have learned about their sponsored child that shows that God loves them. Allow them more time to explore, looking specifically at how World Vision is helping rebuild broken relationships.</li> <li>After five more minutes of exploring, have students record on the same index card one area of brokenness in their sponsored child’s life and how World Vision is rebuilding the broken relationship.</li> </ol> </li> </ul> <p><b>Note:</b> If students need support, prompt them by saying ‘What may be hard for your sponsored child? How is World Vision helping? Have them keep this index card until the end of today’s learning plan.</p>		
<b>Letter Writing</b> Engage the Learning Targets (ELT)	20 min	<input type="checkbox"/> How to Send an Email to Your Sponsored Child link: <a href="https://www.worldvision.org/sponsor-a-child/support-center/email-sponsored-child">https://www.worldvision.org/sponsor-a-child/support-center/email-sponsored-child</a> <input type="checkbox"/> Writing Your Sponsored Child video: <a href="https://youtu.be/vudEo8jfWpl">https://youtu.be/vudEo8jfWpl</a> <input type="checkbox"/> 5.2.b Student Material: Letter Writing and Editing
<ul style="list-style-type: none"> <li>As a class visit the “How to email your sponsored child” webpage listed. Watch the “A Few Kind Words” video and discuss one way to get to know your neighbor is through correspondence (such as letters!).</li> </ul> <p><b>Note:</b> This letter should reflect a posture of humility, care and respect. Remind students that this letter will be a treasure to the sponsored child and they will be excited to write the students back; however, the transit can be slow. Remind the students to be patient as this process may take months.</p> <ol style="list-style-type: none"> <li>Have students draft letters to their sponsored child following the student handout “Letter Writing and Editing.”</li> <li>Half way through, run a ‘tuning protocol’ (a tuning protocol is where you lead students through instructions that will allow them to share, seek feedback, and hear feedback from others in order to promote deeper learning). Students will trade papers with a partner or in a group and analyze each other’s work, looking for content and convention edits needed. Use the “Editing My Work” handout for guidance.</li> <li>Next, students will refine their work and prepare to send.</li> <li>If time allows, encourage students to take a photo in their classroom to attach with their email (if possible, with their sponsored child’s photo).</li> </ol> <p><b>Note:</b> Take photos of students writing their letters to their sponsored child to display on the document panel.</p>		



## EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<b>Seen, Valued, Loved</b>  <i>Engage the Learning Targets (ELT)</i>	 10-15 min	<input type="checkbox"/> 5.2.c Student Material: Exit Ticket <input type="checkbox"/> Students' index cards
<ul style="list-style-type: none"> <li>Hand out the Exit Ticket that brings them back to Matthew 22: 36-40. What happens when we build community with our neighbors? It can make others feel seen, valued, and loved.</li> <li>How can peace grow when people feel this? Have students write their reflections and put these on the document panel in the student reflection section. Reflections may be used to revisit throughout the unit.</li> <li>Gather students into a circle, asking them to bring their index card with them. Re-read together the learning targets for today, and invite students each to share the name of their sponsored child and one beautiful thing they have learned about their sponsored child that shows that God loves them. Also ask students to share one area of brokenness in their sponsored child's life and how World Vision is helping to rebuild the broken relationship. Go around the circle until everyone has had a chance to share. Pray together for your sponsored children.</li> </ul>		
<b>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</b> ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> <li>Display pictures of the students writing to their sponsored child. Also add Matthew 22:26-40 on the board.</li> <li>Students' exit tickets (or a few examples) will go on the document panel in the area for ongoing student reflection.</li> </ul>		
<b>OPPORTUNITY TO DEEPEN THE LEARNING</b>		
<ul style="list-style-type: none"> <li>Students select three colors and reflect in their journals on the following prompts:               <ol style="list-style-type: none"> <li>What poverty exists in our community? List potential broken relationships.</li> <li>Relationship is key to our world because...</li> <li>Select one scripture that focuses on positive relationships.</li> </ol> </li> </ul>		