



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 Images

Learning Plan Number: 13

Learning Targets:

1. I can reflect on the importance of point of view in how a narrative is told.
2. I can apply my peace building strategies in my community.

Habit(s) of Learning:

Gracious Communicating, Courageous Designing

CUMULATIVE TIME



70-80 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: Before the learning plan: Advertisements and letters inviting the community to the event should be shared with the public before this learning plan, but may also be shared earlier, if ready.

ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
Love in Action <i>Introduce the Learning Targets (ILT)</i>	 10 min	<input type="checkbox"/> "He Walks Among Us" by Richard and Renee Stearns
<ul style="list-style-type: none"> Begin the learning plan by reading the devotional "Love in Action" found in "He Walks Among Us", page 246. Draw attention to the ending of the devotional, focusing on: <ol style="list-style-type: none"> Where do we see brokenness? How can we participate in our narrative and be advocates for peace? How can we share God's great love with the community? Have students share responses with a partner. Regroup and allow a few students to share with the whole class. Next have one student read the learning targets for the day to remind class of the goal in being peacemakers in the community as they seek restoration. <ol style="list-style-type: none"> <u>I can reflect on the importance of point of view in how a narrative is told.</u> <u>I can apply my peace building strategies in my community.</u> 		

LEARNING ACTIVITIES

Design Work  <i>Engage the Learning Targets (ELT)</i>	 10-15 min	<input type="checkbox"/> 5.12.a Student Material: "Designing Team Plan" handout <input type="checkbox"/> 5.12.b Teacher Resource: "Designing Team Plan" handout
<ul style="list-style-type: none"> Allow time for design teams to check in with each other for planning the celebration. Have students continue creating materials needed or create a list they of items that will need to be finished as homework. Have students use the Design Team Plan handout again working on next steps needed for the celebration. Advertisements and letters inviting the community to the event should be shared with the public before this learning plan, but may also be shared earlier, if ready. 		
Peace Artwork  <i>Engage the Learning Targets (ELT)</i>	 30 min	
<ul style="list-style-type: none"> Next students will begin to design artwork to go with their poems. You may partner with the art teacher to assist students in creating images for their poems. Allow time for students to sketch and design the powerful image that will represent their poems (30 minutes suggested). Students can reference and use their peace postcards from previous learning plans for inspiration. Provide a variety of mediums for students to work within, but decide on a unified size for the piece. 		



ACTIVITY TITLE	TIME	RESOURCES
Gallery Walk Engage the Learning Targets (ELT)	15-20 min	
<ul style="list-style-type: none"> After design time, run a gallery walk protocol. Students will leave work on desks along with a blank 8 ½ by 11” piece of paper. Students will move quietly around the room and provide feedback for each student by writing on the blank sheet of paper next to the work. Students will provide both positive feedback and a suggestion for improvement. Playing instrumental music in the background is sometimes helpful for students to imagine they are at an art gallery. Students cannot repeat a comment already left but can write a checkmark if they have the same feedback to share. At the end of the gallery walk, students will return to their seats and examine the feedback they received. Students will continue to work on their art piece as time allows or can save the feedback and work on their project during the next session. <p>Note: Take a picture of students working on their community engagement project, and post it to the document panel. You may also consider posting first draft artwork to the document panel as examples.</p>		

EXIT EVENT

Exit Ticket Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)	5 min	<input type="checkbox"/> 5.13.a Student Material: Exit Ticket
<ul style="list-style-type: none"> Give each student an exit ticket where they will: <ol style="list-style-type: none"> Record where they feel they are at in their project process and what specific needs they have. Teacher will collect the finished Designing Team Plan handouts from each group and work on assisting the students in achieving their goals. Gather the students together in a circle near the document panel. Have a few students point to some of the learning that has taken place on the document panel. Go around the circle, asking students to share what has been the most impactful part of this learning expedition for them so far. Close the learning plan in prayer. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> Students will continue to craft their peace poems and work associated with the project celebration. Pictures of the students drafting and designing can be added to the document panel. 		
OPPORTUNITY TO DEEPEN THE LEARNING		
<ul style="list-style-type: none"> Students could check in with community members or another class for additional feedback. 		