



Power of Peace

Introduction

This learning expedition centers around three things:

- 1 The Driving Question**
How can I participate in my community as a peacemaker and seek restoration?
- 2 The Deep Hope**
That students will participate and enable change that brings peace and trust after conflict, spreads God's love, and restores broken relationships.
- 3 The Biblical Foundation Verse**
1 Peter 3:11 (ESV) *"Let him turn away from evil and do good; let him seek peace and pursue it."*

Summary

This Ignite six-lesson learning unit focuses on seeking peace and transforming conflict in a positive way. Students will explore the concepts that conflict is inherently neutral, that they have the power to transform it for good, and that the way they speak can amplify peace. As students unpack the expedition and begin to learn that peace is an ongoing and dynamic process, they'll become able to seek peace in the way they participate, speak, and act.

Foundational to Ignite, at every stage of learning, is understanding God's love for all people and responding in love to our neighbors. All students can participate regardless of age, achievement, or ability.

All the Law and the Prophets hang on these commandments of love. They hold the key to a transformed world: "Your kingdom come . . . on earth as it is in heaven" (Matthew 6:10, NIV). When we help students gain a deeper understanding of God's love and empower them to act on it, they become ready to pursue a world that's transformed and in right relationship.

It's an honor, as educators and adults, to empower children and young people to take their place in God's transformation story. It's igniting kids to reach their full potential for experiencing a productive and fulfilling life; not separated from the story of God, but deeply a part of it.

We hope that God will ignite the hearts of your students, the future leaders of the world. We pray that they may experience defining moments of transformation and learn to rewrite stories of injustice to justice, sorrow to joy, and brokenness to restoration.

These lessons were adapted from the 5th grade Ignite 15-lesson curriculum. Further activities focused on this unit's theme can be found here: worldvision.org/ignite/curriculum-info/.



Curriculum overview

| | |
|---|---|
| Lesson 1: We Are So Loved, So We Love |  30-60 min |
| <ol style="list-style-type: none"> 1. God's Love for Us (5-10 min) 2. Poverty Definition (15-20 min) 3. Scripture Analysis (10 min) 4. Optional Activity: Our Global Neighbors (20 min) | |
| Lesson 2: God's Design vs. Human Design |  30-35 min |
| <ol style="list-style-type: none"> 1. Mind Map (10 min) 2. God's Design vs. Human Design (10 min) 3. Creation, Fall, Redemption, Restoration (10-20 min) | |
| Lesson 3: The Dual Sides of Conflict |  30-45 min |
| <ol style="list-style-type: none"> 1. Conflict Definition (5-10 min) 2. Take a Stand (10-15 min) 3. Conflict Not Violence (5-10 min) 4. Approaches to Conflict (10 min) | |
| Lesson 4: Peace |  45-60 min |
| <ol style="list-style-type: none"> 1. Practicing Peace (5 min) 2. What is Peace? (15-20 min) 3. Approaches to Peace (10 min) 4. Lucy's Story Article (10-15 min) 5. Living as Peacemakers (5-10 min) | |
| Lesson 5: Peacemaking |  30-45 min |
| <ol style="list-style-type: none"> 1. Thoughts on Power (5-10 min) 2. Types of Power (10-15 min) 3. Practicing Our Power (15-20 min) | |

Continued ...


Lesson 6: Continuing to Seek Peace


30-40 min

1. Understood and Understanding (10 min)
2. Comic Strips (15-20 min)
3. Seek Peace and Pursue It (5-10 min)

Overview of grade 5 learning targets

| LESSON | LEARNING TARGETS |
|--------|---|
| 5.1.1 | I can reflect on God's love for me and how I can help bring about community as a peacemaker. |
| 5.1.2 | I can analyze and reflect on what poverty truly means in a broken world and how World Vision is helping rebuild broken relationships. |
| 5.3.1 | I can define conflict and analyze its effects in God's world. |
| 5.3.2 | I can analyze the results of conflict transformation. |
| 5.4.1 | I can define positive peace and analyze its effects in God's world. |
| 5.4.2 | I can explore my community and build relationship with peacemakers as I develop skills in peacemaking. |
| 5.5.1 | I can define the types of power and analyze their effects in God's world. |
| 5.5.2 | I can begin to formulate my narrative as a peacebuilder as I develop skills in peacemaking. |
| 5.6.1 | I can reflect on the importance of point of view when telling a narrative. |
| 5.6.2 | I can consider ways to continue to serve my community through peacemaking. |



Materials needed

All lessons:

- Chart paper or whiteboard

Lesson 1:

- Learning journals (small notebook for each student to use throughout the unit)
- Pencils, scissors, and glue sticks
- Index cards

Lesson 6:

- Art supplies



Power of Peace

| LEARNING PLAN TITLE | CUMULATIVE TIME |
|---|---|
| <i>We are So Loved, So We Love</i> |  30-60 min |
| <p>Learning plan number: 1</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can reflect on God's love for me and how I can help bring about community as a peacemaker.</u> 2. <u>I can analyze and reflect on what poverty truly means in a broken world and how World Vision is helping rebuild broken relationships.</u> | |

| ACTIVITY TITLE | TIME | RESOURCES |
|---|--|--|
| <i>God's Love for Us</i> |  5-10 min | <input type="checkbox"/> Pencils, scissors, and glue sticks <input type="checkbox"/> 5.1.A Student material: Cut-out hearts <input type="checkbox"/> Learning 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 adventure and that it will require curious thinking. • Hand each student a cut-out heart (or alternatively, have students cut the hearts out of paper). Have them fold their hearts down the middle. On one half of the heart, ask them to write a list of "loves." These could be things, ideas, people, etc. Give them about two minutes to write their responses. • On the other half of the heart, have students create a list of reasons they know that God loves them. Ask them if some of the things on their first list are part of why God loves them. • Ask students to share a few throughout. • Tell students to write their personal answers to the following prompt on the back of the heart, upside-down: <ol style="list-style-type: none"> 1. "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 love to others?" • Hand students their learning journals and explain that these are special journals that will help them capture their thinking throughout their learning journey. Invite them to glue their hearts to the front of their books. <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> | | |



| ACTIVITY TITLE | TIME | RESOURCES |
|---|---|---|
| <i>Poverty Definition</i> |  15-20 min | <input type="checkbox"/> 5.1.B Teacher resource: Photo Cards and Stories |
| <ul style="list-style-type: none"> Prior to the lesson, fold the printed resources in half so that the stories are hidden from students until they are prompted to turn the cards over. Explain: "Today's goal is to build a deeper understanding of World Vision's peacemaking work, and to explore poverty." Distribute the picture cards to a group of three or four students, being careful to place them picture-side-up. In their groups, ask students to 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 shouldn't turn over the cards until they're instructed to do so. When the groups have finished sorting the cards, invite students to share the first examples that show poverty and share a reason why. Once all the groups have shared the examples they feel show poverty, explain that in reality, all of these pictures show poverty. Engage students with the idea that through this unit they will be analyzing poverty at a deeper level, beyond the lack of physical material or things. Invite students to turn over the cards to look at the backs and read the stories about the children in the pictures. 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 journals: Poverty definition: "Poverty is the result of broken relationships which threaten human survival and prevent 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." | | |
| ACTIVITY TITLE | TIME | RESOURCES |
| <i>Scripture Analysis</i> |  10-15 min | <input type="checkbox"/> 5.1.C Student material: Scripture analysis <input type="checkbox"/> 5.1.D Teacher resource: Bulletin board elements |
| <ul style="list-style-type: none"> Say: "To continue analyzing God's love and our role in our broken world, we will examine the selected verses found on the Scripture Analysis assignment." For this exercise, have students work independently or in pairs to find common themes within the verses. Regroup and share the themes they discussed as a class. Transition from this activity into asking students to respond to 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?" Post the deep hope, unit question, and unit verse on the bulletin board, inviting students to discuss them as appropriate. | | |



| ACTIVITY TITLE | TIME | RESOURCES |
|--|--|---|
| <p><i>Optional Activity:</i> <i>Our Global Neighbors</i></p> |  20 min | <ul style="list-style-type: none"> <input type="checkbox"/> World Vision child sponsorship video: youtu.be/Juu7pT9fdco <input type="checkbox"/> My World Vision account: myworldvision.org <input type="checkbox"/> Learning journals <input type="checkbox"/> Index cards |
| <ul style="list-style-type: none"> • Encourage students to recognize that neighbors are not only people in their local community, but are also individuals on a global scale. Show the video, “World Vision Child Sponsorship: Where Are They Now?” • Have students record in their learning journals what they notice or are wondering about these global neighbors. • Take note of a few student responses about what they noticed and wondered. <p>Optional: If your class has a World Vision sponsored child/children:</p> <ul style="list-style-type: none"> • Together with your class, go to My World Vision (worldvision.org/my) and sign in using your email address and password (provided by your Ignite partnership manager) to view your sponsored child’s page. Take a few minutes to explore the different sections together, including updates on your sponsored child’s community. • After about five minutes of exploring, hand out an index card to every student. <ol style="list-style-type: none"> 1. Have them record one beautiful thing they have learned about their sponsored child that reveals God’s love for them. Allow them more time to explore, looking specifically at how World Vision is partnering with their community to help rebuild broken relationships. 2. 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 a way that World Vision is partnering with their community to help rebuild the broken relationship. 3. Post the index cards around the bulletin board, providing a visual reminder of both love and brokenness in their sponsored child’s life. <p>Note: If students need support, prompt them by saying “What difficulties might your sponsored child be facing? How is World Vision partnering with their community to help empower them?”</p> | | |



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| LEARNING PLAN TITLE | CUMULATIVE TIME |
|--|---|
| <i>God's Design vs. Human Design</i> |  30-35 min |
| <p>Learning plan number: 2</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can reflect on God's love for me and how I can help bring about community as a peacemaker.</u> | |

| ACTIVITY TITLE | TIME | RESOURCES |
|--|--|---|
| <i>Mind Map</i> |  10 min | <input type="checkbox"/> Learning journals <input type="checkbox"/> 5.2.A Teacher resource: Mind Map Example |
| <ul style="list-style-type: none"> • This learning plan will build on the learning targets 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 journals (which they also used in the first learning plan). • On the board, write the words "seen," "valued," and "loved." Tell students to independently brainstorm words that share the same meaning as these words, and then brainstorm words that express their opposites (words that describe when they are not present). • Revisit the definition of poverty and broken relationships. Additionally, record God's love, neighbors/community, and peace on the board. • Have students brainstorm ways to connect the words together to create a mind map. See teacher example as a guide. • After discussing the mind maps, say, "When we are loving God and neighbors, this is one way to also act as a peacemaker." | | |



| ACTIVITY TITLE | TIME | RESOURCES |
|---|---|--|
| <i>God's Design vs. Human Design</i> |  10 min | <input type="checkbox"/> 5.2.B Student material: God's Design vs. Human Design |
| <ul style="list-style-type: none"> • Students will analyze God's design of right relationships, and then analyze the broken relationships that exist in our world. • Use the "God's Design vs. Human Design" handout to have students brainstorm what God's ideal world and relationships would look like. Next, have students analyze our world. • Through discussion, ask students to share what they notice or are wondering when they compare God's design to human design. Guide the discussion by sharing that human design is sinful, and broken relationship with God. | | |
| ACTIVITY TITLE | TIME | RESOURCES |
| <i>Creation, Fall, Redemption, Restoration</i> |  10-20 min | <input type="checkbox"/> 5.2.B Student material: God's Design vs. Human Design <input type="checkbox"/> "The Big Story" video: youtu.be/OvoYMvJDXg0 |
| <ul style="list-style-type: none"> • On the second part of the "God's Design vs. Human Design Entry Handout" labeled "Seeking Restoration," instruct students to draw an image, symbol, or phrase that comes to mind for each component. • Play the video "The Big Story" about Creation, Fall, Redemption, and Restoration. • Tell students to revisit their symbol, image, or phrase to change or add onto their design. • Have a few students share what they created and draw attention to common themes and trends. Say, "The human condition takes away our right relationship with God and with our neighbors. We are called toward reconciliation at the core of love for God and our neighbors as we grow in God's story." | | |



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| LEARNING PLAN TITLE | CUMULATIVE TIME |
|--|---|
| <i>The Dual Sides of Conflict</i> |  30-45 min |
| <p>Learning plan number: 3</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can define conflict and analyze its effects in God's world.</u> 2. <u>I can analyze the results of conflict transformation.</u> | |

| ACTIVITY TITLE | TIME | RESOURCES |
|--|--|--|
| <i>Conflict Definition</i> |  5-10 min | <input type="checkbox"/> Learning journals |
| <ul style="list-style-type: none"> • Have students use their learning journals to brainstorm different definitions of conflict, and what they feel the word represents. Then, guide students to the overall definition below and have them record it in their journals. <p>Conflict is a disagreement between two parties (this could be two people, two groups, two countries, etc.). Conflict is not necessarily positive or negative. How we deal with conflict is what makes the difference: we can either transform it into something positive or not.</p> <ul style="list-style-type: none"> • Say, "We're going to practice having conflict with one another in a way that's not negative: we will focus on listening respectfully and valuing each other because we are all made in God's image." | | |



| ACTIVITY TITLE | TIME | RESOURCES |
|--|--|--|
| <i>Take a Stand</i> |  10-15 min | <input type="checkbox"/> 5.3.A Teacher resource: Take a Stand |
| <ul style="list-style-type: none"> • Post the following four signs around the room in different corners or sections: “strongly agree,” “agree,” “disagree,” and “strongly disagree.” Explain that you will be reading a statement (such as “cats are the best pets”) and students will need to vote by moving to stand in the corner that correlate with their choice. • After students have made their choice by moving to stand near one of the signs, give them 15-30 seconds to talk with a partner in the same corner about why they made this choice. • Then, take one speaker from each group to share their reasons with the class. After each corner takes a turn sharing, have students in the other corners respond with a respectful message, such as “that was not how I saw it, but thank you for sharing your reason.” • Tell students to look at the definition of conflict from their learning journals again. Discuss as a class how they faced conflict in the classroom today, but it wasn’t negative. Say, “Unfortunately, sometimes conflict can be very negative and leads to brokenness.” Remind them of the class’s deep hope to be peacemakers in the world. | | |
| ACTIVITY TITLE | TIME | RESOURCES |
| <i>Conflict Not Violence</i> |  5-10 min | <input type="checkbox"/> 5.3.B Teacher Resource: Conflict Not Violence <input type="checkbox"/> Learning journals |
| <ul style="list-style-type: none"> • On the board or chart paper, write the question: “Is conflict bad?” Allow time for students to reflect and write their responses in their learning journals, then engage in a class discussion. • You may encourage discussion by having students reflect on times where they have seen conflict (big or small). Ask, “What happened afterwards? Are things black and white or could there be a gray area? How? Where have you seen conflict in the world, in books, or in movies? What has been revealed to us in the Bible about God’s plan? What is the ‘typical’ pattern for resolution?” • Remind students that sometimes conflict is not managed or responded to well and this can lead to significant harm (violence). In their learning journals, have students create two columns: one labeled “Conflict” and the other labeled “Violence.” Allow time for students to brainstorm differences between the two before sharing. • Make a chart as a class on the board or on chart paper. Use the teacher master example for support, but do not show this to students. • Introduce this concept: “As peacemakers, we are able to think about conflict being neutral. Conflict is an opportunity for positive transformation! It can be transformed into something that is positive or negative. We can expect that conflict will happen, so how we respond to it is very important.” • Take a picture of this class chart to display on the bulletin board. | | |



| ACTIVITY TITLE | TIME | RESOURCES |
|---|--|--|
| <i>Approaches to Conflict</i> |  10 min | <input type="checkbox"/> Learning journals |
| <ul style="list-style-type: none"> • Have students record the following three definitions in their learning journal. Analyze as a class or in pairs and then regroup to share how the three ways to address conflict build upon each other. <ol style="list-style-type: none"> 1. “Conflict management: Efforts undertaken to settle a conflict to get the conflicting parties involved in the process.” 2. “Conflict resolution: Aims to resolve a conflict by addressing its root causes and identifying possible solutions.” 3. “Conflict transformation: Process of transforming relationships, interests, needs, patterns, behavior, or social contexts to bring about peace.” • Examine which way of addressing conflict would bring true peace in a broken relationship and in our world. It’s helpful to provide an example of poor conflict management and good conflict management, if possible. • Explain: “Transformation is the best outcome from conflict (which is neutral). It’s key to preventing violence and leading to sustainable, peaceful outcomes. Transforming conflict requires disentangling the conflict from its original situation and transporting it to a more promising place. This can be achieved through engaging in dialogue that is based on empathy, non-violence, and joint creativity. | | |



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| LEARNING PLAN TITLE | CUMULATIVE TIME |
|---|---|
| <i>Peace</i> |  30-50 min |
| <p>Learning plan number: 4</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. I can <u>define positive peace and analyze its effects in God's world.</u> 2. I can <u>explore my community and build relationship with peacemakers as I develop skills in peacemaking.</u> | |

| ACTIVITY TITLE | TIME | RESOURCES |
|---|---|--|
| <i>Practicing Peace</i> |  5 min | <input type="checkbox"/> Learning journals |
| <p>Note: Advance preparation is needed for this activity, so read through it ahead of time. Teachers will need to display a prompt and think of a personal story to share with students at the start of the lesson.</p> <ul style="list-style-type: none"> • Students should be seated in groups of three or four. Call attention to the following statement (write it on the board or chart paper and have it displayed in advance): "Describe an encounter or moment in your life when you realized that peace wasn't an easy option." • Teachers should first answer the question for the class (as a model) by telling an appropriate story from their own lives (this could be about a conflict with a close friend, stranger, or even a personal response to a national or community wide conflict, etc.). Afterwards, invite students to share, and go around their group in order. | | |



| ACTIVITY TITLE | TIME | RESOURCES |
|--|---|--|
| <i>What is Peace?</i> |  15-20 min | <input type="checkbox"/> 5.4.A Teacher Resource: Peace example <input type="checkbox"/> Learning journals |
| <ul style="list-style-type: none"> Ask students to explore the question, “What is peace?” by brainstorming with an elbow partner. Instruct them to write their definition in their learning journals. Gather the groups’ attention and let a few students share what they thought and wondered about the peace definition. Record their thoughts on the board or chart paper. Invite students to wonder what might be missing from their definition. Write their thoughts on the board or chart paper. Invite students to write down in their learning journals the incomplete (or negative) definition of peace: “Absence of direct or physical violence.” Lead students to consider that peace is so much more than stopping violence. Explore together the concept that positive peace is more than the absence of direct violence. For example, incomplete peace views peace as the end of a war. Yet in this case, all parties affected by the war still need reparation or reconciliation. Lead students into the positive definition of peace and have them write it in their learning journal. <p>“Complete Peace definition: Peace is the presence and conditions of well-being and just relationships: socially, economically, politically, ecologically. Peace is the absence of all forms of violence through a nonviolent, participatory, and inclusive process”.</p> <ul style="list-style-type: none"> Say, “Peace is not a final end, nor simply a goal; rather, it is an ongoing dynamic process. Positive peace happens when all conditions that are necessary to promote peaceful relationships are present.” Point back to 1 Peter 3:11 on the bulletin board and remind students: “We are to seek peace and pursue it as part of our witness about Christ.” | | |
| ACTIVITY TITLE | TIME | RESOURCES |
| <i>Approaches to Peace Definition</i> |  10-15 min | <input type="checkbox"/> 5.4.B Student material: Approaches to Peace |
| <ul style="list-style-type: none"> Introduce key approaches for seeking peace, which are found in the student handout. Have students interact and become familiar with the terms through an icon activity, explained below. First, have students circle key words or phrases they notice in the definitions. Next, have students draw icons or images that could help represent these words. Allow time for students to share what stood out to them and how they chose to represent it. Come back to the lesson’s guiding Bible verse as appropriate during the conversation. Have students glue the handout into their learning journals. | | |



| ACTIVITY TITLE | TIME | RESOURCES |
|---|--|--|
| <p><i>"A Better Tomorrow Begins Today"</i></p> |  10 min | <p><input type="checkbox"/> A Better Tomorrow Begins Today" video: youtube.com/watch?v=31aBrV4v4LY</p> |
| <ul style="list-style-type: none"> • To continue to grow in their awareness of others and using their words to be peacemakers, share with students the poem "A Better Tomorrow Begins Today." Encourage students to consider their voices and the voices of other children around the world. • Watch the video and ask students to draw two columns in their learning journals. Have them title one column "I Notice" and the other "I Wonder." Ask students to write down three things they notice and wonder about this video as they watch it as a class. • Lead students to consider how they can use their voices to amplify the voices of others (in a way that was positive). | | |



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| LEARNING PLAN TITLE | CUMULATIVE TIME |
|--|---|
| <i>Peacemaking</i> |  30-45 min |
| <p>Learning plan number: 5</p> <p>Learning targets:</p> <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 begin to formulate my narrative as a peacebuilder as I develop skills in peacemaking.</u> | |

| ACTIVITY TITLE | TIME | RESOURCES |
|---|--|--|
| <i>Thoughts on Power</i> |  5-10 min | <input type="checkbox"/> Learning journals |
| <ul style="list-style-type: none"> • Display the learning plan's learning targets somewhere prominently in the classroom and read together as a class. <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 develop skills in peacemaking.</u> • Circle the word "power" within the first learning target. • Have students brainstorm for two minutes the first five things that come to mind when they think of the word "power." Instruct them to record their thoughts either on sticky notes or in their learning journals. • As a class, ask for a few student examples. Common themes that emerge will most likely be from a negative perspective. Remind students: "Just like conflict, power is not necessarily negative or positive. It can lead to transformative change." | | |



| ACTIVITY TITLE | TIME | RESOURCES |
|---|---|---|
| <i>Types of Power</i> |  10-15 min | <input type="checkbox"/> Learning journals <input type="checkbox"/> 5.5.A Teacher resource: Types of Power |
| <ul style="list-style-type: none"> In their learning journals, have students record the following types of power: <ol style="list-style-type: none"> “Power over: Use of power at the cost of someone else (negative).” “Power to: Use of power by handing over it to someone else (empowerment: positive).” “Power within: Use of power within oneself (self-empowerment: positive).” “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 journals. Post resource 5.5.A on the bulletin board. | | |
| ACTIVITY TITLE | TIME | RESOURCES |
| <i>Practicing Our Power</i> |  15-20 min | <input type="checkbox"/> 5.5.B Student material: Expressions 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. Say, “Today we will analyze expressions of power and examine their definitions.” <ol style="list-style-type: none"> 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. 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 them five minutes to complete first box. If possible, display a timer so students can keep track of time. When the allotted time has passed, have students “high five” their partners. Play the music again for ten seconds or so while students move around the learning space. Then turn off the music and tell students to find a new partner 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. Invite students to consider the concept that they each have power within themselves, and their own power impacts their neighbor. Tell them that one way they can use their power is to protect the stories of people that are forgotten or ignored. By keeping others’ stories alive, 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. Invite conversation for further exploration on how power is important to being peacemakers by using the following prompts as a class: <ul style="list-style-type: none"> “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.) | | |



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| LEARNING PLAN TITLE | CUMULATIVE TIME |
|--|---|
| <i>Continuing to Seek Peace</i> |  30-40 min |
| <p>Learning plan number: 6</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can reflect on the importance of point of view when telling a narrative.</u> 2. <u>I can consider ways to continue to serve my community through peacemaking.</u> | |

| ACTIVITY TITLE | TIME | RESOURCES |
|--|--|---|
| <i>Understood and Understanding</i> |  10 min | <input type="checkbox"/> "Unknown" by Mosaic video: vimeo.com/280967646 <input type="checkbox"/> Learning journals |
| <ul style="list-style-type: none"> • Play the "Unknown" by Mosaic video (or another video of your choice) in the background (about five minutes) while students write responses to one or both of following prompts in their learning journals: <ol style="list-style-type: none"> 1. "How does being understood impact you? Give an example of a time when someone listened to your point of view." 2. "God loves you. He knows and understands you. What does this mean to you?" • After the video ends, invite and nurture classroom discussion about what students are feeling or thinking. Write different responses in sight of students. • Tell students to wonder: "Does understanding others help us as peacemakers?" | | |



| ACTIVITY TITLE | TIME | RESOURCES |
|--|--|---|
| <i>Comic Strips</i> |  15-20 min | <ul style="list-style-type: none"> <input type="checkbox"/> Art supplies (such as colored pencils, pens, and crayons) <input type="checkbox"/> 5.6.A Student material: Comic Strip template |
| <ul style="list-style-type: none"> • Have a student read the learning targets for the day: <ol style="list-style-type: none"> 1. <u>I can reflect on the importance of point of view when telling a narrative.</u> 2. <u>I can consider ways to continue to serve my community through peacemaking.</u> • Allow students to revisit and examine the Bible verse associated with the learning expedition and the learning targets: <p style="margin-left: 20px;">1 Peter 3:11 (ESV): “Let him turn away from evil and do good; let him seek peace and pursue it.”</p> • Provide each student with a comic strip template. • Instruct students to design a comic strip to showing characters putting the verse into action, while also modeling one of the learning targets. • Have students share with an elbow partner or invite a few students to share with the whole group. • Tell students to paste their comic strips into their learning journals, or post them as a class on the unit bulletin board. | | |
| ACTIVITY TITLE | TIME | RESOURCES |
| <i>Seek Peace and Pursue It</i> |  5-10 min | |
| <ul style="list-style-type: none"> • Ask students to reflect further on the process and transformation of this learning unit by considering the following questions in groups of two or three: <ol style="list-style-type: none"> 1. “How are you participating and enabling change in the community as a peacemaker?” 2. “How does it feel to serve as a peacemaker?” 3. “What will remain with you most from this learning expedition? Was it a powerful activity, a video, or an article?” 4. “How can we continue to live as peacemakers and seek restoration?” • Potential future activity: Depending on the responses that emerge from students’ brainstorming, the class could organize a community activity to model peacemaking. • Thank your students for all their hard work, and for loving others by being peacemakers. Pray for each of them as they continue to seek peace in their lives and in the world around them, as witnesses to Jesus’ redemptive work on the cross. | | |