

## Lesson # 1

### Opening

Topic: A Model for Peacemaking

Sub-topic: A Model Peacemaker

### Objectives

By the end of the lesson the learner should be able to:

- Desire to promote peace
- Begin practicing reflective thinking
- Identify who the Model Peacemaker is

### References

- Bible Matthew 1:18-2:1a; Ephesians 2:10

### **Rationale and Theme**

Rationale: Jesus was surrounded with conflict throughout His life yet He modeled inner peace and remained calm in the face of great trial. By studying the life of Jesus, we learn principles of peacemaking that teach us how to become leaders for peace today.

Theme: Jesus is the model peacemaker from whom we learn principles of peacemaking which provide skills for us to fulfill His plan for each of us today

### **Content**

#### Activities

- The Story of the Tortoise and the birds.
- Exercise for recognizing how much God loves His people and how He has a plan for each person by studying selected Scripture passages
- Learning to identify leaders through a guided exercise
- Discussion of the Model Peacemaker from birth; His purpose from birth; His response to conflict

Teacher Tips: Prepare learners to learn and accept leadership roles during this year.

Additional methods/remarks: Discuss the importance of learning to be a reflective thinker, an important peacemaking skill. Introduce the importance of exercise booking (writing thoughts in exercise book) in answer to two questions.

### **Conclusion**

#### Applications

- Practice reflective thinking by exercise booking in their exercise books
- Identifying ways Jesus modeled peacemaking
- Selecting areas of leadership he/she would like to try

#### Biblical connections

- Matthew 1:18-2:1a
- Ephesians 2:10

Summary: This lesson introduces a study of the life of Jesus from the book of Matthew drawing heavily on the principles of peacemaking He demonstrated and taught. Learners are also introduced to developing leadership skills focusing today on the role of reflective thinking.

### **Assessment**

Learners will identify who the Model Peacemaker is

Learners will select an area of leadership they want to pursue

Learners demonstrate reflective thinking by writing answers to two questions.

## Lesson # 2

### **Opening**

Topic: Model for Peacemaking

Sub-topic: Peacemaking begins with me

### Objectives

By the end of the lesson the learner should be able to:

- Identify the role of the Holy Spirit in bringing about peace
- Desire the work of the Holy Spirit in their own lives

### References

- Bible Matthew 3:13-17; Galatians 5:22a

### **Rationale and Theme**

Rationale: Jesus' ministry as the model for peacemaking leads us to recognizing who the Holy Spirit is and how He empowers us to become peacemakers.

Theme: The Holy Spirit empowers us and guides us as peacemakers

### **Content**

#### Activities

- Discussion of the purpose of baptism
- Discovering the attributes of the Holy Spirit
- Discussing how the dove has become a symbol for the Holy Spirit

Teacher Tips: In discussing the purpose of baptism, it is good to hear from the children about their own church traditions surrounding baptism but the intent is to focus on the significance of it as a dying to self and being raised for the purposes of God.

### **Conclusion**

#### Applications:

- Learners will identify seven attributes of the Holy Spirit
- Learners will value the work of the Holy Spirit in them empowering them to become peacemakers
- Learners will be able to tell others why the appearance of the dove is significant in Jesus' ministry

#### Biblical connections

- Matthew 3:13-17
- Galatians 5:22a

Summary: This lesson gives important information about the work of the Holy Spirit in empowering one to become peacemakers.

### **Assessment**

Learners will thoughtfully answer two questions in their exercise book: Why is the appearance of the dove significant in Jesus's ministry? And How do you find peace in your life?

Learners will identify seven attributes of the Holy Spirit

## Lesson # 3

### Opening

Topic: A Model of Peacemaking

Sub-topic: Causes of Conflict

### Objectives

By the end of the lesson the learner should be able to:

- Acknowledge that they will be tempted by Satan at times
- Name ways to resist those temptations and maintain inner peace
- Value Jesus' model of peace and work at building it within themselves

### References

- Bible: Matthew 4:4b and Bible story from Matthew 4

### **Rationale and Theme**

Rationale: Satan does not like us to live a peaceful life so he tries to lure us away. We learn from Jesus how to face temptation and keep from yielding to those pressures.

Theme: Prayer and scripture can strengthen our resolve to withstand temptations which can lead to conflict

### **Content**

#### Activities

- Identify the three things Satan tried to tempt Jesus with and point out what Jesus did that kept Him from yielding to those temptations
- In groups of 3-4, have learners create the story of Jesus' temptation in a more modern setting and present their drama to the others
- Involve learner leadership for leading singing, offering prayer, reading scripture and leading small group discussions

### **Conclusion**

#### Applications:

- Hold small group discussions using learner leadership to discuss selected questions that allow them to think about what tempts them now, how they withstand temptation, what scripture they might use to resist the temptation
- Discuss if leaders make sure their groups follow the rules for groups

#### Biblical connections:

- Matthew 4

Summary: This lesson makes it clear that all of us will be tempted at some time. How we learn to resist temptation can prevent us from having to deal with more conflict. The lesson focuses on the temptations of Jesus and how He resisted them but learners will be challenged to consider present day temptations they face and what tools they can use to resist those temptations.

### **Assessment**

Learners will name the things Jesus did to resist temptations.

Learners will respond to three questions regarding the things that tempt them, how they can withstand them and what scriptures they might use when they are tempted by writing reflectively in their exercise book (exercise book).

## Lesson # 4

### Opening

Topic: Model for Peacemaking

Sub-topic: Choosing Friends

### Objectives

By the end of the lesson the learner should be able to:

- Say No to friends who tempt them toward conflict and trouble
- Value friends who support them in living as peacemakers

### References

- Bible Matthew 4:17-21; Ecclesiastes 3:9

### **Rationale and Theme**

Rationale: Friends we choose can have a positive or negative influence on our lives. Some friends will try to lure us into things that lead to conflict and even violence while other friends can be supportive and encouraging us to live as peacemakers.

Theme: Friends can either help us or cause us trouble. Sometimes we have to say, “No,” to our friends.

### **Content**

#### Activities:

- Sing “When We Work Together”
- Learners will either write a story or draw a cartoon of someone tempting them to do something wrong. The story/cartoon also shows how they would say no to that temptation and friend
- Learners list five or more things they like about good friends
- Discuss how Jesus gathered people to provide a community of fellow believers and peacemakers to help him.

### **Conclusion**

#### Applications:

- Doing Role Plays to gain experience on saying “No” when people try to tempt them to do something contrary to their peacemaking understanding
- Writing in their exercise books reflections on why it is important to have good friends and writing an experience they have encountered when they had to say “No”.

#### Biblical connections

- Matthew 4:17-21
- Ecclesiastes 3:9

Summary: This lesson is vital in making learners think how important it is to choose friends who will encourage them to walk the talk and how to handle friends who want to involve them in trouble.

### **Assessment**

Learners will confidently say No to those who influence them into trouble

Learners will identify qualities for choosing good friends

## Lesson # 5

### Opening

Topic: Model for Peacemaking

Sub-topic: The Pearl of Great Price

### Objectives

By the end of the lesson the learner should be able to:

- State why being a peacemaker is worth whatever it costs
- Choose to be peacemakers and followers of Jesus

### References

- Bible Matthew 13:44-50; Matthew 5:9

### **Rationale and Theme**

Rationale: We are called to be peacemakers and a part of the Kingdom of God. Although this can be costly, it is well worth the price.

Theme: To follow Jesus invites us to peacemaking. The reward of choosing to follow Jesus and become a peacemaker is worth the cost.

### **Content**

#### Activities

- Story of Julius Nyerere
- Introduce and experience doing Think. Pair. Share. The question for consideration is: What is something that you would give a lot of money for? Why?
- Discuss Jesus' parables about the value of the Peaceable Kingdom
- Have learners do a Treasure Hunt using 7-8 clues followed with discussion of how following Jesus is like a treasure hunt
- Review the Romans Road to Salvation

### **Conclusion**

#### Applications:

- In small group with learner leadership, learners will write a short parable in a modern setting
- Learners reflect on this lesson and summarize it in their exercise book (exercise book) including one question they continue to have about the kingdom of God

#### Biblical connections

- Matthew 13:44-50
- Matthew 5:9

Summary: This lesson clearly identifies Jesus' call both to become a part of His kingdom and to become peacemakers. Though it may be costly, it is worth that cost.

### **Assessment**

Learners will state why the Kingdom of God is a great treasure.  
Learners will state why it is costly, yet worth the cost.

## Lesson # 6

### Opening

Topic: Model for Peacemaking

Sub-topic: Integrity

### Objectives

By the end of the lesson the learner should be able to:

- Explain how dishonesty and a lack of integrity can cause conflict
- State they choose to be honest and just

### References

- Bible Matthew 22:15-22, 34-40; Matthew 23:27-28; Proverbs 50:6

### Rationale and Theme

Rationale: When people choose to lower their standards by lying and deceiving others, it creates distrust and conflict. Being transparent, the same on the inside as you act on the outside builds trust and diminishes conflict.

Theme: Dishonesty and a lack of integrity lead to conflict. A peacemaker will want to be honest and have integrity.

### Content

#### Activities

- Story of The Greedy Hyena
- Role play a situation where someone is teasing or belligerent and show what they could do to prevent conflict from escalating
- Draw a T chart with “Jewish Leaders” on one side and “Jesus” on the other and have learners suggest their observations of these people. List them under the headings

### Conclusion

#### Applications:

- In small groups with learner leadership, learners will think about the kind of leaders they follow.
- In small groups with learner leadership, the learners will think of as many examples as they can to show how lying, cheating, or dishonesty can lead to conflict.

#### Biblical connections

- Matthew 22:15-22, 34-40; Matthew 23:27-28
- Proverbs 50:6

Summary: This lesson will make learners think seriously of the role integrity plays in peacemaking and how lying, cheating, and being hypocritical creates conflict.

### Assessment

Learners will define the word integrity.

Learners will name the many ways that the lack of integrity is identified.

Learners will give thought to the people they are letting lead them. Are they people of integrity?

## Lesson # 7

### 1. Opening

Topic: Model for Peacemaking

Sub-topic: Assertiveness: I-Statements

#### Objectives

By the end of the lesson the learner should be able to:

- Tell what an I-Statement is and when it is appropriate to use it
- Prepare I-Statements

### **References**

- Bible Matthew 22:15-22, 34-40; Matthew 23:27-28; Ephesians 4:26

### 2. Rationale and Theme

Rationale: When we get angry, we tend to say things that hurt, like blaming someone or using name-calling or making excuses. These things only escalate the problem. I-statements are a non-threatening way to let people know how you feel or what you want without being belligerent or accusing.

Theme: A peacemaker sometimes needs to speak assertively. I-statements are one way to be assertive.

### 3. Content

#### Activities

- Story of the squirrel during the drought
- Discuss how Jesus spoke with the Sadducees and Pharisees when they tried to trap Him so they could use what He said against Him in court
- Discuss words that describe feelings
- Together create I-statements that say how you feel and what you want without being belligerent or accusing.

### 4. Conclusion

#### Applications:

- Share in small groups examples of things that make them feel angry
- In small groups, take some of the examples and have each person make an I-statement to go with that example.

#### Biblical connections

- Matthew 22:15-22, 34-40; Matthew 23:27-28
- Ephesians 4:26

Summary: This lesson introduces one way to respond when we are in a situation that makes us angry: I-statements.

### 5. Assessment

Learners will explain what an I-statement is and when it is appropriate to use it.

Learners will write two I-statements in their exercise book (exercise book) using two different emotion words.

## Lesson # 8

### Opening

Topic: Model for Peacemaking

Sub-topic: Suffering

### Objectives

By the end of the lesson the learner should be able to:

- Say how peacemakers bring peace to the world
- Accept that difficulties and rejection come to peacemakers sometimes

### References

- Bible: Matthew 10:38 and the story in Matthew 10

### **Rationale and Theme**

Rationale: The way of peace is not always understood by those involved. They can become angry and fight what a peacemaker is trying to do. Peacemakers must be willing to face this kind of resistance.

Theme: As peacemakers and Christians, we may be called to take up our cross of persecution and anger from those who don't understand this way of peace.

### **Content**

#### Activities

- Listen to the story of Elizabeth Fry and her difficult work in prisons after which learners will write letters addressed to her asking questions about her work and telling her what they would like to get involved with
- Read selected passages from Matthew and I Corinthians to learn how Jesus prepared His followers to take up their cross daily and do His work

### **Conclusion**

#### Applications:

- The story of the Noisy Hornbill
- Share experiences of rejection as a result of your witness as a Christian or a peacemaker
- Discuss how important acts of kindness are in keeping peace and plan an act of kindness the class can do together for someone overlooked or mistreated

#### Biblical connections

- Matthew 10

Summary: This lesson prepares learners for rejection and persecution that may come as a result of their peacemaking efforts. Jesus prepared His disciples for this by telling them they must take up their cross (persecution and anger of those who don't understand this way of peace) daily

### **Assessment**

Learners will give evidence that they understand that peacemakers may not always be understood and that they need to be prepared to take up their cross.

Learners will follow through on doing acts of kindness even when rejected



## Lesson # 9

### Opening

Topic: Model for Peacemaking

Sub-topic: Tools for Peace: ACTS Prayer

### Objectives

By the end of the lesson the learner should be able to:

- Write a prayer using the ACTS principles
- Describe the power of prayer especially

when their peacemaking skills may be misunderstood

### References

- Bible Matthew 11:25-30; Psalm 9:1-2

A- Acts C- Confession T-Thanksgiving S- Supplication (Intercession and Petition)
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### **Rationale and Theme**

Rationale: Praise has power. Involving God in prayer as we go about our peacemaking efforts gives us the ability to handle persecution. God needs to hear us praise Him. Praising others goes a long way to finding peace.

Theme: Praise invites the presence of God into our lives and our situation. Praise should be a part of our prayers.

### **Content**

#### Activities

- Experience the power of being praised
- Describe how the Psalmist praised God and practice praising God in similar way
- Review the ACTS model for praying emphasizing the Adoration (praise)

### **Conclusion**

#### Applications:

- Learners will write a prayer in their exercise book (exercise book) using the four steps of the ACTS prayer model
- Learners practice praising God using the Psalmist's words as models

#### Biblical connections

- Matthew 11:25-30; Psalm 9:1-2

Summary: This lesson causes us to know that we do not do peacemaking by ourselves. We are yoked to Christ Jesus through prayer. With the use of the ACTS model of prayer, emphasis is put on the power of adoring (praising) God.

### **Assessment**

Learners tell others what the acronym ACTS means as a prayer model

Learners write a personal prayer to God using all four of the ACTS steps.

## Lesson # 10

### Opening

Topic: Model for Peacemaking

Sub-topic: Tools for Peace: Scripture

### Objectives

By the end of the lesson the learner should be able to:

- Tell how Scripture can help a peacemaker maintain inner peace
- Demonstrate competency in using the Bible

### References

- Bible Matthew 12:1-21; Matthew 12:50

### **Rationale and Theme**

Rationale: The Model Peacemaker, Jesus, relied heavily on Scripture in dealing with conflict.

Learning how to use Bible footnotes, chain references and concordances equip these learners to let the Bible lead them in the midst of conflict.

Theme: Scripture is a source of strength and an important tool for peacemakers

### **Content**

#### Activities

- In groups of four plan a trip into the wilderness by naming ten things you will need for survival in your backpacks
- Discuss how Jesus found inner peace in the midst of those who were verbally criticizing Him
- Learners will become acquainted with how to use the Bible footnotes, chain references and concordances (if available) to equip them in the use of Scripture

### **Conclusion**

#### Applications:

- Discuss how you dealt with unexpected conflict when you stood up for what you believed.
- Discuss how scripture helps us be more effective as peacemakers

#### Biblical connections

- Matthew 12:1-21

Summary: This lesson introduces the use of Scripture as an important peacemaker tool. It introduces learners to Bible footnotes, chain references and concordances to equip them for gaining full use of the scriptures. As this concludes the unit on the Model Peacemaker, a review of the things learned is included.

### **Assessment**

Learners will respond to review questions over this unit of the Model Peacemaker

Learners will demonstrate competency in using the Bible footnotes, concordance and chain reference for finding scripture references.

Learners will indicate why scripture is an important peacemaker tool.

## Lesson # 11

### Opening

Topic: Lifestyle of Peace

Sub-topic: Finding Safety

### Objectives

By the end of the lesson the learner should be able to:

- Identify what they need to do when they feel threatened: find place of safety
- Turn to God to guide them in perilous situations

### References

- Bible Matthew 2; Proverbs 18:10

### **Rationale and Theme**

Rationale: Sometimes we feel threatened. Jesus' life was threatened when he was a very young child. God led them to a place of safety in Egypt just as He will lead us.

Theme: When threatened, seek a place of safety as God leads you.

### **Content**

#### Activities

- Fill in a T chart by noting the two different responses to Jesus that the Wise Men held and Herod had, reflecting on the story from Matthew 2
- Hold small group discussions, with learner leaders, in which learners tell where they have gone for safety when they felt threatened and how God guided them.

Additional methods/remarks: Have learners experience listening for guidance by pairing learners with one a guide and the other, blindfolded, the follower

### **Conclusion**

#### Applications:

- Review together what Joseph did when his family was threatened and apply it to situations learners may be encountering today
- Review the definition of peace
- Discuss how learner leaders managed their group and if group members were respectful

#### Biblical connections

- Matthew 2
- Proverbs 18:10

Summary: This lesson is the first of two lessons surrounding the story of Jesus' birth and how His family was threatened and how they found a place of refuge. It teaches the importance of relying on God to give guidance and obeying.

### **Assessment**

Learners will carefully discuss what to do when their lives are threatened

Learners will reflect on the group discussion questions and write those thoughts in their exercise book (exercise book).

## Lesson # 12

### Opening

Topic: Lifestyle of Peace

Sub-topic: Offering Refuge

### Objectives

By the end of the lesson the learner should be able to:

- Acknowledge that sometimes they may provide the safe place for someone who is being threatened
- Give examples of how some people have given safety to others knowing they were taking a risk to do so

### References

- Bible Matthew 2; Matthew 22:30, 39

### **Rationale and Theme**

Rationale: When people are seeking a safe place because their lives are threatened, we may be the ones to provide refuge. We must be willing to provide refuge for innocent learners and strangers.

Theme: God's people help refugees and others in need of help

### **Content**

#### Activities

- The story of the Crocodile and the Boys
- Dramatize the story of Jesus' birth from Matthew 2 as a review
- Discuss how Kenya has offered refuge for those fleeing violence in other East African countries.
- Discuss individuals who have helped those who suffered injustice. (Corrie ten Boom in Holland and Friends abolitionists in the U.S.)

### **Conclusion**

#### Applications

• Follow the Group Rules and appoint learner leaders to conduct small group discussions where they focus on the importance of providing refuge to strangers and how this protection is important for making peace

#### Biblical connections

- Matthew 2
- Matthew 22:30, 39

Summary: This lesson continues last week's study of how Jesus' life, as a baby, was threatened and how God led Joseph to a place of safety. This lesson reminds the learners that sometimes they are the ones God will use to provide that place of safety for others.

### **Assessment**

Learners will consider if there is someone today who is seeking refuge and seek God's guidance for what they should do to help that person(s)

Learners will tell why the protection of innocent people from abusive power is important for peace

Learners will provide examples of modern day people who have provided refuge

## Lesson # 13

### Opening

Topic: Lifestyle of Peace

Sub-topic: Salt and Light

### Objectives

By the end of the lesson the learner should be able to:

- Define how peacemakers are to be salt and light in the community
- Promote peace and be called a child of God

### References

- Bible Matthew 5:1-16

### Rationale and Theme

Rationale: Salt and Light are special ingredients that improve situations wherever they are found. As peacemakers, we should make situations better and cause people to want to live peacefully.

Theme: Our behavior needs to have a peaceful influence on others, then we act as salt and light in the world.

### Content

#### Activities

- Create word webs that help us see how important salt and light are to us and reflect on how peacemakers can have that kind of impact on the world
- Discuss why Jesus called people to be salt and light in the world
- Tell the Story of Koffi Annan as a mediator of Peace in Kenya

### Conclusion

#### Applications:

- Have learners do a Think—Pair—Share exercise and answer questions regarding how we shine our light to people in darkness and how we keep our lights lit even when we face danger or are tired.

#### Biblical connections

- Matthew 5:1-16
- Matthew 5:14

Summary: This lesson engages the learner in realizing that Jesus calls us to be peacemakers and that we do that by being like salt and light in the midst of conflict and darkness.

### Assessment

Learners will demonstrate understanding of how we can be salt and light by writing in their exercise books (exercise books) “I am like salt when I...” and “I am like light when I .....”

## Lesson # 14

### Opening

Topic: Lifestyle of Peace

Sub-topic: Anger Escalation

### Objectives

By the end of the lesson the learner should be able to:

- Explain the steps of anger and how when anger escalates, it builds conflict
- Describe ways to control anger before it escalates

### References

- Bible Matthew 5:38-48

### **Rationale and Theme**

Rationale: When things don't go the way we think they should, anger often enters the picture and conflict escalates. When we understand how anger fuels the fire and how we can control that anger, then we can become salt and light in the world.

Theme: We must recognize and deal with our own anger before we can be salt and light in the world.

### **Content**

#### Activities:

- The story of the Tortoise and the Birds
- Discuss Jesus' teachings in the Sermon on the Mount about how to treat enemies
- Learners are introduced to the Seven Steps of Anger and discuss their feelings surrounding that anger and how they can handle those angry times more calmly

### **Conclusion**

#### Applications:

- Learners practice identifying their feelings surrounding anger
- Learners discover five possible ways they can stop their anger from building
- Learners discuss the Anger Escalation Chart in small groups

#### Biblical connections

- Matthew 5:38-48
- Matthew 5:44

Summary: This lesson focuses on anger; how it can escalate and lead to conflict and how it can be handled because if we are angry ourselves we cannot be the salt and light Jesus asks us to be.

### **Assessment**

Learners explain how anger escalates conflict

Learners give five possible solutions for controlling anger

Learners respond to five questions regarding anger in their exercise book (exercise book)

## Lesson # 15

### Opening

Topic: Lifestyle of Peace

Sub-topic: Peacemaking “fouls”

### Objectives

By the end of the lesson the learner should be able to:

- List peacemaking “fouls” which destroy peace
- List behaviors that fulfill the Golden Rule

### References

- Bible Matthew 7

### Rationale and Theme

Rationale: To develop peacemaking behaviors, one needs to practice doing what he/she would like people to do to them

Theme: Peacemakers do for others what they would want someone to do for them

### Content

#### Activities

- Learners read selected verses from Matthew 7 and answer the question “What does this tell us about peacemaking?”
- Learners list behaviors not in unity with following the Golden Rule (peacemaking fouls) and the behaviors that are consistent with the Golden Rule recognizing how these do or do not apply to peacemaking

Additional methods/remarks: Create a classroom “Peace Quilt” with pictures drawn of learners who are active in peacemaking and intersperse these with the words that reflect the peaceful values and hang it on the wall

### Conclusion

#### Applications:

- In small group discussions, learners will discuss fouls they sometimes do and talk about what they could do instead
- Discuss times when someone in the classroom contributed to peacemaking

#### Biblical connections

- Matthew 7
- Matthew 7:12a

Summary: This lesson identifies behaviors that contribute to peacemaking “fouls” and behaviors that are consistent with the Golden Rule Jesus taught.

### Assessment

Learners will write down three things they would want someone to do for them. Over the next week they will do at least one of these things for a friend or family member

## Lesson # 16

### Opening

Topic: Lifestyle of Peace

Sub-topic: Everyone is Valued

### Objectives

By the end of the lesson the learner should be able to:

- Cite examples of Jesus reaching out to everyone
- Reach out to those who are ignored in society

### References

- Bible Matthew 8; I John 4:11

### **Rationale and Theme**

Rationale: Everyone is loved and valued by God. As Christian peacemakers, we must be willing to reach out to everyone even those who are shunned by the world.

Theme: Jesus demonstrated compassion and value on everyone regardless of their status in society. Peacemakers reconcile people to God and to each other

### **Content**

#### Activities:

- The story of the Elephant and the Spider
- Learners will look up selected passages from Matthew 8 and identify to whom Jesus was ministering. Follow with a discussion focusing on the importance of peacemakers looking past exterior walls to the hearts of people and calling them to faith
- Discussion focused on these questions: Are there some people who are valued more than others? Why does society seek to exclude those who are different from us?

### **Conclusion**

#### Applications:

- Small group discussion considering who, in the community, is marginalized and planning ways to reach out and let them know they are valued

#### Biblical connections

- Matthew 8
- I John 4:11

Summary: This lesson focuses on Jesus and the compassion and value He places on everyone. By example, to be effective peacemakers, we must find ways to give value to everyone.

### **Assessment**

Learners will recall Jesus' example of ministering to everyone

Learners will reflect on the meaning of giving value to everyone in their own lives. Then they will write in their exercise books (exercise books) how they will put this into practice.



## Lesson # 17

### Opening

Topic: Lifestyle of Peace

Sub-topic: Steps to Problem Solving

### Objectives

By the end of the lesson the learner should be able to:

- Use the five problem-solving steps (ABCs to problem-solving) to solve a specific problem within the school or community
- Decide he/she wants to be involved as a peacemaker to make a difference within the community

### References

- Bible Matthew 8; I John 3:11-18

### **Rationale and Theme**

Rationale: Learners are being given tools for peacemaking that will make a difference in their homes, schools, communities, nation and world. Using the five step problem solving tool today can help learners realize they can make a difference even now.

Theme: Acknowledging that God loves and values every person, peacemakers follow His example by valuing others and seeking solutions to community problems

### **Content**

#### Activities

- Read I John 3:11-18 and respond to questions suggested in the lesson particularly focusing on the fact that it is not enough to talk about love; we must do acts of love and mercy for others
- Review the five steps to problem solving
  - A- Ask: What is the problem?
  - B- Brainstorm ideas
  - C- Choose what to do
  - D- Do the plan
  - E- Examine the results
- Share story of Ryan who at the age of 7 realized he could make a difference

### **Conclusion**

#### Applications:

- As a class, address a current problem and with the assistance of the five step problem-solving tool, actually determine a plan for solving the problem and prepare to do step five upon completion

#### Biblical connections

- Matthew 8; I John 3:11-18
- I John 3:18

Summary: This lesson is an attempt to help learners realize that the tools they are being given can be used to make a difference in the community today. It is hoped that learners will gain confidence that, as peacemakers, they can improve their schools and communities now. Hopefully it will help them choose to be community oriented throughout life.

### **Assessment**

Learners demonstrate using the ABCs of Problem Solving in their daily lives  
Learners show interest in making a difference in their communities

## Lesson # 18

### Opening

Topic: Lifestyle of Peace

Sub-topic: Forgiveness and Restitution

### Objectives

By the end of the lesson the learner should be able to:

- Define forgiveness and restitution
- Put into practice forgiveness and restitution

### References

- Bible Matthew 18:21-35; Hebrews 12:14-15; Exodus 22:9
- Matthew 6:14

### **Rationale and Theme**

Rationale: Life often experiences times when we do something wrong or we are wronged by someone. These lead to conflict and pain. Learning how to correct our mistakes and to restore relationships when we have been wronged are vital to becoming peacemakers.

Theme: We must forgive others if we want God to forgive us. Forgiveness and restitution are important for peacemaking.

### **Content**

#### Activities

- Sing Yesu Aleta Amani (Jesus Brings Peace)
- With the help of the suggested discussion questions, discuss what Jesus had to say about forgiveness from Matthew 18:21-35
- Discuss what happens when forgiveness is not given and bitterness sets in

### **Conclusion**

#### Applications:

- Apply the teachings of Jesus to the situation between Kezia and Jerida
- Work through the steps of forgiveness and restitution in Kezia and Jerida's situation

#### Biblical connections

- Matthew 18:21-35; Hebrews 12:14-15; Exodus 22:9
- Matthew 6:14

Summary: This lesson is very important in teaching how powerful forgiveness and restitution are in matters of keeping peace.

### **Assessment**

The learner will define forgiveness and restitution

The learner will reflect on this lesson and then write a paragraph in his/her exercise book (exercise book) telling how this lesson influences them

## Lesson # 19

### Opening

Topic: Lifestyle of Peace

Sub-topic: Justice and Peace

### Objectives

By the end of the lesson the learner should be able to:

- Explain how justice leads to peace
- Grasp that God is both a loving God and a God of justice

### References

- Bible Psalm 89:14; Romans 12:9; Matthew 25:31-46

### **Rationale and Theme**

Rationale: If people are treated unjustly there will be conflict. God's love and kindness demand justice. As peacemakers we must treat all people fairly with justice and kindness

Theme: God's justice demands that we treat others with compassion and fairness.

### **Content**

#### Activities

- Have Readers read the scripture passages and discuss each one after it is read noting the teachings and information about God's justice and fairness
- Discuss how a just God will hold us accountable for our actions

### **Conclusion**

#### Applications:

- Divide into small groups and discuss the following questions
  - How does injustice lead to conflict?
  - How do nations do the things suggested in this parable?
  - Can you think of examples where your nation has helped others?
  - How do individuals do these things? Give examples
- Together discuss what difference it makes if God is just or not

#### Biblical connections

- Psalm 89:14; Romans 12:9; Matthew 25:31-46

Summary: This lesson teaches the importance of justice in peacemaking. There is conflict when people are treated unjustly. God's love and kindness demand justice; therefore if we want peace, we must treat all people fairly with justice and kindness.

### **Assessment**

Learners will reflect on what they have learned about God's love and justice and write answers to this question in their exercise books (exercise books): What does God's justice mean for you?

## Lesson # 20

### Opening

Topic: Lifestyle of Peace

Sub-topic: Review of this Term

### Objectives

By the end of the lesson the learner should be able to:

- List the key concepts they have learned this term
- To practice using these skills as situations arise

### References

- Bible Psalm 89:14

### **Rationale and Theme**

Rationale: Learners have had the opportunity to learn several concepts and skills for peacemaking. It is useful to review these to help learners remember them

Theme: A review of the Key Concepts from previous lessons

### **Content**

#### Activities

- Divide class into five groups and assign each group one of the stories from Matthew they have studied this term. They will prepare a short skit of either the Bible story or the key concept learned from that story.
- Observe and discuss their ability to work effectively as a group

### **Conclusion**

#### Applications:

- Have learner think about a decision they have to make or a problem they have to solve. Then have them write the ABCs of problem solving in their exercise book and tell how they will solve their problem.

#### Biblical connections

- Psalm 89:14

Summary: This lesson gives a opportunity to informally assess how well learners are learning the key concepts for becoming peacemakers. It also gives a chance to evaluate how well they are using their leadership skills and following the group rules.

### **Assessment**

Are the learners able to take the peacemaking concepts they have learned this term and demonstrate their use?

## Lesson # 21

### Opening

Topic: Conflict Management

Sub-topic: Active Listening

### Objectives

By the end of the lesson the learner should be able to:

- State four guidelines for Active Listening
- Demonstrate effectively using the listening guidelines through role playing

### References

- Bible Matthew 18:15-17; Ephesians 4:26

### **Rationale and Theme**

Rationale: When conflicts arise, the people involved need to talk things over calmly to find a resolution. Part of talking it over is being a good listener. Guidelines for listening are very helpful.

Theme: Jesus teaches us how to talk things over when we are upset with someone

### **Content**

#### Activities

- The Story of the boy and the businessman
- Discuss Jesus' directives for what to do when someone "sins against you" as found in Matthew 18:15-17
- Review the rules for Talking Together
- Introduce guidelines for Active Listening

### **Conclusion**

#### Applications:

• Let learners do role plays while the class watches and then discuss how well they used the Talk Together rules and the guidelines for Active Listening

#### Biblical connections

- Matthew 18:15-17
- Ephesians 4:26

Summary: The learners have known the Talk Together rules for a long time. This lesson focuses on Jesus' teachings about talking over situations when we have become upset with someone with an emphasis on Active Listening.

### **Assessment**

Learners will name four guidelines for Active Listening.

Learners will practice Active Listening through role plays

Learners will recall the guidelines Jesus gave for handling a situation where we have felt sinned against.

## Lesson # 22

### Opening

Topic: Conflict Management

Sub-topic: Deep Listening

### Objectives

By the end of the lesson the learner should be able to:

- Tell the difference between deep listening and the listening we do everyday
- Practice deep listening in relation to God through meditation
- Practice deep listening with another learner

### References

- Bible Matthew 13:10-17

### **Rationale and Theme**

Rationale: There is a difference between hearing and not understanding and hearing and really trying to understand. The heart of peacemaking is listening deeply enough to another that we understand the heart (feelings, motives, worldview) of the other

Theme: Deep Listening goes beyond just the guidelines for Active Listening. It tries to understand the heart. Meditation is one way to listen deeply to God.

### **Content**

#### Activities:

- Sing “Daima mimi mkenya” by Eric Wainaine
- Discuss how the disciples listened deeply to Jesus when others didn’t seem to understand. (Matthew 13:10-17)
- Play the suggested Listening Game to discover how to listen deeply

### **Conclusion**

#### Applications:

- Learners will practice deep listening in pairs in response to the story suggested
- Learners will practice deep listening to God by meditating on Joshua 1:8

#### Biblical connections

- Matthew 13:10-17

Summary: This lesson teaches that the heart of peacemaking is listening deeply to another in a very caring way to understand the other’s heart (feelings, motives, worldview).

### **Assessment**

Learners will pair up to practice deep listening demonstrating that the listener uses only summarizing, paraphrasing or clarifying statements.

Learners will practice deep listening to God by reflecting on Joshua 1:8

## Lesson # 23

### Opening

Topic: Conflict Management

Sub-topic: Problem Solving

### Objectives

By the end of the lesson the learner should be able to:

- Recall the five steps of problem solving
- Seek God's wisdom in solving problems

### References

- Bible Matthew 14:14-21; Philippians 4:19

### Rationale and Theme

Rationale: Using the ABCs of Problem Solving process can help us find good solutions to our conflicts but God may have a better plan and we need to involve Him in our decision making.

Theme: Review the ABCs of Problem Solving and seek God's guidance as part of the process

### Content

#### Activities

- Sing "*I Come Third*"
- With the story of Jesus feeding the 5000, discuss how the ABCs of Problem Solving was used and what added factor was included.
- Tell the story of Rolland and Heidi Baker in Mozambique and how God solved their problem of food for the orphans

### Conclusion

#### Applications:

- Divide into small groups and practice using the five problem solving steps to solve the problem as suggested or choose a real community problem to have the groups solve

#### Biblical connections

- Matthew 14:14-21
- Philippians 4:19

Summary: This lesson reviews the ABCs of problem solving and includes seeking God's input when brainstorming responses.

### Assessment

Learners state the five steps to problem solving.

Learners value seeking God for possible solutions as they brainstorm solutions to problems.

## Lesson # 24

### Opening

Topic: Conflict Management

Sub-topic: Arbitration

### Objectives

By the end of the lesson the learner should be able to:

- Define arbitration, negotiation and mediation
- List the rules for mediation

### References

- Bible Matthew 20:20-28

### Rationale and Theme

Rationale: Sometimes two people who disagree can talk together and negotiate a solution to their differences. Often times, it takes another person to help the two find a solution. One can simply make a judgement or the third person can help both sides reach agreement.

Theme: Peacemakers can help friends solve conflict

### Content

#### Activities

- Review Story of Koffi Annan and his team (from Lesson 13)
- Poem “Purpose of Creation”
- Define three important words for peacemakers to know

Negotiation: Two who disagree reach agreement through discussion and compromise

Arbitration: A third party makes a judgement

Mediation: A third party helps both sides reach agreement

- Discuss and identify the method Jesus used when there was arguing among the disciples (Matthew 20:20-28)
- Present rules for Mediation

### Conclusion

#### Applications:

- In small group discussions, share examples and experiences with these three types of problem solving

#### Biblical connections

- Matthew 20:20-28

Summary: In this lesson, learners learn how they can help others solve their problems. They learn about negotiation, arbitration and mediation. All of these are important tools for peacemaking.

### Assessment

Learners will define negotiation, arbitration and mediation.

Learners will name the five rules for mediation.

Learners will be able to identify whether negotiation, arbitration or mediation is being demonstrated when problems are being solved.



## Lesson # 25

### Opening

Topic: Conflict Management

Sub-topic: Mediation

### Objectives

By the end of the lesson the learner should be able to:

- Act as a mediator using the five rules for mediation
- Recall the definitions for negotiation, arbitration and mediation

### References

- Bible Matthew 20:20-28

### **Rationale and Theme**

Rationale: If learners want to help each other solve their conflicts, the role of mediator is probably the best role since they are peers.

Theme: Peacemakers can help their friends solve conflict by using mediation

### **Content**

#### Activities

- Recite the poem “*Amani Kati Yetu*” (*Peace among Us*)
- Share the story of Friends Peace Teams and mediation with IDPs
- Review the rules for mediation
- Role play this process with two learners in disagreement and the third acting as mediator

### **Conclusion**

#### Applications:

- Continue to role play in small groups until everyone has had the opportunity to act as mediator
- Discuss how it felt to be a mediator
- Have each learner reflect on his/her experience as a mediator and write about it in their exercise book (exercise book)

#### Biblical connections

- Matthew 20:20-28

Summary: This lesson gives the opportunity for learners to practice being a mediator and effectively using the five rules for mediation.

### **Assessment**

Learners will recall the definitions for negotiation, arbitration and mediation

Learners will demonstrate being a mediator in the classroom

Learners will use the skills for being a mediator when disagreements occur among their peers.

## Lesson # 26

### Opening

Topic: Conflict Management

Sub-topic: Perseverance in Peacemaking

### Objectives

By the end of the lesson the learner should be able to:

- Give examples where perseverance in peaceful work for justice brought change
- Identify a dream that they would like to see fulfilled that would result in righting wrongs

and bringing justice to their community

### References

- Bible Matthew 24:45-51; Matthew 22:37-39

### **Rationale and Theme**

Rationale: Rules and laws can seem very unfair and may even be unfair. The best way to right those wrongs is to use peaceful resistance and faithfulness.

Theme: Peaceful resistance to unfair laws can be used to change those laws but it requires faithful perseverance.

### **Content**

#### Activities

- The story of Oginga Odinga at Independence
- Introduce the importance of perseverance in peacemaking by telling the true story of six dissenting meetinghouses when the law required all people over 16 to attend the State Church of England
- Discuss the parable of the Faithful Servant identifying the job of a faithful servant

### **Conclusion**

#### Applications:

- Share another example that shows how steadfast faithfulness to the principles of peace was useful in changing unjust laws
- Discuss how Rosa Parks and Martin Luther King, Jr. were able to stay calm and peaceful in the stressful situation they faced.
- Have learners reflect on dreams for their own nation

#### Biblical connections

- Matthew 24:45-51
- Matthew 22:37-39

Summary: This lesson points out that peaceful solutions don't always come immediately nor do they come without meeting with resistance. A peacemaker who wants to right wrongs will do so with perseverance and faithfulness in a peaceful manner.

### **Assessment**

Learners will value peaceful ways of working for justice.

Learners will reflect on dreams they have for their nation and will write a speech telling about it by starting with "I have a dream....."

## Lesson # 27

### Opening

Topic: Conflict Management

Sub-topic: Stewardship

### Objectives

By the end of the lesson the learner should be able to:

- Relate what it means to be stewards of God's resources
- Choose to use their abilities and resources wisely

### References

- Bible Matthew 25:14-30; Matthew 22:37-39

### Rationale and Theme

Rationale: Our resources, talents and time are gifts from God. He trusts us to be good stewards of these gifts and to use them to benefit all.

Theme: Knowing our resources, talents and time are gifts from God should lead us to be grateful for what we have been given and make us choose to be generous with these gifts to benefit others.

### Content

#### Activities

- The Story of Wangari Maathai and the Green Belt Movement
- Discuss with learners the resources, talents and time they have been given and consider Who has given them to them and how they will use those gifts
- Discuss the story of *The Three Servants* from Matthew 25:14-30 giving consideration to how the servants used their gifts
- Define stewardship

### Conclusion

#### Applications:

- Look at three situations and have learners discuss how these people in each situation can be good stewards of the talents and resources they have so they can help others and improve their communities

#### Biblical connections

- Matthew 25:14-30
- Matthew 22:37-39

Summary: This lesson reminds us that everything we have comes from God, our Creator. These include the resources, talents and time we each have been given. God wants us to choose to be good stewards of these gifts.

### Assessment

Learners will define stewardship and what it means in relation to the use of the gifts God gives each of us: resources, talents, time

Learners will write in their exercise book (exercise book) how they can use their own abilities and resources wisely.

## Lesson # 28

### Opening

Topic: Conflict Management

Sub-topic: Mob mentality

### Objectives

By the end of the lesson the learner should be able to:

- Explain what is meant by Mob Mentality
- Define the role a bystander can have in stopping the conflict

### References

- Bible Matthew 26:47-50, 55-58, 69-70; 27:21-25, 35-41; Romans 5:8

### **Rationale and Theme**

Rationale: The story of Jesus' crucifixion is a good example of Mob Mentality where many people are gathered and people stop thinking for themselves which allows them to be drawn into the conflict. Bystanders who maintain thinking for themselves can make a difference in the outcome of Mob Mentality.

Theme: Bystanders play an important role in a conflict when they effectively keep themselves from being drawn into crowd thinking (Mob Mentality)

### **Content**

#### Activities

- Engage in a Think-Pair-Share regarding a situation where a fight breaks out between two friends and then is joined by other learners
- Read the selected scripture passages and discuss the choices different people made at the events leading up to Jesus' crucifixion
- Define Mob Mentality and Bystander – A picture of a person addressing a mob

### **Conclusion**

#### Applications:

- Return to the original situation and discuss what the bystanders could do to keep the fight from escalating
- Discuss two important things the bystander needs to remember

#### Biblical connections

- Matthew 26:47-50, 55-58, 69-70; 27:21-25, 35-41
- Romans 5:8

Summary: This lesson teaches learners what Mob Mentality is and how it can result in unacceptable consequences. It also teaches learners the role bystanders can use to stop the conflict.

### **Assessment**

Learners will explain what Mob Mentality is and the role bystanders can have

Learners will write in their exercise book (exercise book) what option they would choose if they were a bystander in the selected situation given them.

## Lesson # 29

### Opening

Topic: Conflict Management

Sub-topic: Forgiveness and Reconciliation

### Objectives

By the end of the lesson the learner should be able to:

- Use an illustration to explain how a person can hate the sin but forgive the person.
- Desire to forgive those who have hurt or angered them

### References

• Bible Matthew 26:36-41; 26:47-50; 26:69-70; 27:26-31; Luke 23:34, 46; Isaiah 9:6-7; Romans 8:1

### **Rationale and Theme**

Rationale: Jesus must have had strong feelings when people betrayed Him, let Him down, denied Him, beat Him for no wrong doing, yet He loved them and forgave them for the sin they committed. Jesus calls us to that kind of peacemaking.

Theme: Jesus calls us to a kind of peacemaking that requires forgiveness and reconciliation but He rewards us with an eternal kingdom of peace.

### **Content**

#### Activities

- Story of Koffi Annan as a mediator of peace in Kenya
- As each passage of scripture is read, guide the learners to reflect on questions arising out of that passage that relate to Jesus' feelings and how He demonstrated forgiveness and reconciliation

### **Conclusion**

#### Applications:

• Use the suggested illustration that helps learners understand that forgiveness means that in our minds we separate the person from their sins. We may hate the sin but forgive the person.

#### Biblical Connection:

- Matthew 26:36-41; 26:47-50; 26:69-70; 27:26-31; Luke 23:34, 46; Isaiah 9:6-7
- Romans 8:1

Summary: This lesson calls us to see why Jesus is the Model Peacemaker. He was betrayed, beaten, forsaken, yet He loved the persons and forgave them. By His death on the cross our sins are forgiven if we accept His forgiveness and we are promised life eternal with Him.

### **Assessment**

Learners will reflect on how Jesus forgave when people wronged Him and write their thoughts in their exercise books (exercise books). Perhaps they will realize their need to forgive someone who has wronged them and plan how they will do that.

## Lesson # 30

### Opening

Topic: Conflict Management

Sub-topic: Final Review

### Objectives

By the end of the lesson the learner should be able to:

- To apply peace principles to a life situation
- Tell others how Jesus came to start of kingdom of peace which will grow until He comes again and establishes peace on the whole world

### References

- Bible Isaiah 9:6-7

### Rationale and Theme

Rationale: Jesus came to establish a kingdom of peace. We have learned many things about living as a peacemaker. In time others will become followers of Jesus and Peace and Love will spread around the world.

Theme: If we practice the peacemaking skills we have learned this year, we can make a difference in our homes, schools, churches, communities and the world.

### Content

#### Activities

- Sing “*Harambee, Harambee Tuimbe Pamoja*”
- Discuss how Jesus is the Prince of Peace and what scripture tells us the characteristics of His kingdom will include
- Do a Think-Pair-Share in response to this question: What is the most important thing you have learned about peacemaking this year?

### Conclusion

#### Applications:

- Do a review game using the suggested questions to help learners rethink the many things they have learned this year

#### Biblical connections

- Isaiah 9:6-7
- Review all memory verses

Summary: This lesson is intended to be a review of the year’s peacemaking principles and skills the learners have learned. It also guides learners to recognize the nature of Jesus’ kingdom and how it grows as His followers share the Good News about Peace and Love. Jesus is the Prince of Peace

### Assessment

Learners will write in their exercise book (exercise book) their response to what they would do should they be asked by two of their friends to take sides with them in the midst of an argument.