



Agency for International  
Programs for Youth  
Republic of Latvia



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# MOPYL

Mobile Program for Youth Learners



## LESSON PLAN 7 PEACE AND JOSEPH, AND HATRID

### PART A: LESSON METHODOLOGY

QUALITY

Peace

GENERAL  
DESCRIPTION OF  
THE QUALITY

According to [Merriam Webster](#) definition of peace is:

- a state of tranquillity or quiet: such as a) freedom from civil disturbance, b) a state of security or order within a community provided for by law or custom;
- freedom from disquieting or oppressive thoughts or emotions;
- harmony in personal relations.

There in [Wikipedia](#) is stated that throughout history, leaders have used peace-making and diplomacy to establish a type of behavioural restraint that has resulted in the establishment of regional peace or economic growth through various forms of agreements or peace treaties. Such behavioural restraint has often resulted in the reduced conflict, greater economic interactivity, and consequently substantial prosperity.

Along with the absence of violence, peace is also associated with different other social characteristics and benefits that are considered desirable such as higher resilience, stronger economic outcomes, better measures of well-being, social inclusion and more sustainable environmental performance.

[Peace in Youth](#)



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	<p>Young people will be a significant part of the future of their local communities and their development, and they will assume important roles in the resolution of conflicts. Thus, in order to strengthen democratic governance and address local and national challenges, it is important to strengthen their capacity as peace-building actors.</p> <p><b>Peace in the Scripture</b> There are quite a lot of verses regarding peace in the Scripture, and all of them are important. Yet one of the most significant of them is the following said by Jesus: <i>“Peace I leave with you; my peace I give to you. Not as the world gives do I give to you. Let not your hearts be troubled, neither let them be afraid” (John 14:27).</i></p> <p>See what youth themselves according to the research done by the project MoPYL team have to say about the peace below in the chapter of “Dilemma”.</p>
<p><b>GENERAL DESCRIPTION OF THE LESSON</b></p>	<p>The lesson consists of three parts – introductory part (~ 10% of the time), main part (~ 75% of the time), and final part (~ 15% of the time). The introductory part consists of: a) links with other lessons; b) introduction. The main part consists of theoretical and practical (individual, pair, group) parts. The final part consists of a lesson summary and conclusions, feedback, questions and answers.</p>
<p><b>AIMS OF THE LESSON</b></p>	<p>1) to learn positive features of peace, such as optimism, acceptance, resilience, gratitude, mindfulness and integrity; 2) to put into practice the positive features of peace through discussion on possible variations of the story situations – Joseph’s and the children at school’.</p>
<p><b>NON FORMAL EDUCATION METHODS OF THE LESSON</b></p>	<p>1) theoretical training, 2) discussions, debates, learning to learn, observing, feedback, questions and answers, etc.</p>
<p><b>AGE GROUP</b></p>	<p>13-15 years old</p>

<p><b>EXPECTED OUTCOMES OF THE LESSON</b></p>	<p>1) positive features of peace, such as optimism, acceptance, resilience, gratitude, mindfulness and integrity learned and perceived; 2) positive features of peace through the story of the lesson put into practice by discussion and home task.</p>
<p><b>PART B: LESSON DESCRIPTION</b></p>	
<p><b>SLOGAN</b></p>	<p style="text-align: center;"><i>Peace begins with a smile.</i></p> <p style="text-align: right;"><i>Mother Teresa</i></p> <p style="text-align: center;"><i>When the power of love overcomes the love of power, the world will know peace.</i></p> <p style="text-align: right;"><i>Jimi Hendrix</i></p>
<p><b>DILEMMA</b></p>	<p>Project qualities promoted by this lesson plan along with the <b>peace</b>, are also <b>leadership, responsibility, self-motivation, love, kindness, goodness</b> and <b>self-control</b> shown by Joseph’s treatment of his brothers in Genesis 45 provides an excellent model of biblical peace-making and reconciliation. This lesson looks at what we can learn from Joseph’s example to help us in our own efforts toward peace-making.</p> <p>The hexagon Figure 6 reflects the average position for each of Core values and country. It could be seen that Latvian participants are nearer to the Core Values centre, which means that all values are similarly equal to them, while Romanians are quite near in Joy, Love and Peace. Spanish participants are more similar to Romanian, with a slightly larger offset in Love, Joy and Peace. Thus the Figure 6 clearly shows that ‘peace’ is among the top three values for the</p>

	<p>young people (page 18). But peace was not highlighted in Focus Groups and other parts of the research. Even though grownups find peace a very important quality for themselves, the young people proved that they still enjoy the life and are not oppressed by the secular problems and feel peaceful enough. Therefore, less lesson plans were agreed to be developed on peace than on leaderships, responsibility, self-motivation, love and joy, but still ranking in the very middle of all the thirteen values.</p> <p>The results of the MoPYL Research Report helped the project consortium to decide upon the amount of values of joy to be promoted by the project plans.</p> <p>See the full project MoPYL Research Report in the project's homepage <a href="http://www.mopyl.eu">www.mopyl.eu</a>.</p>		
<p><b>MATERIALS NECESSARY FOR THE LESSON</b></p>	<p>Projector, screen, computer, access to Wi-Fi or mobile internet</p>		
<p><b>LESSON LENGTH</b></p>	<p>1 learning hour, i.e. 45 minutes</p>		
<p><b><u>INTRODUCTORY PART</u></b></p>	<p>Anticipatory set</p>	<p>3 minutes</p>	<ul style="list-style-type: none"> <li>• greeting, blessing and engaging students</li> <li>• connection with prior learning – reflections, feedback, discussions</li> <li>• explanation of the current lesson's material</li> <li>• explanation of tasks for the students</li> <li>• connection to the future learning</li> </ul>
	<p>Introduction of the new material</p>	<p>2 minutes</p>	<ul style="list-style-type: none"> <li>• direct instructions of the content</li> <li>• modelling of new skills – peace</li> <li>• checking of students' understanding</li> </ul>



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<p><b><u>MAIN PART</u></b></p>	<p><b>Guided practice:</b> youth leaders are given two options for this part: part A is a Christian lesson; part B is a secular lesson. Both lessons stand on equal qualities.</p>	<p><b>28 minutes</b></p>	<p><b>TITLE A</b> <b>PEACE AND JOSEPH</b></p> <p style="text-align: right;"><u>or</u></p> <p><b>TITLE B</b> <b>PEACE AND HATERED</b></p>
	<p><b><u>PART A</u></b></p> <p>Joseph's story, either told by the teacher itself following chapters 37 – 50 in the Book of Genesis of the Scripture. Or displayed in a Superbook episode 2 of season 2 <a href="#">HERE (episode 202)</a> once you are logged in (registration is mandatory to be able to watch the Superbook episodes). Length of the episode – 24 minutes.</p> <p>Free online registration to watch Superbook episodes throughout all seasons <a href="#">HERE</a>.</p>		
<p><b>GROUP PRACTICE</b> <b>PART A</b></p>	<p><b>10 minutes</b></p>		
	<p>At first, the teacher asks if there are any questions related to the story of Joseph. The teacher answers and explains all related issues. Prior to giving answers, the teacher encourages other learners to reply.</p> <p>The teacher asks if the class can name a similar person of our time. Can they link Joseph's actions to any famous person, or maybe not famous – perhaps, somebody can name their parents, friends, relatives, etc., having made peace?</p> <p>If no one can mention anyone, the teacher names three persons: Martin Luther King Jr, Gandhi, and Nelson Mandela. These three all helped to end segregation that nowadays we call social exclusion in different ways. The first way they are alike is because they never ever, ever, ever, ever, ever gave up!</p>		



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**Martin Luther King** was an American Baptist minister and activist who became the most visible spokesman and leader in the civil rights movement from 1955 until his assassination in 1968. An African American church leader and the son of early civil rights activist and minister Martin Luther King Sr., King advanced civil rights for people of colour in the United States through nonviolence and civil disobedience. Inspired by his Christian beliefs and the nonviolent activism of Mahatma Gandhi, he led targeted, nonviolent resistance against Jim Crow laws and other forms of discrimination.

**Mahatma Gandhi** was an Indian lawyer, anti-colonial nationalist and political ethicist who employed nonviolent resistance to lead the successful campaign for India's independence from British rule, and to later inspire movements for civil rights and freedom across the world.

**Nelson Mandela** was a South African anti-apartheid revolutionary and political leader who served as the first president of South Africa from 1994 to 1999. He was the country's first black head of state and the first elected in a fully representative democratic election. His government focused on dismantling the legacy of apartheid by tackling institutionalised racism and fostering racial reconciliation.

Questions to be discussed:

1. Why the brothers of Joseph did not like the dreams of Joseph? (because they were offensive to them – except for Benjamin, he was the youngest brother, but telling brothers that they will serve Joseph).
2. Could you forgive your relatives – brothers, sisters, perhaps parents, if someone wished to murder you?
3. Do you know any person having overcome such humiliation and offence, stood over it, went on and achieved some great results? This person does not necessarily be that famous as Joseph – even your classmates could be the ones.
4. Have you ever faced a situation of quarrel where someone stood up, interrupted and brought peace to the situation?

SITUATION

Part B

	<p><b>A kindergarten teacher had decided to let her class play a game. The teacher told each child in the class to bring along a plastic bag containing a few potatoes. Each potato will be given a name of a person that the child hates. So the number of potatoes that a child will put in his/her plastic bag will depend on the number of people he/she hates.</b></p> <p><b>So when the day came, every child brought some potatoes with the name of the people he/she hated. Some had 2 potatoes, some 3 while some up to 5 potatoes. The teacher then told the children to carry the potatoes in the plastic bag with them wherever they go for 1 week. Days after days passed, and the children started to complain due to the unpleasant smell let out by the rotten potatoes. Besides, those having 5 potatoes also had to carry heavier bags. After 1 week, the children were relieved because the game had finally ended.</b></p> <p><b>The teacher asked: “How did you feel while carrying the potatoes with you for 1 week?” The children let out their frustrations and started complaining of the trouble that they had to go through having to carry the heavy and smelly potatoes wherever they go.</b></p> <p><b>Then the teacher told them the hidden meaning behind the game. The teacher said: “This is exactly the situation when you carry your hatred for somebody inside your heart. The stench of hatred will contaminate your heart and you will carry it with you wherever you go. If you cannot tolerate the smell of rotten potatoes for just 1 week, can you imagine what is it like to have the stench of hatred in your heart for your lifetime?” (<i>Moral Stories</i>).</b></p>
<p><b>MORAL</b></p>	<p><i>Cast away all hatred from your heart against anyone so that you will not bear the burden for life. Forgiving others is the best attitude. Negative treatment of someone will keep peace of your mind away from you. Remember the good things about people and let go of the hatred.</i></p>
<p><b>GROUP PRACTICE PART B</b></p>	<p><b>10 minutes</b></p> <p><b>Questions to be discussed:</b></p> <ol style="list-style-type: none"> <li><i>1. Do you have feelings of hatred towards anyone?</i></li> <li><i>2. If yes, do you have a wish to get rid of them after this story?</i></li> </ol>



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	<p><b>Home task:</b> the teacher does the same as in the story – for those learners who admitted that they have feelings of hatred the teacher gives as many potatoes as the persons mentioned. And assigns the same task – to carry them with all week long, until the next week’s lesson.</p>	
<p><b><u>FINAL PART</u></b></p>	<p>12 minutes</p>	<p>Brief summarizing of the lesson, discussion of the lessons learned, debates if the learners raise unclear, discussable issues. Feedback of learners for the best practices to be applied for future.</p>
<p><b>REFERENCES</b></p>	<ol style="list-style-type: none"> <li>1. <b>English standard Version Bible.</b> <i>Bible</i>. Accessed: 11.04.2022. <a href="https://www.biblestudytools.com/esv/">https://www.biblestudytools.com/esv/</a>.</li> <li>2. <b>Erasmus+ Project.</b> 2022. <i>Mobile Program for Youth Learners. MoPYL Research Report</i>. Available at: <a href="http://www.mopyl.eu">www.mopyl.eu</a>.</li> <li>3. <b>Moral Stories.</b> <i>How long can you keep hatred in your heart?</i> Accessed: 11.04.2022. <a href="https://www.moralstories.org/long-can-keep-hatred-heart/">https://www.moralstories.org/long-can-keep-hatred-heart/</a>.</li> <li>4. <b>Merriam-Webster Dictionary.</b> <i>Peace</i>. Accessed: 11.04.2022. <a href="https://www.merriam-webster.com/dictionary/peace">https://www.merriam-webster.com/dictionary/peace</a>.</li> <li>5. <b>Superbook.</b> Episode 202: <i>Joseph and Pharaoh’s Dream</i>. Accessed: 11.04.2022. <a href="https://us-en.superbook.cbn.com/episode_player?v=4515327546001">https://us-en.superbook.cbn.com/episode_player?v=4515327546001</a>.</li> <li>6. <b>Wikipedia.</b> <i>Peace</i>. Accessed: 11.04.2022. <a href="https://en.wikipedia.org/wiki/Peace">https://en.wikipedia.org/wiki/Peace</a>.</li> </ol>	