



Agency for International
Programs for Youth
Republic of Latvia



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LESSON PLAN 16 PEACE AND SHADRACH, MESCHACH, ABEDNEGO AND THE CARPENTER

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>Peace in the Scripture 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>GENERAL DESCRIPTION OF THE LESSON</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>AIMS OF THE LESSON</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 – Shadrach’s, Meschach’s, and Abednego’s and Carpenter.</p>
<p>NON FORMAL EDUCATION METHODS OF THE LESSON</p>	<p>1) theoretical training, 2) discussions, debates, learning to learn, observing, feedback, questions and answers, etc.</p>
<p>AGE GROUP</p>	<p>13-15 years old</p>

<p>EXPECTED OUTCOMES OF THE LESSON</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>PART B: LESSON DESCRIPTION</p>	
<p>SLOGAN</p>	<p><i>Good wishes alone will not ensure peace.</i></p> <p style="text-align: right;"><i>Alfred Nobel</i></p>
<p>DILEMMA</p>	<p>Project qualities promoted by this lesson plan along with the peace, are also leadership, responsibility, self-motivation, love, kindness, goodness and self-control shown by Shadrach's, Meschach's, and Abednego's peace in a tremendously dangerous situation, actually in a situation before a guaranteed death. Most probably, not only Christians, but also secular people would agree that such a peace is possible only with a help. Christians believe in the help of God.</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 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>

	See the full project MoPYL Research Report in the project's homepage www.mopyl.eu .		
MATERIALS NECESSARY FOR THE LESSON	Projector, screen, computer, access to Wi-Fi or mobile internet		
LESSON LENGTH	1 learning hour, i.e. 45 minutes		
<u>INTRODUCTORY PART</u>	Anticipatory set	3 minutes	<ul style="list-style-type: none"> greeting, blessing and engaging students connection with prior learning – reflections, feedback, discussions explanation of the current lesson's material explanation of tasks for the students connection to the future learning
	Introduction of the new material	2 minutes	<ul style="list-style-type: none"> direct instructions of the content modelling of new skills – peace checking of students' understanding
<u>MAIN PART</u>	Guided practice: 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.	28 minutes	TITLE A PEACE AND SHADRACH, MESCHACH, ABEDNEGO <u>or</u> TITLE B PEACE AND THE CARPENTER
	<u>PART A</u>		

	<p>Shadrach's, Meschach's, and Abednego's story, either told by the teacher itself following chapters 3:16-28 in the Book of Daniel of the Scripture. Or displayed in a Superbook episode 3 of season 2 HERE (episode 203) 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 HERE.</p>
<p>GROUP PRACTICE PART A</p>	<p>10 minutes</p> <p>At first, the teacher asks if there are any questions related to the story of Shadrach, Meschach, and Abednego. 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 – as bold as these three men and peaceful. Can they link Shadrach's, Meschach's and Abednego'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 reminds of the three persons: Martin Luther King Jr, Gandhi, and Nelson Mandela, who are still considered great peacemakers mentioned in the two previous lessons. In addition to the three previously mentioned 'peacemakers', the teacher tells about Alfred Nobel, who founded the Nobel Peace Prize famous throughout the world until today.</p> <p>Alfred Nobel. Imagine an image of a stereotypical businessman. He is big, he is shrewd, and he is corrupt. He will do anything to help his company get money, and will do anything to help himself to money, greedily raking in his income as if he will never see it again. Alfred Nobel was not that industrialist. When he was a young boy, his parents were able to send Nobel to private tutors, where he excelled in his studies. He was often sick, but had a curiosity that came into play when patenting his creations. With his patent of dynamite, he was soon able to create a network of factories that snaked around the world. Perhaps his most important feat, however, was a feat of kindness, of pure goodwill: the Nobel prizes.</p>



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Alfred Nobel is the most successful industrialist of the nineteenth century. However, Nobel's humbleness and moral intellect keep him from the stereotypical businessman clique (*My Hero*).

Alfred Nobel's humility was his least prevalent trait, yet it was his best. Instead of leaving, ignoring his wrongs and seeking comfort in his money, he founded the Nobel Prize Foundation in order to help award heroes that made a good change in the community. "A reporter unintentionally, through oversight, wrote the man's obituary. It was the man's brother who had died. The effect of the mistaken obituary on the horrified man was life-transforming. The man started evaluating the purpose of his life."(Merchant of peace.) Nobel's Brother, along with 5 other workers died in a dynamite manufacturing plant accident On 3 September 1864. Alfred Nobel had looked at himself and realized the wrong that he had done, and what his creation had caused. Nobel was also a passionate advocate for peace: "Alfred Nobel continued to observe the peace work in Europe. He even employed a former Turkish diplomat, Aristarchi Bey, with the main task to keep Nobel au courant with the activities of the peace movements .." (Alfred Nobel's Thoughts about War and Peace). Alfred Nobel was so inspired by the works of Bertha Von Suttner that he wanted to be informed about peace movements around the globe. He promoted peace, and only wished to right the wrong he believed he had done, as a hero would do (*My Hero*).

Quiz on the lesson:

- 1. What job did Shadrach, Meshach and Abednego do for the king?**
 - A. They were priests
 - B. They were wise men
 - C. They were stewards**
 - D. They were students
- 2. King Nebuchadnezzar built a great statue. What was the statue made out of?**
 - A. Bronze
 - B. Silver
 - C. Gold**
 - D. Copper
- 3. What was the sign that people would be given to fall down and worship the statue of King Nebuchadnezzar?**



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- A. Fire lit
 - B. Lights flash
 - C. Gong sound
 - D. Sound of the horn, flute, harp, and lyre**
4. Who told the king that Shadrach, Meshach and Abednego would not worship the idol?
- A. Chaldean men**
 - B. Guards
 - C. Shepherds
 - D. Daniel
5. What did Shadrach, Meshach and Abednego answered Nebuchadnezzar revealing why they do not worships other gods?
- A. We do not like them
 - B. We have no need to answer you in this matter**
 - C. Daniel forbade us to do that
 - D. We are Jews and have our own God
6. King Nebuchadnezzar got so mad at Shadrach, Meshach and Abednego's response the he:
- A. Commanded to kill them
 - B. Tie them up with chains
 - C. Throw them in jail
 - D. Commanded that they heat the furnace seven times more than it was usually heated**
7. The fire was so hot that it killed the guards who threw the Jews into the furnace.
- A. True**
 - B. False
8. What did the King Nebuchadnezzar say of the fourth man he saw in the fire?
- A. The fourth looks like a son of the gods**
 - B. The fourth is an angel
 - C. The fourth is Daniel
 - D. The fourth looks like me



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	<p>9. What was the unusual about Shadrach, Meshach and Abednego when they came out of the fire? A. They were all white B. They shined C. The fire had not harmed their bodies, nor was a hair of their heads singed D. They looked like angelic beings</p> <p>10. After this event King Nebuchadnezzar began to praise their God instead of his idol. A. False B. True</p>
<p>SITUATION</p>	<p><u>Part B</u></p> <p>Once upon a time two brothers who lived on adjoining farms fell into conflict. It was the first serious rift in 40 years of farming side by side. They had been sharing machinery, trading a labor and goods as needed without a hitch. Then the long collaboration fell apart. It began with a small misunderstanding and it grew into a major difference which exploded into an exchange of bitter words followed by weeks of silence.</p> <p>One morning there was a knock on elder brother’s door. He opened it to find a man with a carpenter’s toolbox. “I am looking for a few days of work”, he said. “Perhaps you would have a few small jobs here and there. Could I help you?”</p> <p>“Yes!” said the elder brother. “I do have a job for you. Look across the creek at that farm. That’s my neighbor, in fact, it’s my younger brother and we don’t get along. Last week he dug a wider passage for water into his farm. But he ended up creating a very wide creek in between our farms and I am sure he did it just to annoy me. I want you to build me something so that we don’t have to stand and see each other’s face from across.”</p> <p>The carpenter said “I think I understand the situation. I will be able to do a job that will please you.” The elder brother had to go to town for supplies, so he helped the carpenter get the materials ready and then he was off for the day. The carpenter worked hard all that day measuring, sawing, nailing.</p>

	<p>At sunset when the elder brother returned, the carpenter had just finished his job. The elder brother's eyes opened wide and his jaw dropped. It was not what he had even thought of or imagined. It was a bridge stretching from one side of the creek to the other! A fine piece of work, beautiful handrails. And to his surprise, his younger brother across the creek was coming to meet him with a big smile and arms wide open to hug him.</p> <p>“You are really kind and humble my brother! After all I had done and said to you, you still shown that blood relations can never be broken! I am truly sorry for my behaviour”, the younger brother said as he hugged his elder brother. They turned to see the carpenter hoist his toolbox on his shoulder. “No, wait! Stay a few days. I have a lot of other projects for you,” said the older brother.</p> <p>“I'd love to stay on”, the carpenter said, “but, I have many more bridges to build!” (<i>Moral Stories</i>).</p>	
<p>MORAL</p>	<p><i>There is no shame in accepting your mistake or forgiving each other. We should be kind and humble promoting peace. We should try to stay together as a family and not break away from it over the petty arguments.</i></p>	
<p>GROUP PRACTICE PART B</p>	<p>10 minutes</p>	<p>Questions to be discussed:</p> <ol style="list-style-type: none"> 1. <i>Have you had or heard arguments with your siblings and/or friends, classmates?</i> 2. <i>How did you feel about it?</i> 3. <i>Is it easy to forgive somebody?</i> 4. <i>Is it easy to make the first of reconciliation step after an argument?</i>
<p><u>FINAL PART</u></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>



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