

Pursuing Peace 8-Step Project-Based Lesson Plan

Objective: This lesson explores how biblical teachings on peace can be applied through a STEAMS (Science, Technology, Engineering, Arts, Mathematics, Social Studies) lens to encourage critical thinking, creativity, and active peacebuilding.

Round Table

❖ **Opening Discussion:**

- What does peace look like in your everyday life? How does it feel? When do you most often notice peace—or the lack of it?
- **Purpose:** To set the stage for a deeper exploration of biblical peace and how we can pursue it through personal action and community involvement.

- ❖ **Materials:** Bible, peace-related devotionals, articles on conflict resolution, short clips of peacemakers in action, reflection journals.

Reflection Point

❖ **Discussion Questions:**

- What does it mean to pursue peace with others?
- Where in your life could you be more of a peacemaker?
- **Journal prompt:** Reflect on a time you actively witnessed God's will in peacemaking. What made that moment powerful, and what would God want you to learn from it?

Knowledge Setting

Science (S): The Science of Harmony	<ul style="list-style-type: none">❖ Objective: Understand how harmony in ecosystems and the human body reflects God's peaceful design.❖ Activity: Research an example of natural harmony (e.g., bee pollination or coral reefs).❖ Scripture: Genesis 1:31 – “God saw all that he had made, and it was very good.”❖ Reflection: What elements in nature demonstrate peaceful balance?
Technology (T): Technology for Peace	<ul style="list-style-type: none">❖ Objective: Understand how tech innovations reduce conflict or promote communication and collaboration.❖ Activity: Evaluate tools that promote peaceful interactions.❖ Scripture: Proverbs 16:7 – “When the Lord takes pleasure in anyone’s way, he causes their enemies to make peace with them.”❖ Reflection: How can tech be used to reconcile and unite?
Engineering (E): Building Bridges, Not Walls	<ul style="list-style-type: none">❖ Objective: Understand structures or systems that foster unity and peace.❖ Activity: Research how entities have been built to promote peace in your school or neighborhood.❖ Scripture: Matthew 5:9 – “<i>Blessed are the peacemakers, for they will be called children of God.</i>”❖ Reflection: What kind of "bridge" are you being called to build?

Arts (A): The Art of Peace

- ❖ **Objective:** Understand creative expressions that convey personal experiences or visions of peace.
- ❖ **Activity:** Watch visual or performance art (e.g., painting, spoken word) inspired by the scripture.
- ❖ **Scripture:** Isaiah 26:3 – *“You will keep in perfect peace those whose minds are steadfast, because they trust in you.”*
- ❖ **Reflect:** How do your talents employ peace?

Mathematics (M): Equations of Peace

- ❖ **Objective:** Understand the elements in life that must be balanced to promote peace.
- ❖ **Activity:** Study wellness strategies (e.g., nature walks, habits) used to create a personal peace "equation."
- ❖ **Scripture:** Romans 12:18 – *“If it is possible, as far as it depends on you, live at peace with everyone.”*
- ❖ **Reflection:** What variables disrupt your peace?

Social Justice (SS): What is Peace?

- ❖ **Objective:** Understand the role of peacemakers throughout history and across cultures.
- ❖ **Activity:** Research Jesus and how He embodied Godly peace.
- ❖ **Scripture:** Philippians 4:7 – *“And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus.”*
- ❖ **Reflect:** How do you carry Christ’s peace in a world filled with conflict?

Community Project

Science (S): The Science of Harmony	<ul style="list-style-type: none">❖ Project Example: Research an ecosystem (e.g., coral reefs, forests, or bee colonies) to analyze how natural systems maintain balance and peace. Create a visual report comparing the harmony of nature to the biblical peace described in Genesis 1:31. The project should highlight how imbalance or disruption affects overall health and peace, both in nature and in human relationships.
Technology (T): Technology for Peace	<ul style="list-style-type: none">❖ Project Example: Design an online tool prototype that helps individuals resolve conflict or promote inner peace. Features might include daily scriptures on peace, conflict resolution tools, or guided meditations rooted in Proverbs 16:7.
Engineering (E): Building Bridges, Not Walls	<ul style="list-style-type: none">❖ Project Example: Design a conceptual model (physical or digital) of a “Peace Path” – a public installation or community space that promotes unity, understanding, and dialogue. It could include conversation stations, reflection benches, or community murals. Students should link their design to Matthew 5:9 and explain how it helps people become “peacemakers” in action.

<p>Arts (A): The Art of Peace</p>	<ul style="list-style-type: none"> ❖ Project Example: Create an original piece of artwork (painting, song, spoken word, or dance) that represents Isaiah 26:3 and the experience of “perfect peace.” Students should explore how trust in God can be conveyed emotionally through their chosen medium.
<p>Mathematics (M): Equations of Peace</p>	<ul style="list-style-type: none"> ❖ Project Example: Develop a “Peace Balance Sheet” where students track personal habits, time spent in conflict or calm, and emotional triggers over a week. They calculate the “ratio” of peace in their lives and identify variables that contribute to imbalance. Using Romans 12:18, students propose personal strategies to increase their peace score and present graphs or charts showing their findings.
<p>Social Justice (SS): What is Peace?</p>	<ul style="list-style-type: none"> ❖ Project Example: Students select a biblical peacemaker and create a biography that highlights their contribution to peace. The project must include reflections on Philippians 4:7, analyzing how their spiritual foundation contributed to a peace that “transcends understanding” and influenced society.

Community Involvement

- ❖ **Objective:** Apply peace principles to real-world settings.
- ❖ **Activity:** Host a "Peace Panel" or roundtable event, inviting local leaders, elders, or youth advocates to share what peace looks like in their lives.

Assessment

- ❖ **Objective:** Evaluate the students' understanding of biblical peace and how well they integrated Rubric based on creativity, scriptural application and research.

Feedback Loop

- ❖ **Activity:** End with journaling or group reflection.
- ❖ **Journal Prompt:**
 - What new insights did you gain about peace? Now that you have a deeper understanding of peace, in what ways does God work peace into your life?

Resume Integration

- ❖ Students can add project descriptions to their resume under sections such as "Leadership Experience" noting the use of interdisciplinary methods and community outreach.

For more 8-Step Project-Based Lesson Plans check out our website at
<https://www.steamsbiblestudy.com/>

For all inquiries, please email **support@steamsbiblestudy.com**

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