



Transformational Narratives

EXPEDITION TITLE

Transformational Narratives

Expedition Driving Question:

How can understanding our narratives build a new “emerging story” or a transformational narrative that is more peaceful and more just?

Expedition Deep Hope:

Our deep hope is for us to seek peace by participating in a new and transformational narrative, together.

Expedition Verse:

“If it is possible, as far as it depends on you, live at peace with everyone.” —Romans 12:18

LEARNING PLAN TITLE

Peace Narratives

Learning Plan Number: 6

Learning Targets:

1. I can define positive peace and analyze its effects in God’s world.
2. I can deepen my understanding of various approaches to peace in order to recognize transformational peace narratives.

Habit(s) of Learning:

Curious Thinking, Courageous Designing

CUMULATIVE TIME



75-80 MIN

ICON KEY



Learning activities that support your document panel with visual artifacts are indicated by a push-pin and paper icon in the activity title.



Learning activities connected with sponsored children are indicated by a helping hands icon in the activity title.



Learning activities that support your community engagement project are indicated by a community icon in the activity title.



Note: This learning plan will build on what students have explored the previous two around understanding what violence and conflict truly are and how both can affect a community. This learning plan will build on the concept that through conflict, sustainable peace can form.


ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Reading “Running for My Life”</i> </p> <p><i>Engage the Learning Targets (ELT)</i></p>	20-30 min	<input type="checkbox"/> 11.6.a Teacher Resource: Text Excerpt <input type="checkbox"/> “Running for My Life” by Lopez Lomong
<ul style="list-style-type: none"> Have students stand around the document panel in a circle, adding today’s text excerpt to the document panel. Invite a student volunteer to read out the text excerpt from “Running for My Life”. Ask students to make predictions as to what may be happening in today’s chapters. Transitioning students back to a place they will sit and write, share that we will continue to connect to Lopez’s narrative through his words in “Running for My Life”. <ol style="list-style-type: none"> Invite a student volunteer to give a brief summary of the previous chapters. Read chapters 11 and 12 with the students. Throughout the chapters, have students continue to take notes in their learning expedition journals about Lopez’s narrative. Record these questions on the board for them to engage with: <ol style="list-style-type: none"> Where do you see peace or hope for peace in Lopez’s narrative? Why is peace not always an easy option? 		


LEARNING ACTIVITIES

<p><i>Understand and Wonder</i></p> <p><i>Introduce the Learning Targets (ILT)</i></p>	5 min	
<ul style="list-style-type: none"> Display today’s learning targets. <ol style="list-style-type: none"> <u>I can define positive peace and analyze its effects in God’s world.</u> <u>I can deepen my understanding of various approaches to peace in order to recognize transformational peace narratives.</u> Have students turn and talk to a partner near them and discuss: <ol style="list-style-type: none"> One thing they feel they understand in relation to the target. One thing they are wondering about in relation to the target. Regroup and have a few students share. 		





ACTIVITY TITLE	TIME	RESOURCES
<p><i>Defining Peace</i> Engage the Learning Targets (ELT)</p>	 15 min	<ul style="list-style-type: none"> <input type="checkbox"/> 11.6.b Student Material: Peace <input type="checkbox"/> 11.6.c Teacher Resource: Peace <input type="checkbox"/> Sticky notes (three per student) <input type="checkbox"/> Learning Expedition Journals
<ul style="list-style-type: none"> Working with an elbow partner, pass to students the “Peace” handout. Instruct students to fill in the violence definitions from the previous learning plans with their partner. Ask students to explore “what is peace?” by brainstorming the definition on the back side of their handout. Regroup by sharing as a group their thoughts and wonderings of the peace definition. Write student ideas on the board so that they are visible to the class. After ideas are exhausted, provide to students the negative definition of peace and have them write this down on their Pathways to Peace organizers: <i>Absence of direct or physical violence.</i> Explore together that positive peace is more than the absence of direct violence. Negative peace would, for instance, be where war ended, however that would not mean that parties affected by the armed conflict have found reparation and reconciliation. Lead students into the positive definition of peace and have them write this down on their Pathways to Peace organizers: <p>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"> Unpack this further as peace is not a final end or goal, it is an ongoing dynamic process. Positive peace would then be where there is the presence of all conditions necessary to promote peaceful relationships. Finish this work with a “GO-GO-MO” (Give One, Get One, Move On) Activity. This is a great protocol for sharing good ideas. <p>GO-GO-MO Protocol:</p> <ul style="list-style-type: none"> Give each student three sticky notes. Ask students to write down one of the key learnings or important ideas about peace, conflict and violence on each of the notes (they should write three different takeaways). They will also need to clearly label if this sticky note is about peace, conflict, or violence. Invite everyone to get up and mingle and find a person from a different part of the class. Call out “GIVE ONE to a partner.” Each student “gives” one of his or her key learnings or important ideas to the other by handing them the sticky note after explaining it, so each person “gives one” and “gets one.” Time may range from one to three minutes. Call out “MOVE ON” and students mingle again. Repeat the process three times. Students should end up with different ideas than when they started. Invite students to put these post-it notes and the Pathways to Peace organizer in their learning expedition journals. 		



ACTIVITY TITLE	TIME	RESOURCES
<i>Approaches to Peace</i> <i>Engage the Learning Targets (ELT)</i>	 20 min	<input type="checkbox"/> 11.6.d Student Material: Approach to Peace
<ul style="list-style-type: none"> Group students into three to four and provide each group one “Approaches to Peace” Student Material. Assign each group one of the five different approaches to peace (i.e. one group will be peacekeeping, one will be peacemaking, etc.). Have students interact and become familiar with the definition for the approach to peace they are given. Each group will: <ol style="list-style-type: none"> Share stories, if applicable, where they have seen this peace approach being used in their lives. Identify a real-life scenario where this peace approach could be used or is being used currently. Identify what type of violence is most address through this peace approach. Create a visual to depict this peace approach. Regather the class and give each group one minute to share their peace approach with the rest of the class. Allow time for students to share what stood out to them and how they chose to represent it. 		

EXIT EVENT

<i>Closing Circle</i>  <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	 10 min	<input type="checkbox"/> 11.6.e Student Material: Exit Ticket
<ul style="list-style-type: none"> After Have students work on the exit ticket reflection for the day. Have students reflect on the environment in which their sponsored child lives. Have them reflect on what they feel could bring positive peace to the area, as modeled by those who use transformative narratives to seek peace. Collect the exit tickets before gathering students in a circle by the document panel. Invite students to go around the circle, each sharing one of their ‘transformative words’ from today’s work on peace. Add these to the transformative words sheet on the document panel (add a new sheet if more space is needed). Again, underline or checkmark any words that are shared more than once. Pray together, specifically for our sponsored children and for those who use their transformative narratives to seek peace. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> Three (3) Transformative Words 		
OPPORTUNITY TO DEEPEN THE LEARNING		
<ul style="list-style-type: none"> Students could pick a topic listed and explore the exit reflection further of applying the steps to just peace. Examples could be inner peace, human rights, environment, justice, gender equality, etc. 		