



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

Invitation for Transformative Community Project

Learning Plan Number: 10

Learning Targets:

1. I can reflect on the importance of point of view in telling a narrative.
2. I can apply my peace building strategies in my community in order to seek peace and model transformative change.

Habit(s) of Learning:

Gracious Communicating, Courageous Designing

CUMULATIVE TIME



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.





ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Reading “Running for My Life”</i> </p> <p><i>Engage the Learning Targets (ELT)</i></p> <p><i>Introduce the Learning Targets (ILT)</i></p>	 20-30 min	<input type="checkbox"/> 11.10.a Teacher Resource: Text Excerpt <input type="checkbox"/> “Running for My Life” by Lopez Lomong
<ul style="list-style-type: none"> Gather students in a circle around the document panel, adding today’s text excerpt to the document panel. Invite a student volunteer to read the text excerpt from “Running for My Life”. Ask students to make connections to some of the previous text excerpts on the document panel. 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”. Invite a student volunteer to give a brief summary of the previous chapters. Read chapters 19 and 20 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"> Consider the ceremony for Lopez’s return from the grave. What were your reactions to this ceremony? How does point of view matter? Where is there potential to seek peace from understanding point of view? Connect today’s journal question to the first learning target: <ol style="list-style-type: none"> <u>I can reflect on the importance of point of view in telling a narrative.</u> 		

LEARNING ACTIVITIES

<p><i>Point of View</i></p> <p><i>Introduce the Learning Targets (ILT)</i></p>	 5 min	
<ul style="list-style-type: none"> Have a student read the second learning target: <ol style="list-style-type: none"> <u>I can apply my peace-building strategies in my community in order to seek peace and model transformative change.</u> Share that today, we will be continuing to deepen our understanding of point of view in narratives. We will also begin to imagine together how we can apply our peace-building strategies in our community in order to seek peace and model transformative change for others. 		





ACTIVITY TITLE	TIME	RESOURCES
<i>Narratives Shape Community</i> <i>Engage the Learning Targets (ELT)</i>	 10-15 min	<input type="checkbox"/> 11.10.b Student Material: WACI card
<ul style="list-style-type: none"> Transition to WACI card game. Share with students that they will continue to analyze how narrative can help shape community. <ol style="list-style-type: none"> Students will need to be split into groups of four. One person will have “a turn” by selecting a character card. Example: a 70-year-old woman. The person who has selected a character card will draw an “issue card.” The three remaining students will need to negotiate a solution to the issue. Students should keep the character card in mind, as the decision maker will make decisions based on their narrative. Students will have to pick one method for addressing the issue. The same method cannot be used twice in the same round. Examples: Innovative Ideas, Money and Other Resources, Behavior Change, or Rules and Policies. The person with the character card then picks the person with the best idea. If a player disagrees with the choice, they may use their “I Disagree” card and further persuade. If the decision maker agrees that their solution is beneficial that individual may also receive a point. The person who is picked will receive a point. The next student then picks a character card. The person with the most points at the end of the game is the “winner.” Throughout the game, students will be devising plans to peacefully solve real issues affecting their community and global communities. Regroup after each student has gone twice as a character, or more, depending on time. Guide into conversation using the following prompts to set the stage for their community engagement project: <ol style="list-style-type: none"> How did the point of view of your character shift the narrative? What are some stereotypes we may have had that we needed to be conscientious of? 		
<i>What Works to End Violence</i> <i>Engage the Learning Targets (ELT)</i>	 15 min	<input type="checkbox"/> 11.10.c Student Material: What Works to End Violence Against Children
<ul style="list-style-type: none"> In this game, we used the power of words to persuade transformative change. Also, we have been journeying with Lopez Lomong and his transformational narrative. How has he used the power of words to seek peace? How could we take strategies from this game and from Lopez’s story to help promote peace? Come back to our deep hope: to seek peace by participating in a new and transformational narrative, together. Invite students to reflect on our learning journey from the previous nine learning plans and provide students “What Works to End Violence” handout. In their groups, using the Rank-Talk-Walk protocol, students will read the handout, highlighting important concepts as they go. 		

Continued ...




Rank-Talk-Write protocol:

1. While reading the text (independently), write a summary sentence for each section.
2. In their groups, students collaborate to rank the summary sentences in order of importance ("1" next to most important, "2" to the next, etc.).
3. Each group determines which one concept they think is most important and discusses the best summary statement for that idea or concept.
4. A scribe from the group writes the summary statement on the white board.
5. Small groups share their summary statement with the large group.

ACTIVITY TITLE	TIME	RESOURCES
Student Brainstorm  Engage the Learning Targets (ELT)	 10 min	
<ul style="list-style-type: none"> Bring the class back together and reflect on the concepts, asking for where they see themselves in ending violence. Ask them on what excites them, how confident they are to make change, and what issue as a class they would like to surround. Guide discussion with the following questions: <ol style="list-style-type: none"> 1. Where in our community can we seek peace? 2. How can we do this? 3. Who could we partner with? At this point, decide as a class what community engagement project students would like to aim for. Whichever event is chosen, be sure that the deep hope and student voice is driving the event. Aim to answer the question: how can this event be used to seek peace? <p>Note: A suggestion would be to hold a community Sports for Peace event, where a commonly-held 'track' or 'sports day' event is transformed with a new narrative for peace. Students could present powerful words that speak truth and highlight unheard narratives. Students can model how sports can be used to promote peace and the listening to others' perspectives. Lopez Lomong's story and the guest community peacemaker's stories could be highlighted.</p>		



EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
Closing Circle <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	 5 min	<input type="checkbox"/> 11.10.d Student Material: Exit Ticket
<ul style="list-style-type: none"> Give each student an exit ticket handout where they will: <ol style="list-style-type: none"> Record what they feel and what specific needs they have. Share which designing team they would like to work on in the community-wide campaign. Check in with students based on responses and make teams. Invite students to gather around in a closing circle, collecting their exit tickets at the circle. Ask students to consider our learning expedition deep hope. Lead students through a time of silent prayer and reflection on their own lives and the life of their sponsored child. Take a couple minutes for students to be still and to reflect and to pray. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> Visual created from this learning plan will be the photos from the WACI game and the text excerpt. 		
OPPORTUNITY TO DEEPEN THE LEARNING		
<ul style="list-style-type: none"> Students could design their own WACI game, creating issue examples that they may experience at school or specifically in their community. They could then present and play the game with a different grade level (younger or older), or another class with whom they have built a rapport (example: students with disabilities from previous learning plans). 		