



# 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

### *Broken Narratives: Violence*

#### Learning Plan Number: 4

#### Learning Targets:

1. I can define the destructive narrative of violence and analyze its effects in God’s world.
2. I can begin to practice seeking peace in order to combat the violence narratives in my community.

#### Habit(s) of Learning:

Curious Thinking

## CUMULATIVE TIME



65-80 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:** The topic of this learning plan is violence in our world. Please preview content to ensure it meets the needs of your students and use discretion with using the articles.


## 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"/> 11.4.a Teacher Resource: Text Excerpt <input type="checkbox"/> “Running for My Life” by Lopez Lomong <input type="checkbox"/> Learning Expedition Journals
<ul style="list-style-type: none"> <li>Gather students so they are standing around the document panel in a circle and add today’s text excerpt to it. Invite a student volunteer to read out the text excerpt from <i>Running for My Life</i>. Ask students to think about how this text connects with what is already on the document panel. Take a few student responses.</li> <li>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 <i>Running for My Life</i>.               <ol style="list-style-type: none"> <li>Invite a student volunteer to give a brief summary of the previous two chapters.</li> <li>Read chapters seven and eight 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:                   <ul style="list-style-type: none"> <li>Where do you see examples of violence in Lopez’s narrative?</li> <li>Where do see examples of those who seek peace?</li> </ul> </li> </ol> </li> </ul>		


## LEARNING ACTIVITIES

<p><i>The Worst Crime</i></p> <p><i>Introduce the Learning Targets (ILT)</i></p>	 5 min	<input type="checkbox"/> Sticky notes <input type="checkbox"/> Learning Expedition Journals
<ul style="list-style-type: none"> <li>Display today’s learning targets and hand every student a sticky note.               <ol style="list-style-type: none"> <li><u>I can define the destructive narrative of violence and analyze its effects in God’s world.</u></li> <li><u>I can begin to practice seeking peace in order to combat the violence narratives in my community.</u></li> </ol> </li> <li>On the board or using a device, display the following quote: “Violence is the world’s worst crime against children. It happens in every country, city, and community.”</li> <li>Invite students to record their initial thoughts to this quote on their sticky note. How would they define violence? How does this quote connect to our learning targets? What are their feelings towards it? Have students place this sticky note in their learning expedition journals.</li> </ul> <p><b>Note:</b> This quote is taken from the following World Vision website. <a href="https://www.wvi.org/ka/group/1">https://www.wvi.org/ka/group/1</a></p>		





ACTIVITY TITLE	TIME	RESOURCES
<p><i>Understanding Violence</i> Engage the Learning Targets (ELT)</p>	 10 min	<input type="checkbox"/> 11.4.b Teacher Resource: Violence
<ul style="list-style-type: none"> <li>Have students write the following definition in their learning expedition journal:  <b>Violence Definition:</b> “Violence consists of actions, words, attitudes, structures or systems that cause physical, psychological, social, or environmental damage and prevents people from reaching their full potential. Violence can be direct or indirect.”           </li> <li>Share with students that today they will analyze violence in the cultural narrative we see as physical violence, but we will also examine other narratives such as threats, exclusion, societal structures, etc. As shared in the learning targets, the hope is for us to begin practicing how to seek peace in order to combat the violence narratives in our community.</li> <li>Have each student turn to a new page in their learning expedition journal and draw a line down the middle. In addition, record on the board or somewhere visible as a reference for students. See <i>the Violence Teacher Resource</i> for the final image students will develop.           <ol style="list-style-type: none"> <li>Begin by informing students that violence can be visible or invisible. Ask students to draw an open eye(s) on the top of the line for visible violence.</li> <li>On the side of visible violence, instruct students to draw one box in the center with Direct Violence written in the box.</li> <li>Engage with the brainstormed definitions from the beginning of class (written on the sticky notes). Share with students that most people identify direct violence with the meaning of the term ‘violence.’</li> <li>Inside the “Direct violence” box, lead students to write:               <ul style="list-style-type: none"> <li>“<b>Direct violence</b> is the most visible kind of violence and what most of the people identify with the meaning of the term ‘violence.’ It is physical but also psychological violence.”</li> </ul> </li> <li>As a class, have students share examples of direct violence and have them write these on their pages. Students may also draw images associated with direct violence.</li> <li>Ask the students to consider invisible violence. Invite a few student responses and document them on the board.</li> <li>Repeat this process for Structural and Cultural Violence.               <ul style="list-style-type: none"> <li>“<b>Cultural Violence</b> is the legitimization of violence founded in cultural norms, traditions, and values. It is also an invisible form of violence as it relates to people’s attitudes, feelings and values.”</li> <li>“<b>Structural Violence</b> is less visible. It is indirect violence caused by an unjust structure. Structures and systems in society that generates discrimination or inequalities that may keep people from having access to services, resources, or their human rights.”</li> </ul> </li> <li>End this activity with students writing this statement in the middle of their pages:               <ul style="list-style-type: none"> <li>“These three forms of violence are interrelated and when there is structural and cultural violence, with time and if not addressed, direct violence will happen.”</li> <li><b>As an example:</b> <i>Ethnic cleansing is all three: a violent behavior, allowed/accepted by the system, and justified by people’s attitudes and their actions and dehumanization of “the other.” This example shows why it is so important to be aware that there are other forms of violence besides direct violence, and that the different forms of violence are intimately related to each other. In order to prevent and overcome violence, all violent dimensions need to be addressed in an appropriate way.</i></li> </ul> </li> <li>Allow for student wonderings and questions.</li> </ol> </li> </ul>		



ACTIVITY TITLE	TIME	RESOURCES
<b>Article Rotation</b> Engage the Learning Targets (ELT)	 25 min	<p>Article Reflection links:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Governments article: <a href="https://www.wvi.org/stories/it-takes-world/governments-are-still-allowing-violence-against-children">https://www.wvi.org/stories/it-takes-world/governments-are-still-allowing-violence-against-children</a></li> <li><input type="checkbox"/> How I Found article: <a href="https://www.wvi.org/stories/it-takes-world/how-i-found-my-voice">https://www.wvi.org/stories/it-takes-world/how-i-found-my-voice</a></li> <li><input type="checkbox"/> Girls' Future article: <a href="https://www.wvi.org/stories/it-takes-world/fighting-girls-futures-lesotho">https://www.wvi.org/stories/it-takes-world/fighting-girls-futures-lesotho</a></li> <li><input type="checkbox"/> 11.4.c Student Material: Article Reflection</li> </ul>
<ul style="list-style-type: none"> <li>Students will be split into groups of three to four students and will rotate through two to three article selections around the room.</li> <li>Ensure each student has a copy of the "Article Reflection" handout. Before beginning, remind students of expectations: <ol style="list-style-type: none"> <li>Read the article together.</li> <li>Discuss and record thoughts on reflection sheet.</li> <li>Use time wisely before rotation ends. Allow six to eight minutes per rotation.</li> </ol> </li> <li>Regroup and debrief students' findings on violence found within the articles. What trends and themes surfaced?</li> <li>Come back to the opening quote, "Violence is the world's worst crime against children. It happens in every country, city and community." What's changing in the world? What could we do to seek peace?</li> </ul>		

## EXIT EVENT

<b>Dove Exit Tickets</b>  Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)	 5-10 min	<input type="checkbox"/> 11.4.d Student Material: Dove
<ul style="list-style-type: none"> <li>Pass out the dove cutouts, which will be added to the document panel. Have students respond to the questions found on the dove. <ol style="list-style-type: none"> <li>Violence can take many forms: physical, bullying, exclusion, and more. How can we begin to practice seeking peace in order to combat the violence narratives in our community?</li> </ol> </li> <li>As students complete their doves, direct them to where on the document panel you'd like to them to place the doves (for example, placing a couple samples in the top corner, all of them surrounding the board like a border, around the classroom door, down the hallway, etc.).</li> <li>Gather the students together, praying specifically for our sponsored children and any violence that may be a part of their narrative.</li> </ul>		



**LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN**  
 ADD TO DOCUMENT PANEL

- Students will add their dove cutouts to the document panel.
- Display the text excerpt from the novel, *Running for My Life*.

**OPPORTUNITY TO DEEPEN THE LEARNING**

- Students watch this video and make personalized “A world without child violence ...” statement. As a class compile them into a video. (<https://www.wvi.org/stories/bangladesh/world-without-child-violence>)
- Students could research about their sponsored child and possible violence that is affecting their community to learn more about how to seek peace.
- Students could design anti-bullying posters for the school or their community.