



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

Our Call to Love Others

Learning Plan Number: 2

Learning Targets:

1. I can reflect on the narrative we are invited into that challenges us to live at peace with everyone.
2. I can continue to analyze and reflect on the need to build a new “emerging story” in a broken world and how World Vision is rebuilding broken relationships.

Habit(s) of Learning:

Curious Thinking

CUMULATIVE TIME



70-80 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>	20-30 min	<ul style="list-style-type: none"> <input type="checkbox"/> 11.2.a Teacher Resource: Expedition Verse <input type="checkbox"/> Novel, “Running for My Life”, by Lopez Lomong <input type="checkbox"/> Learning Expedition Journals
<ul style="list-style-type: none"> • Gather students standing around the document panel in a circle. Display the expedition verse and read it together (or invite a student to read them for the group). • Explain that this piece of scripture will inform much of this unit and will be revisited in upcoming learning plans. • Ask if two to three students would share their “notice” and/or “wonder” with the class. • Transitioning students back to a place where they will sit and write, remind students that throughout this learning expedition, we will be continuing to intertwine our narratives with Lopez Lomong’s. <ol style="list-style-type: none"> 1. Ask a student volunteer to give a brief summary of the first two chapters. 2. Read chapters three and four 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: In which part of Lopez’s narrative do you see evidence of people putting others above themselves? Where do you see evidence of the need to build a new “emerging story” in a broken world? 3. Invite a few student responses to be shared with the group. 		

LEARNING ACTIVITIES



<p><i>Make Connections</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"> 1. <u>I can reflect on the narrative we are invited into that challenges us to live at peace with everyone.</u> 2. <u>I can continue to analyze and reflect on the need to build a new “emerging story” in a broken world and how World Vision is rebuilding broken relationships.</u> • Ask students to notice how these are similar to those from the previous learning expedition. • Invite students to look for connections between the learning targets and the expedition verse. • Take a couple of student responses with whole group. 		



ACTIVITY TITLE	TIME	RESOURCES
Wonder and Notice Engage the Learning Targets (ELT)	 10 min	<input type="checkbox"/> World Vision International: website https://www.wvi.org/ <input type="checkbox"/> Lopez Lomong Foundation website: http://www.lopezlomong.com/lopez-lomong-foundation.html
<ul style="list-style-type: none"> • Share with students that we will be partnering with World Vision to build a new “emerging story” in a broken world. • Display World Vision’s website and take a few student ‘notices’ (things they see/read) and ‘wonders’ (questions they have). • Next, share how Lopez’s narrative intertwines deeply with World Vision’s narrative through a shared vision for seeking peace because of God’s loving narrative they have both been invited into. They even have partnered together for Lopez’s foundation. • Display the Lopez Lomong Foundation website, again inviting students to share what they are noticing and wondering about this foundation and their partnership with World Vision. • Have students write in their learning expedition journals a response to the following question: “‘What evidence do you see of God’s loving narrative and our call to love others through these websites?’” 		
Meet Global Neighbors  Engage the Learning Targets (ELT)	 25 min	<input type="checkbox"/> How to send an email to your sponsored child link: https://www.worldvision.org/sponsor-a-child/support-center/email-sponsored-child <input type="checkbox"/> A Few Kind Words video: https://youtu.be/vudEo8jfwpl
<ul style="list-style-type: none"> • Share with students that one other intentional way we will be partnering with World Vision to build a new “emerging story” in our broken world will be through child sponsorship. Each student will have a sponsor child that they will learn about and from and engage with during the learning expedition. • If applicable: Next, take out one World Vision sponsored child’s welcome packet and assign them to students as previously decided for your school. Explain that these sponsored children will remain throughout their educational years, including this expedition. Explain as we more deeply understand the loving narrative that God invites us into, we also will more clearly see our invitation to love others. • Have students log into World Vision accounts and get to know their sponsored child’s profile. Allow time for exploration where students can read about their child, their country, weather patterns, etc. • Letter Writing—As a class visit the “How to email your sponsored child” webpage listed. Watch the “A Few Kind Words” video and discuss one way to engage in our call to love others is through correspondence. • If time allows, encourage students to take a photo in their classroom to attach with their email (if possible, with their sponsored child’s photo). <p>Note: Take pictures of the students writing letters to their World Vision sponsored children to display on the document panel.</p> <p>Emailing Sponsored Children: This letter should reflect a posture of humility, care and respect. Remind students that this letter will be a treasure to the sponsored child and they will be excited to write the students back; however, that the transit can be slow. Remind the students to be patient as this process may take months.</p>		



EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
Closing Circle  <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	 10 min	<input type="checkbox"/> 11.2.b Teacher Resource: Text Excerpt for Document Panel
<ul style="list-style-type: none"> Invite students to stand around the document panel in a circle shape. Invite a student volunteer to read out the learning expedition deep hope. Ask students to think about which word/phrase in the deep hope they are connecting to the most right now. Go around the circle, allowing each student to share their word/phrase. <p>Note: encourage students to repeat the word/phrase, verses saying 'same' if someone previously shared their response.</p> <ul style="list-style-type: none"> Invite a student volunteer to read out the text excerpt from <i>Running for My Life</i>. Ask students to think about which theme/phrase connects most closely with our learning expedition so far. Take a few student responses. Close the learning plan in prayer, praying specifically for our World Vision sponsored children. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> The expedition verse will be added to the document panel during this learning plan. Take pictures of the students writing letters to their World Vision sponsored children to display on the document panel. 		
OPPORTUNITY TO DEEPEN THE LEARNING		
Have students complete a Web Quest, brochure, or graphic novel to get to know Lopez Lomong's Foundation or the World Vision website further.		