



# 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

### Transformational Narratives in Our Community

#### Learning Plan Number: 8

#### Learning Targets:

1. I can deepen my understanding of the types of power and its effects in God’s world.
2. I can grow in my peace-building strategies by considering those who seek peace and model transformational narratives in our community.

#### Habit(s) of Learning:

Gracious Communicating, Joy-filled Collaborating

## 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.




**Note:** At the end of this learning plan, students will be inviting a community peacemaker into the classroom or you will arrange to visit the peacemaker's workplace. This connection will take place during learning plan 9 and a relationship should be forming from 10-13 (through emails, calls, feedback on work/learning, or through an additional visit, should time allow).

## ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Reading “Running for My Life”</i> 📖</p> <p><i>Engage the Learning Targets (ELT)</i></p>	 20-25 min	<ul style="list-style-type: none"> <li><input type="checkbox"/> “Running for My Life” by Lopez Lomong</li> <li><input type="checkbox"/> Hillsong United video:  <a href="https://www.youtube.com/watch?v=m-F9BF0ifi7k&amp;t=1s">https://www.youtube.com/watch?v=m-F9BF0ifi7k&amp;t=1s</a> </li> </ul>
<ul style="list-style-type: none"> <li>Share that today, we are going to be continuing to journey alongside Lopez and his transformational narrative, “Running for My Life”. Before we do, remind the students that Lopez was first a refugee in the United States. Share that today, while we are reading, they are to make connections to his story and our biblical foundations.</li> <li>Before reading, share that you want to share a video of the band Hillsong United speaking about their visit to Lebanon. Read some background information about fragile contexts:           <p><i>“Nearly 70 million children and families have been forcibly displaced from their homes. This are the largest numbers of refugees and displaced people since World War II. The vast majority of them come from “fragile states,” where families and communities are affected by disasters, crisis, conflict, and social upheaval. By 2030, an estimated 80% of the world’s extreme will live in these fragile places with weak governance and structural limitations in institutions such as education, health, and clean water.”</i></p> </li> <li>Point students back to the Biblical foundations by highlighting them on the document panel or displaying them on the board. Have the students consider the follow questions, displaying them on the board so they can engage with them throughout the reading.           <ol style="list-style-type: none"> <li>1. Why does Christ-like pursuit of peace matter in our world?</li> <li>2. Why should this be a mark of a Christian community?</li> <li>3. How does peacemaking reflect our relationship with God?</li> </ol> </li> <li>Read chapters 15 and 16 with the students, allowing time for students to engage with the questions in their notebooks.</li> </ul>		

## LEARNING ACTIVITIES



<p><i>Seeking Peace</i></p> <p><i>Introduce the Learning Targets (ILT)</i></p>	 5 min	
<ul style="list-style-type: none"> <li>Have students write the learning targets in their notebooks for this learning expedition.           <ol style="list-style-type: none"> <li>1. <u>I can deepen my understanding of the types of power and its effects in God's world.</u></li> <li>2. <u>I can grow in my peace building strategies by considering those who seek peace and model transformational narratives in our community.</u></li> </ol> </li> <li>Underneath the second learning target, invite students to list at least 10 different names of people or professions/vocations that come to mind when thinking of those in our community who are seeking peace.</li> <li>Have students share with an elbow partner and keep the list safe for later in the learning plan.</li> <li>Encourage a few students to share whole group.</li> </ul>		



ACTIVITY TITLE	TIME	RESOURCES
<b><i>Expressions of Power Skit</i></b> <i>Engage the Learning Targets (ELT)</i>	20 min	<input type="checkbox"/> 11.8.a Student Material: Expression of Power Skit
<ul style="list-style-type: none"> <li>To continue to grow in their awareness of others and using power with skills, share with students that today they will analyze expressions of power.</li> <li>Divide students into groups, preferably with four students per group. Each student will have a job: time keeper, recorder, expectation keeper, or facilitator as described on student handout labeled "Power Expressions Skit." If groups only have three students each, have all students share the role of expectation keeper. For groups of five, have two expectation keepers.</li> <li>Students have analyzed scenarios, but now will create their own skit to act out to model conflict transformation. Review directions found on handout. Skits should be no longer than one minute.</li> <li>Students present skits to the class.</li> <li>Invite students to consider <i>how power impacts individuals whose narrative is often not shared</i> for either political, economic, or social reasons. By protecting narratives that are forgotten or ignored, they can continue to grow as a peacemaker. Point back to the video as a method of sharing another's narrative.</li> </ul>		
<b><i>Community Peacebuilder</i></b> <i>Engage the Learning Targets (ELT)</i>	20 min	<input type="checkbox"/> 11.8.b Student Material: Letter Writing
<ul style="list-style-type: none"> <li>Pose the question: "Who in our community is a peacebuilder? Who in our community has power to influence peaceful resolutions? Who could we have power with through partnership? What narratives would be helpful to listen to?"</li> <li>Ask students to share some of the ideas of community members who seek peace from earlier, writing these together on the board.</li> <li>Lead to the idea of sending a class email or letter inviting these community members to visit the classroom or for the class to visit them. Remind students of previous reflections on what change they would like to see in their world. Encourage students to find partnership opportunities with a group that would support that cause.             <ol style="list-style-type: none"> <li>Collaborate on the letter together (you could project a Word document and work on it collectively, or break students into smaller groups to engage with the template and then present out their letters for the class to consolidate/decide which one should be sent). If students are going to be working in smaller groups, write the letter expectations on the board. The letter will:                 <ul style="list-style-type: none"> <li>Introduce your class, sharing a bit about their deep hope and the learning that has already taken place.</li> <li>Express gratitude for the local peacemaker for what they do.</li> <li>Ask if they could visit or vice versa. What need do they have? How could we support them in something that they're already doing?</li> <li>What needs exist in their community which are being missed?</li> </ul> </li> </ol> </li> <li>If students are working in smaller groups, you could include a tuning protocol: Have students share their work with another group and receive warm and cool feedback about what is needed or what is working well (see handout for example prompts).</li> </ul>		



## EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<b>Closing Circle</b>  <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	 10 min	<input type="checkbox"/> 11.8.c Teacher Resource: Text Excerpt
<ul style="list-style-type: none"> <li>Gather students 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 <i>Running for My Life</i>. Ask students to make connections to this text and what we were engaging with today. Take a few student responses.</li> <li>Ask students to consider where misused power exists in our community. Give students 30 seconds to think of a word or phrase before inviting students to share their responses around the circle.</li> <li>Close today's learning plan with prayer, praying specifically for our sponsored children and the misused power in our community.</li> </ul>		
<b>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</b> ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> <li>The visual created through this learning plan will be a copy of the letters sent to peacemakers in the community. The teacher is encouraged to take a picture of the class with their letter or to print a copy of the letter sent.</li> </ul>		
<b>OPPORTUNITY TO DEEPEN THE LEARNING</b>		
<ul style="list-style-type: none"> <li>Students could continue the postcard activity from learning plan 7 and work in groups to great poster board sized advocacy posters for transformative, just peace and positive use of power.</li> <li>Students could work with students with disabilities on a project for the school, playing games, or plan activities to do together such as the peace poster mentioned above.</li> <li>Students can be invited to send another email or letter to their sponsored child.</li> </ul>		