



# 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: Poverty

#### Learning Plan Number: 3

#### Learning Targets:

1. I can deepen my understanding of my own personal narrative and that of others.
2. I can analyze and reflect on what poverty truly means in our 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	<input type="checkbox"/> 11.3.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 standing 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 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 with students that we will be continuing to uncover Lopez’s narrative from <i>Running for My Life</i>.               <ol style="list-style-type: none"> <li>Ask a student volunteer to give a brief summary of the previous two chapters.</li> <li>Read chapters five and six 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: Where do you see examples of brokenness in Lopez’s narrative? How does understanding Lopez’s narrative allow you to more deeply understand your own narrative? Where do you see brokenness in your own narrative?</li> <li>Invite a few student responses to be shared with the group.</li> </ol> </li> </ul>		

## LEARNING ACTIVITIES


<p><i>Defining Poverty</i></p> <p><i>Introduce the Learning Targets (ILT)</i></p>	 5 min	
<ul style="list-style-type: none"> <li>Display today’s learning targets and invite a student to read them out loud.               <ol style="list-style-type: none"> <li><u>I can deepen my understanding of my own personal narrative and that of others.</u></li> <li><u>I can analyze and reflect on what poverty truly means in our broken world and how World Vision is rebuilding broken relationships.</u></li> </ol> </li> <li>Remind students of the journal prompt from today’s reading of <i>Running for My Life</i> where they were asked to think about how learning more about others’ narratives can help us better understand our own. Invite a couple students to share an example they had during today’s reading.</li> <li>Have students write the word ‘poverty’ in their learning expedition journals. Give them one to two minutes to define this word: this could be in words, using visuals, or both. Do not share these out.</li> </ul>		



ACTIVITY TITLE	TIME	RESOURCES
<b>Poverty Cards</b>  Engage the Learning Targets (ELT)	 10-15 min	<input type="checkbox"/> 11.3.b Teacher Resource: Poverty Cards
<ul style="list-style-type: none"> <li>Share that we are going to play a game that will help us unpack our second learning target, around what 'poverty truly means'.</li> <li>Split the class into two teams and invite a volunteer to come up from each team. Share that you are going to hand them each a 'poverty card.' The two volunteers will then have 30 seconds to look at the image privately and read the back of the card. Then, they have one minute to explain to the class how their card shows poverty.</li> <li>You will award a point to the person who can give the most clear, detailed, or interesting presentation. Have both team volunteers present while you time it and listen for accuracy of responses.</li> <li>Award a point to the winning team, then invite the next round of volunteers from each team, repeating the same instructions. Repeat until all cards are played or time is up.</li> <li>Analyze with students how poverty is beyond the lack of physical material or things, but has many facets to it.</li> <li>Have students record in their learning expedition journals their first definition.</li> </ul> <p>"Poverty is the result of a broken relationship which threatens human survival and prevents people from fulfilling their God given potential. It can be a result of an unjust system and powers in social, religious, economic, political, environmental, and spiritual areas."</p> <ul style="list-style-type: none"> <li>Remind students that rebuilding the broken relationships can bring peace.</li> </ul> <p><b>Note:</b> Add these poverty cards to the document panel.</p>		
<b>Article Comparison</b> Engage the Learning Targets (ELT)	 20 min	<input type="checkbox"/> 1994 Rwandan Genocide article: <a href="https://www.worldvision.org/refugees-news-stories/rohingya-refugees-bangladesh-facts">https://www.worldvision.org/refugees-news-stories/rohingya-refugees-bangladesh-facts</a> <input type="checkbox"/> Rohingya Refugees article: <a href="https://www.worldvision.org/refugees-news-stories/1994-rwandan-genocide-facts">https://www.worldvision.org/refugees-news-stories/1994-rwandan-genocide-facts</a> <input type="checkbox"/> 11.3.c Student Material: Article comparison assignment
<ul style="list-style-type: none"> <li>Group students into groups of four, directing them to read the two article selections: "1994 Rwandan Genocide: Aftermath" and "Rohingya Refugees in Bangladesh".</li> <li>Prompt students to reflect on questions while reading, such as: <ol style="list-style-type: none"> <li>Where was a broken relationship and now where is one being rebuilt?</li> <li>How are people participating in the call to love others as neighbors?</li> <li>Is peace being grown? How?</li> <li>How does relationship with our neighbors matter in our understanding of poverty?</li> </ol> </li> <li>Next, hand out the article comparison assignment. Have students work in partners or table groups to analyze the articles further. Regroup and invite a few groups to share findings.</li> <li>Regroup and share in class discussion. Have this lead into: Knowing what God calls us to do, how can we participate in our community? One way is to bring peace. How can we participate in the community as peacemakers with God's love? How is peace tied to God's love? How is peace tied to our understanding of poverty?</li> </ul>		



## EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<b><i>Closing Circle</i></b> <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	 10 min	<input type="checkbox"/> 11.3.d Student Resource: Poverty exit ticket
<ul style="list-style-type: none"> <li>Hand students each an exit ticket, giving them about five minutes to reflect and respond. Students will consider what they used to think poverty was along with their thoughts now. They will also respond to the following questions:               <ol style="list-style-type: none"> <li>Based on some of the emerging narratives we have already engaged with, how might you hope to seek peace throughout this learning expedition? In what ways may we participate in a new, transformative narrative?</li> </ol> </li> <li>Invite students to stand around the document panel in a circle shape, bringing with them their exit slip. Go around the circle, inviting students to share one of their three written sections on this exit slip.</li> <li>After you have read all of these exit tickets, have students add their exit tickets to their learning expedition journals. These reflections will be revisited throughout the learning expedition, particularly at the very end.</li> <li>Close the learning plan in prayer, praying specifically for the brokenness in our world and for God to cultivate a desire to seek peace through understanding our narratives.</li> </ul>		
<b>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</b> ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> <li>Display the poverty cards to the document panel.</li> <li>Students will add their exit ticket reflections to their learning expedition journal and these will be revisited throughout and specifically at the end of the learning expedition. You could also take a couple examples of these reflections to display on the document panel.</li> </ul>		
<b>OPPORTUNITY TO DEEPEN THE LEARNING</b>		
<ul style="list-style-type: none"> <li>Students can reflect and write in their learning expedition journals responses to the following prompts:               <ol style="list-style-type: none"> <li>What poverty exists in our community? List potential broken relationships.</li> <li>Relationship is key to our world because...</li> <li>Select one scripture that focuses on good relationship.</li> </ol> </li> </ul>		