



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 (Guest Expert)

Learning Plan Number: 9

Learning Targets:

1. I can reflect on the importance of point of view in telling a narrative.
2. I can grow in my peace-building strategies by learning from those who seek peace and model transformational narratives in our community.

Habit(s) of Learning:

Gracious Communicating, 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.



Note: In the previous learning plan, students sent a letter/message to a peacemaker in the community. During this learning plan, the peacemaker will come and share with the class, or, the class will go to the speaker. This learning plan will be written as if the students are hosting the guest in their classroom space. This relationship should be formulating from learning plans 10-13 (through emails, calls, feedback on work/learning, or through an additional visit, should time allow).



It is highly suggested that you give your guest a copy of some anticipated questions and important definitions in advance. See the accompanying Teacher Resource.

Before the learning plan begins, print out copies of the first learning target for each table group or group of four to five students. Cut the target into individual words.

Resources:



☐ 11.9.a Teacher Resource: Guest Peacemaker Guide

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	<p><input type="checkbox"/> 11.9.b Teacher Resource: Text Excerpt</p>
<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 out the text excerpt from “Running for My Life”. Ask students to make connections to some of the previous text excerpts that are 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 17 and 18 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 how Lopez’s point of view for the 1,500-meter final seems different than others. What about his narrative gives significance to this? Why is point of view important? 		



LEARNING ACTIVITIES


ACTIVITY TITLE	TIME	RESOURCES
<i>Point of View</i> <i>Introduce the Learning Targets (ILT)</i>	 5 min	
<ul style="list-style-type: none"> From the entry event, transition into analyzing the learning targets. Read the second learning target together, reminding students that today we will get to engage with the peacemaker we reached out to from our community. Prior to learning plan, print out copies of the first learning target for each table group or group of four to five students. Cut the target into individual words. Cut the first learning target into individual words. Have students try to piece together the learning target in the order they feel is best. Have a few groups share calling attention to common words or phrases. Reveal the “correct” wording. Draw attention to the phrase “point of view”. Pose the question to students: “What is point of view? (first, second, third person) How does the point of view affect the story that is being told?” Lead discussion of point of view into the concept of the stories we tell help shape who we are. They can be violent or nonviolent, inclusive or exclusive, or transformative. 		
<i>Narrative Definitions</i> <i>Engage the Learning Targets (ELT)</i>	 5 min	<input type="checkbox"/> Learning Expedition Journal
<ul style="list-style-type: none"> Have students record the four definitions below in their learning expedition journal. They will need to leave space in between each definition, for their guest peace maker. <ol style="list-style-type: none"> Dominant Narrative: The stories told by the dominant group. Since they are the majority, theirs usually become the narrative that is considered the norm and hold a certain power in relation to other narratives. Forgotten Narrative: The stories that are either forgotten or oppressed. They bring a different perspective of the dominate narrative. Resistance Narrative: The stories that challenge the dominate narrative. They come as guides and inspiration for conflict transformation and peacebuilding. They act as heroes or symbols. Transformational Narrative: Stories that help support new narratives that are more just, more peaceful. This is the goal of the peacemaker. 		



ACTIVITY TITLE	TIME	RESOURCES
Community Peacemaker  Engage the Learning Targets (ELT)	 20 min	
<ul style="list-style-type: none"> Introduce the guest peacemaker to the class, saying a word of gratitude for their visit and for how they seek peace through their transformative narrative. Invite the guest speaker to share about themselves and how they help support the telling of new narratives that are more just and more peaceful. Encourage the guest peacemaker to share specific examples from their work. Invite students to take notes and capture examples from what is shared, modeling throughout how to ask thoughtful questions. Some suggested questions are: <ol style="list-style-type: none"> What are the forgotten or oppressed narratives? What violence exists in our context? What changes are needed? What change should students want for their world? What power do students have to lead transformative narratives? What does power with and power to look like in these issues identified? After the guest shares, continue the conversation and remind students that: <i>narratives, just like conflicts, are neither positive or negative, but the way we present, reproduce, promote, or silence them has a large impact on either fostering peace or fueling violence.</i> In addition, choosing which narratives to engage with is a daily decision for all of us. As narratives are powerful tools in shaping minds, attitudes and behaviors, as well as transmitting values and emotions, it is our responsibility as peacebuilders to create narratives that are inclusive, nonviolent, and transformative. Express gratitude for the guest speaker and how they are using their narratives in a transformational way. <p>Note: Take a picture of the guest peacemaker with the class or during the sharing time and display it on the document panel.</p>		
Fostering Peace Engage the Learning Targets (ELT)	 5 min	<input type="checkbox"/> Sticky Notes
<ul style="list-style-type: none"> Hand each student two different colored sticky notes. Ask students to think of an example where narratives were used to fuel violence and to write them on one of the colors you chose. Have them use the other color to write an example of a narrative aimed at fostering peace. Choose an area in the classroom where you want the sticky notes to be present and visible for the next few learning plans (this could be on the board, on a sidewall, on the document panel, etc.). Designate one of those spaces for the narratives that fuel violence and the other for the narratives that fosters peace. Label the spaces accordingly and invite students to put their sticky notes on display. 		



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	
<ul style="list-style-type: none"> Invite students to gather around in a closing circle. Ask them to consider point of view and the importance of allowing narratives to be heard in order to allow for narratives that are more peaceful and more just. Ask students to consider voices that are peaceful and just but are often silenced or not listened to. How could hearing these stories allow for transformation? Give students 30 seconds of think time and then go around the circle, inviting students to share their reflections on these questions. Invite a volunteer to pray for the learning expedition: for our guest peacemaker, for peaceful, just narratives, and our sponsored children. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> Take a picture of the guest peacemaker with the class to put up on the document panel. The text excerpt will also be placed on the document panel. 		
OPPORTUNITY TO DEEPEN THE LEARNING		
<ul style="list-style-type: none"> Students watch “The Danger of a Single Story” TED Talk by Chimamanda Adichie: https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story Have students work together in groups or write answers to the following prompts: <ol style="list-style-type: none"> How many single stories do you think you usually reproduce? Which are the common elements you can find in those stories? How do you build those stories and how do you deconstruct/change them? 		