



# 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

### God’s Loving Narrative

#### Learning Plan Number: I

#### Learning Targets:

1. I can reflect on the narrative we are invited into by a God who deeply loves us.
2. I can begin to analyze and reflect on the need to build a new “emerging story” in a broken world.

#### Habit(s) of Learning:

Curious Thinker

## 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:** Every learning plan will have a text excerpt from the novel, *Running for My Life*, by Lopez Lomong placed on the document panel. It is strongly suggested these are printed as is in advance (no cropping/cutting), and that placement mirrors the “Teacher Resource: Document Panel”. By following this, after many learning plans, the text excerpts will create an image of Africa, mirroring the title of the book.

## ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Reading “Running for My Life”</i> Engage the Learning Targets (ELT)</p>	 20-30 min	<input type="checkbox"/> Novel, <i>Running for My Life</i> , by Lopez Lomong <input type="checkbox"/> Student journals for learning expedition
<ul style="list-style-type: none"> <li>Explain to students that we will be embarking on a new learning expedition which will challenge us to critically analyze the different broken narratives present in our world and to seek peace through more deeply understanding the narrative that we are invited into.</li> <li>Write the words ‘story’ and ‘narrative’ on the board. Pose the question, what is the difference between a story and a narrative? Have students record their initial thoughts in their learning expedition journals. Take a few student shares, write shortened notes on the board, and invite students to deepen their personal responses.</li> <li>Share that throughout this learning expedition, we will be intertwining our narratives with that of Lopez Lomong and his journey from the killing fields of Sudan to the Olympic Games.               <ol style="list-style-type: none"> <li>Share the cover of <i>Running for My Life</i> with the students and read the back.</li> <li>Read the first two chapters with the students. Throughout the chapters, have students take notes in their learning expedition journals about Lopez’s narrative. Record these questions on the board for them to engage with: What is a part of his narrative that is distinct from your narrative? What is a part of his narrative that overlaps with your narrative? Where do you see evidence of Lopez being invited into God’s loving narrative?</li> <li>Invite a few student responses to be shared with the group.</li> </ol> </li> </ul> <p><b>Note (for reference):</b> The difference between narratives and stories is that narratives can be defined as the way you tell (and keep telling) a particular story. Narratives are neither positive or negative.</p>		




## LEARNING ACTIVITIES

<p><i>Deep Hope and Driving Question</i> </p> <p>Introduce the Learning Targets (ILT)</p>	 10 min	<input type="checkbox"/> 11.1.a Teacher Resource: Unpacking the learning target
<ul style="list-style-type: none"> <li>Share that we will be documenting our communal learning story through the use of a document panel. Introduce the students to the learning expedition deep hope and driving question while displaying these on the document panel. Have them write the deep hope and driving question in their learning expedition journals.               <ol style="list-style-type: none"> <li>Our deep hope is for us to seek peace by participating in a new and transformational narrative, together.</li> <li>How can understanding our narratives build a new “emerging story” or a transformational narrative that is more peaceful, more just?</li> </ol> </li> </ul>		

Continued ...





- Display today's learning targets for the students.
  1. I can reflect on the narrative we are invited into by a God who deeply loves us.
  2. I can begin to analyze and reflect on the need to build a new "emerging story" in a broken world.
- Ask them to identify connections between the learning targets and our deep hope/driving question. What common words/themes are emerging? Take a few student responses.
- Have students engage with the learning targets by circling five words or phrases and adding descriptive words or images to 'unpack' this personally. Model for students an example if needed, such as underlying the word broken and drawing an image of a fractured heart. See Teacher Resource for example.

ACTIVITY TITLE	TIME	RESOURCES
<b>God's Grand Narrative</b>  <i>Engage the Learning Targets (ELT)</i>	 15 min	<input type="checkbox"/> 11.1.b Student Resource: Grand Narrative
<ul style="list-style-type: none"> <li>• Share that we are going to unpack one framework for seeing God's loving narrative that we are invited into: The Grand Narrative.               <ol style="list-style-type: none"> <li>1. Split the students into four groups: Creation, Fall, Redemption, Restoration. For each group, hand out the accompanying Student Resource that provides context and language for that part of God's loving narrative.</li> <li>2. Have students engage this text in their small groups for five minutes through reading, underlining, discussion, etc.</li> <li>3. Distribute blank paper or mini whiteboards/markers and allow each group to have five minutes to create a powerful visual/image that captures their part of the narrative. They will need to choose one spokesperson to explain this image to the class on the group's behalf.</li> <li>4. Invite a representative from each group to display the image and speak to their part of the Grand Narrative (do this in order from Creation, Fall, Redemption, Restoration). As an additional challenge, encourage the representative to connect what was shared from the previous group with their groups.</li> </ol> </li> </ul> <p><b>Note:</b> Collect images or take pictures of the images to display on the document panel.</p>		
<b>Scripture Analysis</b> <i>Engage the Learning Targets (ELT)</i>	 15 min	<input type="checkbox"/> 11.1.c Student Material: Scripture Analysis <input type="checkbox"/> Bibles
<ul style="list-style-type: none"> <li>• Share with students that we are going to continue to analyze God's loving narrative by examining some selected verses found on the Scripture Analysis assignment. For this exercise, have students use their Bibles and work independently to find common themes within the verses and to identify Grand Narrative language/themes throughout.</li> <li>• Regroup and share in class discussion. How does a deeper understanding of God's loving narrative invite us to build a new "emerging story" or a transformational narrative that is more peaceful and more just?</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>	 5-10 min	<input type="checkbox"/> 11.1.d Teacher Resource: Text Excerpt ( <i>cut in advance</i> )
<ul style="list-style-type: none"> <li>• Invite students to stand around the document panel in a circle shape. Share that we will have a regular rhythm of standing together in a circle by our document panel at the end of every learning plan.</li> <li>• Invite a student volunteer to read out the text excerpt from <i>Running for My Life</i>. Ask students to think about which word/phrase speaks most deeply to what we know of Lopez's narrative so far.</li> <li>• Go around the circle, allowing each student to share their word/phrase. (<i>Note, encourage students to repeat the word/phrase, verses saying 'same' if someone previously shared their response</i>).</li> <li>• Close the learning plan in prayer, praying specifically for the interwoven narrative of Lopez Lomong, World Vision, and us that we will continue to be exploring together.</li> </ul>		
<b>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</b> ADD TO DOCUMENT PANEL		
<p>Within the classroom, there will be a bulletin board called the document panel. In today's learning plan, the deep hope and driving question will be displayed along with a text excerpt from the novel, <i>Running for My Life</i>.</p> <p>Display students' images of The Grand Narrative on the document panel.</p>		
<b>OPPORTUNITY TO DEEPEN THE LEARNING</b>		
<p>Have students deepen their understanding of The Grand Narrative by looking for personal examples, excerpts from books/media/news, identifying images that help demonstrate understanding of Creation, Fall, Redemption, Restoration.</p>		