



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

Transformative Community Engagement Project

Learning Plan Number: 14

Learning Targets:

1. I can reflect on the importance of point of view in telling a narrative during our Community Engagement project.
2. I can apply my peace-building strategies in my community in order to seek peace and model transformative change during our Community Engagement project.

Habit(s) of Learning:

Gracious Communicating, Courageous Designing

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.





ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
Child Led Solutions <i>Introduce the Learning Targets (ILT)</i>	 5-10 min	<input type="checkbox"/> Child-led Solutions article: https://www.wvi.org/child-participation/article/child-led-solutions-addressing-violence-against-children-moving-beyond
<ul style="list-style-type: none"> Begin the learning plan by having students read the “Child-led Solutions” article. Have one student read the deep hope and another read the learning targets that displayed prominently in the classroom. Ask students if they notice what is different about today’s learning targets? Ask students: <ol style="list-style-type: none"> Why does this community engagement project matter? How can you continue to empower young people even after you graduate? Why does it matter? 		


LEARNING ACTIVITIES

GoGoMo <i>Engage the Learning Targets (ELT)</i>	 10 min	
<ul style="list-style-type: none"> Let this set the stage community engagement project. Remind students that their work will be displayed in the community. Ask students to consider: <ol style="list-style-type: none"> What is your deep hope for this community engagement? How would you like to see the community respond? Ask participants to write down three hopes for this Community Engagement or important ideas about the project. You may choose to have people write each idea on a different index card or sticky note to give away to his or her partner. Invite the group to get up and mingle with their peers or colleagues using the GoGoMo protocol. <p>‘Give One, Get One, Move On’ (GoGoMo)</p> <ol style="list-style-type: none"> After about 30 seconds, call out “GIVE ONE to a partner.” Participants form pairs and each “gives” his or her connection to the other - so each person “gives one” and “gets one.” Time may range from one to three minutes. Call out “MOVE ON” and participants mingle again. Repeat the sharing for as many ideas as people have to share. 		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Begin the Community Engagement!</i> </p> <p><i>Engage the Learning Targets (ELT)</i> <i>Assess the Learning Targets (ALT)</i> <i>Reflect on the Learning Targets (RLT)</i></p>	 45-55 min	
<ul style="list-style-type: none"> • There may need to be additional time given to certain groups for set-up for the Community Engagement project. • At this point, the logistics teams should have already prepared the schedule of events and the event should run (mostly) according to the plan. • Highlight any local partnerships with local peacemakers and community stakeholders at the event • Be sure that the purpose and deep hope are very clearly shared at the event. The framing is crucial for allowing this event to be a transformative narrative for peace. 		

EXIT EVENT

<p><i>Closing Circle</i></p> <p><i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i></p>	 5 min	
<ul style="list-style-type: none"> • After the event, gather together in a circle by the document panel. Reflect on the Community Engagement project by making statements surrounding “Appreciations, Ahas, and Apologies.” • Give students 15-20 seconds of thinking time and then go around the circle, leading students to speak on their aha moments, appreciating others, and apologies. • Gather prayer requests from the class and reflect on the Biblical foundation verses. Encourage students to pray out loud as their voice and narrative needs to be heard. 		
<p>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL</p>		
<ul style="list-style-type: none"> • Take pictures of students at their Community Engagement project to display on the document panel. 		
<p>OPPORTUNITY TO DEEPEN THE LEARNING</p>		
<ul style="list-style-type: none"> • Students could check in with community members or another class for additional feedback before the event. • Students could create a video of their poem being spoken or acted out: possibility of cross curricula activity with the technology department. 		