



# 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

### Community Engagement Project Session 1

Learning Plan Number: 11

#### Learning Targets:

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

#### Habit(s) of Learning:

Gracious Communicating, Courageous Designing

## 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> <p><i>Introduce the Learning Targets (ILT)</i></p>	 20-30 min	<input type="checkbox"/> 11.11.a Teacher Resource: Text Excerpt <input type="checkbox"/> “Running for My Life” by Lopez Lomong
<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 “Running for My Life”. Ask students to make connections to our driving question and the text excerpt.</li> <li>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.</li> <li>Read chapters 21 and 22 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: How does this part of Lopez’s narrative connect with our driving question: How can understanding our narratives build a new “emerging story” or a transformational narrative that is more peaceful and more just?</li> <li>Connect today’s journal question to the first learning target:               <ol style="list-style-type: none"> <li><u>I can reflect on the importance of point of view in telling a narrative.</u></li> </ol> </li> </ul>		

## LEARNING ACTIVITIES

<p><i>Email Sponsored Children</i> 🤝</p> <p><i>Introduce the Learning Targets (ILT)</i></p>	 10 min	
<ul style="list-style-type: none"> <li>Have one student read the learning targets for the learning plan that are displayed somewhere prominent in the classroom.               <ol style="list-style-type: none"> <li><u>I can reflect on the importance of point of view to tell a narrative.</u></li> <li><u>I can apply my peace-building strategies in my community in order to seek peace and model transformative change.</u></li> </ol> </li> <li>Have a second student read the deep hope from the document panel. Remind students that these are our goals as they plan our Community Engagement project (the Sports for Peace, or other community event).</li> <li>Before jumping into the next activity, have students send a prayer or email to their sponsored child. Students are encouraged to share what the class is working on with their sponsored child, but also engage with their sponsored child by asking them questions and building relationships.</li> </ul>		



ACTIVITY TITLE	TIME	RESOURCES
<b>Design, Create, Execute</b> <i>Engage the Learning Targets (ELT)</i>	35 min	<input type="checkbox"/> 11.11.b Student Material: Designing Team Plan <input type="checkbox"/> 11.11.c Teacher Resource: Designing Team Plan
<ul style="list-style-type: none"> <li>After sending a prayer to their sponsored child, split the class into creative and execution.</li> <li>Give each group a copy of the Designing Team Plan handout and go over the goals for today's session. A teacher resource of guiding questions is also available to assist students in planning.</li> <li>For the creative team, students should identify what their creative needs will be: digital art, film, theatre, posters, spoken word, art. Have the team agree on what each should do and begin the creative process. Most of this time should be used for individual work.</li> <li>Encourage students to expand their ideas of peace to include the story of transformation.</li> <li>For the execution team, students should consolidate <i>how to share the message</i>. Begin by unifying the team around vision and break down the execution into assignments. Reflect on the teacher resource for needs that may exist.</li> <li>Allow time for students to plan their individual parts of the celebration, checking in with each group.</li> <li>As students complete the design plan, they will meet with the teacher for approval of action items and begin creating any resources or additional materials they may need for the celebration. (i.e.: making decorations, advertisements for the event, etc.)</li> <li>Allow time at the end for each Design Team to present their plans to the whole class, sharing their piece of the celebration. Students could provide feedback as the different teams come together for one celebration. Remind students that the goal of the event is to be inclusive of all. Are they achieving their goal?</li> </ul> <p><b>Note:</b> Take pictures while students are preparing for the Community Engagement project for the document panel.</p>		

## EXIT EVENT

<b>Closing Circle</b> <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	5 min	<input type="checkbox"/> 11.11.d Student Material: Exit Ticket
<ul style="list-style-type: none"> <li>Give each student an exit ticket handout where they will:             <ol style="list-style-type: none"> <li>Record where they feel they are in their writing process and specific needs they have.</li> <li>Teacher will also collect work to edit and provide feedback.</li> <li>Teacher will collect the finished Designing Team Plan handouts from each group and work on assisting the students in achieving their goals.</li> </ol> </li> <li>Invite students to gather around in a closing circle, collecting their exit tickets at the circle. Ask students to consider our learning expedition driving question. Offer this question in prayer to God, inviting students to share their thoughts or questions together. Pray specifically for the learning expedition's community engagement, a time to lead transformation in their community.</li> </ul>		



**LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN**  
*ADD TO DOCUMENT PANEL*

- Students will continue to craft their work associated with the project celebration. Pictures of students working can be added to the document panel.

**OPPORTUNITY TO DEEPEN THE LEARNING**

- Students could check in with community members or another class for additional feedback.