



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

Power Narratives

Learning Plan Number: 7

Learning Targets:

1. I can define the types of power and analyze its effects in God’s world.
2. I can begin to formulate my narrative as a peacebuilder as I grow in my own peacemaking strategies.

Habit(s) of Learning:

Courageous Designing, Joy-filled Collaborating

CUMULATIVE TIME



70-85 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"/> 11.7.a Teacher Resource: Text Excerpt <input type="checkbox"/> “Running for My Life” by Lopez Lomong
<ul style="list-style-type: none"> 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 “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 13 and 14 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 9/11 from Lopez’s perspective: what were the emotions he experienced? How did he engage with this event? What may be some different perspectives on 9/11? What strength can be gained from looking at something significant from multiple perspectives? Explain with students that narratives from another perspective are valid experiences and are important to resolving conflict. The difference between narratives and stories is that narratives can be defined as the way you tell (and keep telling) a particular story. <i>Narratives, just as conflicts, are neither positive or negative, but the way we engage with them has a large impact on if we are fostering peace or fueling violence.</i> 		

LEARNING ACTIVITIES



<p><i>Common Themes</i></p> <p><i>Introduce the Learning Targets (ILT)</i></p>	 5 min	<input type="checkbox"/> Sticky notes or notebooks
<ul style="list-style-type: none"> Display the learning plan’s learning targets somewhere prominently in the classroom and read together as a class. <ol style="list-style-type: none"> <u>I can define the types of power and analyze its effects in God’s world.</u> <u>I can explore my community and build relationship with peacemakers as I grow in my own peacemaking strategies.</u> Circle the word “power” within the first learning target. Have students brainstorm on post-its or in notebooks the first five things that come to mind when they think of the word “power.” Share whole group. Common themes that emerge will mostly likely be from a negative perspective. Remind students that just like with conflict- it does not necessarily mean negative or positive. It can lead to transformative change. Lead into our definitions on the types of power. 		



ACTIVITY TITLE	TIME	RESOURCES
Types of Power Engage the Learning Targets (ELT)	 10 min	<input type="checkbox"/> Learning Expedition Journals
<ul style="list-style-type: none"> In student notebooks for the learning expedition, have students record the types of power listed below. <ol style="list-style-type: none"> Power Over: use of power at the cost of someone else (negative) Power To: use of power by handing over it to someone else (empowerment: positive) Power Within: use power within oneself (self-empowerment: positive) Power With: use of power with somebody else (building power in collaboration: positive). Have students create personal examples or an image that goes with each type of power. Share with whole group, calling attention to: <ol style="list-style-type: none"> Why is it important to consider the use of power when addressing peace? How can power be used for peacebuilding? How might power change the way we speak? How does power change the narratives? (Example: the narrative of the victim or the villain. It changes the way we tell the same story.) 		
Article Comparison Engage the Learning Targets (ELT)	 20 min	<input type="checkbox"/> 11.7.b Student Material: Article Comparison <input type="checkbox"/> Hundreds of Refugee Youth article: https://www.wvi.org/article/hundreds-refugee-youth-are-joining-peace-clubs-uganda-heres-why <input type="checkbox"/> Ending Violence article: https://www.wvi.org/it-takes-world/blog-post/ending-violence-against-children-importance-getting-involved <input type="checkbox"/> The Role of Youth: https://www.wvi.org/article/role-youth-preventing-violence
<ul style="list-style-type: none"> Have students work together to read “Hundreds of Refugee Youth Are Joining Peace Clubs in Uganda and Here’s Why,” “Ending Violence Against Children,” and “The Role of Youth.” <ol style="list-style-type: none"> Give each student a copy of the “Article Comparison” handout, analyzing how do words have power and types of power. Review directions. Have students work with a partner to dig deeper into the articles using the handout. Regroup and encourage students to share their findings. Draw attention again to the entry activity of point of view in a narrative and transformative peace. Pose the questions: What happens when we think about a conflict from another person’s point of view? Review the theme of “words have power and we can use our voices to show God’s love to others.” If time, begin to invite students to brainstorm on how they might see themselves participating in the world as a peacemaker. Keep note of these ideas for future use. 		



EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
Peace Graphic Image  <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	 15 min	<input type="checkbox"/> 11.7.c Student Material: Peace Graphic Image
<ul style="list-style-type: none"> Have students design and create using the “Peace Graphic Image Guidelines” handout, creating an advocacy image involved one of the positive forms of power. Images may be the size of an index card or as large as 8 ½ by 11” paper. Invite students to gather around in a closing circle, bringing with them their images. Put the images in the circle and ask a student volunteer to pray for the learning expedition: for peace, for listening to people’s narratives, and for honoring ways to use our power. Have students give their image to someone in their family, school, or community. Another option would be to hang them throughout the school or by main entrance to the school as an advertisement and encouragement for peace. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> Add peace graphic images to the document panel. 		
OPPORTUNITY TO DEEPEN THE LEARNING		
<ul style="list-style-type: none"> Students could extend the postcard activity and work in groups to great poster board sized advocacy posters for transformative, just peace and positive use of power. Students could write a letter to the principal about starting a peace club on campus. 		