



# 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 2

Learning Plan Number: 12

#### Learning Targets:

1. I can reflect on the importance of point of view in telling 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"/> 11.12.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 deep hope 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 23 and 24 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 deep hope: Our deep hope is for us to seek peace by participating in a new and transformational narrative, together.</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>Apply Peacebuilding</i></p> <p><i>Introduce the Learning Targets (ILT)</i></p>	 5 min	
<ul style="list-style-type: none"> <li>Read together the second learning target, explaining that they will be continuing to prepare for our Community Engagement project.             <ol style="list-style-type: none"> <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>Share that today will be an opportunity to have time with their groups as well as to receive warm/cool feedback in order to improve their work.</li> </ul>		



ACTIVITY TITLE	TIME	RESOURCES
<b>Design, Create, Execute</b> Engage the Learning Targets (ELT)	25 min	Completed resources from the previous learning plan: <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>Following a similar framework as the previous learning plan, split the class into their creative and execution groups.</li> <li>Remind them of their plan by handing out their copy of the Designing Team Plan handout from the previous learning plan. A teacher resource of guiding questions is also available to assist students in planning.</li> </ul> <p><b>Note:</b> If the spoken word group has not yet seen the Power of Poetry videos on the handout, it is highly suggested that they watch them at the beginning of today's learning plan.</p> <ul style="list-style-type: none"> <li>For the creative team, students should be reminded about what their individual roles are in the collective creative process. Afterwards, most of this time should be used for individual work.</li> <li>For the execution team, students should have a clear idea on what message they hope to portray from the previous learning plan. Specific details of the event need to be addressed today and be communicated through their posters/emails/etc.</li> <li>As you are supporting students, look for evidence of living into the deep hope. Encourage students to expand their ideas of peace to include the story of transformation.</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> </ul> <p><b>Note:</b> Take pictures while students are preparing for the Community Engagement event for the document panel.</p>		
<b>Tuning Protocol</b> Engage the Learning Targets (ELT)	15 min	<input type="checkbox"/> 11.12.b Student Material: Tuning Protocol
<ul style="list-style-type: none"> <li>For the last 15 minutes of the work time, guide students through a 'tuning protocol' to receive warm/cool feedback. Split students into groups of three (or, partner them up from each project area, and have them present as a pair. If so, group them into three groups of pairs) and hand each group a tuning protocol template.</li> <li>Briefly walk them through the timing and task for the tuning protocol and then assign each group an official time keeper. Allow time at the end for each Design Team to present their plans to the whole class, sharing their piece of the celebration.</li> <li>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>		



## EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<b><i>Closing Circle</i></b> <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	 5 min	
<ul style="list-style-type: none"> <li>• Invite students to gather around in a closing circle by the document panel. Invite students to think of one word for how they are feeling about their upcoming Community Engagement project.</li> <li>• Allow about 15-20 seconds of thinking time before inviting students to share their word around the circle. Encourage students to repeat the same word, if necessary, versus saying 'same.'</li> <li>• Pray specifically for the learning expedition's community engagement, a time to lead transformation in their community.</li> </ul>		
<b>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</b> <i>ADD TO DOCUMENT PANEL</i>		
<ul style="list-style-type: none"> <li>• Students will continue to craft their work associated with the project celebration. Pictures of students working can be added to the document panel.</li> </ul>		
<b>OPPORTUNITY TO DEEPEN THE LEARNING</b>		
<ul style="list-style-type: none"> <li>• Students could check in with community members or another class for additional feedback.</li> </ul>		