



# 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

### Conflict Narratives

#### Learning Plan Number: 5

#### Learning Targets:

1. I can analyze the results of conflict transformation in order to begin to understand transformational narratives.
2. I can begin initial designs for peace plans, applying strategies for transformative change.

#### Habit(s) of Learning:

Joy-filled Collaborating, Gracious Communicating

## 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>	 20-30 min	<input type="checkbox"/> 11.5.a Teacher Resource: Text Excerpt <input type="checkbox"/> “Running for My Life” by Lopez Lomong <input type="checkbox"/> Learning Expedition Journals
<ul style="list-style-type: none"> <li>Have students stand 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 think about how this text connects with what is already on the document panel. Take a few student responses.</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.”               <ol style="list-style-type: none"> <li>Invite a student volunteer to give a brief summary of the previous chapters.</li> <li>Read chapters nine and ten 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: Where do you see examples of conflict in Lopez’s narrative? What are the different outcomes of this conflict? How might these conflicts be transformed to seek peace?</li> </ol> </li> </ul>		



## LEARNING ACTIVITIES

<p><i>Understanding Conflict</i></p> <p><i>Introduce the Learning Targets (ILT)</i></p>	 10 min	<input type="checkbox"/> 11.5.b Teacher Resource: Conflict Not Violence
<ul style="list-style-type: none"> <li>Introduce the day’s learning target by displaying them on the board.               <ol style="list-style-type: none"> <li><u>I can analyze the results of conflict transformation in order to begin to understand transformational narratives.</u></li> <li><u>I can begin initial designs for peace plans, applying strategies for transformative change.</u></li> </ol> </li> <li>Circle the word ‘conflict’ from the first learning target, and pose to students, ‘is conflict bad?’</li> <li>Name one end of the learning space for the students as STRONGLY AGREE, explaining that if they strongly agree with the statement, ‘conflict is bad’ they will stand there. Name an opposite area as STRONGLY DISAGREE, explaining that if they strongly disagree with the statement, ‘conflict is bad’ they will stand there.</li> <li>Remind students that there is a wide range in between a strong YES and a strong NO and they will also be allowed to stand anywhere in between these two extremes. Allow students to come and ‘stand’ along the ‘line,’ taking a few student voices to explain their choices if time permits.</li> <li>Transition students back to a place they can write, and have them use their learning expedition journals to create two columns: one labeled “Conflict” and the other labeled “Violence.” Allow time for students to brainstorm differences between the two before sharing.               <ol style="list-style-type: none"> <li>Create the same two columns on the board to engage with as a whole group. Take a few student responses about the difference between conflict and violence. Use the teacher master example for support. Do not show this to students. If students are struggling with identifying much difference, invite an example where a conflict led to a peaceful resolution and another example where the same conflict led to violence.</li> </ol> </li> </ul>		

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2. Return back to the learning targets, underlining the word 'transformation' beside the words 'conflict' and 'transformative change.' Share that we will be exploring three types of responses that will allow us to seek aspects of peace during conflict, and that conflict transformation will lead to the most transformative narratives and peace in its truest form.


ACTIVITY TITLE	TIME	RESOURCES
<b>Addressing Conflict</b> <i>Engage the Learning Targets (ELT)</i>	 10 min	
<ul style="list-style-type: none"> <li>Have students record the three definitions below in their learning expedition journals, leaving space near each definition before writing the next one.               <ol style="list-style-type: none"> <li><b>Conflict management:</b> efforts undertaken to settle a conflict to get the conflicting parties involved in the process.</li> <li><b>Conflict resolution:</b> aims to resolve a conflict by addressing its root causes and identifying possible solutions to the conflict at stake.</li> <li><b>Conflict Transformation:</b> the process of transforming relationships, interests, needs, patterns, or behavior or social contexts to bring about peace.</li> </ol> </li> <li>Allow students to analyze the definitions for five minutes whole group or in partners. Invite students to underline key words, 'unpack' language by adding synonyms or images, and provide examples in their journals.</li> <li>Regroup to share how the <i>three forms of conflict build upon each other</i>. Examine which form would bring true peace in a broken relationship and the world. It may be helpful to provide an example of poor and good conflict management, if possible.</li> <li>Establish with students that transformation is key to preventing violence and leading to sustainable positive outcomes. Transforming conflict requires disentangling the conflict from its original situation and transporting it to a more promising place. This is achieved through dialogue based on empathy, non-violence, and joint creativity. Although all three forms to address conflict are necessary, a long-term solution requires transformation.</li> <li>Help clarify wonderings and unanswered questions.</li> </ul>		
<b>Back-to-Back, Face-to-Face</b> <i>Engage the Learning Targets (ELT)</i>	 5 min	
<ul style="list-style-type: none"> <li>Using the Back-to-Back, Face-to-Face protocol, ask students to respond to the following prompts.</li> <li>When the allotted time has passed, have students turn and move onto their next partner. Repeat this process until all prompts are completed. At the end of rotation, allow time for students to share with the whole group.               <ol style="list-style-type: none"> <li>Name a time where conflict was not resolved, or even became worse. What went wrong?</li> <li>You are partnered with someone on a school project with whom you have had arguments in the past. How could you respond to manage the conflict?</li> <li>Two of your close friends are not speaking to each other. Walk through the steps of resolving this conflict with your partner.</li> <li>Name a time where a conflict was resolved well. What went right?</li> </ol> </li> </ul>		

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### Back-to-Back, Face-to-Face Protocol

- This is a way for students to share and listen to different perspectives while moving around the room, while also leaving in time to quietly consider before speaking.
- Students should find a partner from a different part of the room and stand back-to-back.
- Once students are partnered up, read the first prompt (you may have it posted on the board/screen, as well). After the prompt has been read aloud, give students 15 seconds to silently consider.
- Ask students to turn and face their partner and share their responses.
- After allowing 30 seconds for each student to share, ask them to find a new partner and repeat with a new prompt.

ACTIVITY TITLE	TIME	RESOURCES
<b>Conflict Transformation Skit</b> <i>Engage the Learning Targets (ELT)</i>	 15 min	<input type="checkbox"/> 11.5.c Student Material: Conflict Transformation Skit handout <input type="checkbox"/> 11.5.d Student Material: Conflict Skit Presentation handout
<ul style="list-style-type: none"> <li>• Divide students into small groups. Hand each group the “Conflict Transformation Skit” student material. Groups will have approximately five minutes to use this organizer and create their own skit to model conflict transformation. Review directions found on the handout and emphasize that skits should be no longer than one minute.</li> <li>• Have students present skits to the class. While students present skits, the remaining class members are analyzing the skit using the “Conflict Skits Presentation” handout.</li> </ul>		

### EXIT EVENT

<b>Closing Circle</b>  <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	 10 min	
<ul style="list-style-type: none"> <li>• After all groups have presented, have students reflect on the remaining questions found on the handout:             <ol style="list-style-type: none"> <li>1. What common themes or trends are you seeing in your data above? Disagreements, differences, and diversity are good for a community to grow, and how they are handled is important. What is most powerful in dealing with conflict? What are conflicts root causes? What should be used in a peace plan?                 <ul style="list-style-type: none"> <li>• Remind students that conflict is a disagreement between two parties. It is not necessarily good or bad. Ways to transform conflict are to listen, show empathy, think outside the box, reflect on the greater good, stop and reflect on the situation, etc.</li> </ul> </li> <li>2. Who in our local or global community helps model these themes? This list will be placed on the document panel to be referenced later in the unit.</li> <li>3. What are three transformative words from today’s learning plan that should be added to our document panel? *This list of words will be referenced in future learning plans.</li> </ol> </li> </ul>		

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- Gather students together in a circle by the document panel. They should bring their organizers with them. Display a blank piece of paper titled 'Transformative words.' Invite students to go around the circle and each share their three transformative words from the bottom of their organizer.
- As they are sharing, document responses on the piece of paper (use a checkmark or underline to add significance to any words that are repeated). Once the students have all shared their words, post this list on the document panel.
- Close the learning plan in prayer, praying specifically for those who experience negative outcomes of violence and for all of those in our community who are engaging in conflict transformation.

#### LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN

##### ADD TO DOCUMENT PANEL

- Create a master copy of the peace plan strategies and post to the document panel.

#### OPPORTUNITY TO DEEPEN THE LEARNING

- Students may use the student handout labeled "Additional Reflection." Students and teacher will bring the guiding scripture into class discussion; however, this assignment directly provides an opportunity to further analyze the Bible passages (11.5.e Student Material: Additional Reflection).
- Provide time for students to reflect on conflict that may affect their sponsored child and his or her community. Students could conduct research affecting the area and create peace plans for the specific conflicts. Students could receive feedback from peers and revise work to published quality.