



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 3

Learning Plan Number: 13

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>	 15-20 min	<input type="checkbox"/> “Running for My Life” by Lopez Lomong
<ul style="list-style-type: none"> 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 the final chapter, chapter 25, with the students. Throughout the chapter, have students continue to take notes in their learning expedition journals about Lopez’s narrative. Record this question on the board for them to engage with: <ol style="list-style-type: none"> How does this part of Lopez’s narrative connect with our Community Engagement Project? Connect today’s journal question to the first learning target: <ol style="list-style-type: none"> <u>I can reflect on the importance of point of view in telling a narrative.</u> 		

LEARNING ACTIVITIES

<p><i>Fragile States and the Future</i></p> <p><i>Engage the Learning Targets (ELT)</i></p>	 10-15 min	<input type="checkbox"/> Faith & Fragility article: https://www.wvi.org/stories/faith-and-development/faith-and-fragility-our-calling-do-more-dangerous-places
<ul style="list-style-type: none"> Share that we will continue to have the same learning targets for this learning plan, but before we begin diving into our work preparing, we are going to read an article that highlights the importance of understanding peace. Read the article (either as a whole class, in small groups, or individually). Draw attention to the ending of the article, focusing on: <ol style="list-style-type: none"> Why is it important that we understand peace? How can we participate in our narrative and be advocates for peace and transformative conflict? How can we share God’s great love with our world? This is the future of our world, why is it important for you to know this now? Why is the work we are doing important? 		



ACTIVITY TITLE	TIME	RESOURCES
Design Teams <i>Engage the Learning Targets (ELT)</i>	40 min	
<ul style="list-style-type: none"> Allow time for Design Teams to check in with each other for planning the celebration. Have students continue creating materials needed or create a list of resources they will need for their projects. Have students work on next steps needed for the celebration. <i>Advertisements and letters inviting the community to the event should be shared with the public post this learning plan but may also be shared earlier if ready.</i> By this point, the work of the execution and creative teams must depend on each other. Have each team write their projects up on the board, visible to everyone, with the owner's name so there is clarity available. Encourage students to check-in with one another as they begin to plan more tightly. Remind students that this will be their last session time to work on their project: the next learning plan will include our Community Engagement project. At this point in the project, students should aim for confirmed local partners, finished main art for posters (external facing), a completed agenda for the event, and being engaged in the community. This could be through launching a digital campaign, sending invites, putting up posters, or sharing a spoken word video online. Students should be reminded to incorporate their warm/cool feedback from the previous session's learning plan. 		
Additional Work Time <i>Introduce the Learning Targets (ILT)</i>	as needed	
<ul style="list-style-type: none"> Students may need time to need create their work for the community engagement project. Depending on the nature of your class's project, this may be anything between a few hours to a few additional class sessions. It's also likely that students at work will continue to need teacher guidance. 		

EXIT EVENT

Closing Circle <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	5 min	<input type="checkbox"/> 11.13.a Teacher Resource: Text Excerpt
<ul style="list-style-type: none"> 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 today's text excerpt and our Community Engagement project. In the circle, invite students to share one word for how they are feeling about our Community Engagement project. Give students 15-20 seconds of think time before going around the circle, inviting student responses. Pray together for Lopez's transformational narrative and for our hope to seek peace by participating in a new transformational narrative together. 		

**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 will be taken throughout and can go on the document panel.

OPPORTUNITY TO DEEPEN THE LEARNING

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