





# Transformational Narratives

## Introduction

This Learning Expedition centers around seeking true peace. Students will explore topics of poverty, power, conflict, violence, and peace. Students will be lead to understanding that peace is an ongoing and dynamic process. The way students, and others, participate in their narrative can transform conflict to a more promising place, put a stop to violence, and fulfill God's call to be peacemakers.

Foundational to Ignite, at all stages of learning, is understanding the Greatest Commandments; God's love for them and responding in love to their neighbor. All students can participate regardless of age, achievement, or ability.

All the Law and the Prophets hang on these commandments of love. They hold the key to a transformed world; thy Kingdom come on earth as it is in heaven. Empowering students to deeply know God's love and act upon it leads them into the pursuit of a world transformed in right relationship.

It's an honor, as educators and adults, to help kids reach their full potential of a productive and fulfilling life; not separated from the story of God but deeply a part.

We hope that God will ignite the hearts of your students, the future leaders of the world; that they may experience their defining moments of transformation and act and re-write stories of injustice to justice, sorrow to joy, and brokenness to restoration.

## This Expedition

*This Learning Expedition centers around three things:*

### The Driving Question

How can understanding our narratives build a new "emerging story" or a transformational narrative that is more peaceful and more just?

### The Deep Hope

Our deep hope is for us to seek peace by participating in a new and transformational narrative, together.

### The Expedition Verse

*"If it is possible, as far as it depends on you, live at peace with everyone."*  
—Romans 12:18



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## Planning Ahead

**Learning plan 4:** The topic of this learning plan is violence in our world. Please preview content to ensure it meets the needs of your students and use discretion with using the articles.

**Learning plan 8:** At the end of this learning plan, students will be inviting a community peacemaker into the classroom or arrangements will be made to visit the peacemaker's workplace. This first connection will take place during learning plan 9. Consider building a relationship that continues to form during learning plans 10-13 (with emails, calls, feedback on work/learning, or through an additional visits should time allow).

**Learning plan 9:** In the previous learning plan, students sent a letter/message to a peacemaker in your community. During this learning plan, the peacemaker will come in to share with the class, or, has the class going to the speaker. This learning plan will be written as if the students are hosting the guest in their classroom space but the visit could also be off-site. It is highly suggested that you share a copy of some anticipated questions and important definitions with your guest in advance. See the accompanying Teacher Resource in learning plan 9.

**Learning plans 10-13:** This is where the student community project will be created. Students will design messages of peace and artwork to be displayed in the community. They will transform a traditional event into an Event for Peace (i.e. taking a traditional Sports Day event and transforming it into a Sports for Peace event). Students will design a celebration in the community with the community member they have creating a connection with. The students will invite various groups to the event. Teacher role will be to help facilitate the planning of the Community Engagement project.

**Learning plan 13:** Advertisements for the Community Engagement project should be posted in the community. Letters to local businesses for donations (for food, activities, etc.) if needed have also been sent.

**Learning plan 14:** Community Engagement project will take place. All necessary advance arrangements and preparations need to be completed before this learning plan.

## Resources

- ☐ Novel *Running for My Life*, by Lopez Lomong
- ☐ Students should have a learning expedition journal or any notebook
- ☐ Sticky notes
- ☐ Access to World Vision website for students

The narrative, *Running for My Life*, by Lopez Lomong will be a grounding piece for this expedition. Every learning plan will have a text excerpt that connects to the learning targets/themes of the learning plan. These will be included as a Document Panel Teacher Resource within each learning plan. These text excerpts have been formatted in such a way that when placed all together, the words will form an image of Africa, similar to the cover of the book.



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## Community Engagement: Day for Peace

Connecting with your local community will be an essential part of this learning expedition. This culminating work allows students to fully participate in the deep hope to seek peace by participating in a new and transformational narrative, together.

Throughout the learning expedition, the students will be connecting with World Vision and their sponsored children, the narrative of Lopez Lomong, and a local peacemaker in your community (such as a police officer, youth worker, pastor, etc.). The students will also be reclaiming a traditional school event (such as 'sports day,' 'spirit day,' etc.) as a day for peace (such as Sports for Peace, Running for Peace). Or, if preferred, students can work to achieve the deep hope by hosting a new community event that models their hope to seek peace. This Community Engagement should be celebrated within the whole school community as well as in the surrounding community. (Who could be a part of this event? Who else needs to hear this message?)

The Community Engagement will take place during learning plan 14, and students will have time to reflect on their experience and the deep hope on learning plan 15. Invitations and vision for the Community Engagement will need to be prepared in advance and become a part of the expedition from learning plan 10 onwards.

## Overview of Grade 11 Learning Plans

1. God's Loving Narrative
2. Our Call to Love Others
3. Broken Narratives: Poverty
4. Broken Narratives: Violence
5. Conflict Narratives
6. Peace Narratives
7. Power Narratives
8. Transformational Narratives in Our Community
9. Transformational Narratives in Our Community (Guest Expert)
10. Framing/Invitation for Transformative Community Engagement
11. Community Engagement Project Session 1
12. Community Engagement Project Session 2
13. Community Engagement Project Session 3
14. Community Engagement Project and Celebration
15. Our Commitment to the Future