



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

Our Commitment to the Future

Learning Plan Number: 15

Learning Targets:

1. I can reflect on my peace-building strategies and how I was able to seek peace and model transformative change during our Community Engagement project and learning expedition.
2. I can identify my desire to seek peace and model transformative change beyond this learning expedition.

Habit(s) of Learning:

Gracious Communicating, Courageous Designing

CUMULATIVE TIME



65-80 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.




Note: This learning plan should be held after the Community Engagement project has either launched or been held (if an event).

ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Reading “Running for My Life”</i> Engage the Learning Targets (ELT) Introduce the Learning Targets (ILT)</p>	 10-15 min	<input type="checkbox"/> 11.15.a Teacher Resource: Text Excerpt (cut in advance) <input type="checkbox"/> “Running for My Life” by Lopez Lomong
<ul style="list-style-type: none"> Gather the class together in a circle by the document panel, 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 learning targets for today. While you will ask everyone to share in the concluding circle, in this beginning circle students will share “popcorn” style—sharing as they would like to follow each prompt. Ask the following prompts regarding this learning expedition: <ol style="list-style-type: none"> What was satisfying to you about either the process or the finished product? What did you learn about yourself as you worked on this project? How do you think our community has responded? Do you think we realized our deep hope? 		



LEARNING ACTIVITIES

<p><i>Epilogue</i> Engage the Learning Targets (ELT)</p>	 20-25 min	<input type="checkbox"/> Sacrifice What Consumes You video: https://vimeo.com/38396353
<ul style="list-style-type: none"> Transitioning students back to a place they will sit and write, share that we will continue to connect to Lopez’s narrative through the Epilogue of Running for My Life. Invite a student volunteer to give a brief summary of the previous chapters before reading the epilogue. Bring students back to today’s learning targets: <ol style="list-style-type: none"> <u>I can reflect on my peace-building strategies and how I was able to seek peace and model transformative change during our Community Engagement project and learning expedition.</u> <u>I can identify my desire to seek peace and model transformative change beyond this learning expedition.</u> Reflect that peace is an ongoing process, and at best it is sustained. The practice of being a peacemaker is a practice that they will need to use in their future. The act of peacemaking is ongoing even though this work has ended. Lopez’s peacemaking is ongoing even though we have completed reading this narrative. Watch “Sacrifice What Consumes You” video. Invite students to wonder about where they are headed and what is in their future. Invite students to silently reflect on what it means to be a peacemaker in their future, beyond this learning expedition. If time, guide discussion of: <ol style="list-style-type: none"> Our call to peacemaking will not end with the culmination of this learning expedition. It will continue: what is your deep hope for yourself, and your classmates, to continue to be peacemakers? 		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Write to Our Global Neighbors</i> </p> <p><i>Engage the Learning Targets (ELT)</i></p> <p><i>Assess the Learning Targets (ALT)</i></p>	 20 min	
<ul style="list-style-type: none"> Explain to students that one relationship we have been hoping to foster in this expedition is with their World Vision sponsored child. Students should log in to their MyWorldVision account and write another email. From here onwards, they will act as peacebuilders by engaging in another narrative. Suggestions of what they could write about: <ol style="list-style-type: none"> Tell them that they've been studying their country (frame it positively). Ask them questions. Express their prayer or hope for them. Share about the Community Engagement project. 		

EXIT EVENT

<p><i>Closing Circle</i> </p> <p><i>Reflect on the Learning Targets (RLT)</i></p> <p><i>Assess the Learning Targets (ALT)</i></p>	 15-20 min	
<ul style="list-style-type: none"> Gather the students back into a circle by the document panel, bringing a pencil and their learning expedition notebooks with them. Each student will have a chance to speak using the "I used to think... Now I think..." protocol. Tell students that they will need to complete the following two phrases: <ol style="list-style-type: none"> I used to think ... Now I think ... Ask the students to first write down their response in their notebooks, silently. They can refer to the document panel to remind them of the previous work they have done. Ask for a volunteer to speak first. This student should also choose which direction around the circle students will speak. Once everyone in the circle has shared, finish the class by thanking students for engaging with this difficult but important work. Pray together to close the learning expedition. 		



LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN
ADD TO DOCUMENT PANEL

- Students will publish their work associated with the project celebration. Students can share their 'I used to think ... Now I think ...' reflections with the document panel.

OPPORTUNITY TO DEEPEN THE LEARNING

- Students could check in with community members or another class for additional feedback or to share their reflections.