



Transformational Narratives

Introduction

This learning expedition centers around three things:

- 1 The Driving Question**
How can understanding our narratives build a new “emerging story” or a transformational narrative that is more peaceful and more just?
- 2 The Deep Hope**
That we would seek peace by participating in a new and transformational narrative, together.
- 3 The Biblical Foundation Verse**
Romans 12:18 *“If it is possible, as far as it depends on you, live at peace with everyone.”*

Summary

This Ignite six-lesson unit centers around seeking true peace. Students will explore topics of poverty, power, conflict, violence, and peace. They also will gain a better understanding that peace is an ongoing and dynamic process. The way that students and others participate in their own narrative can help transform conflict and move to a more promising place, put a stop to violence, and fulfill God’s call to be peacemakers.

All the Law and the Prophets hang on these commandments of love. They hold the key to a transformed world: “Your kingdom come . . . on earth as it is in heaven” (Matthew 6:10, NIV). When we help students gain a deeper understanding of God’s love and empower them to act on it, they become ready to pursue a world that’s transformed and in right relationship.

It’s an honor, as educators and adults, to empower children and young people to take their place in God’s transformation story. It’s igniting kids to reach their full potential for experiencing a productive and fulfilling life; not separated from the story of God, but deeply a part of it.

We hope that God will ignite the hearts of your students, the future leaders of the world. We pray that they may experience defining moments of transformation and learn to rewrite stories of injustice to justice, sorrow to joy, and brokenness to restoration.

These lessons were adapted from the 11th grade Ignite 15-lesson curriculum. Further activities focused on this unit’s theme can be found here: worldvision.org/ignite/curriculum-info/.



Curriculum overview

Lesson 1: God's Loving Narrative	 30-40 min
<ol style="list-style-type: none"> 1. Deep Hope and Driving Question (5-10 min) 2. God's Grand Narrative (15 min) 3. Scripture Analysis (10-15 min) 	
Lesson 2: Broken Narratives: Poverty	  30-65 min
<ol style="list-style-type: none"> 1. Defining Poverty (5 min) 2. Poverty Cards (10-15 min) 3. Article Comparison (15-20 min) 4. Optional Activity: Meet Global Neighbors (25 min) 	
Lesson 3: Broken Narratives: Conflict	  55-70 min
<ol style="list-style-type: none"> 1. The Worst Crime (5 min) 2. Understanding Conflict (10-15 min) 3. Addressing Conflict (10 min) 4. Back-to-Back, Face-to-Face (5 min) 5. Conflict Transformation Skit (15-20 min) 	
Lesson 4: Peace Narratives	 30-35 min
<ol style="list-style-type: none"> 1. Defining Peace (15 min) 2. Approaches to Peace (15-20 min) 	
Lesson 5: Power Narratives	 30-45 min
<ol style="list-style-type: none"> 1. Types of Power (5-10 min) 2. Article Comparison (15-20 min) 3. Peace Graphic Image (10-15 min) 	

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Lesson 6: Working to Shape Community


30-35 min

1. Narratives Shape Community (15 min)
2. Closing Circle (15-20 min)

Overview of grade 11 learning targets

LESSON	LEARNING TARGETS
11.1.1	I can reflect on the narrative that we are invited into by God, who deeply loves us.
11.1.2	I can begin to analyze and reflect on the need to build a new “emerging story” in a broken world.
11.2.1	I can deepen my understanding of the personal narrative of others.
11.2.2	I can analyze and reflect on what poverty truly means in our broken world and how I can work with World Vision to help rebuild broken relationships.
11.3.1	I can define narratives of conflict and analyze their effect on God’s world.
11.3.2	I can begin to understand the practices of seeking peace and conflict transformation to combat the violence and conflict narratives in my community.
11.4.1	I can define positive peace and analyze its effects on God’s world.
11.4.2	I can deepen my understanding of various approaches to peace to better recognize transformational peace narratives.
11.5.1	I can define different types of power and analyze their effect on God’s world.
11.5.2	I can begin to formulate my narrative as a peacebuilder as I grow in my own peacemaking strategies.
11.6.1	I can reflect on the importance of point of view in communicating a narrative.
11.6.2	I can apply peacebuilding strategies in my community to better pursue peace and model transformative change.



Materials needed

- Sticky notes
- Learning journals (for each student to use throughout the unit)

Planning Ahead

Lesson 6:

- For the card game (Character, Issue, Method) at the end of this lesson, you will need to make enough copies so that each group of four students will have a set. If possible, print on cardstock or colored paper.



Transformational Narratives

LEARNING PLAN TITLE	CUMULATIVE TIME
<i>God's Loving Narrative</i>	 30-40 min
<p>Learning plan number: 1</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can reflect on the narrative that we are invited into by God, who deeply loves us.</u> 2. <u>I can begin to analyze and reflect on the need to build a new "emerging story" in a broken world.</u> 	

ACTIVITY TITLE	TIME	RESOURCES
<i>Deep Hope and Driving Question</i>	 10 min	<input type="checkbox"/> 11.1.A Teacher resource: Unpacking the learning target <input type="checkbox"/> Learning journals
<ul style="list-style-type: none"> • Share that the class will be documenting their communal learning story on a bulletin board. Introduce the students to the learning unit's deep hope and driving question while displaying them on the bulletin board. Instruct the class to write the deep hope and driving question in their learning journals. <ol style="list-style-type: none"> 1. Say: "Our deep hope is to be able to seek peace by participating in a new and transformational narrative together." 2. Ask: "How can understanding our narratives build a new 'emerging story' or a transformational narrative that is more peaceful, more just?" • Display today's learning targets for the students: <ol style="list-style-type: none"> 1. <u>I can reflect on the narrative we are invited into by God, who deeply loves us.</u> 2. <u>I can begin to analyze and reflect on the need to build a new "emerging story" in a broken world.</u> • Ask students to identify connections between the learning targets and this lesson's deep hope/driving question. What common words/themes do they see emerging? Ask a few students to respond. • Have students engage with the learning targets by identifying five words or phrases and adding descriptive words or images to "unpack" this as a class. If it would be helpful, provide a personal example, such as underlining the word broken and drawing an image of a fractured heart. See the teacher resource for an example. 		



ACTIVITY TITLE	TIME	RESOURCES
<i>God's Grand Narrative</i>	 10-15 min	<input type="checkbox"/> 11.1.B Student resource: The Grand Narrative
<ul style="list-style-type: none"> • Say: "We are going to unpack one framework for seeing God's loving narrative that we are invited into: The Grand Narrative." • Divide the students into four groups: Creation, Fall, Redemption, Restoration. For each group, hand out the accompanying Student Resource that provides context and language for that part of God's loving narrative. • For the next five minutes, have the small groups engage with this text through reading, underlining, discussing, etc. • Distribute blank paper or mini whiteboards/markers and allow each group five minutes to create a powerful visual/image that captures their part of the narrative. Each group will need to choose one spokesperson to explain the image to the class. • Invite a representative from each group to display the image and speak to their part of the Grand Narrative (do this in order, from Creation, Fall, Redemption, Restoration). As an additional challenge, encourage the representative to connect what was shared from the previous group with what their group shared. <p>Note: Collect images or take pictures of the images to display on the bulletin board.</p>		
ACTIVITY TITLE	TIME	RESOURCES
<i>Scripture Analysis</i>	 10-15 min	<input type="checkbox"/> 11.1.C Student material: Scripture Analysis <input type="checkbox"/> Bibles
<ul style="list-style-type: none"> • Say: "We are going to continue to analyze God's loving narrative by examining some verses found on the Scripture Analysis assignment." For this exercise, tell students to use their Bibles and work independently to find common themes within the verses and to identify Grand Narrative language/themes throughout. • Regroup and share their responses in a class discussion. Ask: "How does a deeper understanding of God's loving narrative invite us to build a new 'emerging story' or a transformational narrative that is more peaceful and more just?" 		



Transformational Narratives

LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Broken Narratives: Poverty</i>	30-65 min
<p>Learning plan number: 2</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can deepen my understanding of the personal narrative of others.</u> 2. <u>I can analyze and reflect on what poverty truly means in our broken world and how I can work with World Vision to help rebuild broken relationships.</u> 	

ACTIVITY TITLE	TIME	RESOURCES
<i>Defining Poverty</i>	5 min	
<ul style="list-style-type: none"> • Display today's learning targets and invite a student to read them out loud. <ol style="list-style-type: none"> 1. <u>I can deepen my understanding of the personal narrative of others.</u> 2. <u>I can analyze and reflect on what poverty truly means in our broken world and how World Vision is rebuilding broken relationships.</u> • Have students write the word "poverty" in their learning journals. Give them one to two minutes to define this word: this can be in words, using visuals, or both. Tell them not to share right now. 		
ACTIVITY TITLE	TIME	RESOURCES
<i>Poverty Cards</i>	10-15 min	<input type="checkbox"/> 11.2.A Teacher resource: Poverty Cards
<ul style="list-style-type: none"> • Say: "We are going to form groups to unpack our second learning target, which focuses on what poverty truly means." • Split the class into groups of three or four. Pass out four or five poverty cards to each group, making sure that each card is assigned to at least one group. 		

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- Say: “Take time to look at each picture together and then read the information below the picture. On the side of the card, make notes about what poverty looks like in that situation.” Encourage groups to spend only a minute or two on each card.
- If a group is having difficulty finding words, prompt the students by asking, “What is broken in the situation represented by this photo and story?”
- After 5-10 minutes, bring students back together and ask them to share about the poverty they saw in each situation.
- Analyze with students how poverty goes beyond the lack of physical material or things and has many facets to it.
- Share the following definition with students and have them record it in their learning journals:

“Poverty is the result of a broken relationship which threatens human survival and prevents people from fulfilling their God-given potential. It can be a result of an unjust system and powers in social, religious, economic, political, environmental, and spiritual areas.”

- Remind students that rebuilding broken relationships can bring about peace.

Note: Add these poverty cards to the bulletin board.

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Article Comparison</i></p>	 10-15 min	<ul style="list-style-type: none"> <input type="checkbox"/> “Rwandan Genocide: Facts, FAQs, and How to Help” article: worldvision.org/refugees-news-stories/1994-rwandan-genocide-facts <input type="checkbox"/> 11.2.B Student material: Article reflection guide
<ul style="list-style-type: none"> • Keep the same groups as in the previous activity and invite students to read the article “Rwandan Genocide: Facts, FAQs, and How to Help.” • Prompt students to reflect on questions while reading, such as: <ol style="list-style-type: none"> 1. “Where was a broken relationship and where is one now being rebuilt?” 2. “How are people participating in the call to love others as neighbors?” 3. “Is peace being cultivated? How?” 4. “How do relationships with our neighbors matter in our understanding of poverty?” • Give students the article reflection guide. Have them work in partners or table groups to spend more time analyzing the article. Regroup and invite a few groups to share their findings. • Then share in class discussion, using the following questions to continue the conversation: <ol style="list-style-type: none"> 1. “Knowing what God calls us to do, how can we participate in our community?” (One way is to bring peace.) 2. “How can we participate in the community as peacemakers modeling God’s love?” 3. “How is peace tied to God’s love?” 4. “How is peace tied to our understanding of poverty?” 		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Optional Activity:</i> Meet Global Neighbors</p>	 25 min	<ul style="list-style-type: none"> <input type="checkbox"/> How to send an email to your sponsored child: worldvision.org/sponsor-a-child/support-center/email-sponsored-child <input type="checkbox"/> "Why Write A Letter to Your Sponsored Child?" video: youtu.be/vudEo8jfWpl
<ul style="list-style-type: none"> • Say: "One intentional way we can partner with World Vision to build a new 'emerging story' in our broken world is through child sponsorship. We can learn from and engage with our sponsored child/children during this learning unit." • Tell students that they will take their first step in getting to know their sponsored child/children. World Vision's online portal, My World Vision (worldvision.org/my) provides a snapshot of their sponsored child's story. • Together with your class, visit My World Vision (worldvision.org/my) and sign in using your email address and password (provided by your Ignite partnership manager) to view your sponsored children's page(s). Take a few minutes for the class to explore the different sections, including updates on the sponsored community. Encourage students to share different quotes and challenge them to look for examples of communities coming together on projects or programs. Ask if any students' families sponsor a child; if so, tell them the family can log on to My World Vision (worldvision.org/my) to write their sponsored child a letter. • Work together or individually to write a letter/letters to the students' sponsored child/children using the "Email My Child" template on My World Vision website (worldvision.org/my). Include information about the class and your school. Include several questions/wonderings that the students expressed about their sponsored children and respond to any questions the sponsored child asked in previous letters. You can also upload a photo of your class or create an encouraging poster to upload. Show the "Why Write A Letter to Your Sponsored Child?" video (youtu.be/vudEo8jfWpl) if students need inspiration. • Display and review the following information from World Vision before students begin writing: <p>Communication tips:</p> <ol style="list-style-type: none"> 1. Be sure to consider your sponsored child's environment and culture. For example, avoid writing about the things you own since your child might have very few possessions. 2. Feel free to share about your family, friends, and interests. 3. If your child lives in an area where Christianity is not the dominant faith, you may see a "sensitive area" alert. Please refrain from using religious references or sending religious items. These could endanger your sponsored child or World Vision's local staff. Do continue to pray for your child's physical and spiritual well-being. <p>Note: Take pictures of the students writing letters to their World Vision sponsored children to display on the bulletin board.</p>		



Transformational Narratives

LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Broken Narratives: Conflict</i>	 45-60 min
<p>Learning plan number: 3</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can define narratives of conflict and analyze their effect on God's world.</u> 2. <u>I can begin to understand the practices of seeking peace and conflict transformation to combat the violence and conflict narratives in my community.</u> 	

ACTIVITY TITLE	TIME	RESOURCES
<i>The Worst Crime</i>	 5 min	<input type="checkbox"/> Sticky notes <input type="checkbox"/> Learning journals
<ul style="list-style-type: none"> • Display today's learning targets and give every student a sticky note. <ol style="list-style-type: none"> 1. <u>I can define narratives of conflict and analyze their effect on God's world.</u> 2. <u>I can begin to understand the practices of seeking peace and conflict transformation to combat the violence and conflict narratives in my community.</u> • Display the following quote on the board or wherever the entire class can see it: "Violence is the world's worst crime against children. It happens in every country, city, and community." <p>Note: This quote is taken from the following World Vision website: https://www.wvi.org/ka/group/1</p> <ul style="list-style-type: none"> • Invite students to record their initial thoughts about this quote on their sticky note. How would they define violence? How does this quote connect to the learning targets? What feelings do students have about it? • Tell students to place this sticky note in their learning journals. 		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Understanding Conflict</i></p>	 10-15 min	<p><input type="checkbox"/> 11.3.A Teacher resource: Conflict not Violence</p>
<ul style="list-style-type: none"> Return to the learning targets from earlier in the lesson. Circle the word conflict from the first learning target and ask students, “Is conflict bad?” Explain that one end of the learning space will represent the response, “STRONGLY AGREE,” telling students that if they strongly agree with the statement “conflict is bad” they will move to that end of the room. Tell them that the opposite end will represent the response, “STRONGLY DISAGREE,” and tell students that if they strongly disagree with the statement “conflict is bad” they will move to that end. Remind students that there is a wide range between a strong “YES” and a strong “NO.” Tell them that they will also be allowed to stand anywhere in between these two extremes. Allow students “stand” along the “line” in response to the statement “conflict is bad.” After students have found a place to stand, ask a few students to explain their choices if time permits. Have students write the following term in their learning journal: <p>Definition of violence: “Violence consists of actions, words, attitudes, structures, or systems that cause physical, psychological, social, or environmental damage and prevents people from reaching their full potential. Violence can be direct or indirect.”</p> Transition students back to a place where they can write and tell them to create two columns in their learning journals: one labeled “Conflict” and the other labeled “Violence.” Allow time for students to brainstorm differences between the two before sharing with others at their table. Create the same two columns on the board to engage with the class as a whole. Ask a few volunteers to share their responses to the difference between conflict and violence. Use the teacher master example for support, but do not show it to students. If students struggle to articulate any differences, invite a student to provide an example where a conflict led to a peaceful resolution. Then ask for another example where the same conflict led to violence. Return to the learning targets and underline the word transformation beside the words “conflict” and “transformative change.” Share that the class will be exploring three types of responses. This will allow them to seek aspects of peace during conflict, and to learn that conflict transformation will lead to the most transformative narratives and peace in its truest form. 		



ACTIVITY TITLE	TIME	RESOURCES
<i>Addressing Conflict</i>	 10 min	
<ul style="list-style-type: none"> Have students record the following three definitions in their learning journals, leaving space between each definition. <ol style="list-style-type: none"> “Conflict management: efforts undertaken to settle a conflict by having the conflicting parties involved in the process.” “Conflict resolution: aims to resolve a conflict by addressing its root causes and identifying possible solutions to the conflict at stake.” “Conflict transformation: the process of transforming relationships, interests, needs, patterns, or behavior or social contexts to bring about peace.” Allow students five minutes to analyze the definitions as a class or in pairs. Tell them to underline any key words, “unpack” language by adding synonyms or images, and provide examples in their journals. Regroup to share how the three forms of conflict build upon each other. Examine which form would bring true peace in a broken relationship and in the world. It may be helpful to provide an example of poor and good conflict management. Explain: “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.” Help clarify wonderings and unanswered questions as needed. 		
ACTIVITY TITLE	TIME	RESOURCES
<i>Back-to-Back, Face-to-Face</i>	 5 min	
<ul style="list-style-type: none"> Using the “Back-to-Back, Face-to-Face” protocol, ask students to respond to the following prompts. When the allotted time has passed, ask students to move to their next partner. Repeat this process until all prompts are completed. At the end of this rotation, allow time for students to share with the whole group. <ol style="list-style-type: none"> “Name a time when conflict was not resolved, or even became worse. What went wrong?” “Name a time where a conflict was resolved well. What went right?” Have students return to their seats. <p>Back-to-Back, Face-to-Face Protocol</p> <ul style="list-style-type: none"> This protocol provides a way for students to share and listen to different perspectives while moving around the room, leaving 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 paired, read the first prompt aloud (you may have it posted on the board/screen as well). After 15 seconds, 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
<p><i>Conflict Transformation Skit</i></p>	 15-20 min	<ul style="list-style-type: none"> <input type="checkbox"/> 11.3.B Student material: Conflict Transformation Skit handout <input type="checkbox"/> 11.3.C Student material: Conflict Skit Presentation handout
<ul style="list-style-type: none"> • Divide students into small groups. Give each group the “Conflict Transformation Skit” student material. Groups will have about 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. • Have students present skits in front of the class. While watching the skits, the rest of the class should analyze the skit using the “Conflict Skits Presentation” handout. • After all groups have presented, ask students to reflect on the remaining questions found on the handout: <ol style="list-style-type: none"> 1. “What common themes or trends are you seeing in your notes above? Disagreements, differences, and diversity all help a community grow, but how they are handled is important. What do you think is most powerful in dealing with conflict? What are the root causes of conflicts? What should be used in a peace plan?” <i>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.</i> 2. “Who in our local or global community helps model these themes?” (This list will be placed on the bulletin board to be referenced later in the unit.) 3. “What are three transformative words from today’s learning plan that should be added to our bulletin board?” 		



Transformational Narratives

LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Peace Narratives</i>	 30-35 min
<p>Learning plan number: 4</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can define positive peace and analyze its effect on God's world.</u> 2. <u>I can deepen my understanding of various approaches to peace to better recognize transformational peace narratives.</u> 	

ACTIVITY TITLE	TIME	RESOURCES
<i>Defining Peace</i>	 15 min	<input type="checkbox"/> 11.4.A Student Material: Peace <input type="checkbox"/> 11.4.B Teacher Resource: Peace <input type="checkbox"/> Sticky notes (<i>three per student</i>) <input type="checkbox"/> Learning journals
<ul style="list-style-type: none"> • Distribute the “Peace” handout and ask students to work with a partner. • Instruct students to fill in the violence definitions from the previous lessons with their partner. • Ask students to explore the question “What is peace?” by brainstorming the definition on the back of their handout. • Regroup and have students share their thoughts and wonderings on the definition of peace. Write their ideas on the board for the class to see.. • After ideas have been expressed, provide students with the negative definition of peace and tell them to write the following on their Pathways to Peace organizers: <p>“Negative definition of peace: ‘Absence of direct or physical violence.’”</p> • Explore together the idea that positive peace is more than the absence of direct violence. Negative peace would, for instance, be where war ended; however, that would not necessarily mean that parties affected by the armed conflict have found reparation and reconciliation. 		

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- Lead students into the positive definition of peace and ask them to write the following in their Pathways of Peace handout:
“Peace Definition: ‘Peace is the presence and conditions of well-being and just relationships that exist socially, economically, politically, and ecologically. Peace is the absence of all forms of violence through a nonviolent, participatory, and inclusive process.’”
- Continue to unpack the idea that peace is not simply a final end or a goal; rather, it is an ongoing, dynamic process. Explain that positive peace would then be where there is the presence of all conditions necessary to promote peaceful relationships.
- Finish this work with a “GO-GO-MO” (Give One, Get One, Move On) activity. This is a great protocol for sharing good ideas.

GO-GO-MO Protocol:

- Give each student three sticky notes.
- Ask students to write one of the key learnings or important ideas about peace, conflict, and violence on each of the notes (they should write three different takeaways). They will also need to clearly label if this sticky note is about peace, conflict, or violence.
- Invite everyone to find a person from a different part of the class.
- Call out “GIVE ONE to a partner.” Each student “gives” one of his or her key learnings or important ideas to the other by handing them the sticky note after explaining what they’ve written. Ensure that each person “gives one” and “gets one.” The time for this activity may range from one to three minutes.
- Call out “MOVE ON” and have students mingle.
- Repeat the process three times. Ultimately, students should have different ideas from what they had initially. Invite students to put these sticky notes and the Pathways to Peace organizer in their learning journals.

ACTIVITY TITLE	TIME	RESOURCES
<i>Approaches to Peace</i>	 15-20 min	<input type="checkbox"/> 11.4.C Student material: Approaches to Peace
<ul style="list-style-type: none"> • Have students form groups of three or four and give each group a copy of the “Approaches to Peace” Student Material. Assign each group one of the five different approaches to peace (i.e., one group will be assigned peacekeeping; one will be assigned peacemaking, etc.). • Direct students to interact and become familiar with the approach to peace definition they received. Each group will: <ol style="list-style-type: none"> 1. Share stories, if applicable, where they have seen this peace approach being used in their lives. 2. Identify a real-life scenario where this peace approach could be used or is being used currently. 3. Identify what type of violence is most addressed through this peace approach. 4. Create a visual to depict this peace approach. • Give each group one minute to share their peace approach with the class. Allow time for students to share what stood out to them and how they chose to represent it. • Encourage students as they go through the coming weeks to be mindful of approaches to peace that they see in their communities or in what they observe in the world around them. 		



Transformational Narratives

LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Power Narratives</i>	 30-45 min
<p>Learning plan number: 5</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can define different types of power and analyze their effect on God's world.</u> 2. <u>I can begin to formulate my narrative as a peacebuilder as I grow in my own peacemaking strategies.</u> 	

ACTIVITY TITLE	TIME	RESOURCES
<i>Types of Power</i>	 5-10 min	<input type="checkbox"/> Learning journals
<ul style="list-style-type: none"> • Using their learning journals, have students record the types of power listed below: <ol style="list-style-type: none"> 1. "Power over: use of power at the cost of someone else (negative)." 2. "Power to: use of power by handing it over to someone else (empowerment: positive)." 3. "Power within: use power within oneself (self-empowerment: positive)." 4. "Power with: use of power with somebody else (building power in collaboration: positive)." • Have students create personal examples or an image representing each type of power. • Ask students to share their responses with the class, calling attention to: <ol style="list-style-type: none"> 1. "Why is it important to consider the use of power when addressing peace?" 2. "How can power be used for peacebuilding?" 3. "How might power change the way we speak?" 4. "How does power change the narratives? (Example: the narrative of the victim or the villain. It changes the way we tell the same story.)" 		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Article Comparison</i></p>	 15-20 min	<ul style="list-style-type: none"> <input type="checkbox"/> 11.5.A Student material: Article comparison <input type="checkbox"/> “Hundreds of Refugee Youth” article: wvi.org/article/hundreds-refugee-youth-are-joining-peace-clubs-uganda-heres-why <input type="checkbox"/> “Ending Violence” article: Ending Violence Against Children: wvi.org/it-takes-world-blogpost/ending-violence-against-children-importance-getting-involved <input type="checkbox"/> “Role of Youth” article: wvi.org/article/role-youth-preventing-violence
<ul style="list-style-type: none"> • Tell students to work together to read “Hundreds of Refugee Youth Are Joining Peace Clubs in Uganda and Here’s Why,” “Ending Violence Against Children,” and “The Role of Youth.” <ol style="list-style-type: none"> 1. Give each student a copy of the “Article Comparison” handout, analyzing how words have power and types of power. Review directions. 2. Have students work with a partner to dig deeper into the articles using the handout. 3. Regroup and encourage students to share their findings. • Draw attention again to the entry activity of point of view in a narrative and transformative peace. Pose the question: “What happens when we think about a conflict from another person’s point of view?” State that “words have power and we can use our voices to show God’s love to others.” • If time allows, invite students to brainstorm how they might see themselves participating in the world as a peacemaker. Notate these ideas for future use. 		
ACTIVITY TITLE	TIME	RESOURCES
<p><i>Peace Graphic Image</i></p>	 10-15 min	<ul style="list-style-type: none"> <input type="checkbox"/> 11.5.B Student material: Peace Image Guidelines
<ul style="list-style-type: none"> • Have students design and create using the “Peace Image Guidelines” handout. Ask them to create an advocacy image involving one of the positive forms of power. Images may be the size of an index card or as large as an 8 ½” by 11” piece of paper. • If time allows, invite students to gather in a closing circle, to bring their images, and to place the images in the circle. Ask a student volunteer to pray for the learning unit: for peace, for listening to people’s narratives, and for honoring ways to use our power. • Have students give their image to someone in their family, school, or community. Another option would be to hang them throughout the school or by the school’s main entrance to promote and encourage peace. 		



Transformational Narratives

LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Working to Shape Community</i>	 30-35 min
<p>Learning plan number: 6</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can reflect on the importance of point of view in communicating a narrative.</u> 2. <u>I can apply my peacebuilding strategies in my community to better pursue peace and model transformative change.</u> 	

ACTIVITY TITLE	TIME	RESOURCES
<i>Narratives Shape Community</i>	 15 min	<input type="checkbox"/> 11.6.A Student material: Character, Issue, Method cards (1 set printed per group)
<ul style="list-style-type: none"> • Transition to the Character, Issue, Method card game. Share with students that they will continue to analyze how narratives can help shape community. <ol style="list-style-type: none"> 1. Separate students into groups of four. 2. One student (the decision-maker) will select a character card (example: a 70-year-old woman). Then he or she will select an issue card. 3. The three remaining students will need to negotiate a solution to the issue on the card. Students should keep the character card in mind, as the decision-maker will make decisions based on their perception of the character's narrative. 4. The remaining students in the group will need to choose one method card for addressing the issue. The same method cannot be used twice in the same round. Examples: Innovative Ideas, Money and Other Resources, Behavior Change, or Rules and Policies. 5. The student with the character card then chooses the person with the best idea for a method to address the issue. If a player disagrees with the choice, they may use their "I Disagree" card to persuade the group. If the decision-maker agrees that this solution is beneficial, that individual may also receive a point. • The person whose method card is chosen will receive a point. 		

Continued ...



- After a point has been awarded, another student becomes the decision-maker and picks a new character card.
- The person with the most points at the end of the game is the “winner.” Throughout the game, students will be devising plans to peacefully solve real issues affecting their own community and global communities.
- Regroup after each student has gone twice as a character; depending on time, there could be more rounds.
- Guide the conversation after the game using the following prompts:
 1. “How did the point of view of your character shift the narrative?”
 2. “What are some stereotypes we may have had that we needed to be conscientious of?”
- Add the character and situation cards to the bulletin board.

ACTIVITY TITLE	TIME	RESOURCES
<i>Closing Circle</i>	 15-20 min	<input type="checkbox"/> Learning journals

- Gather students back into a circle near the bulletin board, asking them to bring a pencil and their learning journals. 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:
 1. “I used to think ...”
 2. “Now I think ...”
- Ask students to quietly write their response in their learning journals. They can refer to the bulletin board to remind them of their previous work.
- 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 lesson by thanking students for engaging with the difficult, but important, work of peacemaking. Restate the unit verse “If it is possible, as far as it depends on you, live at peace with everyone.” — Romans 12:18. Pray together to wrap up the learning unit.