





Better Together

Introduction

In this learning expedition, students will gradually unpack the words “community” and “social transformation.” The key to community and social transformation is building relationships, particularly with people who find themselves on the outside of communities. The hope is that students will be able to experience the transformation that comes with building these relationships with others.

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 we form communities that lead to social transformation?

The Deep Hope

The deep hope is for us to be transformed by building relationships, both near and far, with people and organizations unlike ourselves.

The Expedition Verse

“Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ ...”

– 1 Corinthians 12:12-27



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Planning Ahead

- The first four learning plans are the background knowledge for the rest of the expedition. They introduce the deep hope, explore God's love and loving our neighbors, and the definition of poverty (as broken relationships). Learning plans five and six introduce and explore poverty, community, and social transformation.
- After this introduction, learning plans seven to fourteen have a twofold purpose.
 1. First, they explore World Vision's process of social transformation: build trust, come together, make decisions, design solutions, and take ownership. Students explore this work through a series of case studies on disability inclusion, interfaith relationships, and the inclusion of women and children.
 2. Second, learning plans seven to fourteen involve the community engagement project. The hope of the project is to mirror methods of social transformation in your local community. This expedition outlines an awareness assembly at your school community around the topic of disability inclusion. However, with your students, you may feel empowered to select a different project or topic, using the same structures that are in place. For more guidance on how to design and implement your "Community Engagement" project, check out Appendix A: The Educator's Guide to Community Engagement.
- Learning plan fifteen concludes the expedition by debriefing the entire learning by working through the final step of social transformation: "Take Ownership."

Learning plans that require more preparation:

1. In learning plan 12, you will need to have arranged a talk with an "expert" so the class can video conference. There are some examples of people you could connect with in the learning plan.
2. In learning plan 13, the students will create and share a proposal with your principal for an advocacy assembly or chapel. You will need to make sure this works with his or her schedule and that he or she is comfortable with the idea.
3. In learning plan 14, the planning for the Advocacy assembly or chapel takes place. Likely, the planning phase will take more than a single learning session.

Additional project examples include:

1. Connect with refugees to create an English Language Learner after school program.
2. Connect with migrant workers to create after school day camps for their children.
3. Connect with another faith tradition to clean up a local park.
4. Connect with an organization that addresses violence against women to create an awareness campaign



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Further Considerations

Resources: Two key resources to build your own background knowledge are “Walking with the Poor” by Bryant Myers. Many of the themes and ideas of this expedition come from these resources. “Dangerous Love” would also be an excellent book to assign students to read as a good compendium to this expedition.

Document Panel: The document panel is a bulletin board in your classroom that you will use to display student learning throughout the learning expedition. For each learning plan, you will add a visual artifact to represent student learning from each learning plan.

Activity Icons

Throughout each learning plan, special learning activities will be noted with the following icon keys:



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.

Overview of Grade 10 Learning Plans

1. Here's Hoping
2. Where is the Love?
3. What is Poverty? (Part 1)
4. What is Poverty? (Part 2)
5. Better Together
6. We Need Each Other
7. Built Trust
8. Come Together
9. Audit in Action
10. From Exclusion to Embrace
11. Make Decisions: Part 1
12. Make Decisions: Part 2
13. Make Decisions: Part 3
14. Design Solutions
15. Take Ownership

