



# Better Together

## EXPEDITION TITLE

### Better Together

#### Expedition Driving Question:

How do we form communities that lead to social transformation?

#### Expedition Deep Hope:

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

#### 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

## LEARNING PLAN TITLE

### Make Decisions: Part I

Learning Plan Number: 11

#### Learning Targets:

1. I can apply World Vision's method of social transformation to gender equality in Uganda.
2. I can generate three "needs and priorities" based off our accessibility audit.

#### Habit(s) of Learning:

Courageous Designers: We are resilient and rigorous

## 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
<b>Article Reading</b>  <i>Introduce the Learning Targets (ILT)</i>	 15 min	<input type="checkbox"/> “The Best and Worst Places to Be a Girl” article <a href="https://www.worldvision.org/gender-equality-news-stories/behind-the-curtain">https://www.worldvision.org/gender-equality-news-stories/behind-the-curtain</a> <input type="checkbox"/> 10.11.a Student Material: “Best and Worst Places” image
<ul style="list-style-type: none"> <li>Ask a student to read the first learning target. “<u>I can apply World Vision’s method of social transformation to gender equality in Uganda.</u>”</li> <li>Underline the words “gender inequality” and explain that we will do a brief reading that outlines gender inequality in our world.</li> <li>Give each student a printed copy of “The Best and Worst Places to Be a Girl” up to the section entitled “Gender Inequality in Education.” Read through the document as a class, allowing various volunteers to take turns reading.</li> <li>With their elbow partner, each person should share one thing they notice and one thing they wonder about this article. Have two to three students share in class.</li> <li>Point out the community photos from learning plan 6 on our document panel. Women very often find themselves excluded from health, education, agency, and many other things in community.</li> </ul>		

## LEARNING ACTIVITIES

<b>Case Study Reflection</b> <i>Engage the Learning Targets (ELT)</i> <i>Assess the Learning Targets (ALT)</i>	 35 minutes	<input type="checkbox"/> 10.11.b Student Material: “Channels of Hope for Gender: Uganda Case Study” <input type="checkbox"/> 10.7.a Student Material: “How Communities are Transformed”
<ul style="list-style-type: none"> <li>Hand out “Channels of Hope for Gender: Uganda Case Study.” Ask them to pull out their “How a Community Is Transformed” poster.</li> <li>Explain that we will be doing a case study on gender inequality in Uganda. It is a more technical document, outlining methods, successes, and key learnings. While the focus of this learning plan is gender inequality, the document also incorporates the role of faith leaders in social change.</li> <li>Individually, students will read through the document. As they read, they should underline or highlight one phrase or section that shows and example of each of World Vision’s five steps of social change: Build Trust, Come Together, Make Decisions, Design Solutions, and Take Ownership.</li> <li>On the margins of the “Channels” page, they should write down which step of social change their phrase or section represents and one sentence explaining why this is the case.</li> </ul> <p>For example, on page two of the article, a student may highlight this line: “This success can be attributed to strong and supportive senior leadership, open and honest communication and a vision for improved partnership with the faith communities.”</p>		

Continued ...



In the margins by this highlighted phrase, the student would write, “Build Trust: World Vision uses open and honest communication to build trust with religious leaders in the community.”

- Students will share their findings during the next learning plan.

## EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><b>Accessibility Audit Continued</b> </p> <p><i>Introduce, Engage, Assess, and Reflect on the Learning Targets (ILT, ELT, ALT, RLT)</i></p>	20-30 min	<input type="checkbox"/> 10.7.a Student Material: “How Communities are Transformed”
<p>Have students move into their accessibility audit groups and pull out their audit forms. They will also need a blank piece of paper.</p> <ul style="list-style-type: none"> <li>• Ask a student to read the learning target. “<u>I can generate three “needs and priorities” based off our accessibility audit.</u>”</li> <li>• Ask the class to search their “How Communities Are Transformed” poster to find the section in quotes. Once a student has pointed it out its location (under the “Make Decisions” heading), ask them to read the whole paragraph.</li> <li>• Explain that we are at the “Make Decisions” phase of our Community Engagement project journey. Each group should analyze their data and generate three “needs and priorities” from their findings in relation to the school’s accessibility. They should write these down on a fresh sheet of paper.</li> <li>• After they have written these down, they should give each a number from one to three in order of importance. In light of their audit, what is our school’s most pressing need?</li> <li>• Have one representative from each group share their number one choice with the class. Each group should hand in their responses for your review. Keep them for the next class.</li> <li>• Explain that we will continue this work during the next class.</li> </ul>		
<p><b>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</b> ADD TO DOCUMENT PANEL</p>		
<p>Print and cut out the first map diagram from the article, “The Best and Worst Places to Be a Girl.” Place this on the document panel.</p>		
<p><b>OPPORTUNITY TO DEEPEN THE LEARNING</b></p>		
<p>Continue to read through the rest of the article “The Best and Worst Places to Be a Girl” that was used in the entry event. The article is very accessible and outlines gender inequalities in education, water impact, and crimes against women.</p> <p>Students can deepen their learning by reading “Dangerous Love” continuing onto chapter 11.</p>		