



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

From Exclusion to Embrace

Learning Plan Number: 10


Learning Targets:

1. I can formulate the principles that World Vision uses to interact with people of other faiths.
2. I can reflect on my attitudes and feelings of working with people of other faiths.

Habit(s) of Learning:

Curious Thinking: We are creative and critical

CUMULATIVE TIME

 60—70 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
<p><i>Interfaith Relationships Introduction</i></p> <p><i>Engage the Learning Targets (ELT)</i></p>	 10-15 min	
<ul style="list-style-type: none"> Have students sitting in groups of—three to four. Students will create a “T-chart” on a piece of paper, labeling one column “similarities” and one column “differences.” Ask each group to fill in what they know about similarities between another faith and Christianity. Be sure to mention that this work needs to be respectful—people of other faiths are our neighbors. It’s suggested to pick another faith tradition that is relevant to your context. Have a few students share their responses out loud. Be sure to clear up any misconceptions as you are able. Example (between Christianity and Islam): <p>Some key differences: <i>Jesus Christ as the Son of God (not just God’s messenger), Jesus died and rose again, the Trinity, the Bible vs. the Qur’an, the Christian notion of salvation by grace, Muhammed is their final messenger. Some similarities: Some similar Old Testament connections, moral living, monotheist, we are all people created in the image of God.</i></p> <p>Some similarities: <i>Some similar Old Testament connections, moral living, monotheist, we are all people created in the image of God.</i></p> 		

LEARNING ACTIVITIES


<p><i>Online Search</i></p> <p><i>Introduce the Learning Targets (ILT)</i></p>	 15 min	<input type="checkbox"/> Tablets or computers with internet access
<ul style="list-style-type: none"> Ask a student to read the first learning target: <u>I can formulate the principles that World Vision uses to interact with people of other faiths.</u> Underline the words “other faiths.” Have each group do a quick online search of a country that World Vision works with. Have them find the main religion of this country as well as the percentage of the population that follows this religion. Record their answers on the board close to the words “other faiths”. The countries that each group can search for Mauritania, Mongolia, China, Brazil, Ethiopia, South Africa, India, Thailand. At this point, tell the class: 98% of World Vision workers are indigenous to the country they live in. This means that World Vision works with people of many faiths in various countries. Explain that our question then becomes, what does this look like as a Christian organization? 		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Working Together Principles</i> </p> <p><i>Engage the Learning Targets (ELT)</i></p> <p><i>Assess the Learning Targets (ALT)</i></p>	 35-40 min	<ul style="list-style-type: none"> <input type="checkbox"/> “Water Work with Interfaith Leaders” video: https://vimeo.com/246216144 <input type="checkbox"/> “Advocacy and Interfaith in West Africa” video: https://www.wvi.org/video/advocacy-and-interfaith-west-africa <input type="checkbox"/> 10.10.a Teacher Resource: “Guidelines to Address Religious Misunderstanding”
<ul style="list-style-type: none"> • Watch the video, “World Vision’s Water Work with Faith Leaders.” Display the following question on the board and explain to the students that they should watch the video the following lens: “What principles does World Vision use when working with people of other faiths?” • After the video, have each group answer the question on a sheet of paper for about 10 minutes. • After about 10 minutes of writing time, repeat the same process with the second video, “Advocacy and Interfaith in West Africa.” Start this video at the 5:50 mark and watch it till the end. This video will give them new ideas in answering the question or might cause them to adjust their earlier work. • Use the World Vision guide provided as a reference for yourself, but your goal is for students to pull out the principles from the video itself. A few principles you will be trying to draw out from your students include: <ol style="list-style-type: none"> 1. World Vision retains their Christian values – they seek to love God and people in everything 2. Trust—World Vision builds relationships with the community while being transparent about who they are 3. World Vision equips all people, no matter what their religious affiliation 4. World Vision staff learn from and establish relationships with all people, from all faiths 5. World Vision does not require anyone to convert to receive aid or support • Have each group share a principle they discovered from the videos. Write it on the white board after each group shares. Ask the class if there are any principles that have not been said and write those on the board. • After this process, make two things explicit for the students: <ol style="list-style-type: none"> 1. Point out the “How Communities are Transformed” poster on the document panel. When World Vision works in a community, the first step in social transformation is to build trust: this is how World Vision operates with those from other faiths. They are respectful and also but honest about who they are as a Christian organization. 2. As we hope to partner with people to transform our community, we too will need to build trust with our partners. 		



EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
Exit Ticket <i>Introduce the Learning Targets (ILT)</i> <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	 10 min	<input type="checkbox"/> 10.10.b Student Material: Exit Ticket
<ul style="list-style-type: none"> Ask a student to read the second learning target. <u>I can reflect on my attitudes and feelings of working with people of other faiths.</u> Explain that the exit ticket is where each student will be reflecting on their own attitudes towards interfaith relationships. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
Type out the principles that the class has generated. Print these and put them on the document panel using the diagram as a guide.		
OPPORTUNITY TO DEEPEN THE LEARNING		
Read the story of Jesus and the Centurion as an example of Jesus interacting with someone of another faith (or no faith) in Matthew 8:5-13. In a similar way to the above learning plan, pull out principles of interfaith engagement from this passage. Students can deepen their learning by reading “Dangerous Love” continuing onto chapter 10.		