



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

Better Together

Learning Plan Number: 5

Learning Targets:

1. I can generate connections between poverty, community, and social transformation.
2. I can apply the connection between poverty, community, and social transformation with my sponsor child.

Habit(s) of Learning:

Curious Thinking: We are creative and critical

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
<i>Back-to-Back, Face-to-Face</i>  <i>Engage the Learning Targets (ELT)</i>	 10 min	
<ul style="list-style-type: none"> Display the following African proverb on the board: “If you want to go fast, go alone. If you want to go far, go together.” Use a Back-To-Back and Face-to-Face protocol to explore this quote: <ol style="list-style-type: none"> Have students find a partner and stand back-to-back with him or her. Have students wait for the question they will be asked to answer with their partner. After the question is posed, have students think of their answer for 30-60 seconds. When the teacher says, “Face-to-face,” have students turn, face their partner, and each share their answer. When finished, have students find a new partner, stand back-to-back, and repeat this process with a new question. The three questions to ask regarding the quote: <ol style="list-style-type: none"> Who is a person that has most impacted you and why? Share an experience when you couldn’t have “done it on your own.” You needed help. Share a time you accomplished more because of a team, partner, or group of people. 		

LEARNING ACTIVITIES

<i>Generate Connections</i> <i>Introduce the Learning Targets (ILT)</i> <i>Engage the Learning Targets (ELT)</i>	 10 min	<input type="checkbox"/> 10.3.a Teacher Resource: Relational Understanding of Poverty diagram
<ul style="list-style-type: none"> Have a student read the first learning target: <ol style="list-style-type: none"> <u>I can generate connections between poverty, community, and social transformation.</u> Underline the word “poverty.” Remind students that we spent time last learning plan defining and applying this word. Have elbow partners share their definition of the word “poverty.” Afterwards have one student of each pair share out their definition. Next, underline the word “community.” Display the diagram “Relational Understanding of Poverty” on a projector. Have elbow partners make one connection between the definition of poverty (the figure is there to help) and the word “community.” Have two to three students share their connection. 		



ACTIVITY TITLE	TIME	RESOURCES
Chalk Talk Activity Engage the Learning Targets (ELT)	 10-15 min	
<ul style="list-style-type: none"> Explain that to unpack the first learning target, we will be turning it into a question: “What are connections between poverty, community, and social transformation?” We will use the “Chalk Talk” protocol to explore this question: <ol style="list-style-type: none"> On five pieces of chart paper, write out the question: “What are some connections between poverty, community, and social transformation?” Place the chart papers around the room so they are accessible for all students. Create norms for the activity (working silently, being respectful of other people’s ideas, working the entire time period, etc.). Make it clear that everyone is responsible for writing a comment, reading others’ comments, and responding to at least one to three other peoples’ comments. Ask for clarifying questions. The students begin working; each student will use a different color marker. The teacher should move and around the classroom, silently guiding students. At the conclusion of the time period, the silent time is up, and the students should pair up and record similarities, differences, wonderings, and things they notice. These ideas are then shared round-robin style with the whole class. As you conclude, summarize some of the student connections: Broken relationships are a form of poverty. For a community to truly be transformed, it requires everyone to be involved. 		
Story of a Wheelchair Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT)	 15-20 min	
<ul style="list-style-type: none"> Tell students that we will get at the same learning target a different way—with a story. Tell the class this story: <p><i>In a very poor area in a city in Kenya, there was a man who could not use his legs due to an injury in factory. This man was forced to beg at the side of the road since he could no longer do his job. After many months of this, a wealthy visitor saw this man and had compassion on him. He decided to spend a large sum of money to by this man a wheelchair so he could get around. A standard wheelchair can cost roughly \$500-1000.</i></p> <ol style="list-style-type: none"> Ask the class the following question using the “Think, Pair, Share” protocol outlined below: What problems could arise with buying an individual a wheelchair in this scenario? In this protocol, students first are given time to think by themselves about the question, then students are given a set amount of time to discuss their thoughts with a partner. Finally, they share their responses with the whole class. Answers that could be drawn out include: What happens when the wheel chair breaks? What about the many other poor in the community? How would he get around a community that isn’t wheelchair accessible? Would theft be an issue when others are desperate? <ol style="list-style-type: none"> Explain that the previous story illustrates how, for true transformation to happen, the entire community needs to be involved. Only helping individual needs provides relief, but not long-term sustainable change. As an example, for every child sponsored through World Vision, four more benefit. 		

Continued ...



- Show the following short video, “Puzzle of Poverty” to conclude this section. It succinctly summarizes how there are many factors to consider in deciding how a community can best deal with poverty.

<https://www.worldvision.org/sponsorship-news-stories/solving-puzzle-poverty-child-sponsorship>

EXIT EVENT

Sponsored Child's Community

Reflect on the Learning Target (RLT)

Assess the Learning Targets (ALT)



15-20 min

☐ 10.5.a Student Material:
“Exit Ticket”

Hand out the exit ticket to students. Explain that they will need to log in to their sponsored child's page and watch the community videos to complete the exit ticket. Students will be applying their knowledge of the importance of community for social transformation to their sponsored child's community. Use this ticket to gauge each student's level of understanding.

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

Print out the African proverb from the entry event: “If you want to go fast, go alone. If you want to go far, go together.”

OPPORTUNITY TO DEEPEN THE LEARNING

Dedicate class time for students to share their poster work from the previous learning plan, either in small groups or as a class.

Students can deepen their learning by reading “Dangerous Love” continuing onto chapter 5.