



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

Come Together

Learning Plan Number: 8

Learning Targets:

1. I can listen to a story of how World Vision includes people with disabilities, in order to prepare for similar work in our own community.
2. I can prepare for a disability audit of our school using the World Vision model of social transformation.

Habit(s) of Learning:

Joy-filled Collaborating: We are grateful, playful, and reflective

CUMULATIVE TIME



75 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>Deep Hope Connection</i> Introduce the Learning Targets (ILT) Engage the Learning Targets (ELT)</p>	 10-15 min	<p><input type="checkbox"/> Wavinya's Wheelchair Article https://www.worldvision.org/child-protection-news-stories/wavinyas-wheelchair-helps-fuel-her-dream-of-the-skies</p> <p><input type="checkbox"/> Dennis' Wheelchair Article https://www.worldvision.org/child-protection-news-stories/from-curse-to-blessing-changing-perceptions-about-people-with-disabilities</p>
<ul style="list-style-type: none"> This entry event will reflect on the conversation from Learning Plan 5 (a wheelchair in Kenya). Have students seated in groups of three to four. Hand out a copy of one of the articles to each student on a piece of paper they can write on. Give the students four to five minutes to read each article. Have them underline or highlight one thing they notice about the story and one thing they wonder about it. After five minutes, have students share their “wonder” and “notice” in their groups one at a time. When finished, ask if two to three students would share their “notice” and/or “wonder” with the class. Explain that the 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 you have time, invite students to discuss the follow two questions with their elbow partners. <ol style="list-style-type: none"> Based on the article you just read, how does everyone benefit when people with disabilities are fully able to participate in our communities? Why should this be a mark of a Christian community? 		

LEARNING ACTIVITIES

<p><i>Come Together, Build Trust</i> Engage the Learning Targets (ELT) Introduce the Learning Targets (ILT)</p>	 15 min	<p><input type="checkbox"/> 10.7.a Teacher Resource: “How Communities are Transformed”</p>
<ul style="list-style-type: none"> Display learning targets on a white board. Ask a volunteer to read the first learning target. <ol style="list-style-type: none"> <u>I can listen to a story of how World Vision includes people with disabilities, in order to prepare for similar work in our own community.</u> <p>Ask another volunteer to read the second learning target.</p> <ol style="list-style-type: none"> <u>I can prepare for a disability audit of our school using the World Vision model of social transformation.</u> 		

Continued ...







- Ask students to pull out their “How Communities are Transformed” poster from yesterday. Ask someone to read the “Build Trust” section again—the first step in social transformation.

“Social Transformation starts with the building and nurturing of relationships among all partners. This includes World Vision staff and community members; members of different religious and ethnic groups; and local leadership and the community, including women, children, and the disabled, who are often marginalized in decision-making.”

- Ask another student to read the second step: “Come Together.”

“Community participation encourages a sense of ownership. Local leaders, groups, and families join each other in development activities that benefit everyone. As they work together, relationships are strengthened—helping ensure success in the steps that follow.”

- Ask each student to make a connection between these two social transformation steps, and one of the learning targets. Students will share their connection with their elbow partners. Ask for two to three students to share their connections with the class.


ACTIVITY TITLE	TIME	RESOURCES
WASH and Disabilities  Engage the Learning Targets (ELT) Assess the Learning Targets (ALT)	 15 min	<input type="checkbox"/> Julius and WASH for Children with Disabilities video: https://youtu.be/rPvL2mN8NEI
<ul style="list-style-type: none"> Show the video, “Julius and WASH for Children with Disabilities., which highlights what World Vision has done in South Africa around accessibility for children with disabilities. Explain that this is a great example of World Vision’s practice of building trust and coming together—including all people in a community. With their elbow partner, ask students to make one connection between the video and the “Build Trust” and “Come Together” statements we read earlier (students will use their own posters again). Ask for two to three responses to be shared with the class. 		
Accessibility Partners  Engage the Learning Targets (ELT) Assess the Learning Targets (ALT)	 25 min	<input type="checkbox"/> 10.8.a Student Material: Accessibility Audit
<p>Note: This is the point in the Community Engagement project where you may decide to work with a different organization or group of people. Every community has different needs, and you can take cues from your student’s work as to what they are most passionate about. The framing document provides a few other examples of important projects that could be done in your community. This expedition will provide an example of inclusion of people with disabilities.</p> <ul style="list-style-type: none"> Have a student re-read the second learning target. Explain that we will follow the World Vision pattern by building trust and coming together. One of the groups that was mentioned where people might feel excluded in our community are those with disabilities. This will be the issue and people we work with in our community engagement project. <ul style="list-style-type: none"> Hand out the “Accessibility Audit” to groups of three or four. Now that we have seen some of World Vision’s work in other communities, we would like to consider how are own school community is doing. 		

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2. As a group, have them read through the audit form and fill in the questions. They will need to choose a disability “lens” for their audit. For instance, groups may want to choose people who need a wheel chair, are deaf, are blind, or perhaps even have a learning disability. Ensure group is doing something different.
3. As an extension, if it’s appropriate in your community context, allow a few groups to audit a local business, library, or park instead of your school. You may even decide that only one group will stay in the school.
4. Check in with each group, making sure they complete the question on the audit appropriately and clarify any issues.

EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p>Preparedness Check</p> <p><i>Access the Learning Targets (ALT)</i></p> <p><i>Reflect on the Learning Targets (RLT)</i></p>	 5 min	
<ul style="list-style-type: none"> We will continue to build relationships “near and far with people different than ourselves.” To conclude the Do a “Thumb-O-Meter” protocol regarding our learning targets. Both learning targets relate to feeling “prepared” for tomorrow. Read the second learning target and ask the group, “Do you feel prepared for our audit tomorrow?” Students can show their comfort level by holding their thumb up (good to go!), sideways (need additional support), or down (not prepared). After scanning the student results, use this opportunity to ask for clarifying questions or touch base with students one-on-one. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
Photocopy one copy of a student Accessibility Audit. Put it on the Document Panel using the diagram as a guide.		
OPPORTUNITY TO DEEPEN THE LEARNING		
<p>World Vision has an in-depth recourse analyzing a holistic method of introducing wheelchairs and wheelchair accessibility into a community. Students can read through and report on this document.</p> <p>Access material here: https://www.worldvision.org/wp-content/uploads/2017/03/DIGPROD-162-The-8-Steps-FINAL-High-Res.pdf </p> <p>Students can deepen their learning by reading “Dangerous Love” continuing onto chapter 8.</p>		