



# 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

### Build Trust

#### Learning Plan Number: 7

#### Learning Targets:

1. I can brainstorm "people and organizations unlike us" that we might begin to build relationships with.
2. I can understand the process World Vision uses to build relationships so that we can imagine this process in our own community.

#### Habit(s) of Learning:

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

## 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>Deep Hope Connection</b> <i>Introduce the Learning Targets (ILT)</i> <i>Engage in the Learning Targets (ELT)</i>	 10 min	
<ul style="list-style-type: none"> <li>Display the learning targets on the board.               <ol style="list-style-type: none"> <li>I can brainstorm “people and organizations unlike us” that we might begin to build relationships with.</li> <li>I can understand the process World Vision uses to build relationships so that we can imagine this process in our own community.</li> </ol> </li> <li>Have a student read the first learning target. Ask for a new volunteer to read the second learning target. With their elbow partner, have the students each make a connection with the learning targets and our class deep hope: “The deep hope of this learning expedition is for students to be transformed by building relationships, both near and far, with people and organizations unlike themselves.”</li> <li>Ask for two to three students to share their connections with the class.</li> </ul>		

## LEARNING ACTIVITIES



<b>Begin to Build Relationships</b>  <i>Engage the Learning Targets (ELT)</i> <i>Assess the Learning Targets (ALT)</i>	 15-20 min	<input type="checkbox"/> A list of the different groups in your community curated from 10.6.c Exit Tickets
<p><i>This activity begins our “Community Engagement” project. From here on, part of almost every learning plan will be spent preparing for this project. Today’s learning activity continues the work of the entry event, inviting students into this project. For more guidance on how to design and implement your “Community Engagement” project, check out Appendix A: An Educator’s Guide to Community Engagement.</i></p> <ul style="list-style-type: none"> <li>Seat students in groups of three to four. Point to the community photos on the document panel as a reminder of the work students did during the last learning plan. Thriving communities are communities that include everyone.</li> <li>Hand out a sheet that lists all the groups or people students wrote on their exit tickets from the previous class who may feel excluded from their city or school community. Remind them that our class’ deep hope is that students will be transformed by building relationships – and these are potential groups for our class to connect with.</li> <li>As a group, students should do two things with this list:               <ol style="list-style-type: none"> <li>Circle three items that they resonate most with. They or their family members may have related experiences.</li> <li>Find at least one local organization that either represents this group or works with them. Write the name of this organization and what it does beside the circled group on the same sheet. Each group member is responsible to research one organization.</li> <li>Thank the students for their work and explain that we will revisit their ideas the next learning plan. This is the beginning of considering “people and organizations unlike themselves” that they might want to partner with. Collect the sheets. Review this work after class to assess which groups and organizations the class is thinking about.</li> </ol> </li> </ul>		



ACTIVITY TITLE	TIME	RESOURCES
<b>VIP Reading</b>  Engage the Learning Targets (ELT) Assess the Learning Targets (ALT)	 25-30 min	<input type="checkbox"/> 10.7.a Student Material: How Communities are Transformed
<ul style="list-style-type: none"> <li>Reread the second learning target: the class will be engaging it at this time. <ol style="list-style-type: none"> <li>Explain that World Vision has a specific method of building relationships for social transformation in the field.</li> <li>Hand out the “How a Community is Transformed” poster that outlines World Vision’s work in a community. Students should keep this poster, since we will be revisiting it in many classes. Have it displayed on the screen.</li> <li>Point out that the bottom strip of information is about Christian witness (the yellow bars). The middle strip is about spiritual transformation (the green bars). The top strip is about how World Vision enacts social transformation (the blue bars). This expedition focuses on the strip involving social transformation. Explain that when World Vision enters a community, these three strands all work together to enact change.</li> </ol> </li> <li>Do a VIP reading protocol on the “social transformation” text from the map: <ol style="list-style-type: none"> <li>Students will do a “VIP” (Very Important Phrase) reading of the social transformation section of the text. Have them read through the document and highlight phrases that they find important or insightful.</li> <li>When finished, have students choose a single phrase that they found most insightful in regard to social transformation. They can write this phrase on the top of their poster.</li> <li>Have students partner up to share their experience with another member of the class. Repeat this process two more times.</li> <li>Ask two to three students share their experience with the whole class.</li> </ol> </li> <li>When finished, zoom in on the section entitled “Build Trust” on your screen. Ask for a volunteer to read it: <p>“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.”</p> </li> <li>Point out the similarities between our list of people who we need to bring into our communities, and World Visions list of people who can often be marginalized in the countries they work.</li> <li>Explain that we are at the very beginning of relationship building with our potential partnership. Our first step will be to build trust, in the same way that World Vision does when meeting a new community.</li> </ul>		



## EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<b>Email Your Sponsored Child</b>  <i>Reflect on the Learning Targets (RLT)</i>	 20 min	<input type="checkbox"/> MyWorldVision.org <input type="checkbox"/> Computers or tablets for each student.
<ul style="list-style-type: none"> <li>We will continue to build relationships “near and far with people different than ourselves.” To conclude the learning plan, have students write an email to their World Vision sponsored child. They can do this through their MyWorldVision site.</li> <li>Suggestions of what they could write about:               <ol style="list-style-type: none"> <li>Tell your sponsored child that you’ve been studying their country (frame it positively)</li> <li>Ask them questions</li> <li>Express your prayer or hope for them</li> </ol> </li> </ul>		
<b>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</b> <i>ADD TO DOCUMENT PANEL</i>		
Print out the World Vision social transformation visual and put it on the appropriate spot on the document panel using the reference diagram.		
<b>OPPORTUNITY TO DEEPEN THE LEARNING</b>		
The other threads of the World Vision picture have multiple topics for students to explore. While this expedition focuses on the social transformation aspect, you could also do a VIP reading of the physical and spiritual transformation sections of the poster.  Students can deepen their learning by reading “Dangerous Love” continuing onto chapter 7.		