



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

Here's Hoping

Learning Plan Number: I

Learning Targets:

1. I can engage with our unit's deep hope by analyzing and reinterpreting its key words.
2. I can begin building relationships both "near" and "far."

Habit(s) of Learning:

Courageous Designing: 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
Article Reading <i>Engage the Learning Targets (ELT)</i>	 10 min	<input type="checkbox"/> https://www.worldvision.org/sponsorship-news-stories/children-peru-thrive-child-sponsorship
<ul style="list-style-type: none"> To begin this expedition, ask for a student volunteer to read the first section of the article, “Children in Peru Thrive Under Child Sponsorship” (up until the line: “We will change our communities”). Display the article with a projector so students can follow along. With their elbow partner, students should discuss one thing they noticed about the article and one thing they wondered about the article. Invite two to three students to share their observations with the class. When finished, point out the final line: “We will change our communities.” This child was not interested only in making his own life better, but the lives of those in his entire community. This is a good transition into two of the main topics this expedition will focus on: community and social transformation. 		

LEARNING ACTIVITIES


Unpack the Learning Targets <i>Introduce the Learning Targets (ILT)</i>	 5 min	
<ul style="list-style-type: none"> Both learning targets should be displayed on a white board: <ol style="list-style-type: none"> <u>I can engage with our unit’s deep hope by analyzing and reinterpreting its key words.</u> <u>I can begin building relationships both “near” and “far.”</u> Have a student volunteer read the first learning target. Underline the word “analyzing” and ask the class what analyzing means to them. Write these words around the word “analyzing” on the whiteboard. Do the same process for the word “reinterpret.” Have a student volunteer read the second learning target. Explain that you will be revisiting this learning target later in the class, as it relates to the deep hope you will be engaging. 		



ACTIVITY TITLE	TIME	RESOURCES
Deep Hope Art Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT)	25–30 min	<input type="checkbox"/> Large pieces of blank paper for each group, markers, colored pencils.
<p>This section engages the first learning target. The deep hope for this unit should be displayed on a wall in the classroom.</p> <ul style="list-style-type: none"> Read the deep hope to the class. Explain that this is the “north star” for this expedition. Each learning plan will in some way relate to our deep hope. The goal of this first learning activity is for the students to engage and familiarize themselves with this deep hope. Student should be seated in groups of three to four. Hand out a large piece of blank paper (11 ½ x 17 or larger) and markers or colored pencils to each group. Each group should re-create the deep hope on the piece of paper using the markers and colored pencils. For significant words in the phrase, they should draw a symbol or picture to represent the word. For instance, words like “relationships”, “unlike themselves,” or even the word “hope” may be switched to a symbol or picture while more basic words might not be changed (i.e. “the”, “this”, “both”, etc.). It’s up to each group how many words they would like to change. In this way they are analyzing and re-interpreting the entire sentence. Ask the students to take care with their work as it will be displayed. When finished, have two to three groups share their work, explaining why they chose those symbols or pictures. 		
Sponsored Children Connection Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT)	30 min	<input type="checkbox"/> World Vision sponsored child welcome packages for each student, computers or tablets for each student.
<p>Students should now be familiar with the deep hope for this unit. Reread the second learning target and explain that we will now begin the very first step in building relationships that are “far.” While students can begin thinking about “near” relationships, this will be addressed in a later learning plan.</p> <ul style="list-style-type: none"> Hand out the World Vision sponsored child welcome package. Have each student spend a few minutes familiarizing themselves with their child and the material. Students should sign in to their sponsored child home page. They can spend a few minutes exploring the different options on the page. Students should read the “explore her/his world” section, as well as any community update videos and articles. As they read, students should keep in mind that they will need to share the following things (it would be helpful to display these three things on the white board): <ol style="list-style-type: none"> Where their child is from One success World Vision has had in this community One challenge their child still faces Students should spend roughly 15 minutes reading and exploring this information. Afterwards, each student should share the information with their group. Based on the new information from their sponsored child, each group should add a new symbol (or symbols) to their deep hope poster. Hopefully they have gleaned new insight into words such as “unlike,” “far,” or “transformed”—but it is up to the group what they would like to add. When complete, have two to three volunteers share their new additions. 		



EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<i>Deep Hope Reflection</i> <i>Assess the Learning Targets (ALT)</i>	 5 min	
Collect the student posters at the end of class, ensuring that students understand the meaning of the words and have engaged the deep hope. Take note of which symbols or pictures were added after they “met” their sponsored child.		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
Choose one group's poster to display on the classroom wall below the deep hope statement. Alternatively, ask for volunteers to create a single large banner out of the various student ideas for symbols. You would then replace the deep hope statement on the wall with the newly created symbolic banner.		
OPPORTUNITY TO DEEPEN THE LEARNING		
Students can deepen their learning of the upcoming expedition by reading chapter 1 of “Walking with the Poor.” This will be a stretch for many students, as the book is written with a university audience in mind, but it will touch on many of the themes in the upcoming expedition. Additionally, “Dangerous Love” by Ray Norman is a continued suggested reading throughout this expedition beginning with chapter 1.		