



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

Make Decisions: Part 3

Learning Plan Number: 13

Learning Targets:

1. I can work ... to prepare a proposal for our principal.
2. I can share a proposal with our principal.

Habit(s) of Learning:

Courageous Designing: We are resilient and rigorous

CUMULATIVE TIME



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>My Sponsored Child's Community Reflection</i>  |  15 min | |
| <ul style="list-style-type: none"> Explain that to begin class, we will do another short case study on a group who may find themselves excluded from community—and how World Vision strives for inclusion. Use the document panel to point out the various groups we have explored so far: people with disabilities, people of other faiths, women, and today (very briefly) children. Children experience poverty differently than adults do because of their vulnerability and lack of legal and economic status in society. How children are doing, in all aspects of their lives, reflects the overall health and development of the family, community and society they live in. A thriving society values all children, especially the most vulnerable, and upholds their human rights. Students will read through their child's community pages and videos looking for two things: <ol style="list-style-type: none"> How have children been excluded in this community? How has World Vision worked to include your child in Community? After ten minutes, have students share their findings with their elbow partner. Ask for two to three students to share their findings with the class. | | |



LEARNING ACTIVITIES

| | | |
|--|--|--|
| <i>What Needs to be Done?</i> <i>Introduce the Learning Targets (ILT)</i> |  5 min | |
| <ul style="list-style-type: none"> Ask a student to read the second learning target first. "<u>I can share a proposal with our principal.</u>" Point out that we will be sharing our proposal with the principal towards the end of class. Have a student read the first learning target. "<u>I can work to prepare a proposal for our principal.</u>" With today's upcoming presentation in mind, ask for a few students to fill in the blank. How will they need to work today in order to complete a proposal? (Possible responses include: collaboratively, diligently, creatively, thoughtfully, etc.) | | |
| <i>Preparing the Proposal</i>  <i>Engage the Learning Targets (ELT)</i> |  20 min | |
| <p>Note: At this point, you could lead students through a process of choosing a proposal that makes the most sense in light of your context, audit, and conversation with the expert. Examples include building a ramp, raising money to change the accessibility of your school bathrooms, raising awareness, advocating with the city, or changing something in a local park.</p> <p>This expedition will guide students through the process of proposing an awareness assembly for the school. Speak to the principal ahead of time to ensure he or she agrees with this idea.</p> | | |

Continued ...





- Have the various proposals from the last learning plan displayed on the board.
- Students will be seated in groups of four. These can be the same “audit groups” they have been working with (if they have been working well) or your groups can be changed at this point.
- Tell students we will be choosing the “Awareness Assembly” option that was proposed, but we first need to get the principal’s permission. To do this, we will give the principal a brief snapshot of the work we have been doing that led us to this idea.
- Point out the document panel and the learning journey the class has been doing so far. Each group will be responsible to summarize the work we did from that learning plan for the principal. There probably will not be enough groups to explain each of these topics, so focus on the ones that are most important to your class. Each group will choose one of the topics from our expedition’s work:
 1. Our Deep Hope
 2. The Love of God
 3. What is Poverty?
 4. What is Community?
 5. Who is Excluded?
 6. Our Accessibility Audit
 7. Advice from an Expert
 8. Our Community’s Need and Our Proposal
- Each group should prepare a five to seven sentence summary of this topic. Their summary must also explicitly mention the visual on the document panel that their topic aligns with.
- The group needs to choose one person who will present their summary statement to the principal.

| ACTIVITY TITLE | TIME | RESOURCES |
|---|--|-----------|
| <i>Practicing the Proposal</i>  <i>Assess the Learning Targets (ALT)</i> |  25 min | |
| <ul style="list-style-type: none"> • Each group’s speaker will read the summary statement to help the class prepare for when the principal comes. • This will also be a chance for students to give concrete feedback on the summary statement. Explain to the students that we will be giving one piece of “warm” feedback and one piece of “cool” feedback. Write a few sentence starters on the board that students can use. <ol style="list-style-type: none"> 1. Warm: <ul style="list-style-type: none"> - I liked when you ... - It made me think when you said ... 2. Cool: <ul style="list-style-type: none"> - I wonder if... - One part of that topic I thought was important was... 3. Tell students that all feedback should be kind, specific, and helpful. • Before each group shares their statement, assign another group to give the warm and cool feedback. Ask for two volunteers from the feedback group – one to give warm feedback and one to give cool feedback. • After all the groups have shared, give the class five minutes to adjust their statement based on the feedback. | | |



EXIT EVENT

| ACTIVITY TITLE | TIME | RESOURCES |
|--|--|-----------|
| <i>Presenting the Proposal</i>  <i>Assess the Learning Targets (ALT)</i> |  15 min | |
| <ul style="list-style-type: none"> • Invite the principal into the classroom. • The student presenters will speak from the document panel area so they can point out the appropriate visual as they present. • The final person to present should be the one to outline the need and proposal. • Give the principal time to respond. Students will reflect on the learning targets in the next learning plan's entry event. | | |
| LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN <i>ADD TO DOCUMENT PANEL</i> | | |
| Take a picture of the students presenting to the principal. Print this and place it on the document panel. | | |
| OPPORTUNITY TO DEEPEN THE LEARNING | | |
| <p>This learning plan only had a short amount of time to explore World Vision's work of inviting children to be members of the community. There are a number of resources to explore with students on the World Vision website. Here are a few that could be helpful:</p> <p>https://www.youtube.com/watch?v=gRdG8pN7k0g&feature=youtu.be</p> <p>https://www.wvi.org/it-takes-world/blogpost/how-end-violence-against-children-power-activism-and-faith</p> <p>https://www.wvi.org/stories/it-takes-world/how-i-found-my-voice</p> | | |