



# 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

### What is Poverty? (Part 2)

#### Learning Plan Number: 4

#### Learning Targets:

1. I can apply a more robust definition of poverty to situations "near and far."
2. I can share my own changes in thinking around poverty.

#### 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
<p><i>Relational Understanding Diagram</i></p> <p><i>Engage the Learning Targets (ELT)</i></p>	 5 min	<input type="checkbox"/> Students' papers from learning plan 10.3
<ul style="list-style-type: none"> <li>Hand back the student's papers from the last learning plan with the diagram, titles, and answers to the three prompts.</li> <li>Students stand up, find a partner across the room, and share the answer to the first prompt: "One similarity between the reading they did and the diagram."</li> <li>After this, students find a new partner and share their answer to the second prompt: "One difference they can see between the reading they did and the diagram."</li> <li>Students find one last partner and share their answer to the final prompt: "One question they have about the reading or diagram."</li> </ul>		

## LEARNING ACTIVITIES


<p><i>"Near and Far" Connection</i></p> <p><i>Introduce the Learning Targets (ILT)</i></p>	 5 min	
<ul style="list-style-type: none"> <li>Write both learning targets on the white board after the entry event (so as not to influence their title choice).             <ol style="list-style-type: none"> <li><u>I can apply a more robust definition of poverty to situations "near and far." I can begin to explore a more robust definition of poverty.</u></li> </ol> </li> <li>Ask if anyone recognizes a phrase from this target. Hopefully someone recognizes that "near and far" comes from the class deep hope. Use this moment to point it out on the document panel and read it for the class. We will be connecting our second learning activity with this deep hope explicitly.</li> <li>Have a student read the second learning target. Explain that this will happen towards the end of class after we have had a chance to apply our definition.             <ol style="list-style-type: none"> <li><u>I can share my own changes in thinking around poverty.</u></li> </ol> </li> </ul>		



ACTIVITY TITLE	TIME	RESOURCES
<b>Understanding Poverty</b> Engage the Learning Targets (ELT)	10 min	<input type="checkbox"/> 10.3.a Teacher Resource: Relational Understanding of Poverty diagram
<ul style="list-style-type: none"> <li>Create a slide show with three slides: <ol style="list-style-type: none"> <li><b>Slide 1:</b> Display the definition of poverty as follows using a projector:  <b>Poverty Defined:</b> Poverty is the surmountable human condition of deprivation and broken relationship which often threatens human survival and involves unacceptable human suffering, preventing people from fulfilling their God given potential. Poverty is the result of broken relationships and exploitation by unjust systems, processes and powers in the social, religious, economic, political, environmental and spiritual domains at the local, national, regional and global levels.</li> <li><b>Slide 2:</b> Definition of poverty from “Walking with the Poor”:  “Poverty is a result of relationships that do not work, that are not just, that are not for life, that not harmonious or enjoyable.”</li> <li><b>Slide 3:</b> A Relational Understanding of Poverty diagram.</li> </ol> </li> <li>Display the first slide. Ask for a student volunteer to read the definition. Point out the word surmountable and ask a student to explain what this word means.</li> <li>Display the second slide. Have a student read it out. This slide gets at the same definition but more succinctly. Poverty is the result of broken relationships.</li> <li>Show the third slide. Explain that at the fundamental level, poverty is about broken relationships. Broken relationships with God, others, environment, community, and even ourselves.</li> </ul>		
<b>Poverty Definition Poster</b> Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)	35-45 min	
<ul style="list-style-type: none"> <li>Students will now apply this definition (poverty as broken relationships) in a local and global context. They will do this by creating a poster (digital or on paper) of poverty in their own community, as well as in the community of their sponsored child.</li> <li>Display the following information on a slide:  “Create a poster showing examples of poverty in your community and in your sponsored child’s community. This poster must show ways relationships between God, others, the environment, community, and self have been broken. It also must give examples of relationships that have been healed, both in their community and their sponsored child’s community. You may use pictures, drawings, or words to represent your examples.”</li> </ul>		



## EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<b><i>Closing Circle</i></b> <i>Reflect on the Learning Targets (RLT)</i>	 15 min	
<ul style="list-style-type: none"> <li>Finish the class by forming a large circle. Each student will have a chance to speak using the “I used to think ... Now I think ...” protocol. Tell students that they will need to complete the following two phrases regarding our two learning targets on poverty:               <ol style="list-style-type: none"> <li>I used to think...</li> <li>Now, I think...</li> </ol> </li> <li>After about one minute to think, ask a student to speak first. This student should also choose which direction students will speak around the circle. Once everyone in the circle has gone, the class is finished.</li> </ul>		
<b>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</b> ADD TO DOCUMENT PANEL		
Choose a representative poster to go on the document panel. This will go beside the diagram from the last learning plan.		
<b>OPPORTUNITY TO DEEPEN THE LEARNING</b>		
<p>There is an opportunity to explore poverty as “broken relationships” in many contexts. Beyond your local community and sponsored child’s community, students can research countries and other cities, exploring the ways these places have both broken and healed relationships.</p> <p>Students can deepen their learning by reading “Dangerous Love” continuing onto chapter 4.</p>		