



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

Design Solutions

Learning Plan Number: 14

Learning Targets:

1. I can reflect on the preparation and sharing from our previous learning plan as we begin a new planning phase.
2. I can "begin designing practical steps" for our Awareness Assembly.

Habit(s) of Learning:

Courageous Designing: We are resilient and rigorous

CUMULATIVE TIME



60-80 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
Opening Circle <i>Introduce the Learning Targets (ILT)</i> <i>Engage the Learning Targets (ELT)</i>	 10 min	
<ul style="list-style-type: none"> Ask all the students to stand in a circle to begin class. Part of the goal of creating a circle is so that everyone can be seen. Adjust the circle as needed. Ask a student to read the first learning target. <ol style="list-style-type: none"> I can reflect on the preparation and sharing from our previous learning plan as we begin a new planning phase. Explain that we are spending time reflecting so that we can learn from our first presentation. Students will share “popcorn” style for each prompt: sharing as they would like. Ask the following prompts regarding the preparation and sharing the proposal with the principal: <ol style="list-style-type: none"> What was satisfying to you about either the process or the finished product of the proposal? What would you do differently next time? 		

LEARNING ACTIVITIES



Design Solutions <i>Introduce the Learning Targets (ILT)</i>	 5 min	
<ul style="list-style-type: none"> Ask a student to read the second learning target. <ol style="list-style-type: none"> I can “begin designing practical steps” for our Awareness Assembly. Ask the class to scan the “How Communities are Transformed” poster and find where the quote in the learning target comes from. Once a student has pointed out that it is in the “Design Solutions” section, ask someone to read this section. Explain that as we mirror World Vision’s strategy, our designing will be “practical and tangible.” 		
What Makes a Good Assembly or Chapel?  <i>Engage the Learning Targets (ELT)</i>	 15 min	
<ul style="list-style-type: none"> With their elbow partner, students will brainstorm a list of memorable activities they have experienced in an assembly or chapel. This list could include things like a movie clip, a photo slide show, an interesting speaker, Bible verses, music, singing, a skit, a game, or anything else the students remember. Your list may also include specific things that have happened at your school. After students have brainstormed a list with their elbow partner, ask them to share their ideas with the class. Write these on the board. 		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>What Ideas Should We Communicate?</i> </p> <p><i>Engage the Learning Targets (ELT)</i></p>	 15 min	
<ul style="list-style-type: none"> With their elbow partner, students will brainstorm a list of memorable activities they have experienced in an assembly or chapel. This list could include things like a movie clip, a photo slide show, an interesting speaker, Bible verses, music, singing, a skit, a game, or anything else the students remember. Your list may also include specific things that have happened at your school. After students have brainstormed a list with their elbow partner, ask them to share their ideas with the class. Write these on the board. 		
<p><i>How Should We Communicate Our Ideas?</i> </p> <p><i>Engage the Learning Targets (ELT)</i></p>	 15 min	
<ul style="list-style-type: none"> Arrange students in groups of three to four. Each group will need to pick an idea they would like to communicate, and how they would like to communicate this idea. Essentially, each group will choose something from the first list the class brainstormed in part 1 and something from the second list the class brainstormed in part 2. By combining these two things, the group will have the idea and how they would like to communicate their idea. As students plan, walk around to answer clarifying questions. Some groups will most likely require more guidance as they think of a way, they can contribute to the Awareness Assembly. You will also need to guide students away from ideas that other groups have already chosen. When most groups have decided on something they would like to contribute, ask for each group to share their ideas and write them on the board. Ask for two students to be the MCs of this event. They can introduce and transition people during the presentation. 		
<p><i>Work Time</i> </p> <p><i>Engage the Learning Targets (ELT)</i></p>	 As needed	
<ul style="list-style-type: none"> Groups will need time to create their portion of the Awareness Assembly. Realistically, this will take a few classes and various groups will need guidance. Alternatively, you may assign this work time outside of class hours. 		



EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
Feedback  <i>Reflect on the Learning Targets (RLT)</i>	 20 min	
<ul style="list-style-type: none"> Students will give and receive “warm” and “cool” feedback, just like they did in learning plan 13 when planning their contributions to the assembly. A reminder of the process we used: Each group’s speaker should present for the class. This will also be chance for students to give concrete feedback. 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"> Warm: <ul style="list-style-type: none"> - I liked when you ... - It made me think when you said ... Cool: <ul style="list-style-type: none"> - I wonder if ... - I had trouble hearing you when ... Tell students that all feedback should be kind, specific, and helpful. <p>Before each group shares, assign another group to give the feedback. Ask for two volunteers from the “feedback” group—one to give warm feedback and one to give cool feedback.</p> <p>After all the groups have shared, give more time for each group to adjust their portion of the assembly.</p> After the above feedback process, do a thumb-check. Read the second learning target, taking out the word “begin” as you will now be at the final stages of preparation: I can design practical steps for our Awareness Assembly. Ask students how prepared they feel. Thumbs up indicates they are ready to go. Thumbs down is indicating they feel very unprepared. Holding their thumb sideways indicates they are almost prepared but may feel nervous. Adjust the time needed to prepare for this assembly based on this student feedback. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
During the assembly, take pictures of the process and place on the document panel.		
OPPORTUNITY TO DEEPEN THE LEARNING		
Invite the students to present their work in front of a different or wider audience. This could include parents, churches, or members of the local government.		