



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

We Need Each Other

Learning Plan Number: 6

Learning Targets:

1. I can describe the characteristics of thriving communities.
2. I can imagine groups who might feel excluded in our own school community.

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
<i>We are Different</i> <i>Engage the Learning Targets (ELT)</i>	 10 min	
<ul style="list-style-type: none"> Students should be seated in groups of three or four with the following prompt displayed: “Describe an encounter or moment in your life when you realized that there are people who are not like you.” The teacher should first answer the question for the class, as a model, by telling a story from his or her own life. (Differences could include social class, gender, faith background, strong opinion, political background, ethnic background, etc.). Afterwards, students share, going around their group in order. 		


LEARNING ACTIVITIES

<i>Unpack the Learning Targets</i> <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"> Have a student volunteer read the first learning target: <u>I can describe the characteristics of thriving communities.</u> Underline the word “thriving” and ask the class what thriving means to them. Write these words around the word “thriving” on the whiteboard. Have a student volunteer read the second learning target: <u>I can imagine groups who might feel excluded in our own school community.</u> Take a poll of the class: “Raise your hand if the person you described in our earlier discussion was outside of our school community.” Ask for one to three volunteers to share their story from the entry activity with the class. 		
<i>Describe Communities</i> <i>Engage the Learning Targets (ELT)</i>	 20-25 min	<input type="checkbox"/> 10.6.a Student Materials: Community Photos, blown up on a large 11.5 x 17 piece of paper
<ul style="list-style-type: none"> Have students seated in groups of three to four. Provide the handout to each group. The pictures should be blown up on a larger piece of paper (11.5 x17 or larger) so students have room to write. Each group should write a list of descriptive words or phrases that describe each community (a goal of about five per image would be appropriate). Afterwards, have them circle the word or phrase that is most representative of each picture. Write the following words on the board: inclusive, exclusive, segregated, and integrated. Students should pick a word for each image and write it down by their selection. Have each group share the circled word/phrase they gave each photo, and where they chose to put the descriptor titles that were provided. 		



ACTIVITY TITLE	TIME	RESOURCES
Take a Stand  Engage the Learning Targets (ELT)	 20-25 min	
<ul style="list-style-type: none"> Each group should discuss the following questions. Ask the questions one at a time, giving about three to five minutes for discussion: <ol style="list-style-type: none"> Which model best represents a thriving community? Why? Which model best represents our school? Why? Use “Take a Stand” protocol: In this protocol, students will need to move to the area of the room that they most align with, “taking a stand.” Assign each corner of the room with one of the four diagrams. <ol style="list-style-type: none"> First, ask students to go to the corner that they think most represents a thriving community. It is most likely students will bunch up in one corner. Second, ask students to go to the corner they think currently represents their school. There will probably be more variety in student movement. Have students find a neighbor from a different corner to explain why they chose that community to represent the school. Third, ask students to go to the corner they would WANT for their school. It is likely they will mostly gravitate to one corner. Invite a few students to respond why they chose that corner in the larger group. 		

EXIT EVENT

Exit Ticket Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)	 10-15 min	<input type="checkbox"/> 10.6.b Student Material: Exit Ticket
<ul style="list-style-type: none"> Hand out the exit ticket for students to complete. Students should answer their tickets individually. The exit ticket includes the following information: Learning Targets: <ol style="list-style-type: none"> <u>I can describe the characteristics of thriving communities.</u> <u>I can imagine groups who might feel on the outside of our own school community.</u> Describe a thriving community in two to three sentences. What groups may be excluded, or have a harder time thriving, in our school? Why? What groups may be excluded, or have a harder time thriving, in our city? Why? What is a question you are left with after today’s class? The teacher should collect exit tickets for review. These can be used to help begin the discussion next class and determine anything needed to be clarified. 		



LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN

ADD TO DOCUMENT PANEL

Ask for one student volunteer to draw a picture/diagram to represent the class vision for a thriving community. It could simply be a version of the diagram provided, or it could add more of their own creative elements. Ask this after the Take a Stand activity (when hopefully, the students have chosen the vision they hope for their school).

OPPORTUNITY TO DEEPEN THE LEARNING

I Corinthians 12:12-27 teaches how the body of Christ is a group of people with MUCH variety. Do a deeper study of this chapter, comparing it with the models we used today. What are the similarities or differences?

Students can deepen their learning by reading "Dangerous Love" continuing onto chapter 6.