



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 2

Learning Plan Number: 12

Learning Targets:

1. I can prepare for and participate in a video conversation with an accessibility expert.
2. I can design a proposal for our principal.

Habit(s) of Learning:

Joy-filled Collaborating: We are grateful, playful and reflective

CUMULATIVE TIME



75-80 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
Case Study Reading <i>(Continued)</i> <i>Assess the Learning Targets (ALT)</i> <i>Reflect on the Learning Targets (RLT)</i>	 15 min	<input type="checkbox"/> 10.11.b Student Material: Channels of Hope for Gender: Uganda Case Study
<p>This entry event is an assessment and reflection of the work students completed during the last learning plan.</p> <ul style="list-style-type: none"> To begin class, students will pull out their “Channels of Hope for Gender: Uganda Case Study” from the previous learning plan. Students should stand up and find a partner across the room. Each partner should share one of their highlighted sections of text, the social transformation step that goes along with it, and the explanation as to why they chose that step. After this, students should find a new partner and repeat this process two more times. After students have returned to their seats, ask five volunteers to share their highlighted section, step, and explanation with the class. Go through each of the five steps in this way. 		



LEARNING ACTIVITIES

Read the Learning Targets <i>Introduce the Learning Targets (ILT)</i>	 5 min	
<ul style="list-style-type: none"> Ask for a student volunteer to read the learning targets. <ol style="list-style-type: none"> <u>I can prepare for and participate in a video conversation with an accessibility expert.</u> <u>I can design a proposal for our principal.</u> Ask students to guess with their elbow partners which social transformation step from the “How Communities Are Transformed” poster we will be doing today, based on our current learning targets. Afterward, have two to three students share their guesses and explanations with the class. 		
Preparing for the Conversation  <i>Engage the Learning Targets (ELT)</i> <i>Assess the Learning Targets (ALT)</i>	 15 min	<input type="checkbox"/> Students’ proposal sheets from the previous learning plan.
<p>Note:</p> <ol style="list-style-type: none"> This learning activity will require some preparation work. You will need to connect with a person or organization that can give you and your class insight into the needs, feelings, and hopes of people with disabilities. 		

Continued ...





2. Each community will have their own organizations, but a few options include: a resource teacher who works with students with disabilities in the class, the parent of a child with disabilities, an architect or city planner who designs public spaces or buildings, an organization in your community that works with adults who are blind, deaf, or have autism, or the appropriate professional at a hospital/medical clinic. There are also many national organizations who would be able to provide a person to speak over video chat.
 3. Have a preparatory conversation with the “expert,” explaining the work your class has been doing. Let this person know that the goal of this 15-minute conversation is for students to gain insight from someone who knows this topic well and can be a guide as we prepare to do a community project. Explain that the students have identified various needs in their school community and each group of students will explain this need and ask one question about it. Also, ask the expert if you may take a screen shot of the video conference screen for your document panel as a way to remind the class about this conversation. A few options for programs you can use to do this video conference call are Zoom, Skype, or FaceTime (if you both use Apple devices).
- Have students sit in their “audit” groups. Hand back their proposal sheets from the last learning plan.
 - Tell students that we need to prepare for a video chat with an expert in the field of disability inclusion. Give a bit of background information to the class about who they will be talking with.
 - Each group should generate one question for the expert based on the most important need they identified. Example questions could include, “How do you deal with this in your work?”, “Do you have any ideas how we might address this issue at our school?”, or “What is your hope for our city in regard to the work you do?” Circulate among the groups, guiding them and verifying the appropriateness of their question.
 - Each group will select one spokesperson for the group to read the need and question to the expert.
 - Each group should also select one recorder to make notes about the expert’s answer to the question.

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Participating in the Conversation</i> </p> <p><i>Engage the Learning Targets (ELT)</i></p> <p><i>Assess the Learning Targets (ALT)</i></p>	 20-25 min	
<ul style="list-style-type: none"> • Display the video chat using the projector. Ask the expert to introduce him or herself explain their scope of work, how they got into this work, and what they find exciting about the work. • Each student spokesperson can explain the top need they identified from the audit, as well as their question. • Continue to ensure all students are respectful and listening. • At some point during the conversation, take a screen shot (with permission) for the document panel. • Facilitate follow up questions as the conversation progresses. When the conversation is complete, thank the expert for their time and expertise. 		



EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<i>Designing a Proposal</i>  <i>Engage the Learning Targets (ELT)</i> <i>Assess the Learning Targets (ALT)</i>	 20 min	
<p>Each group now has one identified community need as well as feedback on their identified need from the expert.</p> <ul style="list-style-type: none"> Each group will brainstorm a proposal to address this need. Point out the “How Communities are Transformed” poster on the document panel and remind students that we are at the “Make Decisions” section. Read the first sentence of this section: <i>“In this phase, community members assess their needs and priorities and develop a multi-year plan of action.”</i> Explain that for our purposes, the proposal should not be a multi-year plan, but could be done over the remainder of the time that this class lasts. After 15 minutes of brainstorming and designing time, ask each group to share their proposal. Write each proposal on the board and explain that we will revisit them next learning plan. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
Print the screen shot from the video conference call and add it to the document panel.		
OPPORTUNITY TO DEEPEN THE LEARNING		
If you have more learning plan time, ideally, students could research and contact “experts” themselves. Each group could be responsible to find an expert on their specific identified need. The groups can also be responsible for guiding the conversation with their respective experts.		