



The Pursuit of Transformation

EXPEDITION TITLE

The Pursuit of Transformation

Expedition Driving Question:

How can we contribute to flourishing through physical transformation?

Expedition Deep Hope:

That we would feel compelled to join God in the pursuit of human flourishing by participating in the physical transformation of communities.

Expedition Verse:

"I know that the LORD secures justice for the poor and upholds the cause of the needy." –Psalm 140:12

LEARNING PLAN TITLE

Interview an Expert

Learning Plan Number: 14

Learning Targets:

1. I can prepare for and participate in a conversation with an expert.
2. I can adjust and refine our group's work based on the information provided by our expert.

Habit(s) of Learning:

Courageous Designing

CUMULATIVE TIME



80 MIN (plus a number of learning plans for work time)

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
Love Our Neighbors  <i>Engage the Learning Targets (ELT)</i>	 15 min	
<ul style="list-style-type: none"> Invite students to write a second email to their sponsored child. Remind them this is a way we can love our neighbours. Since going through this learning expedition, we also have a deeper understanding of some of what our sponsored child may be facing in their community. Display and review the following information from World Vision before students begin writing: <p>What to write about:</p> <ol style="list-style-type: none"> Be sure to consider your sponsored child's environment and culture. For example, avoid writing about the things you own since your child might have very few possessions. Feel free to share about your family, friends, and interests. If your child lives in an area where Christianity is not the dominant faith, you may see a sensitive area alert. Please refrain from using religious references or sending religious items. These could endanger your sponsored child or our local staff. Do continue to pray for your child's physical and spiritual well-being. 		

LEARNING ACTIVITIES

Student Experts <i>Introduce the Learning Targets (ILT)</i>	 5 min	
<ul style="list-style-type: none"> Post the following learning targets in the class: <ol style="list-style-type: none"> <u>I can prepare for and participate in a conversation with an expert.</u> <u>I can adjust and refine our group's work based on the information provided by our expert.</u> Ask a student to read the learning targets. Ask students to discuss the following prompts with their elbow partner. <ol style="list-style-type: none"> What are you an expert in? What makes you an expert? Afterward, have a few students share with the class. Use to transition into the conversation in the next activity about preparing for our expert speaker. 		

Note: While today's activities take place on the 14th learning plan, students will need more time to complete their community engagement project work. The activities below are an important part of preparing for the presentation, but could happen on other "learning plan days." You will need to give more time for students to research and design their projects, as well as time to give and receive feedback. Finally, students will need time to practice for the proposal day (learning plan 15).



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Preparing for the Conversation</i> 🧩</p> <p>Engage the Learning Targets (ELT)</p> <p>Assess the Learning Targets (ALT)</p>	 15 min	
<p>Note: 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 and information that will inform and shape your community engagement project.</p> <p>In regard to this project, there are a number of different people that would help inform the students' work: the superintendent or facilities person who is in charge of purchasing the physical education clothes, a spokesperson from one of the clothing companies that a group is researching, someone from your city's waste management who could speak to textile waste, a representative from World Vision or another organization that deals with issues of child labor, the owner of a local store who can speak to where they buy their clothing from, a local cotton farmer, etc. While it is helpful if someone can come in person, a video chat allows you to speak to people from around the world, as well.</p> <p>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 to refine our work – students will have questions prepared. Also, ask the expert if you may take a picture of him or her (or a screen shot of the video conference screen) for the document panel as a reminder of this conversation for the class. A few options for programs to do a video conference call are Zoom, Skype, Microsoft Teams, or FaceTime (if you both use Apple devices).</p> <ul style="list-style-type: none"> • Have students sit in their work groups. For the awareness groups, hand back their brainstorm sheets from the last learning plan. For the proposal groups, give them a master list of the questions/criteria that will be used to research clothing companies. • Explain to students that we need to prepare for a conversation with an expert in the field. 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 off the work their group is in charge of. 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 question to the expert. • Each group should also select one recorder to make notes about the expert's answer to the question. 		
<p><i>Participating in the Conversation</i> 🗨️🧩</p> <p>Engage the Learning Targets (ELT)</p> <p>Assess the Learning Targets (ALT)</p>	 25 min	
<ul style="list-style-type: none"> • Ask the expert to introduce themselves, explain their scope of work, how they got into this work, and what they find exciting about the work. • Each student spokesperson can ask the question the groups have prepared. • Continue to ensure all students are respectful and listening. 		

Continued ...



- Facilitate follow up questions as the conversation progresses. When the conversation is complete, thank the expert for their time and expertise. Invite them back for the final presentation of student work.

Note: Also, ask the expert if you may take a picture of him or her (or a screen shot of the video conference screen) for the document panel as a reminder of this conversation for the class.

EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
Refining our Work Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)	20 min	<input type="checkbox"/> 9.14.a Student Material: Exit Ticket
<ul style="list-style-type: none"> With their elbow partner, have students discuss their biggest takeaway from the conversation. Ask a few volunteers to share their answers with the class. It is possible that the expert may take the whole class on a different direction for this project's work – but more likely groups will be able to make smaller adjustments to their projects. Students should return to their group work. Each group should make at least one adjust to their work based off what our expert said. After some work time, ask each group to share the adjustment they made with the class. Hand out exit ticket for students to fill out. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> Print the screen shot from the video conference call and add it to the document panel as a visual representation of today's work. Post the visuals from learning plans 11-15 under the driving question: How can we contribute to flourishing through physical transformation? 		
OPPORTUNITY TO DEEPEN THE LEARNING		
<ul style="list-style-type: none"> If you have more lesson time, ideally students can research and contact “experts” themselves. Each group can be responsible to find someone specifically related to their identified need. This group can also be responsible for guiding the conversation with this expert. 		



WORK TO PREPARE FOR LESSON 15: FEEDBACK AND PRESENTATION PREPARATION

These activities can highly recommended and can happen over the next number of classes as students continue their work on their projects. Realistically, students will need a number of classes to complete the research and design work. Below are some guidelines for giving feedback and final preparations for the proposal presentation.

Feedback:

1. Each group shares their work with the class or another group.
2. 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.

Warm:

1. I liked when you ...
2. It made me think when you said ...

Cool:

1. I wonder if ...
2. I had trouble hearing you when ...

Tell students that all feedback should be kind, specific, and helpful.

1. This feedback can be written out or given verbally. If the group is sharing for the whole class, assign three students to give the feedback.
2. After all the groups have shared, give more time for each group to adjust their work accordingly.
3. After the above feedback process, do a thumb-check. Ask students how prepared they feel or how their work is progressing. Thumbs up indicates they are ready to go. Thumbs down indicates they feel very unprepared. Holding their thumb sideways indicates they are almost prepared, but may feel nervous. Adjust the time needed to prepare based on this student feedback.

Presentation Preparation:

1. This activity will take place after some more time for students to work in their groups. It is a chance to for students to practice for their presentation during the next learning plan.
2. Each “awareness” group should set up their display in different area of the classroom. The groups will stand by their presentation so they can answer any questions that people may have. Have the “proposal” groups mingle around the displays and ask the students’ questions about their work and ideas. This will be a similar format to next lesson’s presentation.
3. Each proposal group should present a PowerPoint of their findings to the class. This is the same presentation they will use next lesson for the superintendent and others. The final step is for the class to choose a company that the school should use for their physical education clothes. There may be a clear company that stands out, or you may need to facilitate a vote after some discussion to decide the final recommendation for the superintendent.
4. Choose one student to create a summary slide of the final company choice. This student will give the final recommendation during the presentation.
5. Brainstorm with the class who should be invited to this presentation. This would be a good time to invite parents, other teachers, the physical education department, and others to share the learning that has occurred over the course of this expedition.
6. Another group of people to invite to the presentation are companies that students talked with or researched. This is a chance for these businesses and people to hear about issues that are important to your class, and challenge decision makers to change.