



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

A World Behind Your T-Shirt

Learning Plan Number: 12

Learning Targets:

1. I can consider the impact that a T-shirt has on human flourishing and physical poverty.
2. I can respond by brainstorming solutions and joining a 'team' I am interested in.

Habit(s) of Learning:

Gracious Communicating

CUMULATIVE TIME



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.




Note: The following learning plans are an example of a Community Engagement project for this learning expedition. This example explores the impact that your school's physical education clothes have on physical poverty and proposes solutions. You can use this example directly or follow it as a template, using one of the student generated ideas from the last learning plan. In learning plan 15, various guests will come to the class for the proposal and celebration of learning.

There are also other examples for potential community engagement projects listed in the framing document. From here on, part of almost every learning plan will be spent preparing for this project. For more guidance on how to design and implement your "Community Engagement" project, check out Appendix A: The Educator's Guide to Community Engagement.

ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Notice and Wonder</i></p> <p><i>Introduce the Learning Targets (ILT)</i></p> <p><i>Engage the Learning Targets (ELT)</i></p>	 15 min	
<ul style="list-style-type: none"> Post the learning targets in the room: <ol style="list-style-type: none"> I can consider the impact that a T-shirt has on human flourishing and physical poverty. I can respond by brainstorming solutions and joining a 'team' I am interested in. Ask for a volunteer to read the learning targets. Ask everyone to look on the tag of their shirt to see the brand and where the shirt was made. Compile a list on the board of where everyone's shirt comes from. Does anyone see their sponsored child's country on the board? With their elbow partners, have students respond: <ol style="list-style-type: none"> What is one thing you notice about the list on the board? What is one thing you wonder about the list on the board? Ask for a few volunteers to share their responses with the class. 		


LEARNING ACTIVITIES

<p><i>The World Behind Your T-Shirt</i></p> <p><i>Engage the Learning Targets (ELT)</i></p> <p><i>Reflect on the Learning Targets (RLT)</i></p>	 20 min	<ul style="list-style-type: none"> <input type="checkbox"/> Part 1: Cotton: https://www.youtube.com/watch?v=QYa4zneKbeY <input type="checkbox"/> Part 2: Machines: https://www.youtube.com/watch?v=ZJOteam-zWw <input type="checkbox"/> Part 3: People: https://www.youtube.com/watch?v=6TlMvHyUic <input type="checkbox"/> Part 4: Boxes: https://www.youtube.com/watch?v=O4aZzxEnlhE <input type="checkbox"/> Part 5: You: https://www.youtube.com/watch?v=W9Amsk9_djc
<ul style="list-style-type: none"> Before showing the videos, ask students to be thinking about two questions: <ol style="list-style-type: none"> Where do you notice flourishing? Where do you notice physical poverty? We will be exploring these ideas in the next activity. 		

Continued ...





- Watch the short five-part series Planet Money Makes a T-Shirt.
 1. Part 1: Cotton (2:32)
 2. Part 2: Machines (1:33)
 3. Part 3: People (6:21)
 4. Part 4: Boxes (1:37)
 5. Part 5: You (1:40)
- The series encapsulates some of the complexities around textile manufacturing, comparing work in Bangladesh and Columbia. It is affective without being exploitative.
- When the video finishes, begin by taking responses from the whole class: “Who or what in this video affected your heart? What impacted you?”

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Flourishing and Physical Poverty</i> 📌</p> <p><i>Engage the Learning Targets (ELT)</i></p> <p><i>Reflect on the Learning Targets (RLT)</i></p> <p><i>Assess the Learning Targets (ALT)</i></p>	 20 min	<input type="checkbox"/> 9.12.a Student Material: Brainstorming worksheet
<ul style="list-style-type: none"> • Post the following question on the board: <ol style="list-style-type: none"> 1. Where did you notice flourishing in the making of a T-shirt? 2. Where did you notice physical poverty in the making of a T-shirt? • Point out the visual on “Flourishing” from learning plan I. Read out the many examples that the class had developed around flourishing at that time. From the visual, also read the examples in which people could not be flourishing. • Remind students of the various types of physical poverty we have worked through as a class, acknowledging the visuals on the document panel from each learning plan. • Divide students into groups of three to four and hand out each group a piece of chart paper and three different colored markers. • Post instructions on the board: <ol style="list-style-type: none"> 1. Using one color marker, write down examples of human flourishing you saw in the video series. 2. Using a different color marker, write down examples of physical poverty you saw in the video series. • When students are complete, add one new instruction on the board: <ol style="list-style-type: none"> 1. Based off what you have learned about physical poverty and transformation, provide additional examples or things to be considered in the making of a T-shirt that the video did not address (use the third color marker). • Ask one student per group to share their work with the class. 		



EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>How Can We Contribute?</i> </p> <p><i>Engage the Learning Targets (ELT)</i></p> <p><i>Reflect on the Learning Targets (RLT)</i></p> <p><i>Assess the Learning Targets (ALT)</i></p>	 25 min	<ul style="list-style-type: none"> <input type="checkbox"/> 9.12.b Teacher Resource: Teams and Assignments <input type="checkbox"/> 9.12.c Student Material: Exit Ticket
<p>Note: At this point, you may decide to give students more freedom to choose how they can respond by brainstorming solutions around the physical transformation of our clothing. What follows is one example of a project: design a proposal for the superintendent (or other administrator) to change the school's physical education clothes. This activity will be a mix of exploring, brainstorming, and explaining various groups that students could join to create this proposal.</p> <ul style="list-style-type: none"> • Post the following question on the board: How can we contribute to flourishing through the physical transformation of T-shirts? <ol style="list-style-type: none"> 1. Read the question and explain: "We now get a chance to DO something. Our clothes are a good way to make an impact, as our actions have consequences both locally and globally. We will be exploring if our gym clothes contribute to human flourishing, and if they do not, proposing solutions to our superintendent. We will need two teams to contribute to this project – an awareness team and a proposal team." 2. In the "Teams and Assignments" resource is an example of various topics and group possibilities. Each team will need to be divided into groups to tackle specific tasks. While the student brainstorm list will be less polished, there will likely be some overlap. When creating groups for next class, retitle or shift student ideas accordingly. Depending on the size of your class, you will need to create a different number of groups. Three students per groups is a good number for this project. 3. After this explanation, hand out the brainstorm document to the groups from the last activity. Student groups should brainstorm topics that would be important for the awareness team to cover. What are topics or ideas that the Awareness Team should research? What are the issues around textile production when it comes to flourishing and physical poverty? Each group should come up with four to five ideas. 4. Each group should share their ideas with the class. Create a list on the board. 5. After exploring, brainstorming, and explaining the various group options, hand out the exit tickets. Students will need to choose and prioritize which group they would like to be a part of. 		
<p>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</p> <p>ADD TO DOCUMENT PANEL</p>		
<ul style="list-style-type: none"> • Put one of the chart papers from today's learning plan on the document panel as the 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? 		
<p>OPPORTUNITY TO DEEPEN THE LEARNING</p>		
<ul style="list-style-type: none"> • Watch "The True Cost" – a documentary on the darker side of the clothing industry. It delves more deeply into conditions that factory textile workers face. The teacher should preview this film to ensure that the content is appropriate for their students. • For the trailer and more information: https://truecostmovie.com/ 		