



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

Physical Transformation: Community Health

Learning Plan Number: 7

Learning Targets:

1. I can describe the ways in which World Vision joins God in the physical transformation of community health.
2. I can reflect on my own relationship with healthcare—in gratitude and its brokenness.

Habit(s) of Learning:

Curious Thinking

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.





ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
Emergency Relief <i>Engage the Learning Targets (ELT)</i>	 10 min	
<ul style="list-style-type: none"> Point out the <i>Physical Transformation</i> section on the “How a Community is Transformed” poster on the document panel. The last lesson focused on ways World Vision works with communities around water. We won’t have time to go over in detail every physical transformation that World Vision helps facilitate, and so we skipped over “Emergency Relief.” Explain: “Emergency relief is also very important in dealing with physical poverty. Emergency relief address immediate needs due to a crisis such as a natural disaster, refugee crisis, famine, or war. This in contrast to development which is the long-term approach.” Read the small paragraph under the emergency relief heading: <p><i>When disaster strikes, our local staff and global experts help vulnerable families get back to on their feet with life-saving supplies and support. Then we help them rebuild and prepare for future risks. With almost 70 years of experience and a presence in nearly 100 countries, we can respond quickly to virtually any crisis anywhere in the world.</i></p> Students should discuss the following two prompts with their elbow partner. Afterwards, have a few students share with the class. <ol style="list-style-type: none"> Think of an example of a disaster in another country that needed emergency relief. Think of an example of a disaster in your own country that needed emergency relief? <p>Note: If you would like to pursue Emergency Relief further, see the “Opportunity to Deepen Learning” section for other resources.</p>		

LEARNING ACTIVITIES

How to Remain Healthy <i>Introduce the Learning Targets (ILT)</i>	 5 min	
<ul style="list-style-type: none"> Post the following targets on the board: <ol style="list-style-type: none"> <u>I can describe the ways in which World Vision joins God in the physical transformation of community health.</u> <u>I can reflect on my own relationship with healthcare—in gratitude and its brokenness.</u> Ask for a volunteer to read the first target. Underline the word health. Ask for examples of things that are involved or needed for a person to remain healthy and write them on the board around the underlined word. Answers could include nutrition, doctors, drugs, medicine, hospitals, nurses, exercise, education, etc. Ask for a volunteer to read the second target. Ask for two to three stories from the class of recent hospital visits and what happened. Lead students to consider that health involves much more than seeing a doctor. It is a multifaceted issue both abroad and here in our own country. 		





ACTIVITY TITLE	TIME	RESOURCES
<p><i>Health and Nutrition in Global Communities</i> </p> <p>Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)</p>	 10 min	
<ul style="list-style-type: none"> In our first activity, students will be introduced to the problem of health and nutrition in developing nations. Using what they know about the complexity of poverty, they will begin to think about potential solutions. Divide students into groups of three and display the following text: <i>"In a global context, malnutrition continues to be the world's most serious health problem. Malnutrition is the single-biggest contributor to child mortality (deaths of children under five years of age per 1,000 live births) and to the global burden of disease. Approximately 45 per cent of all child mortality, 3.1 million deaths per year, is linked to malnutrition. Malnutrition also reduces human capital through compromised cognitive development and physical health. This leads to lost productivity, which in turn reduces economic growth and development."</i> With their groups, have each student discuss one thing he or she notices from the quote and one thing they wonder about the quote. Afterwards, have a few students share with the class. Be sure to emphasize the fact that malnutrition and health are connected, and these in turn effect economic growth and development. Display the following text next: <i>"Good health is the foundation of a child's life. World Vision aims to ensure mothers and children are well nourished, protected from infection and disease, and have good access to essential health services."</i> <p>Note: The stats in the above quote may change over time. Please visit the following website for the most update information: https://www.wvi.org/nutrition/nutrition-basics</p>		
<p><i>Health and Nutrition in Grace's Community</i></p> <p>Engage the Learning Targets (ELT)</p>	 15 min	<ul style="list-style-type: none"> <input type="checkbox"/> 9.7.a Teacher Resource: "Interventions Examples" <input type="checkbox"/> Grace's Story video: https://vimeo.com/346914084
<ul style="list-style-type: none"> Play the "Grace" video and pause it at the 2:30 minute mark. It follows the story a young boy dealing with malnutrition and health issues following a war in his country. Hand each group a large piece of paper. Students (staying in their groups) should imagine that they are part of a development team and will be entering this community to help with this health and malnutrition crisis. Each group needs to illustrate and label a community plan for aiding with malnutrition and health for children in this community. Display a list of things that need to be on their diagram: <ol style="list-style-type: none"> Three "emergency" measures that will be enacted to help this community. Three long term measures that are needed in the community (think about the many "roots" that keep a community in poverty). Reference the document panel for ideas. Think about the three elements that World Vision addresses in the quote: "mothers and children are well nourished, protected from infection and disease, and have good access to essential health services." 		

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- When completed, groups should designate one person to take their poster to another group to share their plan. Each group will hear one other group's plan.
- Ask for one to two volunteers to share their plan with the entire class.
- Empathize/explain a few things to the class:
 1. Each community is different and so will need community-based solutions. There is no "one size fits all" solution to development.
 2. Poverty is complex—as we have discussed and the students' plans recognize, there are many factors that communities face.
- Students will only have been exposed to a few 'solutions' at this point, but should be able to imagine what solutions might exist given their background knowledge from previous learning plans. Use the teacher resource for additional information to help guide students through the above activity with other solutions.
- Finish the last minutes of the Grace video. World Vision provided a solution to help Grace in the short term in this video.


ACTIVITY TITLE	TIME	RESOURCES
<p><i>Approaches to Health and Malnutrition</i> Engage the Learning Targets (ELT)</p>	 15 min	<ul style="list-style-type: none"> <input type="checkbox"/> World Vision Afghanistan – Fighting Malnutrition: https://youtu.be/3q2EoMS6QKw <input type="checkbox"/> Just One Goat: https://youtu.be/4B-O88hMVq4 <input type="checkbox"/> The Power of Community Health Workers: https://vimeo.com/813540036
<ul style="list-style-type: none"> • Show three short videos as specific examples of how World Vision is tackling health and malnutrition. • After each video, each group should add a World Vision approach to their posters that the video outlines. • Collect the group posters for review. 		
<p><i>Health in Our Own Communities</i> Reflect on the Learning Targets (RLT)</p>	 10 min	
<p>Back-to-Back, Face-to-Face Protocol</p> <ol style="list-style-type: none"> 1. This is a way for students to share and listen to different perspectives while moving around the room, while also leaving in time to quietly consider before speaking. We will be engaging the second learning target. 2. Students should find a partner from a different part of the room and stand back-to-back 3. Once students are partnered up, the teacher should read the first prompt (and preferably have it posted on the board/screen, as well). After the prompt has been read aloud, give students 15 seconds to silently consider 4. Ask students to turn and face their partner and share their responses. 		

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5. After 30 seconds for each student to share, ask them to find a new partner and repeat with a new prompt.
 6. When complete, invite a few students to share their responses with the class.
- There should be two rounds of this activity, one to respond to each of the following introductory prompts:
 1. Complete the statement: “One thing I am grateful for when thinking about health in my own community or country is ...”
 2. Complete the statement: “One way that my community or country has a broken relationship with health care is ...”

EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
Graphic Organizer <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	 15 min	<input type="checkbox"/> Canva.com <input type="checkbox"/> 9.7.b Student Material: Exit Ticket
<p>Note: Lessons 6–10 will each conclude with some time to work on a visual representation of key ideas from the class. This will give students a chance to reflect on the learning targets from each learning plan and give you a chance to assess their learning. In learning plan 11, students will be able to share their graphic organizer as a printed poster with others in the class, as a representation of their learning. This will take the place of their regular exit tickets for the next five learning plans.</p> <p>During each learning plan, students will need to add three pictures along with a short description for each picture to their graphic organizer, based off the two learning targets. Each picture should be taken by the student using a phone or camera. If these are not available, pictures can be pulled off the internet – but optimally the pictures will be from their own lives. As mentioned, each picture needs a short description outlining its significance.</p> <p>There are many free online resources to build posters and graphic organizers. “Canva” is an accessible, yet powerful design program if you are not familiar with any options. You will need to familiarize with a program in order to guide students in this work. As students design, they should keep in mind they will need sections for water, health, education, economic empowerment, and their sponsor child. As described above, each section will need space for three pictures and descriptions.</p> <ul style="list-style-type: none"> • Post the following ‘picture’ criteria for today’s lesson: <ol style="list-style-type: none"> 1. Add a picture that represents a way in which “World Vision joins God in the physical transformation of community health.” 2. Add a picture that represents something you are grateful for in terms of your access to healthcare. 3. Add a picture that represents a way you or your country has a broken relationship with healthcare. • Students should upload the pictures they took regarding the learning targets from the previous learning plan and write out the descriptions. Students should come with three pictures next lesson corresponding to the posted criteria above. They will have time next lesson to add these pictures and descriptions to their graphic organizer. • While students are working, hand out the brief exit ticket for them to fill out. For the next five learning plans, these exit tickets will only ask students to write a question they have that is related to the class material. You may address these questions individually or as a whole class during future learning plans. 		



LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL

- Display a poster from one of the groups on the document panel to represent today's work (the other posters can go up elsewhere in the room). Connect this visual to the "How a Community is Transformed" poster already on the document panel using the same yarn as in learning plans 4 and 5. This will represent the ways we can begin to untangle the web of poverty.

OPPORTUNITY TO DEEPEN THE LEARNING

- World Vision has many stories and information on health and nutrition: <https://www.wvi.org/health>
- Ask students to research and explain a specific way World Vision has made an impact in a global community.
- Explore this website if you want to learn more about the ways World Vision is involved in Emergency Relief: <https://www.wvi.org/disaster-management>