



# 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: Child Protection*

Learning Plan Number: 10

#### Learning Targets:

1. I can describe the ways in which World Vision joins God in the physical transformation of protecting children.
2. I can reflect on the ways my sponsored child has experienced both physical poverty and transformation.

#### Habit(s) of Learning:

Courageous Designing

## 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
<b>Christian Discipleship</b> Engage the Learning Targets (ELT)	 10 min	
<p><b>Note:</b> This entry event briefly explores the idea of World Vision and Christian Discipleship. This is the other ‘physical transformation’ that we do not have time to explore using a complete lesson.</p> <ul style="list-style-type: none"> <li>Have the group gather around the document panel and point out the “How a Community is Transformed” poster.</li> <li>Explain: “Christian Discipleship” is another physical transformation that World Vision prioritizes. Unfortunately, we only have time to touch on it briefly. World Vision partners with churches (and other faith leaders) for the well-being of children. One of the organization’s primary objectives for all of their work is that children experience the love of God and neighbors.</li> <li>Point out the lesson one and two visuals and explain: “In our VERY first learning plan (a long time ago!) we were reminded that each person is loved by God. In the second learning plan, we were reminded that we are called to love our neighbor – and that this love is connected to justice (as our verse alludes). These ideas fuel the work of World Vision.”</li> <li>Now that we have come much further in our learning expedition, I would like to ask the same question I asked in learning plan 1: “What does God’s love look like? What does God’s love look for people like our sponsored children?” <ol style="list-style-type: none"> <li>Students can answer this question ‘popcorn’ style in the whole group.</li> <li>Lead students to consider that all the work that World Vision does via physical transformation is showing the love of God and love for our neighbors. At this point, students have also explored a number of more specific videos and written stories that have been examples of people sharing God’s love. Remind students of our deep hope – that we are joining God in the pursuit of flourishing.</li> <li>Invite students back to their seats.</li> </ol> </li> </ul> <p><b>Note:</b> If you would like to pursue Christian discipleship further, see the “Opportunity to Deepen Learning” section for a short video example and other resources.</p>		

## LEARNING ACTIVITIES

<b>Protecting Children</b> Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT)	 5 min	
<ul style="list-style-type: none"> <li>Post the following learning targets in the room: <ol style="list-style-type: none"> <li><u>I can describe the ways in which World Vision joins God in the physical transformation of approaches to protecting children.</u></li> <li><u>I can reflect on the ways my sponsored child has experienced both physical poverty and transformation.</u></li> </ol> </li> <li>Ask a volunteer to read the targets. Underline the words “child protection.” Have student students discuss the following question with their elbow partner: “What do children need to be protected from?”</li> <li>Afterwards, ask some volunteers for answers and write these on the board around the words: “protecting children.”</li> </ul>		



ACTIVITY TITLE	TIME	RESOURCES
<b>Children are the Future</b> Engage the Learning Targets (ELT)	5 min	<input type="checkbox"/> It takes a world video: <a href="https://youtu.be/LrKgIEp2rBM">https://youtu.be/LrKgIEp2rBM</a>
<ul style="list-style-type: none"> <li>Explain: While everything we have been learning about the last number of learning plans (water, health, education, and economics) keeps children centrally in mind – there are other issues that pertain specifically to children. The following video introduces these issues to us. While watching, try to keep in mind the four things World Vision is addressing in regards to child protection.</li> <li>After the video, ask for volunteers to list the things World Vision is addressing: child marriage, child labor, child soldiers, and child refugees.</li> </ul>		
<b>Exploring the Issues</b> Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)	40 min	<input type="checkbox"/> 9.10.a Student Material: “Child Protection” Activity sheet <input type="checkbox"/> 9.10.b Teacher Resource: “Information Guide” <input type="checkbox"/> 9.10.c Teacher Resource: “Prayer Slides” <input type="checkbox"/> The Only Ring: <a href="https://www.wvi.org/blogpost/only-ring-mind-young-girls-should-be-school-bell-0">https://www.wvi.org/blogpost/only-ring-mind-young-girls-should-be-school-bell-0</a> <input type="checkbox"/> Tackling root causes of child labor: <a href="https://www.wvi.org/newsroom/it-takes-world/tackling-root-causes-child-labour-possible-says-world-vision">https://www.wvi.org/newsroom/it-takes-world/tackling-root-causes-child-labour-possible-says-world-vision</a> <input type="checkbox"/> Rohingya refugee children <a href="https://www.wvi.org/myanmar-%E2%80%93-bangladesh-refugee-crisis/article/rohingya-refugee-children-deserve-go-back-school-too">https://www.wvi.org/myanmar-%E2%80%93-bangladesh-refugee-crisis/article/rohingya-refugee-children-deserve-go-back-school-too</a>
<p><b>Note:</b> This activity is designed for students to learn about one of the above child protection issues. They will then share what they learned with the rest of their group.</p> <ul style="list-style-type: none"> <li>Divide students into groups of three. Each person in the group will be responsible for reading one of the three articles listed in the resources. Each article focuses on one of the child protection issues mentioned.</li> <li>After reading, each student should fill out the corresponding activity sheet in regard to their article.</li> <li>When everyone is complete, students should share the answers to their questions with the rest of their group.</li> <li>When all groups are complete, ask for a volunteer to share their responses for each article. Collect the activity sheets for review.</li> <li>These issues can be challenging and sensitive. As students share responses to their questions with the class, refer to the teacher resource to help you navigate these conversations. This may be a time when students have many questions.</li> <li>Conclude this class discussion by pointing out the following: <ol style="list-style-type: none"> <li>Children experience poverty differently than adults do because of their vulnerability and lack of legal and economic status in society. How children are doing, in all aspects of their lives, reflects the overall health and development of the family, community and society they live in. A community where children are valued and defended is a community that will flourish.</li> <li>World Vision believes that a world without violence against children is possible – and we can too. Preventing and addressing violence against children is an urgent and complex task, but it is fully possible.</li> </ol> </li> </ul>		


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3. By 2030, the world has pledged to end abuse, exploitation, trafficking and all forms of violence against and torture of children. We can be a part of this!
  4. In the next class we will begin brainstorming ways that we can make a difference, and address our driving question: How can we contribute to flourishing through physical transformation?
- Conclude this activity with a time of prayer with the class using the “Prayer Slides” resource. You may want to read through the slide deck and adapt the prayer for your own context. Display the different sections of the prayer and ask for volunteers to read each section and verse.
  - Conclude this time of prayer by asking each student to prayer silently for their sponsored child.

**Note:** Print one slide from the “Prayer Slides” resource and post it to the document panel.

### EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<b>Graphic Organizer</b> <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	 20 min	<input type="checkbox"/> Access to a color printer <input type="checkbox"/> 9.10.d Student Material: Exit Ticket

**Note:** Learning plans 6-10 will each conclude with some time to work on a visual representation of key ideas from the class. This will give a students a chance to reflect on the learning targets for each learning plan and a chance for you 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.

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.

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 sponsored child. As described above, each section will need space for three pictures and descriptions.

- Post the following ‘picture’ criteria for today’s lesson:
  1. Add a picture that represents a way in which “World Vision joins God in the physical transformation of approaches to protecting children.”
  2. Add a picture that represents a way your sponsored child has experienced physical poverty.
  3. Add a picture that represents your sponsored child has experienced physical transformation.
- Students should upload the pictures they took in regards to the last lesson’s learning targets and write out the descriptions. This lesson’s pictures should come from their sponsored child’s page as well as the World Vision website rather than photos they take themselves. Students have more time this class as the graphic organizer/poster will need to be complete and printed for next class. If your school does not have a color printer, arrangements will need to be made to have them printed elsewhere.

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- Hand out the brief exit ticket for students to fill out while students are working. For the next five learning plans, these exit tickets will only ask students to write a question that is related to the class material. You may address these questions individually or as a whole class in future lessons.

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

- For this lesson's visual, connect the pictures of the sponsored children (from learning plan 1) to the "How a Community is Transformed" poster already on the document panel using the same yarn as learning plans 4 and 5. This will represent the ways we can begin to untangle the web of poverty.
- Post to the document panel a prayer from the Prayer Slides resource.

#### OPPORTUNITY TO DEEPEN THE LEARNING

- This learning plan did not touch on child trafficking. This article presents the problem and outlines some of World Vision's approach to this heartbreaking issue: <https://www.wvi.org/child-protection/safety-and-security-children-east-asia>
- Explore this website if you want to learn more about the ways World Vision is involved in Christian discipleship: <https://www.wvi.org/faith-and-development>
- This is a short video example of World Vision's work in Christian discipleship: <https://vimeo.com/125852155>
- If you would like to watch more of Grace's story from previous learning plans in regard to child protection, watch here: <https://vimeo.com/346914677>