



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

Designing a Proposal

Learning Plan Number: 13

Learning Targets:

1. I can collaborate with my group to design our portion of the community engagement project.
2. I can graciously accept and provide feedback.

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
Scripture Connection <i>Introduce the Learning Targets (ILT)</i>	 15 min	
<ul style="list-style-type: none"> Post the learning targets in the room: <ol style="list-style-type: none"> I can collaborate with my group to design our portion of the community engagement project. I can graciously accept and provide feedback. Hand out slips of paper and ask for a volunteer to read the targets. Explain: “We are doing a community project connected to our physical education clothes. Please write down a connection between our expedition verse (look at the document panel for reference) and the clothes you are currently wearing.” Let them know that what they write will be shared with the class. Gather all the slips and have students return to their seats. Put the slips into a box/bag, mix them up, and draw them one at a time—reading the connection on the slip. Read about half of them and leave the rest for another class. An alternative: Have students crumple up their slips and throw them across the room. Each student needs to pick one up and read it for the class, one at a time. 		

LEARNING ACTIVITIES

Initial Design  <i>Engage the Learning Targets (ELT)</i> <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	 20 min	<input type="checkbox"/> Chart paper <input type="checkbox"/> Markers
<p>Note: Using the exit tickets from last class, divide the students into their groups of three beforehand. It is probable that not all students were able to have their first choice, but hopefully they are in a group that was on their list. Post all the group titles and explanations in the class as you likely will have needed to adapt the group titles, ideas, and explanations.</p> <ul style="list-style-type: none"> Divide students into their new groups. Explain: Each group will begin the design process. For groups in the awareness team, the task will be to design a visual that will help them present the information they research. They will be creating a display that our guests will be able to read without someone explaining the information. This should be more than just a poster board—be creative. Could you incorporate clothing or other objects into the display? For groups in the proposal team, the task will be to design questions to ask clothing suppliers. These will be the criteria we use to make a recommendation for our new and current supplier. 		

Continued ...





- Post the following instructions for each team:

Awareness Team Groups:

1. Begin to brainstorm ideas for a visual a display that our guests will be able to read and see without someone explaining the information. Think of a museum display or art project. This should be more than just a poster board – be creative and connect the visual to your topic.

Proposal Team Groups:



1. Design questions and criteria to ask clothing companies. These questions need to help us determine whether these companies promote human flourishing and physical transformation for all involved. These questions also need to factor in things like cost, location, company reputation, etc.
- Handout out chart paper and markers (not black, as that will be used for the next activity) to each group. Each group should read through the instructions. Ask the class for clarifying questions before they begin their design work. Let them know that we will be giving each other written feedback, so please write legibly.

ACTIVITY TITLE	TIME	RESOURCES
Feedback  Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)	 20 min	<input type="checkbox"/> Markers

- Remind students of our second learning target.
 1. I can graciously accept and provide feedback.
- Ask students: What does it mean to give gracious feedback? Write these words on the board around the word gracious. A guideline for giving gracious feedback: we are kind, specific, and helpful.
- Each student needs a black marker or pencil. Groups will give written feedback on each other's design work.
- Groups will rotate between each other's chart work for three minutes at a time. The awareness team will give feedback on the proposal team's work and vice versa (this may not work for all groups if the numbers aren't exactly even). After the three-minute mark, they will need to move to the next groups work.
- Post the following three things each person should write about:
 1. What do you like? This could take the form of words, check marks, symbols, etc.
 2. What do you wonder about? This could take the form of words, a question mark with words circled, etc.
 3. Do you have any ideas? Perhaps students have ideas for a visual or question?
- Groups should return back to their chart papers, read through the feedback, and continue their design work.



EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
Research and Conclusion  Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)	 25 min	<input type="checkbox"/> 9.13.a Student Material: Sample Questions <input type="checkbox"/> 9.13.b Student Material: Exit Tickets
<ul style="list-style-type: none"> Students can begin to research their topics and companies. They will likely need a lot of guidance at the beginning of this process. At the end of class, gather all the questions from the proposal team to create a master list for each group to use. This is also a chance for you to review the questions and gauge the level of appropriateness. There is a list of possible questions that could be used as criteria in the resource section. Hand out exit tickets for students to complete. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> Take pictures of the students working on the design process and add them 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"> Explore the following World Vision documents related to child labor and sweat shops. What insight to they provide for our community engagement project? Who are you wearing: https://www.worldvision.ca/about-us/media-centre/who-are-you-wearing Child Labor: It's Everybody's Business: http://nochildforsale.ca/wp-content/uploads/2015/04/10-Steps-for-Companies-final.pdf 		