



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

How a Community Is Transformed

Learning Plan Number: 5

Learning Targets:

1. I can analyze World Vision's approach to community transformation.
2. I can make connections between World Vision's approach and our learning expedition.

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
<p><i>Trapped in Poverty Web</i> <i>Introduce the Learning Targets (ILT)</i> <i>Engage the Learning Targets (ELT)</i></p>	 20 min	<input type="checkbox"/> Yarn or string

Note: This is a slightly extended entry event revisiting some of the ideas in the course so far, as well as the “web” metaphor from last class.

- Post the Learning targets in the room.
 - I can analyze World Vision’s approach to community transformation.
 - I can make connections between World Vision’s approach and our learning expedition.
- Explain: “I will be asking you some questions – similar to the previous lesson. The person who answers the question will be the person who is holding the ball of string. After they have finished answering the question, they will hold onto the string with one hand and toss the ball of string to someone else in the circle. That person will answer the next question before tossing the ball of string again.”
 - Remind students of the last two lessons in which you explored the various roots of poverty and the ways people can get trapped in poverty.
 - Ask the first question: “What is one of the “roots of poverty” that we have learned about in class?”
 - After a root is named, ask for a number of examples: “What is an example of this type of poverty that you have seen or that we learned about last class?”
 - Repeat the above process until each member of the class is holding a piece of string.
- At this point, the class has created a metaphorical web of factors that keep people trapped in poverty.
 - Ask a student to drop the string they are holding and repeat the example they gave. Point out that the web remains. Ask another student to drop his or her string and repeat their example (and so on).
 - Explain: “As we saw last class, it is difficult to simply address these individual issues and make a lasting impact. A person is still ‘trapped in a web’ of poverty. We need a larger, holistic approach to address this web.”
 - Ask all the students who had the “social root” examples to drop their strings and observe the effects on the web. Follow with the other root causes and watch the web slowly fall apart.
 - Ask a volunteer to read the first learning target. Explain that in class so far, we have mostly been talking about the problem of poverty. Today we are turning a corner and thinking about solutions: transformation.
 - Ask a volunteer to read the second learning target. Point out the class deep hope on the document panel. Stress the word ‘we’ – we want to join God in this work of transformation.
 - Invite the students to return to their seats.



LEARNING ACTIVITIES

ACTIVITY TITLE	TIME	RESOURCES
<p><i>When Helping Hurts—What Not to Do</i></p> <p><i>Engage the Learning Targets (ELT)</i></p>	 25 min	<p><input type="checkbox"/> “When Helping Hurts” pages 21-26 and pages 61-64</p>
<p>Note: This activity introduces students to the idea that good intentions are not enough – we need be thoughtful in our approach.</p> <ul style="list-style-type: none"> First reading: <ol style="list-style-type: none"> Together with the class, read pages 21-26 from “When Helping Hurts” (provide copies for students as well to read along). The author tells a story of when he attempted to help someone, but actually caused harm in the process. Stop at the section when the author writes, “What did I do wrong? How could I have hurt the poor in the process of trying to help them?” With partners, ask students to list three ways the author may have made the situation worse for the people involved (in the long term). Students can draw on previous lessons for insight. Ask for volunteers to share their answers with the class. Second Reading: <ol style="list-style-type: none"> Hand out a copy of pages 61-64 from “When Helping Hurts” to each student. Students will use a VIP protocol to analyze this text. This reading summarizes how to begin helping without hurting. <p>VIP Protocol:</p> <ol style="list-style-type: none"> Students will first read through the pages silently. As they read, they should highlight one very important sentence, one very important phrase, and one very important word. They may highlight more than this as they read, but will need to choose these 3 things by the end. Next divide the class into groups of five or six students. Each group will form a circle. They will bring their reading along. Everyone will go around the circle first sharing their very important sentence. Once everyone has gone, they will all go around the circle again sharing their very important phrase. Finally, students share their very important word. If students have the same sentence, phrase, or word as someone else, they should still read it again. Remind students to be gracious communicators as they listen to one another. After each group has finished, ask for a few volunteers to share their sentences, phrases, and words with the class. Close by posting and reading the following excerpt from “Helping Without Hurting in Short Term Missions—Participant’s Guide” (p.26): <p><i>“When we recognize that poverty is relational, and that we are all poor, we can enter a community with humility. We can guard against harming the material poor with our god-complexes and arrogance, instead focusing our thoughts, actions, words, and attitudes on affirming the greatness of God, the dignity of the material poor, and our mutual need for Christ. Rather than seeing ourselves as bringing hope to New Orleans or taking back Africa for Jesus, we can rejoice that Christ is already at work in these areas. Rather than seeing ourselves saving ‘the least of these,’ we can celebrate together the ways the reconciling work of Christ is bringing healing to the poverty in all of us.”</i></p>		



EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>How a Community is Transformed</i> </p> <p><i>Engage the Learning Targets (ELT)</i> <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i></p>	 35 min	<ul style="list-style-type: none"> <input type="checkbox"/> https://www.wvi.org/child-sponsorship/video/how-world-vision-works <input type="checkbox"/> 9.5.a Student Material: “How a Community is transformed” Posters (one per student) <input type="checkbox"/> 9.5.b Student Material: “Activity Sheet: How a Community Is Transformed”
<p>Note: This activity introduces students to World Vision’s approach to development work in communities.</p> <ul style="list-style-type: none"> Show the video, “How World Vision Works.” This acts as an introduction to World Vision’s approach. After the video, ask students to share answers to the following two prompts with their desk partner: <ol style="list-style-type: none"> “One thing I notice about World Vision’s approach to transformation is...” “One thing I wonder about World Vision’s transformation is...” Invite a few students to share their thoughts with the class. While students are discussing, handout a copy of the “How a Community is Transformed” poster to each student. You can also display this poster digitally. Ask students to silently spend 10 minutes reading through the poster. They should attempt to understand World Vision’s approach for community transformation. Afterward, hand out the activity sheet to each student. Students will need to make a connection between the “How a Community is Transformed” poster and our deep hope, their sponsored child, our scripture verse, and our driving question. To conclude, ask a few students to share their connections with the class for each question. While there will be many meaningful connections, highlight the following three ideas as we move forward: <ol style="list-style-type: none"> The first step in transformation is to listen. We must build trust with those we hope to work with. World Vision’s work in transformation corresponds to each “root of poverty” we have explored. They attempt to address each issue holistically. As our deep hope alludes, we will be focusing on the physical transformation of a community for the remainder of this learning expedition. Collect activity sheets from the class for review. This will also act as their exit ticket. 		
<p>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL</p>		
<ul style="list-style-type: none"> Put up the “How a Community is Transformed” poster on the document panel. We will refer to this in future lessons. Create a sign that reads, “Untangling the Web of Poverty” for this section of the document panel. 		
<p>OPPORTUNITY TO DEEPEN THE LEARNING</p>		
<ul style="list-style-type: none"> Read chapter I of “When Helping Hurts” and answer the reflection questions at the end of the chapter. This chapter gives an outline of Jesus’ mission and work in the world. 		