



# 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: Education*

#### Learning Plan Number: 8

#### Learning Targets:

1. I can describe the ways in which World Vision joins God in the transformation of education.
2. I can reflect on my own relationship with education – 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
<b>Photo Share</b> Engage the Learning Targets (ELT)	 5 min	
<ul style="list-style-type: none"> <li>All students should bring out the three photos they took after last learning plan (one photo to represent World Vision's work in global community health, one to represent something they are grateful for, and one to represent a broken relationship in regard to health in their own community or country).</li> <li>Each student should get up and find a partner to show and explain their photos. This can be repeated with a new partner. Ask for two to three volunteers to share and explain their photos to the class.</li> </ul>		

## LEARNING ACTIVITIES

<b>Scripture Connections</b> Introduce the Learning Targets (ILT)	 5 min	
<ul style="list-style-type: none"> <li>Post the two learning targets on the board: <ol style="list-style-type: none"> <li>I can describe the ways in which World Vision joins God in the transformation of education.</li> <li>I can reflect on my own relationship with education—in gratitude and its brokenness.</li> </ol> </li> <li>Ask for a volunteer to read the first learning target. Ask for a second volunteer to read the second learning target. With their elbow partners, ask students to make one connection between our class scripture and the learning targets. Afterwards, ask for a few volunteers to share with the class.</li> </ul>		
<b>Human Development Index</b>  Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT)	 20 min	<input type="checkbox"/> <a href="http://hdr.undp.org/en">http://hdr.undp.org/en</a> <input type="checkbox"/> 9.8.a Student Material: "Human Development Index" sheet
<ul style="list-style-type: none"> <li>Explain: The Human Development Index (HDI) uses health, education, and standard of living to measure human wellbeing. It is one tool that attempts to capture some of the physical poverty or flourishing in a country. Today we will use this tool to explore the HDI of your own country, the country of your sponsored child, and another country of your choice. We will be focusing on education as it is today's topic, but will also be researching elements of health, as we have already explored that topic.</li> <li>Students should log on to the "Human Development Reports" website (listed in the resources section). They should click on "Country Profiles" tab near the top of the page to choose their countries.</li> <li>Use the activity sheet provided to fill out the appropriate information about their countries. Note that they do have some choice in the information and topics they choose to record.</li> </ul>		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Reflecting on the Human Development Index</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>	 15 min	
<p><b>Back-to-Back, Face-to-Face Protocol</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Students should find a partner in a different part of the room and stand back-to-back.</li> <li>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</li> <li>Ask students to turn and face their partner and share their responses.</li> <li>After 30 seconds for each student to share, ask them to find a new partner and repeat with a new prompt</li> </ul> <p><b>Prompts:</b></p> <ol style="list-style-type: none"> <li>Read the responses to the reflection questions on your Human Development Index activity sheet.</li> <li>What is an aspect of poverty that we have discussed in class that the Human Development Index misses or ignores?</li> <li>In what ways can we be grateful for our own country's education system?</li> <li>In what ways does our country have a broken relationship with education?</li> </ol> <ul style="list-style-type: none"> <li>Ask a few volunteers to share their responses with the class.             <ol style="list-style-type: none"> <li>Remind students this is one way to measure well-being (or in this expedition's language: flourishing). Point out the list of our own created list of "flourishing" examples on the document panel. Health, education, and standard of living are very helpful indicators of this, but doesn't take in to account some other of the "roots" of poverty we have discussed (The HDI, for instance, does not address the spiritual root of poverty).</li> <li>Collect the activity sheets for review.</li> </ol> </li> </ul>		
<p><i>World Vision and Education</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"> <li><input type="checkbox"/> We Believe Education Starts on Day 1: <a href="https://www.wvi.org/we-believe-education-starts-day-one">https://www.wvi.org/we-believe-education-starts-day-one</a></li> <li><input type="checkbox"/> Go Baby Go: Laying a strong foundation for learning in Haiti: <a href="https://www.wvi.org/education-and-life-skills/article/go-baby-go-laying-strong-foundation-learning-haiti">https://www.wvi.org/education-and-life-skills/article/go-baby-go-laying-strong-foundation-learning-haiti</a></li> </ul>
<ul style="list-style-type: none"> <li>Explain: We have compared education in a few countries and reflected on the situation in our own country. Now we will be learning about a program World Vision uses to address education in developing nations.</li> <li>Post and read the follow excerpt from the article: We Believe Education Starts on Day 1:  <i>"Our vision for every child is life in all its fullness. A child's story begins on day one. An infant held in loving and nurturing arms has a brighter future. We want every child protected, cared for and given the learning opportunities necessary to become all God meant them to be."</i> </li> </ul>		

Continued ...




*Eighty per cent of brain development happens in the first three years of life, and 90 per cent is complete by age five. It's vital that parents are given sound information and support to help nurture and protect infants, toddlers and pre-school aged children to see them reach their full potential.*

*Early Childhood Development programmes are powerful equalisers for children who live in resource-poor settings, and they play an important role in breaking the intergenerational cycle of poverty. However, access to pre-primary learning opportunities is very low in many places, with only 17 per cent of children in low-income countries enrolled in such programmes.*

*Our Early Childhood Development programmes train parents, caregivers and community members to care for children from pregnancy through their first six years. We focus on children's wellbeing and early learning skills, encouraging secure and stimulating home environments that recognise parents as 'first teachers' and set children up for life-long learning success."*

- Use the following "Rank-Talk-Write" protocol to read an article on one specific way World Vision builds education - Go Baby Go: Laying a strong foundation for learning in Haiti (the article is listed in the resources):
- Divide students into groups of three to four and hand out copies of the article. Each student in the group should have their own copy of this text.
- While reading the text (independently), students will write a summary sentence for each key idea or concept they identify.
- Students rank the summary sentences in order of importance ("1" next to most important, "2" to the next, etc.).
- In their groups, students will share out the concepts they ranked, explaining why they ranked each concept as they did in terms of importance.
- Each group determines which one concept they think is most important and discusses the best summary statement for that idea or concept.
- A scribe from the group writes the summary statement on the white board.
- Small groups will share their summary statement with the large group.

#### 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>	 15 min	<input type="checkbox"/> 9.8.b Student Material: Exit Ticket
<p><b>Note:</b> 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 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. For the next five learning plans, this will take the place of their regular exit tickets. 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>		

Continued ...



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 that 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 transformation of education.”
  2. Add a picture that represents something you are grateful for in terms of your access to education.
  1. Add a picture that represents a way you or your country has a broken relationship with education.
- Students should upload the pictures they took regarding the learning targets from the last learning plan and write out the descriptions. Students should come to the next learning plan with three pictures that corresponded to the posted criteria above. They will have time during the next learning plan 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 in future lessons*.

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

- Ask a student if you can post their Human Development Index comparison chart on the document panel as a representation of our work around education. Connect this visual 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.

#### OPPORTUNITY TO DEEPEN THE LEARNING

- World Vision has many stories from around the world about enhancing education for children. Read one of those stories here: <https://www.worldvision.org/education-news-stories/training-children-teach-others-read>
- Learn more information about World Visions approach to education here: <https://www.worldvision.org/our-work/education#1470869887604-2b2a7064-3ed2>
- If you would like to watch more of Grace’s story from last lesson in regards to education, watch here: <https://vimeo.com/346914591>