



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: Economics

Learning Plan Number: 9

Learning Targets:

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

Habit(s) of Learning:

Joy-filled Collaborating

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>Brokenness in Economics</i> <i>Introduce the Learning Targets (ILT)</i> <i>Engage the Learning Targets (ELT)</i></p>	 10 min	<p><input type="checkbox"/> “Christian Generosity and Material Poverty” Interview: https://pcafoundation.com/helping-without-hurting/</p>

Note: We will begin this class exploring the learning targets by using a quote from the author of “When Helping Hurts.”

Back-to-Back, Face-to-Face Protocol

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.
2. Students should find a partner from a different part of the room and stand back-to-back.
3. Once students are partnered up, 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.
5. After 30 seconds for each student to share, ask them to find a new partner and repeat with a new prompt. Invite a few students to share their responses with the class.

Prompt: Why wouldn’t we want to ‘turn the poor into middle-class suburban Americans’?

1. Post the first part of this quote from Brian Fikkert, the author of “When Helping Hurts.” This quote comes from an interview he gave with the Presbyterian Church in America Foundation: “We tend to think we should turn the poor into middle-class suburban Americans, and this is not working.” Ask: “Why wouldn’t we want to ‘turn the poor into middle-class suburban Americans?’”

Prompt: Post the learning targets in the room, and ask a volunteer to read the learning targets for the class.

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

Prompt: “Make one connection between today’s learning targets and the quote by Brian Fikkert.”




1. Post the rest of the quote from Brian Fikkert: “Mental illness and addictions are skyrocketing amongst middle-class Americans, and families and communities are breaking down. This goal to simply get more “stuff” is not working for mainstream America, so why should we export this goal and lifestyle to the materially poor?”

Prompt: “What is one way my country’s relationship with money or economics is broken?”

1. Possible responses to this question could include ideas around economic disparity in Western countries, greed, systems that keep people trapped, and having enough “stuff.”



LEARNING ACTIVITIES

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Trapped Economically</i> Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT)</p>	 10 min	
<ul style="list-style-type: none"> Remind students of the “web” that can keep people, communities, and even countries trapped in poverty. Point out the “web” on the document panel from learning plans 3 and 4. Explain: For most people, earning money is not as simple as just “get a job.” Many people around the world work very long hours and are still trapped in poverty. There are many factors and systems that we have discussed that could keep people and families from economic sustainability. With a partner, have students come up with three factors (possibly discussed in previous learning plans) that could keep a family from earning enough money to support themselves in a developing nation. In other words, what could keep a family trapped in poverty? Ask for a few volunteers to share their responses. Lead students to consider that economic brokenness is systemic. Entire families can work extremely long hours just to survive. Industries are also broken and take advantage of people who have no other options. The solution for people and families must address these underlying issues in the long term. 		
<p><i>World Vision’s Approach</i>  Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)</p>	 35 min	<ul style="list-style-type: none"> <input type="checkbox"/> 9.9.a Teacher Resource: “Economic Solutions” <input type="checkbox"/> Chart paper <input type="checkbox"/> Markers <input type="checkbox"/> Israel’s Story: https://vimeo.com/307363462 <input type="checkbox"/> From Saving to Serving: https://youtu.be/l9mK-E2uR6M <input type="checkbox"/> Emmanuel, the Rwandan Shoemaker: https://youtu.be/lsLv6_bhGLQ
<p>Note: We will use this activity to explore three programs that World Vision uses to promote economic empowerment. Use the teacher resource provided to gain some background knowledge for each program.</p> <ul style="list-style-type: none"> Prep Ahead: On three pieces of large chart paper, one for each video, write out the following (include space between each question): <ol style="list-style-type: none"> The Video’s Name What were the barriers that kept the people in this story from achieving economic empowerment? What were the things that helped the people in this story achieve economic empowerment? How would you describe or name this type of economic support? What can we or our country learn from the people in this story? Explain: We will be watching three separate short videos on three different programs that World Vision uses to support economic empowerment. 		



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- We will be using the “Chalk Talk” protocol to explore these three programs.

Chalk Talk Protocol: Chalk talk is a written protocol where students respond in writing in a central place (such as a piece of chart paper). It is a way to promote discussion and find patterns, while also ensuring all student voices are heard.

1. Write the same questions for each video on multiple pieces of chart paper (depending on the size of the class) and place around the room so they are accessible for all students.
 2. After watching each video as a class, the students begin working. Each student will get up, use a different color marker, answer the questions on the chart paper, and responding to other students' comments. This is all done silently.
 3. Create norms for the activity (working silently, being respectful of other people's ideas, working the entire time period, writing a comment and responding to one to three other people's comments). Ask for clarifying questions.
 4. The teacher should be moving around the classroom, silently guiding students.
 5. After all three videos and responses are complete, students should find a partner. Partnerships should read through the postings, search for patterns and themes, and record those patterns on a piece of paper. This step is not done in silence.
 6. These ideas are then shared out with the whole class.
- As students share their finding with the class, use the teacher resource to guide the discussion. Video 1 corresponds to the “Building Secure Livelihoods” program, Video 2 corresponds to the “Savings for Transformation” program, and Video 3 corresponds to the “Microfinance” program.

ACTIVITY TITLE	TIME	RESOURCES
Graphic Organizer  Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)	 15 min	<input type="checkbox"/> 9.9.b Student Material: Exit Ticket

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

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 sponsor 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 economics.”
 2. Add a picture that represents something you are grateful for in terms of your access to economics.
 3. Add a picture that represents a way you or your country has a broken relationship with economics.

Continued ...



- Students should upload the pictures they took in regards to the learning targets from the last 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 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 during future learning plans.

EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
Conclusion <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	 10 min	
<ul style="list-style-type: none"> • Conclude class by forming a large circle. Each student will have a chance to speak using the “I used to think ... Now I think ...” protocol. Tell students to look at the document panel as they think about the unit so far. Students will need to complete the following two phrases in regard to the unit or today’s lesson: <ol style="list-style-type: none"> 1. I used to think... 2. Now I think... • After about one minute of think time, ask for a student to speak first. This student should also choose which direction around the circle students will speak until everyone has gone. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> • Put up one of the “Chalk Talk” posters on the document panel as a reminder of today’s work (and leave the rest up in the room). 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		
<ul style="list-style-type: none"> • World Vision also uses an approach called “Ultra-Poor Graduation” that today’s learning plan did not touch on. Students can read and watch a video about this approach using the following link: https://www.wvi.org/economic-development/our-approaches • This video explains how World Vision utilizes micro-financing loans: https://www.youtube.com/watch?v=sIUqXR6xXA4&feature=youtu.be 		