



# 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 Can We Contribute?*

Learning Plan Number: 11

#### Learning Targets:

1. I can share my learning of physical transformation using the graphic organized I created.
2. I can begin to consider how to contribute to flourishing through physical transformation.

#### Habit(s) of Learning:

Gracious Communicating

## 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
<i>Reflect on the Document Panel</i> <i>Introduce the Learning Targets (ILT)</i>	 15 min	
<ul style="list-style-type: none"> <li>Post the learning targets:               <ol style="list-style-type: none"> <li>I can share my learning of physical transformation using the graphic organizer I created.</li> <li>I can begin to consider how to contribute to flourishing through physical transformation.</li> </ol> </li> <li>Have students gather around the document panel in a circle and orient them to the photos/artifacts from the previous learning plans. Ask for a volunteer to read both learning targets. Point out the visual from each learning plan and ask for one to two volunteers to share with the group:               <ol style="list-style-type: none"> <li>something they learned or remember feeling from that learning plan</li> <li>OR a connection between what they learned and today's learning targets</li> </ol> </li> </ul>		

## LEARNING ACTIVITIES

<i>Gallery Walk</i>  <i>Engage the Learning Targets (ELT)</i> <i>Assess the Learning Targets (ALT)</i>	 30 min	
<p><b>Note:</b> This is a chance for students to share their work with others in the class. It will also lead into the next activity which will explore the driving question: "How can we contribute to flourishing through physical transformation?"</p> <ul style="list-style-type: none"> <li>Students should post their graphic organizers on the walls around the room, evenly spaced out.</li> <li>Divide the class into quarters. One quarter of the students will begin as the presenters and can stand by their posters.</li> <li>The rest of the class should spread evenly among the presenters so there are three to four students listening at each poster.</li> <li>The presenter should go through the information on his or her poster for about four to five minutes, explaining the significance of each picture.</li> <li>When complete, each student listening to the presentation should thank the presenter and respond with two prompts:               <ol style="list-style-type: none"> <li>One thing I noticed in your presentation was...</li> <li>One thing your presentation made me wonder about was...</li> </ol> </li> <li>Cycle through the other three quarters of the class. In this way, each student will present their graphic organizer once, and listen to three other students present.</li> <li>We will revisit these posters in learning plan 15.</li> </ul>		



ACTIVITY TITLE	TIME	RESOURCES
<b>Student Brainstorm</b>  Engage the Learning Targets (ELT) Assess the Learning Targets (ALT)	 15 min	<input type="checkbox"/> 9.1.1.a Student Material: Brainstorm Document
<ul style="list-style-type: none"> <li>Explain: In many ways, our work so far in class has been building to the next section of our learning expedition as we begin our “Community Engagement” project. We have spent time learning about how World Vision joins God in the pursuit of flourishing around physical transformation, and now we also get to join in this endeavor. We haven’t fully engaged with our unit’s driving question yet, but now is the time! <ol style="list-style-type: none"> <li>How can we contribute to flourishing through physical transformation?</li> <li>In other words, how can we apply what we’ve learned to make a difference in our community and the world?</li> </ol> </li> <li>Divide students into groups of three or four and hand out the brainstorming sheet (one per group). Each group should designate a recorder to write down the groups various ideas. The questions on the brainstorm sheet are meant as a guide – not each one needs to be answered.</li> </ul>		
<b>Sharing ideas</b>  Engage the Learning Targets (ELT) Assess the Learning Targets (ALT)	 15 min	
<ul style="list-style-type: none"> <li>Post the driving question on the board: How can we contribute flourishing through physical transformation?</li> <li>One student from each group should share their ideas. Write down each idea on the board. Note any themes or repetitions that emerge. Ask the group or entire class follow up questions for certain ideas that need to be “fleshed out.” Does any idea begin to get the whole class excited?</li> <li>After this time of sharing, hand out the second brainstorm sheet. Each group should fill this out and hand it in for review.</li> </ul>		
<b>EXIT EVENT</b>		
<b>Exit Tickets</b> Engage the Learning Targets (ELT) Assess the Learning Targets (ALT)	 5 min	<input type="checkbox"/> 9.1.1.b Student Material: Exit ticket
<ul style="list-style-type: none"> <li>Hand out exit tickets and thank the class for their work today.</li> </ul>		



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

- Leave the graphic organizer posters up around the room. Put one of them on the document panel as the visual representation today's work. The visuals from learning plans 11 – 15 get posted under the driving question: How can we contribute to flourishing through physical transformation?

**OPPORTUNITY TO DEEPEN THE LEARNING**

- The graphic organizers that students created could be used in a few different ways:
  1. Have students share their organizers more than once to other groups.
  2. Students can share their organizers in a similar way to other classes in your school – particularly those who may be studying different topics in the Ignite curriculum.
  3. Post the graphic organizers on a digital platform to share electronically.