



# 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

### *Human Flourishing*

#### Learning Plan Number: I

#### Learning Targets:

1. I can explore key words in our class' deep hope: That we would feel compelled to join God in the pursuit of human flourishing by participating in the physical transformation of communities.
2. I can be reminded that each person is loved by God.

#### 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
<b>Back-to-Back, Face-to-Face</b> Engage the Learning Target (ELT)	 5 min	
<p><b>Note:</b> We begin our expedition with a short protocol inviting students to consider the “World Vision Ignite” program!</p> <p><b>Back-to-Back, Face-to-Face Opening Activity</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 and leaving time to quietly consider before speaking.</li> <li>Students should find a partner from a different part of the room and stand back-to-back.</li> <li>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. <ol style="list-style-type: none"> <li>Ask students to turn, 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> <li>When complete, invite a few students to share their responses with the class.</li> </ol> </li> <li>There should be two rounds of this activity, one to respond to each of the following introductory prompts: <ol style="list-style-type: none"> <li>Complete the statement: “One thing I am excited about beginning World Vision Ignite is...”</li> <li>Complete the statement: “A question I have about World Vision Ignite is ...”</li> </ol> </li> </ul>		




## LEARNING ACTIVITIES

<b>Physical Transformation Introduction</b> Introduce the Learning Targets (ILT)	 10 min	
<ul style="list-style-type: none"> <li>Post the following learning targets in the room: <ol style="list-style-type: none"> <li>I can explore key words in our class’ deep hope: That we would feel compelled to join God in the pursuit of human flourishing by participating in the physical transformation of communities.</li> <li>I can be reminded that each person is loved by God.</li> </ol> </li> <li>Ask for a volunteer to read the first learning target. Point out that this “deep hope” phrase is on the wall (where you will be creating the document panel).</li> <li>Explain: This is the ‘North Star’ of our learning expedition. Everything we do in class will be connected to this hope.</li> <li>Underline the words “physical transformation.” This is perhaps a new phrase for everyone in the class. With their desk partner, ask students to identify examples or words that come to mind when reading the phrase “physical transformation.”</li> </ul>		

Continued ...





- Afterward, ask students to give some answers for the class—write these down around the phrase “physical transformation.” Answers could include things like water, the earth, crops, material, things we can touch, poverty, etc. Underline “human flourishing” and explain we will be returning to this later in class.
- Ask for a volunteer to read the second learning target. Explain that we will be returning to this learning target towards the end of class.

ACTIVITY TITLE	TIME	RESOURCES
<p><b>Human Flourishing</b> </p> <p><i>Engage the Learning Targets (ELT)</i></p> <p><i>Reflect on the Learning Targets (RLT)</i></p>	 25 min	<p> 9.1.a Student Material: “Flourishing Pictures” with stories</p>


**Note:** The following three activities will use images to explore this lesson’s learning targets. This activity is designed to get students to consider what it means for people to “flourish” or “thrive.”

- Students should be seated in groups of three or four. Hand out one of the pictures with the brief explanation to each group (there are pictures provided, but you may also use your own). Alternatively, you can choose to just use the pictures (and leave the written explanation out or share them later).
- Each group should write down examples of “flourishing” that they see in their picture. In some of the more difficult cases, they will have to imagine part of the story behind each picture.
- Afterward, have each group share their answers (display the picture digitally to give the class context). Sketch a large cross in the middle of the board. Write the student examples in the upper right-hand quadrant labelled, “Flourishing.” This sketch will become relevant in the next activity.
- Possible “flourishing” examples from the pictures may include:
  1. Happiness
  2. Education
  3. Help that people receive
  4. Caring for each other
  5. Love
  6. Family
  7. Hopes and dreams
  8. Meaningful employment
- Conclude this activity with some wrap up questions for class discussion:
  1. What is missing from this list of human flourishing? (Add these examples to the board.)
  2. What themes or connections do you notice between our examples on the board?
  3. Is it possible to flourish alone? Why or why not?
- Lead students to consider that having a real hope for the future might encompass many of their examples: education, meaningful work, health, relationships, etc.



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Deepening Our Understanding of Human Flourishing</i> </p> <p><i>Engage the Learning Targets (ELT)</i></p> <p><i>Reflect on the Learning Targets (RLT)</i></p>	 20 min	<input type="checkbox"/> 9.1.b Teacher Resource: "Flourishing" chart
<p><b>Note:</b> This activity builds on the first. What does it mean when a person is not "flourishing?"</p> <ul style="list-style-type: none"> <li>Fill in the rest of the "flourishing" quadrant you began in the first activity using the example (or display it electronically). Sketch it in such a way the class examples of flourishing fall in the "flourishing" quadrant.</li> <li>Explain that these are other categories possible for human life besides flourishing. Under the word "exploiting" write the word tyranny, under "withdrawing" write apathy, and under "suffering" write poverty. We are all able to live into these other categories as well, or even to act in a way that forces people into the other categories.</li> <li>Student groups should go back to their images and look for examples that fall into the other categories (again, students may need to imagine part of the story behind each picture).</li> <li>In the same way, have groups share their answers with the class and fill in the remaining quadrants on the white board. In the end, each of the four corners will have a number of examples gathered from the photos and stories.</li> <li>Conclude this activity with a class discussion:             <ol style="list-style-type: none"> <li>What is missing from our other quadrants?</li> <li>What themes or connections do you notice between our examples on the board?</li> <li>In what ways do we fit into the "non-flourishing quadrants?"</li> </ol> </li> <li>Lead students to consider that while many of the people in the images we examined don't have an opportunity to "flourish," due to physical poverty (among other issues we will explore in upcoming lessons), Westerners often find themselves in the other "non-flourishing" quadrants. We all stand in need of healing.</li> </ul>		

## EXIT EVENT

<p><i>We Are Loved by God</i></p> <p><i>Engage the Learning Targets (ELT)</i></p>	 20 min	<input type="checkbox"/> Markers <input type="checkbox"/> 9.1.c Student Material: Exit ticket
<p><b>Note:</b> This final activity invites students to look at the pictures in one other way: we are loved by God. The underlying reason for World Vision's work is that each person in the world is significant—God loves each of us.</p> <ul style="list-style-type: none"> <li>Ask for a volunteer from the class to complete this verse/phrase: God is _____ (love).</li> <li>Explain: This is THE definition of God in the Bible. God is not hate, judgment, justice, or even kindness, peace, or joy. The fact that God loves each person gives us all dignity (and next lesson we will be exploring how we are also called to love others). Having said that, the word "love" can be confusing in English, as it can mean so many different things.</li> <li>Ask each group to return to their picture and write an answer to the following question in regards to the person/situation:             <ol style="list-style-type: none"> <li>What does God's love look like?"</li> </ol> </li> </ul>		

Continued ...



- Again, this may be challenging for some groups as their picture is a difficult scenario. Ask for each group to share their response with the class.
- Ask groups to use markers to write “We Are Loved” on the image somewhere. These images will be going on the document panel.
- As the groups are working, hand out the exit tickets for students to fill out individually.

#### LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN

*ADD TO DOCUMENT PANEL*

Ask a student to recreate a smaller version of the white board sketch, including the examples. Display this on the document panel along with the pictures used in this lesson’s activities.

#### OPPORTUNITY TO DEEPEN THE LEARNING

Do a Gospel study on how Jesus allowed himself to be affected by exploitation (tyranny), withdrawing (apathy), and suffering (poverty) for the sake of human flourishing. You can also narrow down to study to the sections of the Gospels leading up to Jesus’ crucifixion.