



# 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

### *We Are Neighbors*

#### Learning Plan Number: 2

#### Learning Targets:

1. I can make connections between loving my neighbor and our unit's Scripture passage.
2. I can begin to open my heart to my sponsored child by participating in his or her story.

#### 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
<b>Meet Your Global Neighbor</b> <i>Engage the Learning Targets (ELT)</i>	20 min	<input type="checkbox"/> Map ( <i>optional</i> ) <input type="checkbox"/> Sponsored child's picture from welcome package
<ul style="list-style-type: none"> <li>Explain that to begin class, we will be getting to know our “neighbors.” While each student will get to know their own sponsor child more in depth, as a class we also want to ‘meet’ all of our “neighbors.” Hand out the sponsored child welcome packages.</li> <li>Have each student spend a few minutes familiarizing themselves with their child and the material. Project a map in the classroom. Each student should introduce their child by name, point out where they are from (pointing to the location on the map), and pin their picture onto the document panel.</li> <li>Optionally, you may choose to use a physical map – students can pin the picture directly onto the county's location.</li> </ul>		

## LEARNING ACTIVITIES

<b>Scripture Connections</b> <i>Introduce the Learning Targets (ILT)</i>	5 min	
<ul style="list-style-type: none"> <li>Post the following learning targets in the room:             <ol style="list-style-type: none"> <li><u>I can make connections between loving my neighbor and our unit's Scripture passage.</u></li> <li><u>I can begin to open my heart to my sponsored child by participating in his or her story.</u></li> </ol> </li> <li>Ask for a volunteer to read the first target. Point to the unit scripture passage on the document panel and read it for the class:             <p><i>“I know that the LORD secures justice for the poor and upholds the cause of the needy.” -Psalm 140:12</i></p> </li> <li>Have students discuss for a minute with their elbow partner: “Why do the poor need justice?”</li> <li>Ask for a volunteer to read the second target. Explain that we will revisit this target at the second half of the lesson.</li> </ul>		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Justice and My Neighbor</i> Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT)</p>	 25 min	<p><input type="checkbox"/> Biblical View of Justice video: <a href="https://www.youtube.com/watch?v=A14THPoc4-4">https://www.youtube.com/watch?v=A14THPoc4-4</a></p>
<p><b>Note:</b> This activity deepens our understanding of the call to love our neighbor by connecting poverty to justice. The Bible calls us to look at underlying structures and systems that keep our neighbors in poverty.</p> <ul style="list-style-type: none"> <li>Begin by using 'Think-Pair-Share' protocol to reflect on what they currently think of when they hear the phrase "loving my neighbor." In this protocol, students first are given time to think by themselves about the question, then given a set amount of time to discuss their thoughts with a partner. Finally, they share their responses with the whole class. Class responses could include things such as the Good Samaritan story, giving to the those in need, being kind, loving your family, etc.</li> </ul> <p><b>Prompt:</b> What do you think of when you hear the phrase "love your neighbor"?</p> <ul style="list-style-type: none"> <li>Thank the class for their answers and explain that the Bible also paints an even bigger picture for loving our neighbor.</li> <li>Point to the unit's Scripture verse on the document panel and read it: <i>"I know that the LORD secures justice for the poor and upholds the cause of the needy."</i> -Psalm 140:12</li> <li>Justice for the poor involves more than just helping someone with their immediate needs (although, this is also important).</li> <li>Show students the "Bible Project" short video on a biblical view of justice. Students will need to make a connection between justice and "loving your neighbor" using the GoGoMo protocol. This is a sharing protocol that can follow any workshop, exploration, research, or experience. Use it with students to spread good ideas.</li> </ul> <p><b>'Give One, Get One, Move On' (GoGoMo)</b></p> <ol style="list-style-type: none"> <li>After the video, ask participants to write down one connection between justice and 'loving your neighbor.' You may choose to have people write each idea on a different index card or sticky note to give away to his or her partner.</li> <li>Invite the group to get up and mingle with their peers.</li> <li>After about 30 seconds, call out "GIVE ONE to a partner."</li> <li>Participants form pairs and each "gives" his or her connection to the other - so each person "gives one" and "gets one." Time may range from one to three minutes.</li> <li>Call out "MOVE ON" and participants mingle again.</li> <li>Repeat the sharing for as many ideas as people have to share.</li> <li>Ask for a few volunteers to share their connections with the class. Conclude by pointing out that loving our neighbors also means addressing underlying structures that keep them in poverty. As our deep hope mentions, we get to join God in the work of "justice for the poor."</li> </ol>		



ACTIVITY TITLE	TIME	RESOURCES
<b>Email Your Sponsored Child</b> Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT)	25 min	<input type="checkbox"/> “A Few Kind Words” video: <a href="https://www.youtube.com/watch?v=vudEo8jfWpl&amp;feature=youtu.be">https://www.youtube.com/watch?v=vudEo8jfWpl&amp;feature=youtu.be</a>
<ul style="list-style-type: none"> <li>Reread the second learning target: <u>I can begin to open my heart to my sponsored child by participating in his or her story.</u></li> <li>Explain that we will now begin the very first step in getting to know our sponsored child. World Vision’s online portal allows us to get a snapshot of our sponsored child’s story.</li> <li>Students should sign in to their sponsored child’s home page. They can spend a few minutes exploring the different options on the page.</li> <li>Students should read the “explore her/his world section.” There may also be community update videos and articles that they can read.</li> <li>Invite students to write an introductory email to their sponsored child. Show the World Vision video “A Few Kind Words” to begin as inspiration – this is a way we can begin to love and get to know our neighbors.</li> <li>Display and review the following information from World Vision before students begin writing:</li> </ul> <p><b>What to write about:</b></p> <ol style="list-style-type: none"> <li>Be sure to consider your sponsored child’s environment and culture. For example, avoid writing about the things you own since your child might have very few possessions.</li> <li>Feel free to share about your family, friends, and interests.</li> <li>If your child lives in an area where Christianity is not the dominant faith, you may see a sensitive area alert. Please refrain from using religious references or sending religious items. These could endanger your sponsored child or our local staff. Do continue to pray for your child’s physical and spiritual well-being.</li> </ol>		

## EXIT EVENT

<b>Conclusion</b> Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)	5 min	<input type="checkbox"/> 9.2.a Student Material: Exit ticket
<ul style="list-style-type: none"> <li>Have a minute of silence and ask students to pray for their sponsor child. Hand out exit tickets for students to complete.</li> </ul>		



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

- The sponsor child photos that the students posted on the document panel will create the visual for this lesson.