



Better Together

Introduction

This learning expedition centers around three things:

- 1 The Driving Question**
How can we form communities that lead to social transformation?
- 2 The Deep Hope**
That we would be transformed by building relationships, both near and far, with people and organizations unlike ourselves.
- 3 The Biblical Foundation Verse**
1 Corinthians 12:12-27 (NIV) *"Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ ..."*

Summary

In this Ignite six-lesson learning unit, students will gradually unpack the words "community" and "social transformation." The key to community and social transformation is building relationships, particularly with people who find themselves on the outside of communities. The hope is that students will be able to experience the transformation that comes with building these relationships with others.

Foundational to Ignite, at every stage of learning, is understanding God's love for all people and responding in love to our neighbors. All students can participate regardless of age, achievement, or ability.

All the Law and the Prophets hang on these commandments of love. They hold the key to a transformed world: "Your kingdom come . . . on earth as it is in heaven (Matthew 6:10, NIV). When we help students gain a deeper understanding of God's love and empower them to act on it, they become ready to pursue a world that's transformed and in right relationship.

It's an honor, as educators and adults, to empower children and young people to take their place in God's transformation story. It's igniting kids to reach their full potential for experiencing a productive and fulfilling life; not separated from the story of God, but deeply a part of it.

We hope that God will ignite the hearts of your students, the future leaders of the world. We pray that they may experience defining moments of transformation and learn to rewrite stories of injustice to justice, sorrow to joy, and brokenness to restoration.

These lessons were adapted from the 10th grade Ignite 15-lesson curriculum. Further activities focused on this unit's theme can be found here: worldvision.org/ignite/curriculum-info/.



Curriculum overview

Lesson 1: Where is the Love?	 30-65 min
<ol style="list-style-type: none"> 1. Unit Verse (10 min) 2. Our Experiences with Love (10-15 min) 3. A Biblical Word Study of Love (10-15 min) 4. Optional Activity: Sponsored Child Connection (25 min) 	
Lesson 2: What is Poverty?	 30-45 min
<ol style="list-style-type: none"> 1. Title the Diagram (5-10 min) 2. Rank, Talk, Write Activity (20-30 min) 3. Understanding Poverty (5-10 min) 	
Lesson 3: Better Together	 30-45 min
<ol style="list-style-type: none"> 1. Back-to-Back, Face-to-Face (5-10 min) 2. Chalk Talk Activity (10-15 min) 3. Story of a Wheelchair (15-20 min) 	
Lesson 4: We Need Each Other	 30-45 min
<ol style="list-style-type: none"> 1. We are Different (5-10 min) 2. Describe Communities (15-20 min) 3. Take a Stand (10-15 min) 	
Lesson 5: Build Trust	 40-60 min
<ol style="list-style-type: none"> 1. "VIP" Reading (15-20 min) 2. Deep Hope Connection (10-15 min) 3. Come Together, Build Trust (5-10 min) 4. WASH and Disabilities (10-15 min) 	

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Lesson 6: Equality and Inclusion


30-45 min

1. Article Reading (10-15 min)
2. Global Reflection(10-15 min)
3. "I Used to Think ... Now I Think ..." (10-15 min)

Overview of grade 10 learning targets

LESSON	LEARNING TARGETS
10.1.1	I can reflect on the ways I have experienced love.
10.1.2	I can come to appreciate God's love and love others in return.
10.2.1	I can gain background knowledge on the root causes of poverty.
10.2.2	I can explore a more robust definition of poverty.
10.3.1	I can generate connections between poverty, community, and social transformation.
10.4.1	I can describe the characteristics of thriving communities.
10.4.2	I can imagine groups who might feel excluded in our own school community.
10.5.1	I can understand the process World Vision uses to build relationships.
10.5.2	I can pay attention to my own thoughts and feelings around disability inclusion (and inclusion in general).
10.6.1	I can understand World Vision's method of social transformation of gender inequality.
10.6.2	I can reflect on my learning by revisiting our deep hope.



Planning Ahead

Lesson 4:

- Print several copies of the resource 10.4.A on 11x17 paper for group work.

Lesson 5:

- Print a copy of “10.5.A Student material: How Communities are Transformed” for each student.
- Print a copy of the “Deep Hope Connection” activity for each student.

Materials needed

- Index cards or small pieces of paper (lesson 1)
- Chart paper (lesson 3)
- Markers



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LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Where is the Love?</i>	30-65 min
<p>Learning plan number: 1</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can reflect on the ways I have experienced love.</u> 2. <u>I can come to appreciate God's love and love others in return.</u> 	

ACTIVITY TITLE	TIME	RESOURCES
<i>Unit Verse</i>	10 min	<input type="checkbox"/> 10.1.A Student material: 1 Corinthians 12:12-27
<ul style="list-style-type: none"> • Seat students in groups of three or four. Distribute a printed copy of 1 Corinthians 12:12-27 (Resource 10.1.A) to each student. • Explain that this passage of Scripture will inform much of this unit and will be revisited in upcoming learning plans. • Give students four to five minutes to read the scripture. Have them underline or highlight one thing they notice about the verses and one thing they wonder about the verses. • After five minutes, have students share their “wonder” and “notice” in their groups, one at a time. • When finished, ask two or three students to share their “notice” and/or “wonder” with the class. 		
ACTIVITY TITLE	TIME	RESOURCES
<i>Our Experiences with Love</i>	10-15 min	<input type="checkbox"/> Small (roughly 3 x 6) piece of blank paper for each student <input type="checkbox"/> Markers
<ul style="list-style-type: none"> • Tell students that another key verse about being the Body of Christ is 1 John 4:7-12. Ask a student to read this passage aloud. • Say, “1 John 4:7-12 teaches that God is love and that all love comes from God. Sometimes experiencing love in a tangible way helps us experience and grasp God’s love for us.” 		

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- Pass out a small (roughly 3 x 6) piece of blank paper and some markers to each student. Ask, “In what parts of your life have you experienced love?” If you’re willing to share an experience from your own life or a general example of people experiencing love, doing so can help students get in the right mindset to share their own experiences (for instance, with family, a pet, in the woods, the kindness of a stranger, etc.). Give students two or three minutes to think silently.
- Ask students to fold their papers in half, letting them know that they will be thinking through different questions or prompts in the different halves.
- In one of the sections of the piece of paper, tell students to either sketch or write a word/phrase that describes this experience of love.
- Students should pair up to share their experiences aloud with one another. Repeat this process of sharing their experiences two more times with other students.
- Ask two or three students to share their experience with the whole class. They should keep their papers to use again for the next activity..

ACTIVITY TITLE	TIME	RESOURCES
<p><i>A Biblical Word Study of Love</i></p>	 10-15 min	<p> The Bible Project video: youtube.com/watch?v=slyevQ1LW7A</p>
<ul style="list-style-type: none"> • Watch the video from The Bible Project on how the word “agape” is used in the New Testament. When the video is finished, display the following quote from the video on the board: <p>“Christian faith involves trusting that at the center of the universe is a Being overflowing with love for His world. Which means that the purpose of human existence is to receive this love that has come to us in Jesus and then to give it back out to others.”</p> <p><i>(This quote is from the four-minute mark in the video.)</i></p> • Students will follow a very similar process as they did in the previous activity to reflect on the video. Ask, “In what parts of your life have you loved someone?” Again, sharing an experience from your own life or from a Biblical story (such as the Good Samaritan or the woman who pours her perfume on Jesus’ feet) would help students get in the right mindset. You could also ask students where they think they could improve in this area. Give students two to three minutes to think silently. • On the same piece of paper, have students either sketch or write a word/phrase that describes this experience with love. • Students should pair up and share their experiences with each other. Have them repeat this process of sharing their experiences two more times with different classmates. • Ask two or three students to share their experience with the whole class, then add their papers to the bulletin board as appropriate. 		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Optional Final Activity: Sponsored Child Connection</i></p>	 25 min	<p><input type="checkbox"/> “Why Write a Letter to Your Sponsored Child” video: youtube.com/watch?v=vudEo8jfWpl</p>
<ul style="list-style-type: none"> • Tell students that they will now begin the very first step in getting to know their sponsored child/children. World Vision’s online portal provides a snapshot of their sponsored child’s story: My World Vision (worldvision.org) • Together with your class, visit My World Vision (worldvision.org/my) online and sign in using your email address and password (provided by your Ignite Partnership Manager) to view your sponsored children’s page(s). Take a few minutes to explore the different sections together, including updates on the sponsored community. Encourage students to share different quotes, and challenge them to look for examples of communities coming together on projects or programs. Ask if any students’ families sponsor a child; if so, tell them that they can log on to My World Vision (worldvision.org/my) to write their sponsored child a letter as a family. • Work together or individually to write a letter/letters to the students’ sponsored child/children using the “Email My Child” template on the My World Vision website (worldvision.org/my). Include information about the class and your location. Include several questions/wonderings that the students expressed about their sponsored children and respond to any questions they were asked in previous letters, if applicable. You can also upload a photo of your class or create an encouraging poster to upload. Show the “Why Write a Letter to Your Sponsored Child” video (youtube.com/watch?v=vudEo8jfWpl) if students need inspiration. • Display and review the following information from World Vision before students begin writing: <p>What to write about:</p> <ol style="list-style-type: none"> 1. 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. 2. Feel free to share about your family, friends, and interests. 3. If your child lives in an area where Christianity is not the dominant faith, you may see a “sensitive area” alert. If this is the case, please refrain from using religious references or sending religious items. These could endanger your sponsored child or World Vision’s local staff. Do continue to pray for your child’s physical and spiritual well-being. 		



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LEARNING PLAN TITLE	CUMULATIVE TIME
<i>What is Poverty?</i>	 30-50 min
<p>Learning plan number: 2</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can gain background knowledge on the root causes of poverty.</u> 2. <u>I can explore a more robust definition of poverty.</u> 	

ACTIVITY TITLE	TIME	RESOURCES
<i>Title the Diagram</i>	 5-10 min	<input type="checkbox"/> 10.2.A Teacher resource: Relational Understanding of Poverty diagram
<ul style="list-style-type: none"> • Students should be seated in pairs. Display the “Relational Understanding of Poverty” diagram using a projector, but make sure the title is hidden and not displayed. • Each student should also be given a copy of the diagram without the title showing. • Students should study the diagram with a partner and create their own title, based on the information available. • Ask each student to write their title at the top of their diagram page. Afterwards, have each pair share their title aloud with the class and explain why they chose it. • Write each title on the white board as it is shared. Explain to the class that we will be revisiting these titles later in the learning plan. 		
ACTIVITY TITLE	TIME	RESOURCES
<i>Rank, Talk, Write Activity</i>	 20-30 min	<input type="checkbox"/> “Two sisters: Two worlds” article: worldvision.org/clean-water-news-stories/two-sisters-two-worlds
<p>Note: In this activity, students will become familiar with some of the complexities of poverty. This information will be used as background knowledge as they engage a more robust definition of poverty.</p>		

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- Project the article “Two sisters: Two worlds” onto the screen to read as a class. Explain that while the class will read the article out loud together, students should write a summary sentence for each key idea or concept that they identify as they go (see “Rank-Talk-Write” protocol below).
- Read the article as a class, providing time for students to observe the pictures and write their summary sentences as they go.
- Do a “Rank-Talk-Write” protocol:
 1. While reading the text (independently), students will write a summary sentence for each key idea or concept they identify.
 2. Next, students will rank the summary sentences in order of importance (placing “1” next to the most important; “2” to the next most important; etc.).
 3. As a class, students will explain why they ranked each concept as they did in terms of importance.
 4. The class will determine which of the ideas or concepts they think is the most important, and then discuss the best summary statement for that idea or concept.
- A scribe for the class will write the summary statement on the white board.

ACTIVITY TITLE	TIME	RESOURCES
<i>Understanding Poverty</i>	 5-10 min	<input type="checkbox"/> 10.2.A Teacher resource: Relational Understanding of Poverty diagram <input type="checkbox"/> 10.2.B Teacher resource: Poverty definition PowerPoint

- Create a slide show with three slides (or use resource 10.2.B):
 1. **Slide 1:** Display the definition of poverty as follows:

Poverty Defined: Poverty is the surmountable human condition of deprivation and broken relationship which often threatens human survival and involves unacceptable human suffering, preventing people from fulfilling their God-given potential. Poverty is the result of broken relationships and exploitation by unjust systems, processes and powers in the social, religious, economic, political, environmental, and spiritual domains at the local, national, regional, and global levels.
 2. **Slide 2:** Definition of poverty from “Walking with the Poor”:

“Poverty is a result of relationships that do not work, that are not just, that are not for life, that are not harmonious or enjoyable.”
 3. **Slide 3:** A Relational Understanding of Poverty diagram.
- Display the first slide. Ask a student volunteer to read the definition. Point out the word surmountable and ask a student to explain what this word means.
- Display the second slide. Have a student read it aloud. This slide gets at the same definition but does so more succinctly: “Poverty is the result of broken relationships.”
- Display the third slide. Explain that at the fundamental level, poverty is about broken relationships. Broken relationships with God, others, environment, community, and even ourselves.
- Ask students to pay attention to the world around them in the coming weeks, looking specifically for examples of poverty or the results of poverty in their communities/surroundings.



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LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Better Together</i>	 30-45 min
<p>Learning plan number: 3</p> <p>Learning target:</p> <p>1. <u>I can generate connections between poverty, community, and social transformation.</u></p>	

ACTIVITY TITLE	TIME	RESOURCES
<i>Back-to-Back, Face-to-Face</i>	 5-10 min	<input type="checkbox"/> 10.3.A Teacher resource: African Proverb
<ul style="list-style-type: none"> Display the following African proverb on the board: <p>“If you want to go fast, go alone. If you want to go far, go together.”</p> Use the “Back-To-Back and Face-to-Face” protocol to explore this quote. <ol style="list-style-type: none"> Have students find a partner and stand back-to-back with him or her. In that posture, students wait to hear the question they will be answering with their partner. Tell students that after each question is posed, they will need to think silently about their answer for 30-60 seconds and wait for the next step before they speak. When the teacher says, “Face-to-face,” students should turn, face their partner, and each share their answers aloud. When finished, have students find a new partner, stand back-to-back, and repeat this process with a new question. Ask students the following questions: <ol style="list-style-type: none"> “Who is a person that has most impacted you and why?” “Share an experience when you couldn’t have ‘done it on your own’ or you needed help.” “Share a time you accomplished more because of a team, partner, or group of people.” Post teacher resource 10.3.A on your unit bulletin board. 		



ACTIVITY TITLE	TIME	RESOURCES
<i>Chalk Talk Activity</i>	 10-15 min	<input type="checkbox"/> Chart paper <input type="checkbox"/> Markers
<ul style="list-style-type: none"> Say, “To unpack the learning target, we will be turning it into a question: ‘What are connections between poverty, community, and social transformation?’ ” We will use the “Chalk Talk” protocol to explore this question: <ol style="list-style-type: none"> On five pieces of chart paper (or enough for 4 or 5 students per piece), write the question: “What are some connections between poverty, community, and social transformation?” Place these pieces of chart paper around the room so they are accessible for all students. Share expectations for the activity (working silently, being respectful of other people’s ideas, working the entire time, etc.). Make it clear that everyone is responsible for writing a comment, reading others’ comments, and responding to at least one to three comments from other students. Ask for clarifying questions. Give students a set amount of time to work. Tell students to begin working and ensure each student uses a different color marker. During this activity, you should move around the classroom, silently guiding students. At the conclusion of the set time, pair students up and ask them to record similarities, differences, wonderings, and other things they notice about the connections between poverty, community, and social transformation. Again, give them a set amount of time. Students will then share their ideas round-robin style with the whole class. As you conclude, summarize some of the student comments about connections: “Broken relationships are a form of poverty. For a community to truly be transformed, it requires everyone to be involved.” 		
ACTIVITY TITLE	TIME	RESOURCES
<i>Story of a Wheelchair</i>	 15-20 min	<input type="checkbox"/> “The Story of Debbie” video: youtube.com/watch?v=VXvaDZxrDcw
<ul style="list-style-type: none"> Tell students that they will now get at the same learning target a different way—with a story. Share this story: <p>“In a very poor area in a city in Kenya, there was a man who could not use his legs due to an injury in a factory. No longer able to do his job, this man was forced to beg at the side of the road. After he had been begging for many months, a wealthy visitor took notice of him. Taking compassion on this injured man, the wealthy man decided to help him get around better by buying him a wheelchair which can cost roughly \$500 to \$1000—a very expensive gift.”</p> Ask the class to respond to the following question using the “Think, Pair, Share” protocol outlined next. Pose this question: “What problems could arise with buying an individual a wheelchair in this scenario?” 		

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- Explain that in this protocol, students will be given time to consider the question on their own; then they'll have time to discuss their thoughts with a partner. Finally, they'll share their responses aloud with the whole class.
- Allow for more discussion with answers that can be expanded, including: "What happens when the wheelchair breaks? What about the many other poor people in the community? How would a disabled person get around in a community that isn't wheelchair accessible? Could theft be an issue when others are desperate?"
- Say, "The previous story illustrates how, for true transformation to happen, the entire community needs to be involved. When you only meet individual needs you can provide relief, but not long-term sustainable change. An example of long-term sustainable change comes from looking at World Vision's child sponsorship program, where, for every child sponsored through World Vision, four more benefit."
- Finish the lesson by watching "The Story of Debbie" ([youtube.com/watch?v=VXvaDZxrDcw](https://www.youtube.com/watch?v=VXvaDZxrDcw)).



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LEARNING PLAN TITLE	CUMULATIVE TIME
<i>We Need Each Other</i>	 30-45 min
<p>Learning plan number: 4</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can describe the characteristics of thriving communities.</u> 2. <u>I can imagine groups who might feel excluded in our own school community.</u> 	

ACTIVITY TITLE	TIME	RESOURCES
<i>We Are Different</i>	 5-10 min	
<ul style="list-style-type: none"> • Seat students in groups of three or four and display the following prompt: “Describe an encounter or moment in your life when you realized that there are people who are not like you.” • Start the discussion by answering the question yourself as an example, sharing a story from your own life, or asking students to share an example that they have seen in a movie or a TV show. (Differences could include social class, gender, faith background, strong opinion, political background, ethnic background, etc.). • Give students a minute or two to share with a partner and then allow them to share with the class as a whole. 		



ACTIVITY TITLE	TIME	RESOURCES
<i>Describe Communities</i>	 15-20 min	<input type="checkbox"/> 10.4.A Student materials: Community Photos, blown up on large 11.5 x 17 pieces of paper
<ul style="list-style-type: none"> • Seat students in groups of three or four. Provide the resource to each group. (Make sure you blow up these images and print them ahead of time on a larger piece of paper (11.5 x 17 or larger) so students have room to write.) • Each group should write a list of descriptive words or phrases that describe each community (a goal of about five per image would be appropriate). Afterwards, ask them to circle the word or phrase that best represents each picture. • Write the following words on the board: “inclusive,” “exclusive,” “segregated,” and “integrated.” Students should pick a word that applies to each image and write that word down by their selection. • Ask each group to share the circled word/phrase they assigned to each photo and ask where they chose to put the descriptor titles that were provided. • As students share, consolidate all the words/phrases they used onto one copy of each picture for the bulletin board. 		
ACTIVITY TITLE	TIME	RESOURCES
<i>Take a Stand</i>	 10-15 min	<input type="checkbox"/> 10.4.A Student materials: Community Photos
<ul style="list-style-type: none"> • Use the “Take a Stand” protocol: In this protocol, students will need to move to the area of the room that they most align with, “taking a stand.” Assign each corner of the room to one of the four community pictures. (This can be done by projecting the four images on the screen and reminding students which picture is represented by which corner of the room.) • First, ask students to go to the corner they think most represents a thriving community. It’s likely students will bunch up together in one corner. Take a few minutes to allow students to discuss with their groups why they chose the photo they chose and then ask them to share their rationale with the class. • Second, ask students to go to the corner they think currently represents their school. There will probably be more variety in student movement. Tell students to find a neighbor from a different corner and ask them to explain why they chose that community to represent the school. • Third, ask students to go to the corner they would WANT for their school. It’s likely that most will mostly gravitate to one particular corner. In the larger group, invite a few students to explain why they chose that corner. 		



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LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Build Trust</i>	 40-60 min
<p>Learning plan number: 5</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can understand the process World Vision uses to build relationships.</u> 2. <u>I can pay attention to my own thoughts and feelings around disability inclusion (and inclusion in general).</u> 	

ACTIVITY TITLE	TIME	RESOURCES
<i>“VIP” Reading</i>	 15-20 min	<input type="checkbox"/> 10.5.A Student material: How Communities are Transformed (a copy printed for each student)
<ul style="list-style-type: none"> • Hand out the “How a Community is Transformed” poster that outlines World Vision’s work in a community. Students should keep this poster, since they’ll be revisiting it. Also display it on the screen. • Give students several minutes to do a pre-read, getting an idea of the general ideas without going too deep into details. Ask if anything stood out to them as they glanced over it. • Using the poster on your screen, zoom in and point out that the bottom strip of information (the yellow bars) describes World Vision’s work in Christian witness. The middle strip (the green bars) describes spiritual transformation work. The top strip (the blue bars) describes how World Vision helps community members bring about social transformation. • Tell students “Today, we are going to focus on the social transformation portion of World Vision’s work.” • Explain that when World Vision enters a community, Christian witness, spiritual transformation, and social transformation all work together to help make positive, lasting change possible. • Do a “VIP” (Very Important Phrase) reading protocol on the “social transformation” text from the map: <ol style="list-style-type: none"> 1. Have students read through the document and then highlight phrases that they find important or insightful. 2. When finished, ask students to choose a single phrase they found most insightful in regard to social transformation. They should write this phrase on the top of their poster. 3. Pair students up to share their experience with another member of the class. Repeat this process of students sharing with another member of the class two more times. 4. Ask two or three students share their experience with the whole class. 		

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5. When finished, zoom in on the section entitled “Build Trust” on your screen. Ask for a volunteer to read it aloud to the group:

“Social Transformation starts with the building and nurturing of relationships among all partners. This includes World Vision staff and community members; members of different religious and ethnic groups; and local leadership and the community, including women, children, and the disabled, who are often marginalized in decision-making.”

ACTIVITY TITLE	TIME	RESOURCES
<i>Deep Hope Connection</i>	 10-15 min	<input type="checkbox"/> “Wavinya’s Wheelchair” article: worldvision.org/child-protection-news-stories/wavinyas-wheelchair-helps-fuel-her-dream-of-the-skies

- Seat students in groups of three or four. Pass out a copy of the article to each student.
- Give students four to five minutes to read the article. Instruct them to underline or highlight one thing they notice about the story and one thing they wonder about it.
- After five minutes (or as students finish reading), have them share their “notice” and “wonder” in their groups, one at a time.
- When finished, ask two or three students to share their “notice” and/or “wonder” with the class.
- Explain that this story illustrates how, for true transformation to happen, the entire community needs to be involved. Only helping meet individual needs provides relief, but not long-term sustainable change.
- As you have time, invite students to discuss the following two questions with another student:
 1. “Based on the article you just read, how does everyone benefit when people with disabilities are fully able to participate in our communities?”
 2. “Why should this all-in mindset be a mark of a Christian community?”

ACTIVITY TITLE	TIME	RESOURCES
<i>Come Together, Build Trust</i>	 5-10 min	<input type="checkbox"/> 10.5.A Student material: How a Community is Transformed

- Ask students to take another look at their “How Communities are Transformed” poster. Ask someone to read the “Build Trust” section again—the first step in social transformation.

“Social Transformation starts with the building and nurturing of relationships among all partners. This includes World Vision staff and community members; members of different religious and ethnic groups; and local leadership and the community, including women, children, and the disabled, who are often marginalized in decision-making.”

Continued ...



- Ask another student to read the second step: “Come Together.”

“Community participation encourages a sense of ownership. Local leaders, groups, and families join each other in development activities that benefit everyone. As they work together, relationships are strengthened—helping ensure success in the steps that follow.”

- Ask each student to think through the connection between these two social transformation steps, and one of the learning targets. Then tell students to share their connection with their elbow partners. Ask for two or three students to share their reflections with the class.

ACTIVITY TITLE	TIME	RESOURCES
<i>WASH and Disabilities</i>	 10-15 min	<input type="checkbox"/> “Julius and WASH for Children with Disabilities” video: youtube.com/watch?v=rPvL2mN8NEI
<ul style="list-style-type: none"> • Show the video, “Julius and WASH for Children with Disabilities,” which highlights what World Vision has done in South Africa around accessibility for children with disabilities. Explain that this story is a great example of World Vision’s practice of building trust and coming together to include all people within a community. • With their elbow partner, ask students to make one connection between the video and the “Build Trust” and “Come Together” statements we read earlier (students will use their own posters for reference). Ask for two or three students to share their responses. 		



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LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Equality and Inclusion</i>	 30-45 min
<p>Learning plan number: 6</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can understand World Vision's method of social transformation of gender inequality.</u> 2. <u>I can reflect on my learning by revisiting our deep hope.</u> 	

ACTIVITY TITLE	TIME	RESOURCES
<i>Article Reading</i>	 10-15 min	<ul style="list-style-type: none"> <input type="checkbox"/> 10.6.A Student material: "Best and Worst Places" image <input type="checkbox"/> "The Best and Worst Places to Be a Girl" article: worldvision.org/gender-equality-news-stories/behind-the-curtain <input type="checkbox"/> "The End of Poverty Begins with Her" video: vimeo.com/showcase/3666651/video/301973991
<ul style="list-style-type: none"> • Ask a student to read the first learning target aloud: "I can understand World Vision's method of social transformation of gender inequality." • Underline the words "gender inequality" and explain that you will be learning about gender inequality in our world. • Point out the community photos from lesson 4 posted on your bulletin board. Say, "Women very often find themselves excluded from health, education, agency, and many other things in a community." • Give each student a printed copy of the "Best and Worst Places" image. • With their elbow partner, each student should share one thing they notice and one thing they wonder about this image. Have two or three students share with the whole class. • If time allows, more background information on the "Best and Worst Places" graphic can be found here: worldvision.org/gender-equality-news-stories/behind-the-curtain. • Say, "Let's watch a video to learn more about World Vision's work in social transformation through gender equality." vimeo.com/showcase/3666651/video/301973991. • Ask two or three students to share an example that they heard in the video of how gender inequality can limit girls and women and an example of hope for girls and women when they are treated with equal dignity, value, and worth. 		



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<i>Global Reflection</i>	 10-15 min	
<ul style="list-style-type: none"> Start by explaining that this lesson involves another short case study on a third group who may find themselves excluded from decision-making for community transformation—and how World Vision strives for inclusion. Say, “Children experience poverty differently than adults do because of their vulnerability and lack of legal and economic status in society. How children are doing, in all aspects of their lives, reflects the overall health and development of the family, community, and society they live in. A thriving society values all children, especially the most vulnerable, and upholds their human rights.” On a projected screen, navigate to worldvision.org/our-work and click the drop down tab under “Where we work” to find a country and community of interest to your students (suggestion: navigate to the community where your school sponsors children through World Vision). Read through the website and ask your students: <ol style="list-style-type: none"> “How may children have been excluded in this community?” “How has World Vision worked to include children in the greater community?” 		
ACTIVITY TITLE	TIME	RESOURCES
<i>“I Used to Think ... Now I Think ... ”</i>	 10-15 min	<input type="checkbox"/> Paper, or another means for students to take notes
<ul style="list-style-type: none"> Read the deep hope of this unit as a class: <p>“That we would be transformed by building relationships, both near and far, with people and organizations unlike ourselves.”</p> Each student will have a chance to speak using the “I used to think ... Now I think ...” protocol. Tell students they will need to complete the following two phrases regarding our unit: <ol style="list-style-type: none"> “I used to think ... ” “Now I think ... ” Ask students to write down their response at their desk, silently. They can refer to the bulletin board to remind them of the previous work they have done. Finish the unit by forming a large circle. Each student should bring their written response to the circle. Ask for a volunteer to speak first. This student should also choose which direction to go around the circle to give each student the chance to speak. To conclude, pray with your students that you will continue building relationships—particularly with people who find themselves on the outside of communities, to spread the good news of Jesus, and His agape love. 		