The Pursuit of Transformation

Introduction

This learning expedition centers around three things:

1 **The Driving Question**
How can we contribute to flourishing through physical transformation?

2 **The Deep Hope**
That we would feel compelled to join God in the pursuit of human flourishing by participating in the physical transformation of communities.

3 **The Bibilical Foundation Verse**
Psalm 140:12 (NIV) *"I know that the LORD secures justice for the poor and upholds the cause of the needy."*

Summary

In this Ignite six-lesson learning unit, students will gradually unpack physical poverty. These learning plans also show how communities can become trapped in poverty, and how it takes a holistic approach to help without causing harm. The hope is that students feel compelled to join God in the pursuit of human flourishing by participating in the physical transformation of communities.

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 9th 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: **Human Flourishing**	30-45 min

1. Unit Introduction and Human Flourishing (10-15 min)
2. Deepening Our Understanding of Human Flourishing (10-15 min)
3. We Are Loved by God (10-15 min)

Lesson 2: **Justice**	30-55 min

1. Scripture Connections (5 min)
2. Justice and My Neighbor (25 min)
3. Optional Sponsored Child Extension (25 min)

Lesson 3: **Poverty**	30-45 min

1. Exploring the Definition of Poverty (10-15 min)
2. Poverty as Broken Relationships (10-15 min)
3. Exploring the Roots of Poverty (10-15 min)

Lesson 4: **Poverty Simulation**	45 min

1. Yarn Web (15 min)
2. Childhood Lost: Poverty Simulation (30 min)

Lesson 5: **The World Behind Your T-shirt**	30-45 min

1. The World behind Your T-shirt (20-30 min)
2. Flourishing and Physical Poverty (10-15 min)

Lesson 6: **Poverty and Transformation**	30-45 min

1. Trapped in Poverty Web (20 min)
2. How a Community is Transformed (35 min)

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Overview of grade 9 learning targets

LESSON	LEARNING TARGETS
9.1.1	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.
9.1.2	I can be reminded that each person is loved by God.
9.2.1	I can make connections between loving my neighbor and our unit's Scripture passage.
9.2.2	I can begin to open my heart to my sponsored child by participating in his or her story.
9.3.1	I can analyze the roots of poverty.
9.3.2	I can reflect on my experience of poverty in my community.
9.4.1	I can analyze the factors that keep people trapped in a web of poverty.
9.4.2	I can reflect on ways I might make a difference to those trapped in poverty.
9.5.1	I can consider the impact that a T-shirt has on human flourishing and physical poverty.
9.6.1	I can analyze World Vision's approach to community transformation.
9.6.2	I can make connections between World Vision's approach and our learning expedition.

Materials needed

Lessons 4 and 6:

- ☐ Ball of yarn or string
- ☐ Colored markers

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LEARNING PLAN TITLE	CUMULATIVE TIME
Human Flourishing	🕐 30-45 min

Learning plan number: 1

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.

ACTIVITY TITLE	TIME	RESOURCES
Unit Introduction and Human Flourishing	🕐 10-15 min	☐ 9.1.A Student material: Flourishing pictures

- Post the following learning targets in the room:
    - 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.
    - I can be reminded that each person is loved by God.

- 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 bulletin board).

Explain: This is the "North Star" of our learning expedition. Everything we do in class will be connected to this hope.

- 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."

Note: The following three activities will use images to explore this lesson's learning targets. This activity is designed to challenge 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 to each group (there are pictures provided, but you may also use your own).

- 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.

Continued …

- Afterward, have each group share their answers (display the picture digitally to give the class context). Divide the middle of the board into four sections. Write the student examples in the upper right-hand quadrant that you label "flourishing." This sketch will become relevant in the next activity.

- Possible "flourishing" examples from the pictures may include happiness, education, help that people receive, caring for each other, love, family, hopes and dreams, and meaningful employment.

- Conclude this activity using some wrap-up questions for class discussion:

  1. "What is missing from this list of examples 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 the idea that having a real hope for the future might encompass many of their examples: education, meaningful work, health, relationships, etc.

ACTIVITY TITLE	TIME	RESOURCES
Deepening Our Understanding of Human Flourishing	10-15 min	☐ 9.1.B Teacher material: Flourishing chart

Note: This activity builds on the first. What does it mean when a person is not "flourishing?"

- Fill in the rest of the "flourishing" quadrant you began in the first activity using the example (or display it electronically). Position it in such a way that the class examples of flourishing' fall in the "flourishing" quadrant.

- Display page 2 of the Human Flourishing resource (9.1.B).

- Explain that these are other categories that can describe human life in addition to "flourishing." Under the word "exploiting" write the word "tyranny," under "withdrawing" write "apathy," and under "suffering" write "poverty." It is possible that at some point in our lives, we might find ourselves fitting into these other categories as well, or even to act in a way that forces people into the other categories.

- Student groups should return to their images and look for examples that fall into these different categories (again, students may need to imagine part of the story behind each picture).

- 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 include several examples gathered from the photos and stories.

- Conclude this activity with a class discussion:

  1. "What is missing from our other quadrants?"
  2. "What themes or connections do you notice between our examples on the board?"
  3. "In what ways do we fit into the 'non-flourishing' quadrants?"

- Lead students to consider the idea that "non-flourishing" can apply to everyone, not only to the people we saw in the images who lack opportunity to "flourish," due to physical poverty (among other issues we will explore in upcoming lessons). Westerners, too, often find themselves in the other "non-flourishing" quadrants. We all stand in need of healing.

- Take a picture of the Human Flourishing diagram your class completes and add it to the bulletin board.

ACTIVITY TITLE	TIME	RESOURCES
We are Loved by God	10-15 min	☐ 9.1.C Student material: Exit ticket

Note: 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.

• Ask for a volunteer from the class to complete this verse/phrase: "God is ___ (love)."

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 every person gives us all dignity (and in the 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."

• Ask each group to return to their picture and write an answer to the following question in regard to the person/situation: "What does God's love look like?"

• Again, this may be challenging for some groups as their picture shows 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 posted on the bulletin board.

• As the groups are working, hand out the exit tickets for students to fill out individually; or if time allows, go through the questions as a class and allow for class discussions. Designate a "parking lot" somewhere near the bulletin board to post questions that arise as the unit progresses. This may offer students a good way to share their further wonderings.

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LEARNING PLAN TITLE	CUMULATIVE TIME
Justice	🕐 30-40 min

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.

ACTIVITY TITLE	TIME	RESOURCES
Unit Introduction and Human Flourishing	🕐 10-15 min	☐ 9.1.A Student material: Flourishing pictures

- Post the following learning targets in the room:
    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.
- Ask for a volunteer to read the first target. Point to the unit Scripture passage on the bulletin board and read it aloud for the class: "I know that the LORD secures justice for the poor and upholds the cause of the needy." –Psalm 140:12 (NIV)
- Ask students to discuss with their elbow partner for a minute: "Why do the poor need justice?"
- Ask a volunteer to read the second target aloud. Explain that you will revisit this target at the second half of the lesson.

ACTIVITY TITLE	TIME	RESOURCES
Justice and My Neighbor	20-25 min	☐ Biblical view of justice video: youtube.com/watch?v=A14THPoc4-4

Note: 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.

• Begin by using "Think-Pair-Share" to reflect on what comes to mind for students when they hear the phrase "loving my neighbor." In this protocol, students are first given time to think by themselves about the question, and then given a set amount of time to discuss their thoughts with a partner. Finally, they are asked to share their responses with the whole class. Class responses could include examples such as the Good Samaritan story, giving to those in need, being kind, loving your family, etc.

• Prompt: "What do you think of when you hear the phrase 'love your neighbor?'"

• Thank the class for their answers and explain that the Bible paints an even bigger picture of what loving our neighbor involves.

• Point to the unit's Scripture on the bulletin board and read it: "I know that the LORD secures justice for the poor and upholds the cause of the needy." –Psalm 140:12 (NIV)

• Explain that justice for those living in poverty involves more than simply helping someone with their immediate needs (although, this is also important).

• Show students the Bible Project short video on a biblical view of justice. Students will 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.

• "Give One, Get One, Move On" (GoGoMo)
   • After the video, ask participants to write down one connection between justice and "loving my neighbor. "You may choose to have people write each idea on a different index card or sticky note to give away to their partners.
   • Invite the class to get up and mingle with each other.
   • After about 30 seconds, call out "GIVE ONE to a partner."
   • Participants form pairs and each partner "gives" their connection to the other—so each person "gives one" and "gets one." Time may range from one to three minutes.
   • Call out "MOVE ON" and tell participants to mingle again.
   • Repeat the sharing for as long as it takes to include every idea.
   • Ask for a few volunteers to share their connections aloud with the class. Conclude by pointing out that loving our neighbors also means addressing underlying structures that keep them in poverty. Say, "As our deep hope mentions, you all get to join God in the work of 'justice for the poor.'"

ACTIVITY TITLE	TIME	RESOURCES
Optional Sponsor Child Extension	25 min	☐ "Why Write a Letter to Your Sponsored Child" video: youtube.com/watch?v=vudEo8jfWpI

- Reread the second learning target: I can begin to open my heart to my sponsored child by participating in his or her story.

- 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/my)

- Together with your class, go to My World Vision (worldvision.org/my) and sign in using your email address and password (provided by your Ignite partnership manager) to view their sponsored child's page. Take a few minutes to explore the different sections together, including your updates on your sponsored child's community. Encourage students to share different quotes, and challenge them to look for examples of "flourishing" or "non-flourishing." Ask if any students' families sponsor a child, letting them know that they can log on to My World Vision 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 child/children and respond to any questions that the sponsored child 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=vudEo8jfWpI) if students need inspiration.

- Display and review the following information from World Vision before students begin writing:

  Communication tips:

  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. 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
Poverty	🕐 30-45 min

Learning plan number: 3

Learning targets:

1. I can analyze the roots of poverty.

2. I can reflect on my experience of poverty in my community.

ACTIVITY TITLE	TIME	RESOURCES
Exploring the Definition of Poverty	🕐 10-15 min	☐ 9.1.A Student material: Flourishing pictures

• Ask students to talk to a partner and answer the questions, "Have you ever been in a relationship that was broken? How did you know?"

• As students enter into the idea of broken relationships, post World Vision's understanding of poverty on the board:

"*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.*"

• Have students explore their impressions of this definition through collaborative annotation:

   1. Place students in groups of three or four
   2. In response to the first prompt, one student in a group will speak first and give their reaction
   3. The remaining group members should take turns responding to the initial response (encourage "Yes, and …" responses)

• Prompts:

   1. "What resonates with you about this understanding of poverty? What do you see that fits with what you know?"
   2. (A different student should start the discussion this time) "What's something about this you wonder about?"

• Ask for contributions from groups to share with the whole class.

ACTIVITY TITLE	TIME	RESOURCES
Poverty as Broken Relationships	10-15 min	☐ 9.3.A Teacher material: "A Relational Understanding of Poverty" (Print copies of page 1 for students to label.)

- Pass out the first page of "A Relational Understanding of Poverty," keeping the figure name on page 2 hidden. Explain to students that understanding the impact relationships have on poverty is important is essential.
  1. Ask students to work with a partner on unpacking the impact that relationships can have on poverty. Have them discuss their understanding of the diagram "A Relational Understanding of Poverty." If they have questions that neither partner can answer, ask them to write down those questions.
  2. Provide this clue to help them understand it: "This is anti-flourishing."
- Give students time to grapple with this idea and contemplate it for a moment. After a few minutes, ask for student interpretations. Say the following:
  1. "The key to understanding poverty is the idea that we have broken relationships with God, our community, others, the environment, and even ourselves."
  2. "These broken relationships can be thought of as "roots of poverty": SOCIAL, PHYSICAL, MENTAL, and SPIRITUAL"
- With their partners, have students explore the following prompts (display them at the front of the class):
  1. "Which 'roots of poverty' go with each broken relationship?" Label your diagram.
  2. "Which type of poverty do those in our communities mostly deal with?" Write these examples on your diagram by the appropriate "root" label.
  3. Having a proper understanding of God's love and creation makes a critical difference. Have students answer these prompts:
     - "Without this understanding, how might we be callous about suffering?"
     - "How might we abuse the earth?"
     - "How might we diminish or dehumanize others?"
- Ask for class responses to each question above. Conclude by displaying this statement: "Right relationships will lead us toward flourishing. Distorted relationships or understanding will leave us adrift in poverty." Discuss as needed.

ACTIVITY TITLE	TIME	RESOURCES
Exploring the Roots of Poverty	10-15 min	☐ 9.3.B Student material: The Roots of Poverty

- Return to the diagram on the bulletin board from the first lesson in which the class provided examples of "flourishing" and "non-flourishing." Recreate this list on the board or distribute printed copies to students.
- Distribute the activity sheet provided. Students should categorize each of these examples under one of the "root" poverty headings.
- After students have brainstormed individually, discuss their categorizations/thoughts in groups or as a class.

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LEARNING PLAN TITLE	CUMULATIVE TIME
Poverty Simulation	🕐 45 min

Learning plan number: 4

Learning targets:

1. I can analyze the factors that keep people trapped in a web of poverty.
2. I can reflect on ways I might make a difference to those trapped in poverty.

ACTIVITY TITLE	TIME	RESOURCES
Yarn Web	🕐 15 min	☐ **Yarn or string** (long enough to go back and forth across the classroom several times)

Note: This entry event helps set the stage by creating a metaphor that will be explored in several lessons—people get trapped in a web of poverty.

- Post the learning targets in the room.
  - I can analyze the factors that keep people trapped in a web of poverty.
  - I can reflect on ways I might make a difference to those trapped in poverty.
- Ask students to sit or stand in a large circle. Two separate volunteers can read the first and second learning targets.
- Explain: "I will be asking you some questions. The person who answers the question will be the person who is holding the ball of string. After that person has finished answering the question, they will hold onto the string with one hand and toss the ball of string to someone else in the circle. The person who catches it will answer the next question before tossing the ball of string again to someone else."
  1. Remind students of the previous lesson in which they explored the various roots of poverty.
  2. Ask the first question several times so that various students can answer: "What is an example of something that can keep a person trapped in poverty?"
  3. Ask the next question several times as well: "What is something you could do to make a difference to those caught in a web of poverty?"
  4. Go back and forth between questions as needed if the answer to one prompts an opportunity to address the previous question again.

- When finished, point out the web you have created together. Explain that you will be using a web metaphor in this lesson to show how people can get caught or trapped in poverty. Explain that it's not one single issue, but many things working together that can cause people, families, and even countries to become trapped.

- After students have let go of the web, add it to the bulletin board in some way.

ACTIVITY TITLE	TIME	RESOURCES
Childhood Lost: Poverty Simulation	30 min	☐ Poverty Simulation spark.adobe.com/page/ fZO4awhiVscwh/ ☐ 9.4.A Student material: "Trapped in Poverty"

Note: This is a "choose your own adventure" style simulation that forces the user to choose between difficult options. It shows the challenges that many children and families face every day—representing the different factors that can cause people to become trapped in poverty.

- Instruct students to run through the simulation a first time, carefully reading through the questions before choosing an action. Every time they come across an example a "root" of poverty, they should write it down on the accompanying handout. When they reach the end of the simulation, ask them to briefly write down their outcome in one to two sentences.

- Direct students to complete the simulation a second time, this time choosing different responses. Have them write down the results in the same way as last time.

- This time when students finish the simulation, challenge them to process three reflection questions individually. Use these questions to guide a class discussion on their experience:

  1. "What were some of your frustrations as you went through Anika's story?"
  2. "How did the different situations make you feel?"
  3. "How does this experience inspire you to make a difference? What are some actions you could take?"

- Ask students if they see any parallels between Anika's story and their discussion on the poverty web from earlier in the lesson.

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LEARNING PLAN TITLE	CUMULATIVE TIME
The World Behind Your T-shirt	🕐 30-45 min

Learning plan number: 5

Learning targets:

1. I can consider the impact that a T-shirt has on human flourishing and physical poverty.

ACTIVITY TITLE	TIME	RESOURCES
The World Behind Your T-shirt	🕐 20-30 min	☐ Introduction video: youtube.com/watch?v=r2Zod7Sd3rQ ☐ "Part 1: Cotton": youtube.com/watch?v=QYa4zneKbeY ☐ "Part 2: Machines": youtube.com/watch?v=ZJOteam-zWw ☐ "Part 3: People": youtube.com/watch?v=-6T1MvHyUic ☐ "Part 4: Boxes": youtube.com/watch?v=O4aZzxEnIhE ☐ "Part 5: You": youtube.com/watch?v=W9Amsk9_dJc ☐ 9.5.A Student material: The World behind Your T-shirt

Note: A warning about language: The word "crap" is used in the introduction video and the word "ass" is used in "Part 4: Boxes." Both words are used in a non-derogatory context. This video series is powerful and clearly shows how the concept of broken relationships can apply to things as simple as the shirts we wear. If you are concerned about language used in these videos, you may choose not to engage with this lesson or skip the portions of these videos where the words take place.

Note: A warning about content: In "Part 3: People," videos of a factory collapse are shown that depict the suffering and sorrow of the tragedy. It is not clear if there are dead bodies in the video, but it may be hard for some students to watch. We suggest previewing the video yourself and warning your students accordingly.

- Post the learning target in the room and ask for a volunteer to read it aloud for the class:

  "I can consider the impact that a T-shirt has on human flourishing and physical poverty."

- Ask everyone to look at the tags on their own shirts to determine the brand (unless they already know) and where their shirts were made.

  1. Compile a list on the board of the origins of the students' shirts.
  2. Ask if anyone sees their sponsored child's country on the board.
  3. Discuss briefly as a class what you notice about the list on the board.

- Watch the introduction video as a class. Pass out "The World behind Your T-Shirt" handout.

- Before showing the rest of the videos, ask students to be thinking about two questions:
    1. "Where do you notice flourishing?"
    2. "Where do you notice physical poverty?"

- Watch the short five-part series "Planet Money Makes a T-Shirt." The series encapsulates some of the complexities around textile manufacturing, comparing work in Bangladesh and Columbia. The video is effective without being exploitative. Give students a minute or so between each video to fill out their "notes" sheet.
    1. Part 1: Cotton (2:32)
    2. Part 2: Machines (1:33)
    3. Part 3: People (6:21)
    4. Part 4: Boxes (1:37)
    5. Part 5: You (1:40)

- When the videos are finished, ask for responses to the following questions from the whole class:
    1. "Who or what in this video affected your heart? What impacted you?"
    2. "As you think about growing up and entering the economy as a consumer (a person who purchases goods and services for personal use), how do you think your purchasing decisions have an impact on humans in other places?"

- Ask the class: "How do these videos relate to the Yarn Web activity we did before the Poverty Simulation in our last lesson?"

ACTIVITY TITLE	TIME	RESOURCES
Flourishing and Physical Poverty	10-15 min	

- Point out the visual on "flourishing" from lesson 1. Read aloud the examples students previously developed around flourishing. From the visual, also read the examples in which people might not be flourishing.

- Remind students of the various types of physical poverty you have explored as a class, acknowledging the visuals on the bulletin board from each learning plan.

- Divide students into groups of three or four and give each group a piece of chart paper and three different colored markers.

- Post instructions on the board:
    1. "Using one colored marker, write down examples of human flourishing you saw in the video series."
    2. "Using a different colored marker, write down examples of physical poverty you saw in the video series."

- When students have completed these tasks, add one new instruction on the board:
    - "Based on what you have learned about physical poverty and transformation, provide additional examples of considerations involved in the making of a T-shirt not addressed by the video (use the third colored marker)."

- Ask one student per group to share their work with the class.

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LEARNING PLAN TITLE	CUMULATIVE TIME
Poverty and Transformation	🕐 30-45 min

Learning plan number: 6

Learning targets:

1. I can analyze World Vision's approach to community transformation.

2. I can make connections between World Vision's approach and our learning expedition.

ACTIVITY TITLE	TIME	RESOURCES
Trapped in Poverty Web	🕐 10-15 min	☐ Yarn or string

- Post the Learning targets in the room.
  - I can analyze World Vision's approach to community transformation.
  - I can make connections between World Vision's approach and our learning expedition.
- Explain: "I will be asking you some questions—like what we did in a previous lesson. The person who answers the question will be the one holding the ball of string. After they have finished answering the question, they will hold onto the string with one hand and toss the ball of string to someone else in the circle. That person will answer the next question before tossing the ball of string again."

  1. Remind students of the last two lessons in which you explored the various roots of poverty and the ways people can get trapped in poverty.
  2. Ask the first question: "What is one of the 'roots of poverty' that we have learned about in class?"
  3. After a root is named, ask for several examples from different students: "What is an example of this type of poverty that you have seen, or that we learned about in the videos on the making of a T-shirt or in another lesson from this unit?"
  4. Repeat this process until every member of the class is holding a piece of string.

- While students are still holding the string, ask them to ponder this question: "In the video on the making of a T-shirt, did you feel that characters were trapped in poverty? Why or why not?" Discuss which characters they viewed as trapped and which they viewed as having a way out.

- At this point, tell the class that they have created a metaphorical web of factors that keep people trapped in poverty.

  - Tell a student to drop the string they are holding and repeat the example they gave. Point out that the web remains. Ask another student to drop his or her string and repeat their example (and so on).

  - Explain: "As we learned in our last lesson, it is difficult to simply address individual issues of poverty and make a lasting impact. A person is still 'trapped in a web' of poverty if only one aspect of poverty is addressed. We need a larger, holistic approach to address this web."

  - Direct the students who had the "social root" examples to drop their strings and observe the effects on the web. Follow with the other root causes and watch the web slowly fall apart.

  - Ask a volunteer to read the first learning target aloud. Explain that in class, so far, you have mostly been talking about the problem of poverty. Today you will be thinking about solutions: transformation.

  - Ask a volunteer to read the second learning target aloud. Point to the class' deep hope on the bulletin board. Stress the word "we," saying, "We want to join God in this work of transformation."

  - Ask students to return to their seats.

ACTIVITY TITLE	TIME	RESOURCES
How a Community is Transformed	20-30 min	How World Vision works: youtube.com/watch?v=TcW1o-SxbCA 9.6.A Student material: "How a Community is Transformed" posters 9.6.B Student material: "How a Community is Transformed"

Note: This activity introduces students to World Vision's approach to development work in communities.

- Show the video, "How World Vision Works." This video will serve as an introduction to World Vision's approach.

- After the video, ask students to respond to the following two prompts with a partner:

  1. "One thing I notice about World Vision's approach to transformation is …"
  2. "One thing I wonder about World Vision's transformation is …"

- Invite a few students to share their thoughts with the class.

- While students are discussing their responses, distribute a copy of the "How a Community is Transformed" poster to each student or pair. You can also display this poster digitally. Ask students to spend 10 minutes silently reading the poster. Challenge them to read carefully to gain an understanding of World Vision's approach for community transformation.

- As they finish reading, give one activity sheet to each student. Students will need to make a connection between the "How a Community is Transformed" poster and the class' deep hope, their sponsored child/children, their Scripture, and their driving question. Allow students to work in pairs or groups as needed.

- To conclude, ask a few students to share their connections for each question aloud with the class. While students will likely share many meaningful connections, highlight the following two ideas as you move forward:

  1. "The first step in transformation is to listen. We must build trust with those we hope to work with."
  2. "World Vision's work in transformation corresponds to each 'root of poverty' we have explored, attempting to address each issue holistically."

- End by praying for holistic transformation to take place in your sponsored children's community, and for the roots of poverty to be destroyed there.