



Material Needs, Economic Solutions

EXPEDITION TITLE

Material Needs, Economic Solutions

Expedition Driving Question:

How can we help with skill, wisdom, and love?

Expedition Deep Hope:

May we apply a fuller understanding of poverty and economic solutions so that we and others may have life and have it abundantly.

Expedition Verse:

"The thief comes only to steal and kill and destroy. I have come that they may have life, and have it to the full." —John 10:10

LEARNING PLAN TITLE

Entering the Story

Learning Plan Number: I

Learning Target:

I. I can engage the invitation to live into the world's complexity.

Habit(s) of Learning:

Curious Thinking: We will lean in to what's ahead

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>Back-to-Back, Face-to-Face</i> <i>Engage the Learning Targets (ELT)</i>	 5 min	
<p>Back-to-Back, Face-to-Face Opening Activity</p> <ol style="list-style-type: none"> 1. This is a way for students to share and listen to different perspectives while moving around the room, while also leaving in time to quietly consider before speaking. 2. Students find a partner from a different part of the room and stand back-to-back. 3. Once students are partnered up, the teacher reads the first prompt (and preferably, have it will be posted on the board/screen, as well). After the prompt has been read aloud, give students 15 seconds to silently consider. 4. Ask students to turn and face their partner and share their responses. 5. After 30 seconds for each student to share, ask them to find a new partner and repeat with a new prompt. <ul style="list-style-type: none"> • There are two rounds of this activity, one to respond to each of the following introductory prompts: <ol style="list-style-type: none"> 1. Complete the statement: "When I was younger, I thought that poverty was caused by ..." 2. To what extent do you agree with the statement: "The closer I get to mastering something, the easier it should become." 		

LEARNING ACTIVITIES

<i>Walking into the Complex</i> <i>Introduce the Learning Targets (ILT)</i>	 5 min	
<ul style="list-style-type: none"> • Post the following learning target on the board: <ol style="list-style-type: none"> 1. <u>I can engage the invitation to live into the world's complexity.</u> • In addition, display the title for this learning expedition: "Material Needs, Economic Solutions." • In groups of two to three, ask students how they respond to the key words in these. Intrigued? Overwhelmed? Puzzled? <ol style="list-style-type: none"> 1. Does the promise of exploring for economic solutions strike them as tantalizingly grown-up or more complicated than they'd prefer? 2. Ask students how they feel about returning for another examination of poverty in this World Vision Ignite expedition. Gauge their response and let questions linger (try not to offer too many answers yet!). • Encourage the students that this expedition is specifically built for them as young adults - it is the most grown-up in terms of its complexity and 'realness.' No simple answers will be offered. 		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Resisting Simplification Discussion</i></p> <p><i>Engage the Learning Targets (ELT)</i></p> <p><i>Reflect on the Learning Targets (RLT)</i></p>	 15 min	
<ul style="list-style-type: none"> Ask students to get out some paper and prepare to quietly reflect on personal experience. Once the room is ready, post the following reflection prompts on the board: <ol style="list-style-type: none"> Can you think of a time when someone else simplified or minimized a problem you were facing? How did it make you feel? Can you think of a time when you might have oversimplified or given an easy answer to someone else in crisis? Why do you think you did this? Ask students to quietly consider and then begin writing their thoughts. After three to four minutes, invite them to turn and share their thoughts with people around them. <ol style="list-style-type: none"> Encourage students that this is not a “grievance session” to tell stories of others being jerks, but to consider the consequences of what happens when we oversimplify complicated situations. On the board, list both negative consequences of this, and student suggestions as to why even well-meaning people do this to others. How might our experiences (even or ESPECIALLY the painful ones) have equipped us well for what’s ahead? 		
<p><i>Engaging “Franciscan Benediction”</i> 📄</p> <p><i>Reflect on the Learning Targets (RLT)</i></p>	 30 min	<ul style="list-style-type: none"> <input type="checkbox"/> Poster sheets for each group, with “A Franciscan Benediction” printed on each <input type="checkbox"/> Sticky note pads to pass out to each group of 4-5
<ul style="list-style-type: none"> Tell students that we’ll be using “A Franciscan Benediction” as a sort of guiding prayer for our learning expedition. <p>Collaborative Annotation</p> <ol style="list-style-type: none"> Place students in groups of three to four, and give each group a poster sized sheet of paper with ‘A Franciscan Benediction’ on it. Stage 1: (Quiet) Each student draws a line from some part of the text that they have a question/comment/curiosity about and write it down. Ideally, each student makes two to three contributions. This lasts perhaps three minutes. Stage 2: (Quiet) Students write their responses to their group mates questions/comments/curiosities. Stage 3: Students walk around and look at other groups’ annotated poster sheets and discuss. Display the poster sheets in the classroom. 		



Continued ...





A Franciscan Benediction

May God bless us with discomfort
 At easy answers, half-truths, and superficial relationships
 So that we may live from deep within our hearts.
 May God bless us with anger
 At injustice, oppression, and exploitation of God's creations
 So that we may work for justice, freedom, and peace.
 May God bless us with tears
 To shed for those who suffer pain, rejection, hunger, and war,
 So that we may reach out our hands to comfort them and
 To turn their pain into joy.
 And may God bless us with just enough foolishness
 To believe that we can make a difference in the world,
 So that we can do what others claim cannot be done:
 To bring justice and kindness to all our children and all our neighbors who are poor.
 Amen.


- Wrap up questions:
 1. What aspects of this prayer are you still uncertain about? (Do you think it's okay to feel uncertain about a prayer?)
 2. As 12th graders, should we be moving toward certainty or restlessness? Explore this!
 3. What aspects of this prayer do you especially want for yourself?
- Tell students that you intend to use a phrase or passage from this benediction on the document panel that you'll be developing to showcase the learning expedition—discuss as a group which phrase or passage students would like to use for this purpose.

ACTIVITY TITLE	TIME	RESOURCES
Engaging the Driving Question  Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT)	 10 min	<input type="checkbox"/> Economic Empowerment in DRC: https://vimeo.com/350856990
<ul style="list-style-type: none"> • Write “How can we help with skill, wisdom, and love?” on the board. <ol style="list-style-type: none"> 1. Explain to students that this is the driving question of this year's learning expedition. • Discussion questions: <ol style="list-style-type: none"> 1. “Which adjective here are you most drawn to? Where do you presently feel the most deficiencies?” 2. “What would happen if we missed any one of the three?” 3. “In what ways might your life and school experiences as a younger student have equipped you for this?” 4. “Think about WHO we might help in this way - does any visual come to mind?” • To get a sense of who this work might be aimed toward, watch “Economic Empowerment in DRC.” • Invite students to turn with a neighbor and discuss: <ol style="list-style-type: none"> 1. What stirrings or questions are starting to circle around for you? 2. How are you responding to the challenges being laid before you today? 		



ACTIVITY TITLE	TIME	RESOURCES
<i>Sponsored Child Introduction</i>  <i>Engage the Learning Targets (ELT)</i>	 10 min	<input type="checkbox"/> myworldvision.org
<ul style="list-style-type: none"> • Finish class with an exciting moment - your students' chance to directly engage their own heart work by learning about their World Vision sponsored child (or re-igniting that relationship). • Have the students read the Sponsor Child information from their myworldvision site. This is just a quick moment to get some buzz going among the students. They'll get the opportunity to explore more fully and write a letter in Lesson 2. 		

EXIT EVENT

<i>Closing Reflection</i> <i>Assess the Learning Targets (ALT)</i> <i>Reflect on the Learning Targets (RLT)</i>	 5 min	<input type="checkbox"/> 12.1.a Student Material: Exit Ticket
<ul style="list-style-type: none"> • Remind students of today's learning target: <ol style="list-style-type: none"> 1. I can engage the invitation to live into the world's complexity. • Ask students what it would look like to accept this invitation: <ol style="list-style-type: none"> 1. What posture could we take when looking at a challenging problem? 2. Where would we place our hope? • (This might make for an appropriate moment to lift this learning expedition up in prayer.) • Pass out the exit tickets and ask students to complete them. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
Begin populating the document panel by posting a visual of the driving question ("How can we help with skill, wisdom, and love?") and a selected phrase or passage from "A Franciscan Benediction."		
OPPORTUNITY TO DEEPEN THE LEARNING		
Ask students if they might perhaps apologize to a person whose problem or situation they may have recently minimized or oversimplified, or even ask God to show them their own failings in this regard.		