



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

Life Abundant

Learning Plan Number: 2

Learning Target:

1. I can ponder God's vision for abundant life.
2. I can open my heart to a new neighbor.

Habit(s) of Learning:

Curious Thinking: We are open to new ways of considering and incorporating others

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
<p><i>Lowering the Stick</i> Engage the Learning Targets (ELT)</p>	 10 min	<input type="checkbox"/> Several long sticks (or brooms, rakes, or bamboo sticks) one for every group of eight students
<ul style="list-style-type: none"> This activity helps students to consider what it means to share a common vision and labor together with the poor and marginalized. <ol style="list-style-type: none"> Put students in groups of eight and give each group a stick. Have each student stick out their index finger, and rest the stick atop their fingers. The stick must remain level, and all students' index fingers must remain touching the stick (nobody can "drop off"). Their task, as a group, lower the stick to the ground. Let them try a few attempts and collaborate. After you've had some fun, discuss: <ol style="list-style-type: none"> What were the challenges (try to steer them towards "including everybody/collaborating")? Applications for laboring alongside those who are poor and marginalized? 		





LEARNING ACTIVITIES

<p><i>Make Connections</i> Introduce the Learning Targets (ILT)</p>	 5 min	
<ul style="list-style-type: none"> Post the following learning target on the board: <ol style="list-style-type: none"> <u>I can ponder God's vision for abundant life.</u> <u>I can open my heart to a new neighbor.</u> Looking at the first target, ask students to make connections between the "lowering the stick" activity and abundant life. Regarding the second question, ask students about their level of anticipation regarding meeting/re-engaging with their World Vision sponsored child. Pray that God would help open hearts to share abundant life with others today. 		



ACTIVITY TITLE	TIME	RESOURCES
Engaging the Deep Hope  Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT)	 10 min	
<ul style="list-style-type: none"> On the board, show students John 10:10, “<i>The thief comes only to steal and kill and destroy. I came that they may have life and have it abundantly.</i>” (Show them John 10:7-11 if you’d prefer a bit more context.) <ol style="list-style-type: none"> How do most Americans typically understand abundant life, or “the good life”? How sympathetic are you to this? To what extent do you think your family might be captive to that story? Show students the DEEP HOPE for this learning expedition: “May we apply a fuller understanding of poverty and economic stewardship so that we and others may have life and have it abundantly.” Ask students to individually consider: <ol style="list-style-type: none"> What words or phrases in here are most immediately meaningful or inviting for you? What words or phrases are hazy for you right now? What might you need in order to feel more confidence? Can you identify the “head,” “heart,” and “hand” components of this deep hope? After one to two minutes of quiet reflection, ask students to share their reactions in groups of two to three. When the discussion volume in the room begins to wane, ask for responses to populate the following categories on the board: <ol style="list-style-type: none"> What causes us to “lean in” What we’re unsure about 		
“What Better Future?” Reading & Discussion Engage the Learning Targets (ELT)	 20 min	<input type="checkbox"/> Sticky notes or index cards <input type="checkbox"/> 12.2.a Teacher Resource: “What Better Future?”
<ul style="list-style-type: none"> Encourage students that God has a deep hope for human flourishing as well: it is the Kingdom life that Jesus so frequently references. For a look at what this is about, and how it connects to fighting poverty, read the “What Better Future?” excerpt from <i>Walking with the Poor</i> by Bryant L. Myers. <ol style="list-style-type: none"> Acknowledge to students that there may be challenging aspects of this reading, and that’s intentional. This is living in some of the complexity we talked about last time. (The Kingdom of God is not a simple idea, after all.) Encourage them that, as 12th graders, they are the students best equipped to tackle these ideas. Give the students 15 minutes to read, and show them the following framing questions in advance: <ol style="list-style-type: none"> What does the Kingdom life ask of us? How does God demonstrate his love for us through all this? How do you respond to this vision? When they’re done reading, ask students to fill out three index cards/post-it notes with a different response or takeaway from the reading. 		




ACTIVITY TITLE	TIME	RESOURCES
GoGoMo Reactions <i>Assess the Learning Targets (ALT)</i> <i>Reflect on the Learning Targets (RLT)</i>	 10 min	<input type="checkbox"/> Sticky notes or index cards
<ul style="list-style-type: none"> This is a sharing protocol that helps share out good ideas in a lively setting. GoGoMo Protocol: <ol style="list-style-type: none"> Invite students to get up and mingle with their peers. Call out “GIVE ONE to a partner.” Participants form pairs. Each student “gives” one of his or her key learnings or important idea cards to the other, so each person “gives one” and “gets one.” Time may range from one to three minutes. Call out “MOVE ON” and participants mingle again. In rounds two and three, students can either share their own cards, or share a card with an idea they were given by a previous partner. Repeat twice more. At the end, ask students to share some insight they got from another student that they particularly appreciated. 		
Sponsored Child Introduction   <i>Engage the Learning Targets (ELT)</i>	 20 min	<input type="checkbox"/> myworldvision.org <input type="checkbox"/> World Vision Letter: https://www.worldvision.org/sponsor-a-child/support-center/sending-letter-package <input type="checkbox"/> World Vision video: A Few Kind Words https://youtu.be/vudEo8jfWpl
<ul style="list-style-type: none"> Invite the students to go to their sponsored child’s page on their MyWorldVision site. In particular, ask them to explore and consider their sponsored child’s environment in light of the Isaiah 65 promises referenced in the “What Better Future” reading: <ol style="list-style-type: none"> A place of joy; there is no weeping. Children do not die. People live full lives. People build homes and live in them. People enjoy the product of their own labor. The community is restored and harmonious. The irreconcilable live in peace. God is in their midst, answering them before they call. Play the World Vision video “A Few Kind Words” to set the table for what comes next. <ol style="list-style-type: none"> Ask the class: In light of our conversation today, what are the reasons why we would write letters of refreshment to our sponsored child? Ask the students to write a personal letter to their sponsored child and invite them into a relationship (or deepen it, if they’ve begun this in a previous year). Instruct students to complete the activity by having them send the letter electronically or by mail. 		

Continued ...



3. Invite students to go to the document panel and write their sponsored child's name on that section of the board.
4. Finish by asking students to pray for their sponsored children, using the language of the second learning target about opened hearts.

EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<i>Exit Ticket Reflection</i> <i>Assess the Learning Targets (ALT)</i> <i>Reflect on the Learning Targets (RLT)</i>	 5 min	<input type="checkbox"/> 12.2.b Student Material: Exit Ticket
<ul style="list-style-type: none"> Remind students of today's learning target: <ol style="list-style-type: none"> 1. <u>I can ponder God's vision for abundant life.</u> 2. <u>I can open my heart to a new neighbor.</u> Ask students to complete an exit ticket: What is your deep hope as we set off on this learning expedition? 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> Add the deep hope that anchors the display, right in the center, along with John 10:10. These, along with the driving question, are the beating heart of the learning expedition. Include a space where students can add the name of their World Vision sponsored child, plus a picture, if they wish. 		
OPPORTUNITY TO DEEPEN THE LEARNING		
<ul style="list-style-type: none"> Students could consider the option of putting a small care package together for their sponsored child, in light of the "abundant life" ideas that were considered. Some simple ideas could include stickers, bandanas, pencils, postcards, hair ribbons, bookmarks, coloring books, small puzzles, paper airplanes, balloons, small notebooks, colored pencils, pencil sharpeners, small and flat handmade items like paintings or drawings. 		