





Material Needs, Economic Solutions

Introduction

This Learning Expedition centers around economic solutions to the material needs of the poor. Students will explore holistic approaches to topics like vocation, economic markets and sustainability, and particular economic development models, then put some of those ideas to work through a community engagement project.

Foundational to Ignite, at all stages of learning, is understanding the Greatest Commandments; God's love for them and responding in love to their neighbor. 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; thy Kingdom come on earth as it is in heaven. Empowering students to deeply know God's love and act upon it leads them into the pursuit of a world transformed in right relationship.

It's an honor, as educators and adults, to help kids reach their full potential of a productive and fulfilling life; not separated from the story of God but deeply a part.

We hope that God will ignite the hearts of your students, the future leaders of the world; that they may experience their defining moments of transformation and act and re-write stories of injustice to justice, sorrow to joy, and brokenness to restoration.

This Expedition

This Learning Expedition centers around three things:

The Driving Question

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

The 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.

The 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



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The Structure of this Learning Expedition

Learning plans 1–6: The first six learning plans can be considered a base or background knowledge for the rest of the expedition. They introduce the deep hope of this expedition and explore God's love, the biblical vision of shalom, and the importance of vocation in our lives. Students will also explore World Vision's holistic understanding of poverty, with an emphasis on material brokenness, and then follow that through with a look at basic economic principles.

Learning plans 7–9: Learning plans seven through nine allow students to begin applying the knowledge base they've built up. They'll analyze specific economic development models in light of the basic principles they've already learned, and examine the particular case of their World Vision sponsor child's community. At the conclusion of this stage, students will be confident with core ideas and able to proceed thoughtfully through what's next.

Learning plans 10 - 15: Learning plans ten through fifteen focus on preparing for and hosting a student-led community engagement project. Learning plan 15 will be the celebration of this community engagement project. Students will design a project that meets at the intersection of this expedition's guiding principles (material needs in our community, economic solutions, and abundant life). This will likely involve stages of research, interviewing and partnering with those already engaged in this work, analyzing what they find in light of what they've learned, and deciding what's next. The goal of the project is that students would be able to create or advocate for real economic solutions to material needs in their community in a way that helps restore right relationships.

Overview of Grade 12 Learning Plans

1. Entering the Story
2. Life Abundant
3. The Role of Vocation
4. Looking at Material Poverty
5. The Spiritual and the Material
6. Best Economic Practices
7. The Microfinancing Model
8. SCAs and Abundant Life
9. Loving My Neighbor in the Complexity
10. Engaging with Our Community
11. Researching Our Community
12. Conducting a Research Interview
13. Analyzing Our Work, Planning Our Steps
14. Acting and Advocating
15. Celebration of Learning



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Preparation & Practical Considerations

Each learning plan contains step-by-step instructions that can help you to lead students through this expedition with minimal preparation, but there are some practical considerations to be mindful of:

- The primary texts used in building this curriculum were *When Helping Hurts* by Steve Corbett & Brian Fikkert (2012 edition) and *Walking with the Poor* by Bryant L. Myers (2011 edition). Reading both of those (*When Helping Hurts* in particular) will allow you to fully understand and inhabit the ideas you'll be exploring.
- As you proceed through the learning plans, you will develop a classroom "Document Panel" bulletin board that will eventually map the story of your learning journey. Each lesson will provide instruction on which element of the document panel can be added at that point (you shouldn't build it all at once - it should grow with you!).
- Your document panel must prominently feature the driving question, deep hope, and foundational scripture passage. Those will be referenced again and again, and it will be helpful to you to have them posted in the classroom. You are strongly encouraged to take photographs of your students at work together during key moments, and to then post those to your document panel.
- The community engagement project that starts in learning plan 10 will likely involve inviting in business leaders or organizational leaders from a program or organization that is working to alleviate a material that your students will choose to focus on (this may or may not be locally based). You will need to come alongside your students in these efforts, and it may be helpful for you to do a little early digging into which local organizations, churches, and non-profits are operating in your community, just to help students through the first steps.
- An idea that might be great would be to order small notebooks (or "field journals") for students to use for their written reflections and notes on the learning expedition. There will be many opportunities for reflective work and having a single, compiled document like that might prove meaningful for many students.
- There aren't any major technology needs for you in this expedition, but the lessons were written with the assumption that some sort of presentation screen is available, and that students will have devices or computers available
- Many of these learning plans require you to distribute handouts, photocopies, or images, or project quotes or images on the screen. Be sure to read through the lessons far enough in advance to have those prepared.

Finally, as the classroom teacher who knows best the needs of your students and local community, you are free to modify and adapt these lessons as needed to meet the practical situation in front of you. However, be advised that the learning plans were carefully constructed to build on each other, so changing or eliminating one thing early on may have ripple effects later in the expedition.

May God bless you on your journey with this work!

