



# 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

### Acting and Advocating

Learning Plan Number: 14

#### Learning Target:

1. I can help shape our community engagement work with skill, wisdom, and love.
2. I can imagine a way to advocate for my neighbors.

#### Habit(s) of Learning:

Gracious Communicators: We listen first and express encouragement and truth with our words.

## 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.




**Note:** The instructions for learning plans 10-15 will be less specific and prescriptive than previous learning plans, simply because there are a number of directions that your students' community engagement work could take. Structure, principles, and suggestions will be provided for this sequence of lessons, but you the teacher are invited to use your discretion to fit the needs of your class.



Learning plan 14 relies on you having produced a document summarizing the analysis findings from learning plan 13 for students to use as a reference and guide.

Finally, student groups will likely need time to create their work for the community engagement project. Depending on the nature of your project, this may be anything between a few hours or a few additional class sessions. It's also likely that students at work will continue to need teacher guidance. In order to ensure the smoothest possible success for this project, try to plan ahead accordingly.

### ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
<b>Learning Target Connections</b> <i>Introduce the Learning Targets (ILT)</i>	 5 min	
<ul style="list-style-type: none"> <li>• Welcome students and refer to the learning targets you've posted:             <ol style="list-style-type: none"> <li>1. <u>I can help shape our community engagement work with skill, wisdom, and love.</u></li> <li>2. <u>I can imagine a way to advocate for my neighbors.</u></li> </ol> </li> <li>• Let students know that there's plenty of work to be done today, but before they begin, invite them to share something about the project thus far that they've enjoyed that connects with one of the learning targets.</li> <li>• Remind students of something that we learned back in learning plan 3: "Vocation = Skill + Passion + the World's Need"             <ol style="list-style-type: none"> <li>1. Encourage them that today is an invitation to live into this!</li> </ol> </li> </ul>		



### LEARNING ACTIVITIES

<b>Acting &amp; Advocating Together</b>  <i>Engage the Learning Targets (ELT)</i> <i>Assess the Learning Targets (ALT)</i> <i>Reflect on the Learning Targets (RLT)</i>	 70 min	<ul style="list-style-type: none"> <li><input type="checkbox"/> Compiled analysis notes from learning plan 13</li> <li><input type="checkbox"/> 12.14.a Student Material: Communication &amp; Advocacy Guide</li> <li><input type="checkbox"/> 12.10.c Teacher Resource: Guiding Principles</li> <li><input type="checkbox"/> 12.14.b Teacher Resource: World Vision Advocacy Guide (for "invitation" group)</li> </ul>
<p><b>Note:</b> The shape of today's work might vary for your class, depending on the nature of your particular project. Best practice would be to split your class into four groups with their own objectives to help get your work across the finish line. Use the suggestions in this activity to shape your work.</p> <ul style="list-style-type: none"> <li>• Pass out the compiled analysis notes from learning plan 13 so that students have access to their work and ideas from last time.</li> </ul>		


Continued ...



- Share with students that they'll be working in four groups today to accomplish different tasks to bring our community engagement project to the finish line:
  1. Communicating with our interview partner
  2. Creating advocacy messaging
  3. Completing our document panel
  4. Inviting community members to our celebration
- Ask students which they'd like to work on, and generally allow them to join in with the work they feel most enthusiasm about (you may need to rearrange a bit to keep things somewhat even, but it might be wise to give the advocacy group a few extra members, as they've got the most work to do).
- Each group has a page on the Communication & Advocacy Guide that they can refer to in their work. Also, when in doubt, refer students to the community engagement project's guiding principles (learning plan 14 visuals).
  1. The World Vision advocacy guide provides some nice guidance that might be helpful for the "inviting" group.
- Inform students that their work is due by learning plan 15, whenever that date is for your class.

ACTIVITY TITLE	TIME	RESOURCES
<b>Additional Work Time</b>  Engage the Learning Targets (ELT) Assess the Learning Targets (ALT) Reflect on the Learning Targets (RLT)	 As Needed	
<ul style="list-style-type: none"> <li>• Students may need time to need create their work for the community engagement project. Depending on the nature of your class's project, this may be anything between a few hours to a few additional class sessions. It's also likely that students at work will continue to need teacher guidance.</li> </ul>		

## EXIT EVENT

<b>Closing Reflection</b> Engage the Learning Targets (ELT) Assess the Learning Targets (ALT)	 5 min	
<ul style="list-style-type: none"> <li>• To close, remind students of today's learning targets:               <ol style="list-style-type: none"> <li>1. <u>I can help shape our community engagement work with skill, wisdom, and love.</u></li> <li>2. <u>I can collaborate to analyze and plan ahead.</u></li> </ol> </li> <li>• Ask each group to share how their work today lived into one of these targets.</li> <li>• Remind the students that any work they began in this lesson needs to be completed in time for the learning plan 15 celebration of learning.</li> </ul>		



### LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN

ADD TO DOCUMENT PANEL

- With student help, the document panel will now be completed. Findings from the community engagement project should now be posted.

### OPPORTUNITY TO DEEPEN THE LEARNING

- Students have plenty of work to do already to prepare for learning plan 15.

### PLANNING AHEAD

- If an additional “work day” is needed before the celebration of learning, the basic structure of learning plan 14 can be repeated.
- Assist students who’ve invited guests to follow through on that communication (check their emails regularly)!
- Notify whoever manages your school’s social media accounts that some suggested messaging might be coming from your class soon, and invite them to attend the celebration of learning.