



Material Needs, Economic Solutions

Introduction

This learning expedition centers around three things:

- 1 The Driving Question**
How can we help people living in poverty with skill, wisdom, and love?
- 2 The Deep Hope**
To apply a fuller understanding of poverty and economic solutions so that we and others may have life and have it abundantly.
- 3 The Biblical Foundation Verse**
John 10:10 (NIV) *"The thief comes only to steal and kill and destroy. I have come that they may have life, and have it to the full."*

Summary

This Ignite six-lesson learning unit centers around economic solutions to the material needs of people living in poverty. Students will explore holistic approaches to topics like vocation, economic markets and sustainability, and particular economic development models.

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 12th 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: Entering the Story	 30-60 min
<ol style="list-style-type: none"> 1. Back-to-Back, Face-to-Face (5 min) 2. Resisting Simplification Discussion (15 min) 3. Engaging the Driving Question (10 min) 4. Optional Activity: Engaging "A Franciscan Benediction" (30 min) 	
Lesson 2: Life Abundant and Vocation	 30-65 min
<ol style="list-style-type: none"> 1. Lowering the Stick (10 min) 2. Engaging the Deep Hope (5-10 min) 3. The Role of Vocation (5 min) 4. Examining Vocation in Our Own Lives (10-15 min) 5. Optional Activity: Sponsored Child Connection (25 min) 	
Lesson 3: Looking at Material Poverty	 30-40 min
<ol style="list-style-type: none"> 1. Opening Reflection (5 min) 2. What is Poverty? (10-15 min) 3. Examining a Complex Picture of Poverty (15-20 min) 	
Lesson 4: Best Economic Practices	 40-50 min
<ol style="list-style-type: none"> 1. Understanding Economic Markets (10-15 min) 2. Examining Benefits and Limits of the Market (10-15 min) 3. Understanding Economic Sustainability (10 min) 4. Examining Israel's Story (10 min) 	

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Lesson 5: The Microfinancing Model	 30-40 min
<ol style="list-style-type: none"> 1. Back-to-Back, Face-to-Face (5-10 min) 2. Introduce the Microloan Model (10 min) 3. Analyzing a Real-Life Example (10 min) 4. Closing Reflection and Brainstorming Session (5-10 min) 	
Lesson 6: Economic Empowerment	 30-45 min
<ol style="list-style-type: none"> 1. Introduce the THRIVE Model (10-15 min) 2. Analyzing a Real-Life Example (15-20 min) 3. Closing Reflection (5-10 min) 	

Overview of grade 12 learning targets

LESSON	LEARNING TARGETS
12.1.1	I can engage with the invitation to live amidst the world's complexity.
12.2.1	I can envision what God intends for an abundant life.
12.2.2	I can examine the role of vocation in Kingdom living.
12.3.1	I can deepen my understanding of the causes of poverty.
12.3.2	I can understand what material poverty looks like in various contexts.
12.4.1	I can explain key economic elements to an abundant life.
12.4.2	I can connect economic principles to real-life situations.
12.5.1	I can talk about the principles of relief, rehabilitation, and development.
12.5.2	I can describe what microfinancing looks like in a community.
12.6.1	I understand the diverse support needed for communities and individuals in poverty.



Materials needed

Make copies of the following materials for the class:

1. Lesson 3: 12.3.B
2. Lesson 5: 12.5.A

Lesson 2:

- Several long sticks (e.g., brooms, rakes, or bamboo sticks)—one for every group of eight students

Lesson 6:

- Sticky notes
- Several index cards



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LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Entering the Story</i>	 30-60 min
<p>Learning plan number: 1</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can engage with the invitation to live amidst the world's complexity.</u> 	

ACTIVITY TITLE	TIME	RESOURCES
<i>Back-to-Back, Face-to-Face</i>	 5 min	
<ul style="list-style-type: none"> • Using the Back-to-Back, Face-to-Face protocol, give students an opportunity to work through the prompts with a partner. • 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: "Poverty is ... " 2. Complete the statement: "When I was younger, I thought that poverty was caused by ... " <p>Back-to-Back, Face-to-Face protocol</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, and 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 have their partner, the teacher reads the first prompt (post the prompt on the board/screen in advance). After the prompt is read aloud, give students 15 seconds to silently consider. 4. Ask students to turn and face their partner and share their thoughts. 5. Allow 30 seconds for each student to share, then ask them to find a new partner and repeat with a new prompt. 		



ACTIVITY TITLE	TIME	RESOURCES
<i>Resisting Simplification Discussion</i>	 15 min	
<ul style="list-style-type: none"> Ask students to get out some paper and prepare to quietly reflect on personal experience. Once they are 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"> Tell students that this is not a “grievance session” to tell stories of others being unkind, but to consider the consequences of what happens when we oversimplify complicated situations. On the board, list the negative consequences of oversimplification along with students’ thoughts about why well-meaning people do this. Ask: “How might our experiences (especially the painful ones) have equipped us for what may happen in the future?” 		
ACTIVITY TITLE	TIME	RESOURCES
<i>Engaging the Driving Question</i>	 10 min	<input type="checkbox"/> “Economic Empowerment in DRC” video: vimeo.com/350856990
<ul style="list-style-type: none"> Write “How can we help people living in poverty with skill, wisdom, and love?” on the board. Explain to students that this is the driving question of this six-lesson learning unit. Discussion questions: <ol style="list-style-type: none"> “Which of these three nouns are you most drawn to? Which of these are you least drawn to and feel the need to grow?” “What would happen if we lacked any one of the three?” “In what ways might your life and school experiences as a younger student have equipped you to help with skill, wisdom, and love?” “Think about WHO we might help in this way—does any one person or instance come to mind?” To get a sense of who this work might be aimed toward, watch “Economic Empowerment in DRC.” Invite students to discuss with a neighbor: <ol style="list-style-type: none"> “What feelings or questions are starting to circle around for you?” “How are you responding to the challenges we have learned about today?” 		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Optional Final Activity:</i> Engaging “A Franciscan Benediction”</p>	 30 min	<ul style="list-style-type: none"> <input type="checkbox"/> 12.1.A Teacher resource—A Franciscan Benediction (printed on large paper) <input type="checkbox"/> Sticky note pads for each group
<ul style="list-style-type: none"> • Tell students that we will be using “A Franciscan Benediction” as a type of guiding prayer for our learning unit. <p>Collaborative annotation</p> <p>Place students in groups of three or four and give each group a poster-sized sheet of paper with “A Franciscan Benediction” printed on it.</p> <ol style="list-style-type: none"> 1. Stage 1: (Quiet) Ask each student to draw a line from a part of the text and write a question/comment/curiosity they have about it. Ideally, each student makes two to three contributions. This lasts perhaps three minutes. 2. Stage 2: (Quiet) Ask students to write responses to their group members’ questions/comments/curiosities. 3. Stage 3: Have students walk around and look at other groups’ annotated poster sheets and discuss with one another. <ul style="list-style-type: none"> • Display the poster sheets in the classroom. <p>A Franciscan Benediction</p> <p><i>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.</i></p> <p>Amen.</p> <ul style="list-style-type: none"> • Wrap-up questions: <ol style="list-style-type: none"> 1. “What aspects of this prayer are you still uncertain about?” 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 include a phrase or passage from this benediction on the bulletin board that you’ll be developing to showcase the learning unit. Ask the students which phrase or passage they would like to include. 		



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LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Life Abundant and Vocation</i>	30-65 min
<p>Learning plan number: 2</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can envision what God intends for an abundant life.</u> 2. <u>I can examine the role of vocation in Kingdom living.</u> 	

ACTIVITY TITLE	TIME	RESOURCES
<i>Lowering the Stick</i>	10 min	<input type="checkbox"/> Several long sticks (e.g., brooms, rakes, or bamboo sticks)—one for every group of eight students
<ol style="list-style-type: none"> 1. Divide students into groups of eight and give each group a stick. <p>Note: If you can't make separate groups of eight, choose eight students at a time and rotate through (some students will go twice) until every student has had the opportunity to participate.)</p> 2. Have each student extend their index finger and rest the stick atop all of their index fingers. 3. The stick must remain level, and all students' index fingers must remain touching the stick (nobody can "drop off"). 4. Their task, as a group, is to lower the stick to the ground. 5. Let them have a few attempts to collaborate and accomplish this. <ul style="list-style-type: none"> • After you've had some fun, discuss: <ol style="list-style-type: none"> 1. "What were the challenges (try to steer them toward talking about 'including everybody/collaborating')?" 2. "As we think about our learning unit, in what ways does this activity show us how we can labor alongside others, especially those who are experiencing poverty and/or are marginalized?" 		



ACTIVITY TITLE	TIME	RESOURCES
<i>Engaging the Deep Hope</i>	 10 min	
<ul style="list-style-type: none"> • On the board, show students John 10:10 (NIV): “The thief comes only to steal and kill and destroy. I came that they may have life and have it abundantly.” (Include John 10:7-11 for more context.) • Pose the following questions to the entire group, allowing them to focus on what stirs their heart: <ol style="list-style-type: none"> 1. “How do most North Americans typically understand abundant life, or ‘the good life?’” 2. “How sympathetic are you to this?” 3. “To what extent do you think your family might be stuck in that story, or have you ever experienced this mentality yourself?” • Show students the deep hope for this learning unit: “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"> 1. “What words or phrases here are most immediately meaningful or inviting for you?” 2. “What words or phrases are not clear for you right now? What might you need to feel more confident in your understanding?” 3. “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 or three. Write the following two prompts on the board. Ask students to respond and record their answers on the board under the corresponding prompt: <ol style="list-style-type: none"> 1. “What causes us to ‘lean in?’” 2. “What are we unsure about?” 		
ACTIVITY TITLE	TIME	RESOURCES
<i>The Role of Vocation</i>	 5 min	
<ul style="list-style-type: none"> • Post the following learning targets on the board: <ol style="list-style-type: none"> 1. “I can envision what God intends for an abundant life.” 2. “I can examine the role of vocation in Kingdom living.” • Write on the board: “Vocation = Skill + Passion + the World’s Need” • The dictionary definition of vocation is “an occupation to which a person is specially drawn or for which they are suited, trained, or qualified.” The word originated from a Christian context—God’s calling on a person. • Ask students to discuss with their neighbor: <ul style="list-style-type: none"> • “What connections do you see between these learning targets and our deep hope as seen in John 10:10?” 		



ACTIVITY TITLE	TIME	RESOURCES
<i>Examining Vocation in Our Own Lives</i>	 10-15 min	
<p>Optional: Perhaps you, as a teacher, have a story about how you found your vocation as an educator. How does your work feel different from something like mowing the lawn? This might be a good opportunity to share some part of your personal experience to help set the scene for student reflection.</p> <ul style="list-style-type: none"> Ask students to take a piece of paper and a pen for a bit of quiet reflection. Give them 5-10 minutes to reflect and start writing responses to the following: <ol style="list-style-type: none"> “Where and when do you feel skilled and empowered?” “Where and when have you done work that’s meaningful for you? How did it feel different than other types of labor?” “Consider your answer to the previous questions—what does this indicate to you about your identity?” “Take a moment to think about your future—where might your passion and budding skills meet the world’s needs?” Ask students to share something that they wrote with their neighbor; then ask if some of them would like to share with the class. 		
ACTIVITY TITLE	TIME	RESOURCES
<i>Optional Final Activity: Sponsored Child Connection</i>	 25 min	<input type="checkbox"/> “Why Write a Letter to Your Sponsored Child” video: youtube.com/watch?v=vudEo8jfWpl
<ul style="list-style-type: none"> Tell students that they will now begin the 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) With your class, visit My World Vision (worldvision.org/my), signing in with your email address and password (provided by your Ignite Partnership Manager) to view your sponsored children’s page(s). Take a few minutes to explore the different sections together, including updates on the sponsored community. Encourage students to share different quotes that they read on the website and challenge them to look for examples of communities coming together on projects or programs. Ask if any students’ families sponsor a child; if so, tell them that they can use the My World Vision portal at home to write their sponsored child a letter as a family. As a class or individually, write an email to the students’ sponsored child/children using the “Email My Child” template on My World Vision (worldvision.org/my). Include information about the class and your location. Ask some questions/wonderings that the students expressed about their sponsored child/children and respond to any questions posed by their sponsored child/children in previous letters. You also may want to upload a photo of your class or create a poster with encouraging messages to upload. Show the “Why Write a Letter to Your Sponsored Child” video (youtube.com/watch?v=vudEo8jfWpl) if the class needs inspiration. 		

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

What to write about:

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
<i>Looking at Material Poverty</i>	 30-40 min
<p>Learning plan number: 3</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can deepen my understanding of the causes of poverty.</u> 2. <u>I can understand what material poverty looks like in various contexts.</u> 	

ACTIVITY TITLE	TIME	RESOURCES
<i>Opening Reflection</i>	 5 min	
<ul style="list-style-type: none"> • Welcome students and ask them to write on the following prompt: "Do you deserve what you have? Explain." • Ask for a few students to share what they wrote. 		
ACTIVITY TITLE	TIME	RESOURCES
<i>What is Poverty?</i>	 10-15 min	
<ul style="list-style-type: none"> • Ask students to begin a conversation with a partner by answering the question: "Have you ever been in a relationship that was broken? How did you know?" <ol style="list-style-type: none"> 1. As they're entering into the idea of broken relationships, point out the World Vision definition of poverty on the board: <p>"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."</p> 		

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- With groups of three or four, ask the students to discuss:
 1. “What elements of this understanding of poverty align with what you already know, or what we’ve already explored?”
 2. “What elements of this definition are unclear to you? How could the definition be clearer?”
 3. “Consider our World Vision sponsored child/children: What are ways that this might fit their situation(s)?”
- This is a good “time out” point to further discuss a few aspects of this learning unit: There are a number of root causes of poverty (material, spiritual, mental, social), but this unit will focus on material needs and economic solutions.
- Say, “It’s okay if we can’t come to a place of full understanding about all of this. We live in a complex world, and that’s part of it. Let’s proceed to keep learning more together.”

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Examining a Complex Picture of Poverty</i></p>	 15-20 min	<ul style="list-style-type: none"> <input type="checkbox"/> 12.3.A Teacher resource: “The Entrapment of Alisa Collins” <input type="checkbox"/> Index card with “Alisa” written on it <input type="checkbox"/> 12.3.B Teacher resource: Poverty visuals

- Encourage students by saying that they’re going to move on to a more complex story of poverty. Read the excerpt aloud, allowing students to listen and focus on the connections. Before you begin, ask students to listen carefully for evidence of broken relationships.
- After you’ve finished reading, arrange students in groups of three or four to respond to the following:
 1. “Where did you see evidence of dysfunction and broken relationships? What were the material needs that weren’t being met?”
 2. “How might Alisa’s material poverty and broken mental and social constructs have distorted her spiritual understanding of herself and God the Creator and Sustainer? How might material, mental, and social poverty be tied to spiritual poverty?”
 3. “When did things start working for Alisa economically? Why?” (Point students toward the idea that her labor had real market value.)
- Ask for reports from the groups and summarize findings on the board.
- At the end, refer to the driving question on the bulletin board: “How can we help with skill, wisdom, and love?”
 1. “Which of these nouns played the biggest role in changing Alisa’s story?”
 2. “Which of these three feels most difficult for you right now?”
- Say, “These are the sorts of tangled, complex dynamics that we’ll be looking at, and that God calls us to help restore.”
- At this point, show the class a card or paper with “Alisa” written on it that you intend to post on the bulletin board to give a human face to the economic puzzle. In the coming weeks, more names will be added.
- Pass the card around and invite students to write a word or phrase that they associate with Alisa’s story on the card.
- As the card is passed around, refer students to the World Vision definition of poverty and “A Relational Understanding” figure. Ask them:
 1. “How has learning Alisa’s story changed your understanding of poverty?”
- Encourage students by reminding them that they looked at something challenging and real today that will help them gain a fuller understanding of a complex problem.



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LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Best Economic Practices</i>	 40-50 min
<p>Learning plan number: 4</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can explain key economic elements to abundant life.</u> 2. <u>I can connect economic principles to real-life situations.</u> 	
<p>Note: Learning plan 4 involves more direct instruction than others in this learning unit. Today, you'll introduce students to principles of sustainable market economics. What's included here is the minimum necessary for students to be properly equipped with a basic understanding of economic practices. Depending on your level of comfort, you are free to add more depth and complexity to this material. However, if you would like less complex information on the principles of economic markets and sustainability, here are several brief articles that may help:</p> <ol style="list-style-type: none"> 1. Circular Ecology: "What is Sustainability and What is Sustainable Development?" article: circularecology.com/sustainability-and-sustainable-development.html 2. The Balance: "What Is a Market Economy?" article: thebalance.com/market-economy-characteristics-examples-pros-cons-3305586 3. Investopedia: "Advantages of a Market Economy" article: investopedia.com/ask/answers/033015/what-are-some-advantages-market-economy-over-other-types-economies.asp 	

ACTIVITY TITLE	TIME	RESOURCES
<i>Understanding Economic Markets</i>	 10-15 min	<input type="checkbox"/> "What is a Market Economy?" video: youtube.com/watch?v=dJRA7y2XN9c
<p>Note: Encourage students that today's learning plan is going to equip them with the knowledge and conceptual framework they'll need for the work ahead in this unit and as they apply it to their lives.</p> <ul style="list-style-type: none"> • To provide a basic understanding of what a market economy is, watch the video: "What is a Market Economy?" (youtube.com/watch?v=dJRA7y2XN9c) 		

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- Have students write down the first key concept:

Key Concept 1: Economic Markets

- *A market economy is an economic system in which the decisions regarding investment, production, and distribution are guided by principles of supply and demand, competition, and the interests of all involved, from labor, to ownership, to customers.* Have students write down the first key concept:
- Unpack this by asking students some basic economic questions:
 1. "How is the price of a 20-ounce bottle of soda determined? What factors play into this?"
 2. "How are the wage levels of accountants or professional athletes (or teachers!) determined? What factors play into this?"
 3. "What would happen if the economic interests of consumers were not met by the market?" (Prices would drop or quality/supply would rise.)
 4. "What if the economic interests of labor were not met by the market?" (Wages would rise or conditions would improve.)
 5. "What if the economic interests of ownership were not met by the market?" (Production would stop or decrease.)
- "Final thoughts on economic markets: Of course, it gets much more complex than this, but this is the basically how economic systems work."
- "One positive aspect of a market economy is that it needs minimal oversight or management to distribute goods and services according to economic interests."
- "These market principles are like the moral principles given by God in Creation. They have incredible power when unleashed and used for good. However, like everything else God has given to us, we are called to be good stewards."

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Examining Benefits and Limits of the Market</i></p>	 10-15 min	<input type="checkbox"/> 12.4.A Teacher resource: Shalom figure
<ul style="list-style-type: none"> • In groups of three or four, invite students to consider some ways in which our involvement in markets encourages us to experience "life abundant"? Frame this using some Bible verses: <ol style="list-style-type: none"> 1. Isaiah 65:21-22 (NKJV): "They shall build houses and inhabit them; they shall plant vineyards and eat their fruit. They shall not build and another inhabit; they shall not plant and another eat; for like the days of a tree shall the days of my people be, and my chosen shall long enjoy the work of their hands." 2. 2 Thessalonians 3:10 (NLT): "Even while we were with you, we gave you this command: 'Those unwilling to work will not get to eat.'" • (Student responses will point to the fact that markets encourage our labor and bring a sustaining reward for it.) 		

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- In groups, consider:
 1. “What are some reasons why simply giving money to those experiencing material poverty would not be sustainable for the giver or the recipient?”
 2. “Why is giving only money to those experiencing material poverty not part of God’s vision for people to flourish?”
 3. “In the long term, does giving only money overcome or enable poverty?”
- Put the “Shalom” figure on the board. Tell students that this is a simple visual reference for the concept of God’s shalom.
- Invite students to consider:
 1. “What are ways in which a healthy market can help put us in right relationship with one another?”
 2. “What are aspects of this illustration that the market doesn’t necessarily consider? What are the limits of the market?”

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Understanding Economic Sustainability</i></p>	 10 min	<input type="checkbox"/> 12.4.B Teacher resource: Sustainability Principles
<ul style="list-style-type: none"> • Share the second key concept with the class: <p>Key Concept 2: Economic Sustainability</p> <p><i>Economic sustainability refers to practices that support long-term economic growth without negatively impacting social, environmental, and cultural aspects of the community. Opposites of economic sustainability would be economic exploitation, economic dependency, or economic short-sightedness.</i></p> • Show the “Broken Relationships” figure from the “Sustainability Principles” resource to the class, and in groups of three or four, invite students to consider: <ol style="list-style-type: none"> 1. “Economist Milton Friedman once wrote that ‘the social responsibility of business is to increase its profits.’ To what extent do you agree?” 2. “What are ways in which a sole focus on profits, or one economic interest at the expense of others, might have distorting or damaging effects on individuals? Consider social, mental, material, environmental, and/or spiritual categories.” 3. “Where do you see evidence of this in the world around you or in the story of your sponsored child/children?” • Show students the “Three Spheres of Sustainability” graphic and invite them to consider: <ol style="list-style-type: none"> 1. “What items or ideas do you have questions about?” 2. “Would you add any other ‘sphere’ that we ought to consider?” 		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Examining Israel's Story</i></p>	 10 min	<ul style="list-style-type: none"> <input type="checkbox"/> "Israel's Story" video: vimeo.com/328257344 <input type="checkbox"/> Index card with "ISRAEL" written on it
<ul style="list-style-type: none"> • Let's look for evidence of the concepts of economic markets and sustainability in a real-life example. • Show "Israel's Story." After the video, invite students to discuss: <ol style="list-style-type: none"> 1. "Where did you see evidence of markets working (or being disabled) in Israel's story?" 2. "Where was consideration being taken toward economic sustainability?" 3. "In the wake of the Rwandan genocide, were the seeds Israel received from World Vision an example of enabling markets and sustainability or were they merely charity?" • Write the name "Israel" on a card and give to the students, asking each to write a message or word/phrase associated with Israel's story. Post the card on the bulletin board. • Invite the class to discuss Israel's story and its connection with John 10:10: "The thief comes only to steal and kill and destroy. I have come that they may have life, and have it to the full." 		



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LEARNING PLAN TITLE	CUMULATIVE TIME
<i>The Microfinancing Model</i>	 30-40 min
<p>Learning plan number: 5</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. I can talk about the principles of relief, rehabilitation, and development. 2. I can describe what microfinancing looks like in a community. 	

ACTIVITY TITLE	TIME	RESOURCES
<i>Back-to-Back, Face-to-Face</i>	 5-10 min	
<p>Back-to-Back, Face-to-Face Protocol</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. 2. Students find a partner and stand back-to-back. 3. The teacher reads the first prompt aloud and gives students 15 seconds to think about it (post the prompt on the board/screen in advance). 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"> • Students respond to each of the following introductory prompts: <ol style="list-style-type: none"> 1. “What happens to a person when I solve all their problems for them?” 2. “What happens to me when I solve all of another person’s problems for them?” 		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Introduce the Microloan Model</i></p>	 10 min	<ul style="list-style-type: none"> <input type="checkbox"/> “World Vision Project Model—Microfinance” article: wvi.org/sites/default/files/2019-12/Microfinance%202019.pdf <input type="checkbox"/> 12.5.A Teacher Resource: “No Money, No Clothes” excerpt from “The Hole in Our Gospel” by Richard Stearns <input type="checkbox"/> 12.5.B Teacher Resource: Transformed Relationships
<ul style="list-style-type: none"> • Tell students they are at an upper-level departure point: examining a successful development model and analyzing it. • Share the “World Vision Project Model—Microfinance” article. While students look at it, let them know that though it may seem a bit complicated, it is what World Vision does. • After a couple of minutes, ask students to form groups and work on answering these questions: <ol style="list-style-type: none"> 1. “What are the basics of how this model works?” 2. “Who might be the ‘target population’ that this can work for?” 3. “What questions do you have about this model?” • Take your understanding deeper by reading aloud the “No Money, No Clothes” excerpt from “The Hole in Our Gospel.” Tell students to form groups and ask them to consider: <ol style="list-style-type: none"> 1. “Why does the traditional banking system, or even old-fashioned behaviors like saving capital for investment, often not work for people living in material poverty?” 2. “Using what we learned last time about economic markets and sustainability, analyze why this microloan model frequently works.” 3. “Referring to the ‘Transformed Relationships’ figure, evaluate where the microfinancing model can do restorative work.” 4. “What might be some limits, dangers, or drawbacks to this model?” 		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Analyzing a Real-Life Example</i></p> <ul style="list-style-type: none"> Tell students they are now going to look at real-life examples of microloans in action. Read the article “Fruitful New Business Venture Improves Client’s Life” and invite students to discuss: <ol style="list-style-type: none"> “What most struck or encouraged you in this story?” “Is this an example of relief, rehabilitation, or development?” “What’s your favorite aspect of this model?” Write the name “Doan in Vietnam” on a card and ask students to write a message or word/phrase on it that they associate with Doan’s story. Post it on the bulletin board. If time allows, read the articles “Weaving Colourful Kente in Ghana” and “A Leader, Mother, Employee, and Microentrepreneur.” Then add the names “Nancy in Ecuador” and “John in Ghana” to the bulletin board. Ask students to take a sticky note and write something that they see differently after participating in this lesson. (This note will be used in the next activity.) 	 10 min	<ul style="list-style-type: none"> “Fruitful New Business Venture Improves Client’s Life” article: visionfund.org/stories/fruitful-new-business-venture-improves-clients-life Index card with “Doan in Vietnam” written on it A sticky note for each student <p>Optional Resources:</p> <ul style="list-style-type: none"> “Weaving Colourful Kente in Ghana” article: visionfund.org/stories/weaving-colourful-kente-ghana “A Leader, Mother, Employee, and Microentrepreneur” article: visionfund.org/stories/leader-mother-employee-and-microentrepreneur Additional index cards with “Nancy in Ecuador” and “John in Ghana” written on them
ACTIVITY TITLE	TIME	RESOURCES
<p><i>Closing Reflection</i></p>	 5-10 min	
<ul style="list-style-type: none"> Remind students of today’s learning targets: <ol style="list-style-type: none"> “I can unpack the principles of relief, rehabilitation, and development.” “I can analyze the microfinancing model.” Add the title “What I’m Seeing” to a portion of the bulletin board. Invite students to put their “What I’m Seeing Differently” sticky notes on the “What I’m Seeing” portion of the bulletin board (or collect them on a posterboard and display until next time). To finish, ask students to discuss the following with a neighbor: <ol style="list-style-type: none"> “Where do we see a need for these principles or the microfinancing model in our own community?” “Where do we see evidence of these in action?” 		



Material Needs, Economic Solutions

LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Economic Empowerment</i>	 30-45 min
<p>Learning plan number: 6</p> <p>Learning targets:</p> <p>1. <u>I understand the diverse support needed for communities and individuals in poverty.</u></p>	

ACTIVITY TITLE	TIME	RESOURCES
<i>Introduce the THRIVE Model</i>	 15-20 min	<ul style="list-style-type: none"> <input type="checkbox"/> "Economic Empowerment—The Power of THRIVE" video: vimeo.com/showcase/3869100/video/194536867 <input type="checkbox"/> 12.6.A Student material: Takeaways from "The Power of THRIVE"
<ul style="list-style-type: none"> • Tell students that today, they are going to see how a biblical worldview can improve results when applying financial interventions to material causes of poverty. • Pass out "The Power of THRIVE" notes page to students to help them record what they learn as they watch the video "Economic Empowerment—the Power of THRIVE" (vimeo.com/showcase/3869100/video/194536867). • Watch "Economic Empowerment—the Power of THRIVE" (vimeo.com/showcase/3869100/video/194536867) as a class. (If you are short on time, consider stopping the video at 4:52.) • Ask: <ol style="list-style-type: none"> 1. "What stood out to you in this video?" 2. "Beyond savings and financial empowerment, what are some other areas that need to be considered to help a community thrive?" 3. "How did you see the idea of 'who you are because of whose you are' show up in this video?" 		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Analyzing a Real-Life Example</i></p>	 15-20 min	<ul style="list-style-type: none"> <input type="checkbox"/> “Kenya: Damaris’ empowered worldview” video: vimeo.com/showcase/3869100/video/814414030 <input type="checkbox"/> Index card with “Damaris” written on it
<ul style="list-style-type: none"> • Tell students they are now going to look at real-life examples of economic empowerment in one community with one woman making a huge difference, despite a history of immense loss. • Say: “Now let’s zoom in on the ‘Biblically Empowered Worldview,’ examine what is it, and look at how the Gospel interplays with people’s ability to be economically empowered.” • As they watch, encourage students to make a map of the connections that they see from Damaris to the community and the ways that she is connected to different individuals, focusing on what she helps empower others to do. • Watch the video together. • After the video, guide students in a group discussion about the impact of empowerment on Damaris and her community. • If needed, ask: <ol style="list-style-type: none"> 1. “Where do you see God show up in these stories?” 2. “What are some of the ways people in Damaris’ community were empowered?” 3. “What about Damaris’ story inspired you?” 4. “What does an empowered worldview include?” • Write the name “Damaris” on a card, asking students to write a message or word/phrase they associate with this example. Put the card on the bulletin board. 		
ACTIVITY TITLE	TIME	RESOURCES
<p><i>Closing Reflection</i></p>	 5-10 min	
<ul style="list-style-type: none"> • To close, remind students of: <ol style="list-style-type: none"> 1. The unit driving question: How can we help with skill, wisdom, and love? 2. The unit 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 • Students should write about what they have learned in this learning unit in response to the following prompt: “I used to think _____, but now I think _____.” • Invite every student to read their completed statement. • Spend time in prayer as a class, asking God to show your students how they might use the skills and passions given to them to meet the world’s needs as an act of sharing His love. 		