



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

Analyzing Our Work, Planning Our Steps

Learning Plan Number: 13

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:

Courageous Designers: We are bold and thoughtful in our hands-on analysis.

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. For more guidance on how to design and implement your "Community Engagement" project, check out Appendix A: The Educator's Guide to Community Engagement.

Learning plan 13 is an "analysis and reflection" day midway through the project. It relies on you having produced a document of interview notes from learning plan 12. Depending on the particular nature of your project, you may not need to spend as much time on analysis as this learning plan suggests, but you are encouraged to still keep the reflective elements, as those have an important formational quality.

Looking ahead, learning plan 14 will be a "work day" to make the final push to produce the work you've designed.

ENTRY EVENT


ACTIVITY TITLE	TIME	RESOURCES
Reflecting on Exemplars  Engage the Learning Targets (ELT)	 15 min	<ul style="list-style-type: none"> <input type="checkbox"/> myworldvision.org <input type="checkbox"/> Video: Kohler Filters in Honduras: https://vimeo.com/328256121 <input type="checkbox"/> 12.10.c Teacher Resource: Project Guiding Principles (from previous learning plan)
<ul style="list-style-type: none"> • Welcome students and encourage them that before we jump in to work, we're going to pause to take in examples of good business and good development work, and consider what they might teach us. <ol style="list-style-type: none"> 1. Show students "Kohler Filters in Honduras" 2. Encourage students to explore their sponsored child's page on myworldvision.org (particularly the "Community News" and "Community Progress" links) • Ask students to consider, with a neighbor: <ol style="list-style-type: none"> 1. What's one aspect of what you saw in your sponsored child's community or the video that aligns with the guiding principles of our community engagement project? (see learning plan 13 visuals) 2. What's one element or idea that might be applicable in some way to our community development project? • In large group discussion, collect ideas from the class and then pivot into the day's work. 		
Key Verbs Introduce the Learning Targets (ILT)	 5 min	
<ul style="list-style-type: none"> • Direct student attention to today's learning targets: <ol style="list-style-type: none"> 1. <u>I can help shape our community engagement work with skill, wisdom, and love.</u> 2. <u>I can imagine a way to advocate for my neighbors.</u> • Ask students about the key verbs in these targets. Which play to their strengths? Where might their best efforts be needed today? 		





LEARNING ACTIVITIES

ACTIVITY TITLE	TIME	RESOURCES
Analysis—Getting Started Engage the Learning Targets (ELT) Assess the Learning Targets (ALT)	10 min	<input type="checkbox"/> 12.10.c Teacher Resource: Project Guiding Principles
<p>Note: These discussion prompts may need to be modified, depending on the nature of your community engagement project.</p> <ul style="list-style-type: none"> Encourage students with how much has been accomplished so far. They've brainstormed and researched their idea, they reached out and made connections with someone who can help. Today's work is about analysis: pulling together what we've got so far, and planning where we can go next. We must rely on analysis and wisdom, not mere inertia. <ol style="list-style-type: none"> Remind students of the driving question for the project, and the guiding principles (see learning plan 13 visuals). In large group, ask the class <ol style="list-style-type: none"> What problem or material needs are we addressing? How has our understanding of this deepened in the past few learning plans? 		
Analysis—Going Deeper Engage the Learning Targets (ELT) Assess the Learning Targets (ALT) Reflect on the Learning Targets (RLT)	35 min	<input type="checkbox"/> Interview Notes (compiled from Lesson 12) <input type="checkbox"/> 12.13.a Student Material: Analysis Guide
<ul style="list-style-type: none"> Place students in groups of three to four, and ask them to begin working through the Analysis Guide document. Each group should designate a "recorder" to take notes of what they discuss. "Economic Solutions" analysis <ol style="list-style-type: none"> Invite groups to work on this section of the analysis guide for about ten minutes. Come together as a large group to go over your findings. Note what themes and stories emerge. "Next Steps" analysis <ol style="list-style-type: none"> Note to the students that our purpose here isn't to develop a whole new project: it's to make sure we're on the right track, and that our next steps are on a firm foundation. Give students ten minutes to work together in this stage. Come together as a large group to go over your findings, again noting what themes and stories emerge. Ask students, "What do you want our final steps to be?" <ol style="list-style-type: none"> What will we produce or promote? Who might we partner with? What change might we try to push for? Who needs to know about all this? Consider an idea being proposed: if we did it, how would we know it was working? Celebrate the decisions made here, and suggest how it will shape your work next time, in learning plan 14. 		



ACTIVITY TITLE	TIME	RESOURCES
<i>Being Good Neighbors</i> <i>Reflect on the Learning Targets (RLT)</i>	 10 min	<input type="checkbox"/> 12.13.b Teacher Resource: Good Neighbors visual
<ul style="list-style-type: none"> Ask the students to join you in a quiet, reflective close to today's lesson as we step back and consider a central (but sometimes hidden) factor in our work: loving our neighbor. Read the "Being Good Neighbors" passage from Walking with the Poor. On their own, ask students to reflect and write a response to the following: <ol style="list-style-type: none"> Is it tempting to you to proceed in this work without first getting to this place in your heart? Would you rather be a good neighbor or a problem solver? What are we called into? Ask students to share part of their response with a neighbor. 		

EXIT EVENT

<i>Closing Reflection</i>  <i>Assess the Learning Targets (ALT)</i> <i>Reflect on the Learning Targets (RLT)</i>	 10 min	<input type="checkbox"/> 12.13.c Student Material: Exit Ticket
<ul style="list-style-type: none"> To close, remind students of today's learning target: <ol style="list-style-type: none"> <u>I can help shape our community engagement work with skill, wisdom, and love.</u> <u>I can imagine a way to advocate for my neighbors.</u> Reference the foundational scripture posted on the document panel (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.") <ol style="list-style-type: none"> Invite the students to complete the exit ticket asking them, "How are YOU experiencing "life abundant" through this experience?" 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> If you haven't yet, post photos of students in action from learning plans 11 & 12 in the community engagement project section. Add student exit ticket responses to the "What I'm Seeing" section. 		
OPPORTUNITY TO DEEPEN THE LEARNING		
<ul style="list-style-type: none"> Invite the students to compose a letter to the person they interviewed from learning plan 12 sharing their insights on what they learned from their conversation together, praising what was admirable, and wondering about areas that you analyzed today. 		

**PLANNING AHEAD**

- Collect the notes summarizing the analysis findings from the day. If possible, do a bit of weeding and organization work so that students can jump right in next week.
- It would also be helpful to collect the analysis guide documents so students could reference them during learning plan 14.
- Contact the person you interviewed for learning plan 13 and give them a heads up that they'll likely be receiving an invite to visit the class once more for the learning plan 15 celebration of learning (provide the date for them).