



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

The Role of Vocation

Learning Plan Number: 3

Learning Target:

1. I can examine the role of vocation in the Kingdom life.
2. I can begin to wonder how this connects me to the poor.

Habit(s) of Learning:

Joy-Filled Collaboration: We work together to make challenging connections

CUMULATIVE TIME



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>Back-to-Back, Face-to-Face</i> Engage the Learning Targets (ELT)</p>	 5 min	
<p>Back-to-Back, Face-to-Face Protocol</p> <ul style="list-style-type: none"> This is a way for students to share and listen to different perspectives while moving around the room, while also leaving in time to quietly consider before speaking. Students find a partner from a different part of the room and stand back-to-back. Once students are partnered up, the teacher reads the first prompt (and preferably, have it will be posted on the board/screen, as well). After the prompt has been read aloud, give students 15 seconds to silently consider. Ask students to turn and face their partner and share their responses. After 30 seconds for each student to share, ask them to find a new partner and repeat with a new prompt. There are two rounds of this activity, one to respond to each of the following introductory prompts: <ol style="list-style-type: none"> Complete the statement: “When people ask me what I’m going to do when I grow up, I usually say...” How confident are you in this response? Is this just something you say in order to have an answer for people? 		

LEARNING ACTIVITIES

<p><i>The Role of Vocation</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 examine the role of vocation in the Kingdom life.</u> <u>I can begin to wonder how this connects me to the poor.</u> 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,” and that it originated from a Christian context - God’s calling for a person. Ask students to discuss with their neighbor: <ol style="list-style-type: none"> What connections do you see between these learning targets and our deep hope, or John 10:10? 		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Examining Vocation in Our Own Lives</i> Engage the Learning Targets (ELT)</p>	 15 min	
<p>Optional: Perhaps you, as a teacher, have a story about how you found your vocation as an educator, and how your work in this setting feels different from mowing the lawn. This might be a lovely opportunity to share some part of your personal experience to help set the table for student reflection.</p> <ul style="list-style-type: none"> Ask students to grab paper and a writing utensil for a bit of quiet reflection. Today’s learning will start a “soul” level and work out from there. Give students 10 minutes to reflect and start writing in response to the following: <ol style="list-style-type: none"> Where and when do you feel skill and empowerment? 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 above questions - what does this indicate to you about your identity? Dream and imagine deeply for a moment - where might your passion and budding skill meet the world’s need? It might be good to remind students that we’re talking about work here, not relaxation - both are God-ordained, but they do different things! Ask students to share something that they wrote with their neighbor. 		
<p><i>Concept Puzzle</i> Engage the Learning Targets (ELT)</p>	 20 min	<input type="checkbox"/> 12.3.a Student Material: “Concept Puzzle”
<ul style="list-style-type: none"> Explain to students that they’re going to be working with a few small but challenging resources regarding vocation, and they’ll be tasked with finding ways that these irregular puzzle pieces fit together. (It might be hard at first, but we’re ‘living and loving into complexity’!) In groups of four, students will receive the four concept puzzle pieces. Each student examines one and considers the connection to vocation, then describes it to the rest of the group Ask the groups to consider: <ol style="list-style-type: none"> What are the connective threads between these concepts? How do they fit together? What is coming into focus regarding vocation and the role it plays in the Kingdom life? When the group discussions have begun to taper off, call on the groups to share their insights and write them on the board. At the conclusion of this, step back and consider the exciting implications of all this for the students in particular, as they prepare to leave high school. 		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Seeing Vocation in the Lives of the Poor</i> Engage the Learning Targets (ELT) Assess the Learning Targets (ALT)</p>	 15 min	<ul style="list-style-type: none"> <input type="checkbox"/> Handmade—Zakale Creations video: https://youtu.be/ghOWzEHBCYY <input type="checkbox"/> Threads video: https://youtu.be/SAGPpRGill0
<ul style="list-style-type: none"> • Share with students that it's time to broaden the discussion to include an examination of the role of vocation in the lives of the poor. • Show students “Handmade: Zakale Creations in Nairobi, Kenya” video and have them discuss in small groups: <ol style="list-style-type: none"> 1. How did John (the founder of Zakale Creations) find his role in the Kingdom through his vocation? 2. What specific skills or assets do you suppose he had, or needed to develop? 3. Refer back to the “Transformed Relationships” figure from the Concept Puzzle activity - what areas on that chart were “active” in this story? 4. Was this mission work? • Show students “Threads” video and discuss: <ol style="list-style-type: none"> 1. What vocational skills and assets did Paing’s (the narrator’s) parents have or need to develop? 2. What role did Vision Fund play in empowering Paing’s mother? 3. What possible role did you see for us in this story? 		
<p><i>Deepening the Connections</i>  Assess the Learning Targets (ALT) Reflect on the Learning Targets (RLT)</p>	 10 min	<ul style="list-style-type: none"> <input type="checkbox"/> I2.3.b Teacher Resource: “Identity & Vocation in the Poor & Non-Poor” visuals
<ul style="list-style-type: none"> • Show students the “Identity & Vocation in the Poor & Non-Poor” image and discuss: <ol style="list-style-type: none"> 1. What connections can we make between this image and the stories we just watched? 2. What results in people and communities if the challenge in each of these quadrants isn’t met successfully? • Show the “World Vision: Building Secure Livelihoods” image & text: <ol style="list-style-type: none"> 1. Refer back to John 10:10 and look for connections. 2. What skilled work is needed from the poor and non-poor in order to bring this to fruition? • Reflect back to the start of the lesson: <ol style="list-style-type: none"> 1. Where/when do you feel skilled and empowered? 2. Where/when do you feel powerless and helpless? 3. What do you want for yourself in your vocation? Is it time to consider how your vocation might connect with and serve those around you, as part of “life abundant”? 4. How important is it for you to be paid fairly for your vocational work? 5. If you’re feeling “blank” with regard to vocation, what might that suggest about your sense of your own identity? • Note to students, if the conversation turns there, that the concept of vocation does not entail that everybody becomes a missionary, or goes to work for development programs addressing poverty. It does, however, involve connecting us to the world around us! <p>Note: Add a circle titled “Life Abundant” to the document panel (this will eventually be part of a 3-circle Venn diagram).</p>		



EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Exit Ticket Reflection</i> <i>Assess the Learning Targets (ALT)</i> <i>Reflect on the Learning Targets (RLT)</i></p>	 5 min	<input type="checkbox"/> 12.3.c Student Material: Exit Ticket
<ul style="list-style-type: none"> Remind students of today's learning targets: <ol style="list-style-type: none"> <u>I can examine the role of vocation in the Kingdom life.</u> <u>I can begin to wonder how this connects me to the poor.</u> Ask students to complete an exit ticket: What's something that you saw in today's learning plan that you want for yourself and in your vocation? 		
<p>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL</p>		
<ul style="list-style-type: none"> Add a circle titled "Life Abundant" to the document panel (this will eventually be part of a 3-circle Venn diagram). That circle should include the words "shalom," "vocation," and "holistic understanding of poverty". These are the key concepts in learning plans 2-5. 		
<p>OPPORTUNITY TO DEEPEN THE LEARNING</p>		
<ul style="list-style-type: none"> Students could examine a cluster of Bible passages regarding vocation and design a "Principles of Vocation" document that lists the blessings and boundaries of vocation, coupled with a personal reflection. Suggested verses could include: <ol style="list-style-type: none"> Genesis 1:27-28 Colossians 3:17 2 Thessalonians 3:10 Isaiah 65:21-22 Titus 3:14 Proverbs 14:1 1 Corinthians 12:7-10 		