



# 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

### Looking at Material Poverty

Learning Plan Number: 4

#### Learning Target:

1. I can deepen my understanding of the causes of poverty.
2. I can unpack complex pictures of material poverty.

#### Habit(s) of Learning:

Curious Thinking: We are open to new ways of considering and incorporating others

## 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.



## ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
<b>Introduce Your Neighbor</b>  Engage the Learning Targets (ELT)	 10 min	<input type="checkbox"/> <a href="http://myworldvision.org">myworldvision.org</a>
<ul style="list-style-type: none"> <li>Begin by giving students a chance to pull up information about their World Vision sponsored child on myworldvision.org and quickly review before starting up.</li> <li>Students get up and find a partner from a different part of the classroom. Once paired up, students will share with their partners about their World Vision sponsored children: who they are, where they live, what are the issues in their world. <ul style="list-style-type: none"> <li>1. Frame this positively: this is their chance to brag their neighbor up!</li> </ul> </li> </ul>		



## LEARNING ACTIVITIES

<b>Know and Wonder</b> Introduce the Learning Targets (ILT)	 5 min	
<ul style="list-style-type: none"> <li>Post the following learning target on the board: <ul style="list-style-type: none"> <li>1. <u>I can deepen my understanding of the causes of poverty.</u></li> <li>2. <u>I can unpack complex pictures of material poverty.</u></li> </ul> </li> <li>Ask students to turn to a partner: <ul style="list-style-type: none"> <li>3. “One thing I think I already know about this is ...”</li> <li>4. “One thing I’m starting to wonder about is ...”</li> </ul> </li> </ul>		
<b>What Is Poverty?</b> Engage the Learning Targets (ELT)	 15 min	<input type="checkbox"/> 12.4.a Teacher Resource: Poverty visuals
<ul style="list-style-type: none"> <li>Ask students to continue their conversation with their partner by answering the question, “Have you ever been in a relationship that was broken? How did you know?”</li> <li>As they’re entering into the idea of broken relationships, show 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> </li> </ul>		




Continued ...




- With their partners, or groups of three to four, ask the students to discuss:
  1. What elements of this understanding of poverty square up with what you already know, or what we've already explored?
  2. What are elements of this definition that are fuzzy or unclear to you? What might it take to clear that up?
  3. Consider your World Vision sponsored child: what are ways that this might fit their situation?

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Consider 'Material Needs, Economic Solutions'</i></p> <p><i>Reflect on the Learning Targets (RLT)</i></p>	 5 min	
<ul style="list-style-type: none"> <li>• This is a good 'time out' point to square away a few aspects of this learning expedition:           <ol style="list-style-type: none"> <li>1. There are a number of root causes of poverty (material, spiritual, mental, social) but this expedition will be focusing on material needs, and economic solutions to those. (Hence the title!)</li> <li>2. All of these are tied together, as we'll see, but this is where we're going to focus, because 12th graders can live there.</li> </ol> </li> <li>• Encourage students that they won't come to a place of full understanding of all this. That's okay - it's part of living in complexity. Suggest that we proceed together as a group to keep learning more.</li> </ul>		
<p><i>Examining a Complex Picture of Poverty</i></p> <p><i>Engage the Learning Targets (ELT)</i></p> <p><i>Assess the Learning Targets (ALT)</i></p>	 15 min	<p><input type="checkbox"/> I2.4.b Teacher Resource: <i>The Entrapment of Alisa Collins</i> (excerpt from <i>When Helping Hurts</i>)</p>
<ul style="list-style-type: none"> <li>• Encourage students that we're going to move on to a more complex story of poverty. Read the excerpt aloud to students to allow them to listen and focus on the connections. Before you begin, ask students to listen carefully for evidence of broken relationships in the story.</li> <li>• After you've finished readings, students should respond to the following, in groups of three to four:           <ol style="list-style-type: none"> <li>1. Where did you see evidence of dysfunction and broken relationships? What aspects of it were most in conflict with the kingdom vision of "abundant life"?</li> <li>2. What were the material needs that weren't being met?</li> <li>3. 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?</li> <li>4. When did things start working for Alisa, economically? Why? (Point students toward the idea that the market now worked for her: her labor had real market value.)</li> </ol> </li> <li>• Ask for reports from the groups and summarize findings on the board.</li> <li>• At the end, refer to the driving question on the document panel: "How can we help with skill, wisdom, and love?"           <ol style="list-style-type: none"> <li>1. Which of these adjectives played the biggest role in changing Alisa's story?</li> <li>2. Which feels hardest for you right now?</li> </ol> </li> <li>• Encourage students that these are the sorts of tangled, complex dynamics that we'll be looking at, and that God calls us to help restore.</li> </ul>		



ACTIVITY TITLE	TIME	RESOURCES
<b><i>Creating an “Alisa” Card</i></b>  <i>Reflect on the Learning Targets (RLT)</i>	 5 min	<input type="checkbox"/> Index card or heart-shaped card with “ALISA” written on it
<ul style="list-style-type: none"> <li>At this point, show the class a card or paper with “ALISA” written on it that you intend to post on the document panel</li> <li>Tell them that you intend to post this on the document panel, to give a human face to the economic puzzle, and that we’ll be adding more names in future weeks.</li> <li>Pass the card around and invite students to write a word or phrase that they associate with Alisa’s story on the card.</li> </ul>		
<b><i>Returning to the Definition</i></b> <i>Assess the Learning Targets (ALT)</i> <i>Reflect on the Learning Targets (RLT)</i>	 5 min	<input type="checkbox"/> 12.4.a Teacher Resource: Poverty visuals
<ul style="list-style-type: none"> <li>As the Alisa card is being passed around, point students back to the World Vision definition of poverty &amp; “A Relational Understanding” figure:               <ol style="list-style-type: none"> <li>What’s an aspect of this that deepened in your understanding through our study of Alisa’s story?</li> </ol> </li> <li>Encourage students that we looked at something challenging and real today, and they gained a fuller understanding of a complex problem as a result. This is good Kingdom work!</li> </ul>		

## EXIT EVENT

<b><i>Exit Ticket</i></b> <i>Assess the Learning Targets (ALT)</i> <i>Reflect on the Learning Targets (RLT)</i>	 5 min	<input type="checkbox"/> 12.4.c Student Material: Exit Ticket
<ul style="list-style-type: none"> <li>Remind students of today’s learning targets:               <ol style="list-style-type: none"> <li><u>I can deepen my understanding of the causes of poverty.</u></li> <li><u>I can unpack complex pictures of material poverty.</u></li> </ol> </li> <li>Ask students to complete an exit ticket responding to our deep hope in light of what we examined today.</li> </ul>		

**LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN***ADD TO DOCUMENT PANEL*

- Add the “Alisa” card to the visual.

**OPPORTUNITY TO DEEPEN THE LEARNING**

- Ask students to think of their community, city, or region and consider: How might the economic, social, religious, and political systems be unjust and oppressive to some people? If you are able, ask several materially poor people or people who are often on the outskirts of society to share their perspective with you.