



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 Spiritual and the Material

Learning Plan Number: 5

Learning Target:

1. I can explore the connection between spiritual and material poverty.
2. I can articulate why global poverty matters to me.

Habit(s) of Learning:

Curious Thinking: We are open to new ways of considering and connecting to 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
Opening Reflection  <i>Engage the Learning Targets (ELT)</i>	 5 min	
<ul style="list-style-type: none"> • Welcome students and ask them to write for a few minutes on the following prompt: <ol style="list-style-type: none"> 1. “Do you deserve what you have? Explain.” • Ask for a few students to share what they wrote. 		


LEARNING ACTIVITIES

Spiritual and Material Connections <i>Introduce the Learning Targets (ILT)</i>	 5 min	
<ul style="list-style-type: none"> • Post the following learning target on the board: <ol style="list-style-type: none"> 1. <u>I can explore the connection between spiritual and material poverty.</u> 2. <u>I can articulate why global poverty matters to me.</u> • Ask students to turn to a partner: <ol style="list-style-type: none"> 3. “What’s your first reaction to these? Do they appear challenging?” 4. “Do John 10:10 and our deep hope point to a connection between spiritual and material poverty? How so?” 		
Considering the Rich Young Ruler <i>Engage the Learning Targets (ELT)</i>	 15 min	<input type="checkbox"/> Bible <input type="checkbox"/> 12.5.a Teacher Resource: “Poverty Roots” visual
<ul style="list-style-type: none"> • Encourage the class that we’re going to start with a look at spiritual poverty, with a focus on the non-poor. • With the class, read Matthew 19:16-26: the story of the Rich Young Ruler. • When you’re done, show the poverty roots visual, illustrating examples of spiritual, mental, material, and social poverty that resulted from the Fall. • In groups of three to four, ask students to consider: <ol style="list-style-type: none"> 1. What broken belief or spiritual dysfunction did the story of the Rich Young Ruler illustrate? 2. Imagine: what elements in this image may have been at play in the story of the Rich Young Ruler (you may need to use your imagination). • Ask groups to share with the class some of what they found. Ask the class, “what are we starting to see about the connections between spiritual and material poverty?” 		




ACTIVITY TITLE	TIME	RESOURCES
<p><i>Examining Lies About the Non-Poor</i> Engage the Learning Targets (ELT)</p>	 20 min	<ul style="list-style-type: none"> <input type="checkbox"/> 12.5.b Student Material: "The Non-Poor Reflection" Worksheet <input type="checkbox"/> 12.5.c Teacher Resource: "Web of Lies" figure
<ul style="list-style-type: none"> Encourage the class that we're going to wade into some choppy waters: examining the lies and spiritual dysfunction that can afflict the non-poor. This is what Jesus was referring to in Matthew 19:23. Pass out the "Lies About the Non-Poor" reflection worksheet and ask the students to work on it individually for five minutes. <ol style="list-style-type: none"> 1. You may need to help walk them through the chart on the top of the worksheet and clarify any fuzzy areas before they get started. Invite them to turn and share what they wrote with a partner and then discuss as a class. <ol style="list-style-type: none"> 1. What light has this shone on Jesus' words in Matthew 19:23? 2. What might it signal about the Gospel's authenticity if the wealth of the North American church isn't used to bless the poor? This might be a 'grapple' for some of your students - that's okay! 		
<p><i>Healthy Spiritual Understandings</i>  Engage the Learning Targets (ELT) Assess the Learning Targets (ALT) Reflect on the Learning Targets (RLT)</p>	 15 min	<ul style="list-style-type: none"> <input type="checkbox"/> 12.5.d Teacher Resource: "Shalom" visual <input type="checkbox"/> Sticky notes (three for each student)
<ul style="list-style-type: none"> Let's contrast the effects of the Fall with the Biblical vision of the Kingdom. Show the "Shalom" visual on the board. <ol style="list-style-type: none"> 1. Explain that this is a brief reminder of what they read about in the "What Better Future?" reading from learning plan 2 - the tension between this and what we've just looked at is where today's learning will occur. Ask students to fill out three sticky notes with three different key takeaways or lingering questions from this discussion. <p>GoGoMo Protocol:</p> <ol style="list-style-type: none"> 1. Invite students to get up and mingle with their peers. Call out "GIVE ONE to a partner." 2. Participants form pairs and each "gives" one of his or her key learnings or important idea cards to the other, so each person "gives one" and "gets one." Time may range from one to three minutes. 3. Call out "MOVE ON" and participants mingle again. 4. In rounds two and three, students can either share their own cards, or a card with an idea a previous partner that they were given 5. Repeat twice more. <ul style="list-style-type: none"> At the end, ask students to share some insight they got from somebody else that they particularly appreciated. Have students get up and share a "most meaningful" sticky note in the "What I'm Seeing" section of the document panel (see "Learning Expedition visual" section below). 		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Re-Engaging Stories of Material Needs</i> 🙌❤️</p> <p><i>Engage the Learning Targets (ELT)</i></p> <p><i>Assess the Learning Targets (ALT)</i></p>	 15 min	<ul style="list-style-type: none"> <input type="checkbox"/> Video: Marie's Story: https://youtu.be/FBI-fFPiRcE <input type="checkbox"/> myworldvision.org <input type="checkbox"/> Document panel card with "MARIE" written on it
<ul style="list-style-type: none"> • Equipped with this spiritual understanding, let's return to looking at material poverty. Recall that our expedition is targeting economic solutions to material needs. • Show "Marie's Story" video and, in groups of three to four, ask students to consider: <ol style="list-style-type: none"> 1. What evidence of broken relationships (mental, spiritual, social, material) did you see, or could you easily imagine? 2. How does a restored spiritual understanding and identity change our reaction to stories like this? How does it point us toward restoration of material brokenness? 3. What sorts of solutions might work? (Students haven't been equipped yet to really answer this, but it hints at where we're going.) • Produce a card for the document panel that has the name "MARIE" written on it, and pass it out for students to write a message or word/phrase they associate with Marie's story. When they're done, place it on the document panel. <ol style="list-style-type: none"> 1. Again, suggest to students that this is to give a human face to the puzzle of material poverty. 2. As the "Marie" card is being passed around, invite students to return to their sponsored child information on myworldvision.org and look with fresh eyes at what they see. Ask them to quietly consider in their hearts how they're responding to this, and if there are any lingering lies or brokenness that might be clouding their understanding. 3. This should be a meditative few minutes. • Finish with a quiet reflection question: "In light of everything we've looked at today, are there any lies you need to release, or repent of, before taking the next steps?" 		

EXIT EVENT

<p><i>Exit Ticket</i></p> <p><i>Assess the Learning Targets (ALT)</i></p> <p><i>Reflect on the Learning Targets (RLT)</i></p>	 5 min	<ul style="list-style-type: none"> <input type="checkbox"/> 12.5.e Student Material: Exit Ticket
<ul style="list-style-type: none"> • Remind students of today's learning targets: <ol style="list-style-type: none"> 1. <u>I can explore the connection between spiritual and material poverty.</u> 2. <u>I can articulate why global poverty matters to me.</u> • Ask students to complete an exit ticket asking them to articulate why global poverty matters to them. 		



LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN

ADD TO DOCUMENT PANEL

- The “Marie” card should be added.
- Additionally, prepare a section on the document panel labeled “What I’m Seeing” where you can share post a rotating set of student responses or exit tickets. Be sure to draw attention to the responses you’ve selected.

OPPORTUNITY TO DEEPEN THE LEARNING

- Students can watch “One Goat Can Change Lives” and examine the connections between spiritual and material poverty: <https://youtu.be/4B-O88hMVq4>
- Alternatively, they could develop their exit ticket response into a full essay, drawing on the themes and ideas in this learning plan. They could conclude with a refreshed version of their own deep hope for the learning expedition.