



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

Best Economic Practices

Learning Plan Number: 6

Learning Target:

1. I can explain key economic elements to "life abundant."
2. I can connect economic principles to real-life examples.

Habit(s) of Learning:

Curious Thinking: We are able to make connections between complex concepts and real-life people

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: Learning plan 6 involves more direct instruction than the other learning plans in this learning expedition. Today, you'll introduce students to principles of sustainable market economics that they will use as analytical tools in learning plans 7-8. They'll also employ these principles for themselves in their community engagement work down the road. What's included here is the minimum necessary for students to be properly equipped. Depending on your level of comfort with this material, you are free to add more depth and complexity to this material (because it is deep and complex, and that's where we want to invite our students to live!). If, on the other hand, you're looking for a quick crash course on principles of economic markets and sustainability, here are several brief articles that may help:



1. Circular Ecology: What is Sustainability & What is Sustainable Development?
<https://circularecology.com/sustainability-and-sustainable-development.html>
2. The Balance: Market Economy, its Characteristics, and Pros & Cons:
<https://www.thebalance.com/market-economy-characteristics-examples-pros-cons-3305586>
3. Investopedia: Advantages of a Market Economy
<https://www.investopedia.com/ask/answers/033015/what-are-some-advantages-market-economy-over-other-types-economies.asp>

ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
Opening Reflection Engage the Learning Targets (ELT)	 5 min	<input type="checkbox"/> Print-ups of "A Franciscan Benediction" (one for each student)
<ul style="list-style-type: none"> • Welcome students and invite them to return to our benediction for this learning expedition. Pass out copies of "A Franciscan Benediction." <p>A Franciscan Benediction</p> <p>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. Amen.</p> <ul style="list-style-type: none"> • Individually, invite students to underline a phrase or passage that has become more meaningful since starting this journey. <ol style="list-style-type: none"> 1. Students can then share with a neighbor what they underlined and explain why. 		






LEARNING ACTIVITIES

ACTIVITY TITLE	TIME	RESOURCES
Ready to Explore <i>Introduce the Learning Targets (ILT)</i>	 5 min	
<ul style="list-style-type: none"> Post the following learning targets on the board: <ol style="list-style-type: none"> I can explain key economic elements to “life abundant.” I can connect economic principles to real-life examples. Invite students to turn with a partner and complete the statement in a way that is true for them: <ol style="list-style-type: none"> “I’m ready to explore these learning targets because...” 		
Understanding Economic Markets <i>Engage the Learning Targets (ELT)</i>	 15 min	
<p>Note: Encourage students that today’s learning plan is going to equip us with the knowledge and conceptual framework we’ll need for the good work ahead.</p> <p>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.</p> <ul style="list-style-type: none"> Unpack this by asking students some basic economic questions: <ol style="list-style-type: none"> How is the price of a 20 oz bottle of Coca-Cola determined? What factors play into this? How are the wage levels of accountants or professional athletes (or teachers!) determined? What factors play into this? What would happen if the economic interests of consumers were not met by the market? (prices would drop or quality/supply would rise) What if the economic interests of labor was not met by the market? (wages would rise or conditions would improve) What if the economic interests of ownership was not met by the market? (production would stop or decrease) Final thoughts on economic markets: <ol style="list-style-type: none"> Of course, it gets much more complex than this (that’s good!) but this is the basic engine of how the system of economics works. A nifty part 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 natural laws built into creation by God. They have incredible power when unleashed. However, like everything else in creation, we are called to be good stewards. 		





ACTIVITY TITLE	TIME	RESOURCES
<p><i>Examining Benefits and Limits of the Market</i></p> <p><i>Assess the Learning Targets (ALT)</i></p> <p><i>Reflect on the Learning Targets (RLT)</i></p>	 15 min	<input type="checkbox"/> 12.6.a Teacher Resource: Shalom figure
<ul style="list-style-type: none"> In groups of three to four, invite students to consider some ways in which being in markets encourages us into “life abundant”? Frame this using some Bible verses: <ol style="list-style-type: none"> Isaiah 65:21-22, “<i>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.</i>” 2 Thessalonians 3:10, “<i>For even when we were with you, we gave you this command: Anyone unwilling to work should not eat.</i>” <p>(Student responses will point to the fact that markets encourage our labor and bring a sustaining reward for it.)</p> In groups, consider: <ol style="list-style-type: none"> What are some reasons why simply giving money to the materially poor for them to live on would not be sustainable, or part of God’s vision for human flourishing? Put the “Shalom” figure on the board. Remind students that this is a simple visual reference for the concept of God’s shalom. Invite students to consider: <ol style="list-style-type: none"> What are ways in which a healthy market can help put us in right relationship with one another? What are aspects of this illustration that the market doesn’t necessarily consider? What are the limits of the market? 		
<p><i>Understanding Economic Sustainability</i></p> <p><i>Engage the Learning Targets (ELT)</i></p>	 10 min	<input type="checkbox"/> 12.6.b Teacher Resource: “Sustainability” principles
<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. To contrast, some antonyms of economic sustainability would be economic exploitation, economic dependency, or economic short-sightedness.</i></p> <ul style="list-style-type: none"> Show the “Broken Relationships” figure to the class, and in groups of three to four, invite students to consider: <ol style="list-style-type: none"> Economist Milton Friedman once wrote that “the social responsibility of business is to increase its profits.” To what extent do you agree? 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? Consider social, mental, material, environmental, and/or spiritual categories. Where do you see evidence of this in the world around you, or in the story of your sponsored child? Show students the “Three Spheres of Sustainability” graphic and invite them to consider: <ol style="list-style-type: none"> What items or ideas here do you have questions about? Would you add any other “sphere” that we ought to consider? 		



ACTIVITY TITLE	TIME	RESOURCES
<i>Examining Israel's Story</i>  Engage the Learning Targets (ELT) Assess the Learning Targets (ALT)	 10 min	<input type="checkbox"/> Video: Israel's Story: https://vimeo.com/328257344 <input type="checkbox"/> Document panel card with "ISRAEL" written on it
<ul style="list-style-type: none"> Encourage the students that we're now going to look for evidence of the concepts of economic markets and sustainability in a real-life example. Show them "Israel's Story" and invite students to discuss: <ol style="list-style-type: none"> Where did you see evidence of markets working (or being disabled) in Israel's story? Where did you note consideration being taken toward economic sustainability? Was Israel's receiving of seeds from World Vision in the wake of the Rwandan genocide an example enabling markets and sustainability, or was it mere charity? Explain. Invite students to connect Israel's story 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." Pass out a card for the document panel that has the name "ISRAEL" written on it for students to write a message or word/phrase they associate with Israel's story. Place it on the document panel. 		
<i>Visualizing the Story</i> Reflect on the Learning Targets (RLT)	 15 min	<input type="checkbox"/> 12.6.b Teacher Resource: Sustainability principles
<ul style="list-style-type: none"> Invite students to produce a hand-drawn piece of art, or a photo collage on their computer that reflects the economic principles we're aiming for, and God's vision of "life abundant." <ol style="list-style-type: none"> Students can create these on Google Slides and then share with the teacher so they can be shown to the class. If it helps, refer students to the graphics on the visuals slide to spark ideas. 		

EXIT EVENT

<i>Exit Ticket</i>  Assess the Learning Targets (ALT) Reflect on the Learning Targets (RLT)	 5 min	<input type="checkbox"/> 12.6.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 explain key economic elements to "life abundant."</u> <u>I can connect economic principles to real-life examples.</u> Ask a student or two to share a way in which these targets deepened their understanding of our 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. Invite students to fill out the learning plan 6 exit ticket, connecting today's learning to John 10:10. 		



LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN

ADD TO DOCUMENT PANEL

- Add “Economic Solutions” circle to Venn diagram, with the notes “markets,” “sustainability,” and “no charity, no dependency”. Add vectors/arrows labeled “Markets” and “Sustainability” aiming at a target, as that’s where our work will be focused from here on out.
- The “Israel” card should be added.
- Post completed exit tickets in the “What I’m Seeing” section of the document panel.

OPPORTUNITY TO DEEPEN THE LEARNING

- Students can watch this World Vision THRIVE video and examine the connections between spiritual and material poverty: <https://vimeo.com/194536867>
- Or they could develop their exit ticket response into a full essay, drawing on the themes and ideas in this lesson. They could conclude with a refreshed version of their own deep hope for the learning expedition.