



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

Loving My Neighbor in the Complexity

Learning Plan Number: 9

Learning Target:

1. I can thoughtfully analyze my neighbor's material and economic circumstances.
2. I can open my heart to my neighbor.

Habit(s) of Learning:

Gracious Communicating: We express love and consideration even through difficult stories

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>	 10 min	<input type="checkbox"/> 12.9.a Teacher Resource: "When Helping Hurts" quote
<ul style="list-style-type: none"> Welcome students and let them know that we'll be focusing on our sponsored children neighbors today. Before beginning, though, it's worth being mindful of one of the snares of this sort of work. Share with them this passage from When Helping Hurts (on the learning plan 9 visuals slide): <p><i>"[O]ne of the biggest problems in many poverty-alleviation efforts is that their design and implementation exacerbates the poverty of being of the economically rich - their god-complexes - and the poverty of being of the economically poor - their feelings of inferiority and shame. The way that we act toward the economically poor often communicates - albeit unintentionally - that we are superior and they are inferior. And here is the clincher: this dynamic is likely to be particularly strong whenever middle-to-upper class, North American Christians try to help the poor, given these Christians' tendency toward a Western, materialistic perspective of the nature of poverty."</i></p> With a neighbor, invite students to consider: <ol style="list-style-type: none"> Where are the dangers here for you? What sort of posture is most loving and appropriate for us before we begin? 		



LEARNING ACTIVITIES

Deeper Challenge <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"> <u>I can thoughtfully analyze my neighbor's material and economic circumstances.</u> <u>I can open my heart to my neighbor.</u> Invite students to turn with a neighbor and discuss: <ol style="list-style-type: none"> Which of these sounds like a deeper challenge for you today? 		
Analyzing the Material Needs of My Neighbor  <i>Engage the Learning Targets (ELT)</i> <i>Assess the Learning Targets (ALT)</i> <i>Reflect on the Learning Targets (RLT)</i>	 45 min	<input type="checkbox"/> 12.9.b Student Material: "My Neighbor" slides template <input type="checkbox"/> 12.9.c Teacher Resource: World Vision Project Models <input type="checkbox"/> myworldvision.org
<ul style="list-style-type: none"> Encourage students that today they'll be pulling some of the various threads of our work so far in an analysis of our World Vision sponsored child's material needs. 		

Continued ...




- Individually, students will produce a simple Google Slides/PowerPoint (see template in sidebar). They'll be asked to analyze the material needs of their neighbor and suggest potential economic solutions.
- Their research tools will include:
 - Sponsored child information at myworldvision.org
 - World Vision "Our Work" (<https://www.worldvision.org/our-work>): scroll down to "Where We Work" and look for the drop-down bar. Click that and find their neighbor's country.
 - The UN's Human Development Index (<http://hdr.undp.org/en/composite/HDI>)
 - World Vision Project Models
 - Some of this is review, and some is new. Students can use it to line up the material needs of their sponsored child with an appropriate economic solution.
 - Relief, Rehabilitation, or Development reading (for reference)
 - Online research
- This activity may challenge some students who can't find as many details about their sponsored child's community, or who can't begin to conceive of economic solutions that would address those material needs. As they're grappling, you can:
 - direct them toward the document panel, where we've been sharing out some of the success stories
 - continually redirect them back to the principles of sustainability and market solutions, or toward the practical specifics of the microfinancing and SCA models we examined
- You, as the teacher, may use your discretion and turn this into an assigned homework piece, allowing students a bit more time to go deeper. You would then do the concluding Gallery Walk at a later date.

ACTIVITY TITLE	TIME	RESOURCES
Gallery Walk  <i>Engage the Learning Targets (ELT)</i> <i>Assess the Learning Targets (ALT)</i> <i>Reflect on the Learning Targets (RLT)</i>	 15 min	
<ul style="list-style-type: none"> This Gallery Walk activity will be a chance for students to show off their work and invite wonder about other sponsored children in other situations: <ol style="list-style-type: none"> Ask students to load their presentation onto their devices in "present" mode. Next to each device should be a blank piece of paper. Invite students to get out of their seats and move around the room to look through their peers' work. After reading and reflecting, leave behind an "I notice..." or "I wonder if..." statement on the paper. Student chatter should be minimal during this activity, but consider playing some music to maintain a lively, reflective energy. Ask the class if they saw any proposals that they'd be excited to try to work on together as a class. Take note of these for learning plan 10! As the teacher, you could use your discretion to extend this activity with full student participations (or presenting in small groups) instead of the gallery walk, but that would involve more time. 		



EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Closing Reflection</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"> To close, remind students of today's learning targets: <ol style="list-style-type: none"> I can thoughtfully analyze my neighbor's material and economic circumstances. I can open my heart to my neighbor. Finish the lesson with a short whip-around activity: <ol style="list-style-type: none"> Students should complete the following prompt: "I used to think _____, but now I think _____." Go around and invite every student to read their completed statement. No teacher commentary is necessary, this is a celebration of learning and shifted hearts. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> Ask the students to submit their slides to you and print up samples or examples that you can post on the "sponsored children" area of the document panel. 		
OPPORTUNITY TO DEEPEN THE LEARNING		
<ul style="list-style-type: none"> Students can write another letter to their sponsored child to reach out to bless and encourage them. Remind students of our appropriate posture for these interactions that we considered in the opening reflection. Letter-Writing FAQ: https://www.worldvision.org/sponsor-a-child/support-center/sending-letter-package 		