



# Exploring the Roots

## EXPEDITION TITLE

### Exploring the Roots

#### Expedition Driving Question:

What's behind all this?

#### Expedition Deep Hope:

That by curiously exploring the root causes of poverty, we would live out healthy, healing relationships with God and our neighbors.

#### Expedition Verse:

*"And I am praying that you will put into action the generosity that comes from your faith as you understand and experience all the good things we have in Christ. Your love has given me much joy and comfort, my brother, for your kindness has often refreshed the hearts of God's people."* —Philemon 1:6-7

## LEARNING PLAN TITLE

### The Mental Roots of Poverty

#### Learning Plan Number: 5

#### Learning Targets:

1. I can imagine what mental poverty does to us.
2. I can find ways to respond in love to those living with distorted worldviews.

#### Habit(s) of Learning:

Curious Thinking: We are open to new ways of understanding and considering 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
<i>Back-to-Back, Face-to-Face</i> <i>Engage the Learning Targets (ELT)</i>	 10 min	
<ul style="list-style-type: none"> <li>This is a way for students to share and listen to different perspectives while moving around the room, and also leaving time to quietly consider before speaking.</li> <li>Students should find a partner from a different part of the room and stand back-to-back.</li> <li>Once students are partnered up, the teacher should read the first prompt (and preferably have it posted on the board/screen as well). After the prompt has been read aloud, give students 15 seconds to silently consider.</li> <li>Ask students to turn, face their partner, and share their responses.</li> <li>After allowing 30 seconds for each student to share, ask them to find a new partner and repeat with a new prompt.               <p>Prompt 1: "What's a relationship you have that works for the well-being of all?"</p> <p>Prompt 2: "What's a situation or a place in which you feel powerless? Who has the power instead?"</p> </li> <li>As students return to their seats, ask for a few volunteers to share something insightful that they heard from another student during the activity.</li> </ul>		

## LEARNING ACTIVITIES

<i>Notice and Wonder</i> <i>Introduce the Learning Targets (ILT)</i>	 5 min	
<ul style="list-style-type: none"> <li>Post the following learning targets in the room and read them aloud:               <ol style="list-style-type: none"> <li><u>I can imagine what mental poverty does to us.</u></li> <li><u>I can find ways to respond in love to those living with distorted worldviews.</u></li> </ol> </li> <li>Note to students that today's focus is on a different root of poverty than the spiritual and material ones they've previously examined (reference the thorny entanglement image on the document panel).</li> <li>Have students share with their neighbor one or two words from the two targets that jump out to them as interesting. Take a few shared answers as a whole class.</li> <li>Then, with a new partner, have the students share one or two words that are confusing or they have questions about from the learning targets. Take a few shared answers as a whole class.</li> </ul>		




ACTIVITY TITLE	TIME	RESOURCES
<b>Mini Case Study</b> Engage the Learning Targets (ELT) Assess the Learning Targets (ALT)	 10 min	<input type="checkbox"/> World Vision video: Emmanuel, the Rwandan Shoemaker <a href="https://www.youtube.com/watch?v=IsLv6_bhGLQ&amp;feature=youtu.be">https://www.youtube.com/watch?v=IsLv6_bhGLQ&amp;feature=youtu.be</a>
<ul style="list-style-type: none"> <li>Show students “Emmanuel, the Rwandan Shoemaker” video.</li> <li>With their elbow partner, ask students to discuss: <ol style="list-style-type: none"> <li>What internal and external things changed for Emmanuel to help him?</li> <li>Did you see any connections to any causes of poverty?</li> </ol> </li> <li>At the end, ask for some volunteers to summarize their discussions to the class.</li> </ul>		
<b>Imagining the Picture</b>  Engage the Learning Targets (ELT) Assess the Learning Targets (ALT) Reflect on the Learning Targets (RLT)	 40 min	<input type="checkbox"/> Prepared screen/slide with text excerpt from “Walking with the Poor”
<ul style="list-style-type: none"> <li>Explain to the students: one root cause of poverty is mental, having to do with a person’s understanding of themselves and the world around them. This can take the form of: <ol style="list-style-type: none"> <li>Lack of knowledge or education</li> <li>Disillusionment or despair about the world or their role in it  <i>Note the contrast with our deep hope</i> </li> </ol> </li> <li>Display the following quote from p. 141-142 of Walking with the Poor by Bryant L. Myers (2011 version):  <i>“[Psychologist Ronnie Janoff-Bulman] argues that human beings, at least in the West, make three assumptions about themselves. First, we are good, capable, and moral; we have worth or value ... Second, the world is more good than bad, and other people are basically good, kind, helpful, and caring; the world is or is supposed to be benevolent... Finally, people tend to get what they deserve, so they will act accordingly; the world is basically just. While most people believe that bad things can happen to good people and can cope with these events as anomalies, for those experiencing chronic trauma such as poverty, these assumptions are continuously contradicted and thus no longer tenable. The result is that adjustments are made in terms of how they understand themselves and how they relate to their world.”</i>  <b>Note:</b> Some of this text might be challenging, so take a moment to go through tricky words or ideas with students before proceeding. </li> <li>In groups of three to four, students will produce a presentation slide with contrasting collages, comprised of images and words. <ol style="list-style-type: none"> <li>Half the groups in the class should build a collage that represents the world as understood by most non-poor (described in the quote above).</li> <li>The other groups should design and build a collage that represents the opposite, imagining the vision of the world from a person with a negatively distorted mental understanding.</li> <li>Ask groups to plan and sketch their work before building it.</li> </ol> </li> </ul>		


Continued ...



4. Students in groups can share a single Google Slide presentation to work on, or they can work together on a single device to build it.
5. When they're done, ask each group to team up with a group who explored the opposite idea, and spend a few minutes sharing and explaining what they put together.
6. Ask the class if there's one or two particularly evocative collages that they'd like to include on the document panel. *Make note of which collages the students suggest are worthy for display and make a copy to post on the document panel.*

ACTIVITY TITLE	TIME	RESOURCES
<b><i>A Call to Refresh Others</i></b> <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	 10 min	<input type="checkbox"/> Screen/slide with Philemon 1:6-7
<ul style="list-style-type: none"> <li>Display the expedition verses:  <i>"And I am praying that you will put into action the generosity that comes from your faith as you understand and experience all the good things we have in Christ. Your love has given me much joy and comfort, my brother, for your kindness has often refreshed the hearts of God's people." –Philemon 1:6-7 (NLT)</i> </li> <li>Remind students of the book of Philemon's backstory, if they don't recall it. Philemon was a believer who received this letter from Paul, asking him to welcome back and accept Onesimus, who had been Philemon's slave but had run away.</li> <li>Working in pairs, students should discuss the following:               <ol style="list-style-type: none"> <li>What sort of mental poverty might Onesimus have been experiencing?</li> <li>What happens when you apply the ideas in this passage to what we just learned about the mental roots of poverty? What call to action do we see?</li> <li>Can you think of any practical ways to refresh those who experience the stress of such mental outlooks?</li> </ol> </li> </ul>		

## EXIT EVENT

<b><i>Exit Tickets</i></b> <i>Assess the Learning Targets (ALT)</i>	 5 min	<input type="checkbox"/> 8.5.a Student Material: Exit Ticket
<ul style="list-style-type: none"> <li>Return to the learning targets and read aloud:               <ol style="list-style-type: none"> <li><u>I can imagine what mental poverty does to us.</u></li> <li><u>I can find ways to respond in love to those living with distorted worldviews.</u></li> </ol> </li> <li>Pass out the exit tickets and ask students to complete them.</li> </ul>		



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

- Post “Mental Roots of Poverty” on the document panel, at the bottom of the thorn bush.
- Print a few of the selected collages and post them, perhaps on or near the entanglement portion of the board.

**OPPORTUNITY TO DEEPEN THE LEARNING**

- The prompt from the exit ticket could easily be turned into a longer written assignment, particularly if it focused on mental poverty for the non-poor.
- Students could be assigned to read p. 79-85 of *When Helping Hurts*, as this unpacks the ideas here very thoughtfully.
- Students could devise ways to apply Philemon 1:6-7 to refresh students who are experiencing acute stress or anxiety or mental poverty at school.