



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 Material Roots of Poverty

Learning Plan Number: 8

Learning Targets:

1. I can evaluate the keys to helping those in poverty.
2. I can welcome complex approaches to complicated problems.

Habit(s) of Learning:

Joy-filled Collaborators: We value and empower others by working alongside them

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
<p><i>Writing a Letter to Our Neighbor</i> 🤝</p> <p><i>Engage the Learning Targets (ELT)</i></p>	 15 min	<input type="checkbox"/> myworldvision.org
<ul style="list-style-type: none"> As a way of synthesizing all parts of our deep hope and Philemon 1:6-7, invite the students to begin the class by writing an email to their World Vision sponsored child. Perhaps they could begin by pulling up their presentation slides from learning plan 7. They can do this through their MyWorldVision site. Suggestions of what they could write about: <ol style="list-style-type: none"> Tell them that they've been studying their country (frame it positively) Ask them questions Express their prayer or hope for them 		


LEARNING ACTIVITIES

<p><i>Make a Connection</i></p> <p><i>Introduce the Learning Targets (ILT)</i></p>	 5 min	
<ul style="list-style-type: none"> Post the following learning targets in the room: <ol style="list-style-type: none"> <u>I can evaluate the keys to helping those in poverty.</u> <u>I can welcome complex approaches to complicated problems.</u> Ask students to turn to a partner: <ol style="list-style-type: none"> How do either of these connect to either the deep hope or Philemon 1:6-7 from this learning expedition? 		
<p><i>Embracing Holistic Solutions</i></p> <p><i>Engage the Learning Targets (ELT)</i></p> <p><i>Reflect on the Learning Targets (RLT)</i></p> <p><i>Assess the Learning Targets (ALT)</i></p>	 15 min	<input type="checkbox"/> 8.8.a Student Material: "Holistic Responses" sheet <input type="checkbox"/> 8.8.b Teacher Resource: "Holistic Responses" guide
<ul style="list-style-type: none"> Get things rolling with a quick prompt to the whole class: "What are some things we've learned about poverty so far?" <i>Note: You'll get any number of responses but try to hone in on responses that focus on the complex nature of poverty, or the fact that there are multiple roots.</i> A key to World Vision's Christian efforts to combat poverty is their <i>holistic understanding</i> of poverty. It's a complex, thorny problem that requires slow work on multiple fronts to solve. 		

Continued ...



- Refer to the thorn bush entanglement on the document panel. Suggest that creating simplistic solutions to helping those in poverty is like just pulling ONE of the roots out.
- Distribute the Holistic Response worksheet and have students work with a partner to complete it.
 1. Go over responses together as a class (use the answer key as needed)
 2. Lead a summary discussion at the end:
 - “Were any of these totally off-base or wrong?” (No, they’re all very reasonable, just incomplete.)
 - “What are we seeing about the challenges of addressing poverty?”
- So how do we learn more about a complex problem? Let’s find out!

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Community Based, Sustainable Solutions</i></p> <p><i>Engage the Learning Targets (ELT)</i></p> <p><i>Reflect on the Learning Targets (RLT)</i></p>	 25 min	<p><input type="checkbox"/> Photocopies of p. 77-79 of “When Helping Hurts”</p>

Transition with a lively large group discussion for a few minutes on the following idea:


- What would happen if a well-meaning outsider came here and planned a whole new set of middle school social rules without your involvement?
 1. Try to help students land on some of the following ideas:
 - “We wouldn’t like it”
 - “We wouldn’t do it/continue doing it”
 - “Only some people would go along”
 2. Ask them if they think this means all their middle school social rules are great - they won’t! (But a quick outside fix won’t solve it either.)
- What are applications of this for those of us interested in digging out the roots of poverty?
- Pass out photocopies of p. 77-79 of *When Helping Hurts* (“People and Processes, Not Projects and Products”). Read this aloud to the students
- Unpack the ideas using a Collaborative Conversation:
 1. Place students in groups of three to four
 2. In response to a prompt, one student in a group will speak first and give their reaction
 3. The remaining group members should take turns responding to the initial response, starting with “Yes, and...”
 4. The responses can continue to build

Prompt 1: What were the connections between this reading and the ‘middle school rules’ discussion?



Prompt 2: What’s challenging about focusing on *people* and *processes* versus *projects* and *products*?

Prompt 3: What makes a solution *work*?



ACTIVITY TITLE	TIME	RESOURCES
<i>Sailin's Story</i> Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)	 15 min	<input type="checkbox"/> "Sailin's Story" video: https://youtu.be/KfGT6oJqWUU
<ul style="list-style-type: none"> Watch World Vision's video "Sailin's Story" and have students discuss, in pairs: <ol style="list-style-type: none"> Did you see or wonder about any root causes of poverty in this video? What evidence of some of those key development principles did you see in this story? 		

EXIT EVENT

<i>Exit Ticket</i>  Assess the Learning Targets (ALT)	 5 min	<input type="checkbox"/> 8.8.c Student Material: Exit Ticket
<ul style="list-style-type: none"> Post the following learning targets in the room: <ol style="list-style-type: none"> <u>I can evaluate the keys to helping those in poverty</u> <u>I can welcome complex approaches to complicated problems</u> Praise students: saying 'yes' to these things is a mark of maturation and development into being young adults in a colorful world. Pass out the exit tickets and ask students to complete them. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> Add a few notable exit tickets from your students to the "student reflections" portion of the document panel. 		
OPPORTUNITY TO DEEPEN THE LEARNING		
<ul style="list-style-type: none"> Have students read the story of Creekside Community Church on p. 62-64 of <i>When Helping Hurts</i> and apply what they read about to the ideas in today's lesson. 		