



# 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

### When Helping Hurts

#### Learning Plan Number: 9

#### Learning Targets:

1. I can explore unsuccessful attempts at helping others.
2. I can imagine ways that I can harm others without thinking.

#### 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	
<p><b>Back-to-Back, Face-to-Face Protocol:</b></p> <ul style="list-style-type: none"> <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, 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.</li> </ul> <p><b>Prompt 1:</b> What happens to a person when I solve all of their problems for them?</p> <p><b>Prompt 2:</b> What happens to ME when I solve all of another person's problems for them?</p> <ul style="list-style-type: none"> <li>As students make their way back to their seats, ask about their responses and discuss.</li> </ul>		

## LEARNING ACTIVITIES

<i>What Doesn't Work?</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:               <ol style="list-style-type: none"> <li><u>I can explore unsuccessful attempts at helping others</u></li> <li><u>I can imagine ways that I can harm others or myself without thinking</u></li> </ol> </li> <li>Ask students to turn to a partner:               <ol style="list-style-type: none"> <li>Why do you think we would spend a whole lesson on a topic like this, rather than just jumping into our project?</li> </ol> </li> </ul>		
<i>Imagining How Helping Might Hurt the Poor</i> <i>Engage the Learning Targets (ELT)</i> <i>Reflect on the Learning Targets (RLT)</i>	 20 min	<input type="checkbox"/> Photocopies of p. 99-101 of "When Helping Hurts" <input type="checkbox"/> 8.9.a Teacher Resource: "When Helping Hurts" figure
<p><b>Think-Pair-Share Protocol:</b> In this protocol students first are given time to think by themselves about the question, then given a set amount of time to discuss their thoughts with a partner. After this, they will share their responses with the whole class.</p>		


Continued ...



**Prompt 1:** How might “poverty” lead the poor and non-poor astray in their attitudes about themselves, and their attitudes about each other?

**Prompt 2:** Have you ever stopped to consider that misguided efforts to fight poverty might end up *hurting* the poor? (*This happens when we don’t take into account all the roots of poverty, or when we think that WE are the ones doing the good work*).

- Pass out photocopies of p. 99-101 from *When Helping Hurts* and read aloud. As you’re reading and discussing, display the “When Helping Hurts” figure on screen.
- When you’ve finished reading, have the students discuss the following questions with their elbow partners:
  1. “So, what harm will be done if you apply a ‘Relief’ solution to a person in need of ‘Rehabilitation’ or ‘Development’?”
  2. “Can you think of any real-world or hypothetical examples of this principle being violated?”
  3. “Where is your World Vision sponsored child’s needs on this chart?”
- Ask for large group feedback from the partner groups for these prompts to check that they’re understanding the idea that wrong approaches can harm the poor.



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Imagining How the Non-poor are Harmed</i></p> <p><i>Engage the Learning Targets (ELT)</i></p> <p><i>Reflect on the Learning Targets (RLT)</i></p>	 15 min	<p><input type="checkbox"/> 8.9.b Student Material: “Delusional Assumptions”</p>

**Do another Think-Pair-Share:** In this protocol students first are given time to think by themselves about the question, then given a set amount of time to discuss their thoughts with a partner. After this, they will share their responses with the whole class.

**Prompt 1:** Have you ever gotten help from a dismissive or condescending source? How did it feel? How did it affect your feelings about yourself?

- After listening to and discussing feedback from student pair groups, distribute the Delusional Assumptions worksheet.
  1. This will ask students to explore false assumptions about the world and God that can result from false ideas about poverty. It requires students to do some hard internal assessments.
  2. After they complete it individually, solicit reactions from the whole class and discuss: “What would be some general results of people believing these delusional assumptions?”



ACTIVITY TITLE	TIME	RESOURCES
<b>Visualizing the Damage</b>  Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)	 20 min	<input type="checkbox"/> Screen displaying text from p. 114-115 of “Walking with the Poor” <input type="checkbox"/> Art supplies (crayons, colored pencils, paper)

- Display the following text from p. 114-115 of *Walking with the Poor*:

*“First, this attitude demeans and devalues the poor. Sadly, our view of them can become their view of themselves - they are defective and inadequate. We do not treat them as human beings made in the image of God. We do not look for the gifts that God gave them. We act as if God gave us the useful gifts and skills while neglecting the poor, as if we have something to contribute and the poor do not. This attitude increases their poverty and tempts us to play god in the lives of the poor. Second, our attitude about ourselves can become messianic. We are tempted to believe that we are the deliverers of the poor, that we make their lives complete. We can inadvertently harbor a belief that we are the ones who save. Such an attitude is not good for our souls.”*

- Say, Faulty understandings of poverty damage everyone. We damage the poor and ourselves when we deal falsely with this issue. This is not *shalom*.
- Produce a hand-drawn piece of art or a photo collage on your computer that reflects the marred identity of the poor and/or non-poor as described in this passage.

## EXIT EVENT

<b>How World Vision Works</b> Assess the Learning Targets (ALT)	 10 min	<input type="checkbox"/> “How World Vision Works” video: <a href="https://youtu.be/nCVWcQnDX8I">https://youtu.be/nCVWcQnDX8I</a>
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- Refer to the posted learning targets:
  1. I can explore unsuccessful attempts at helping others.
  2. I can imagine ways that I can harm others or myself without thinking.
- Ask the class: “So, when can helping hurt?”
- Finish by showing the “How World Vision Works” video. Ask the class, “What are ways you saw World Vision using some of the best practices we learned about last time, and avoiding the missteps we looked at today?”

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

- Post some examples of student visual work showing marred identity for the poor or non-poor.

## OPPORTUNITY TO DEEPEN THE LEARNING

- Have students write a journal entry more deeply exploring the question, “How do I harm someone when I solve their problem for them? How do I harm myself when I do this?”