



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 Spiritual Roots of Poverty

Learning Plan Number: 3

Learning Targets:

1. I can analyze the spiritual root of poverty
2. I can respond to God's intention for shalom

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>Introduce Your Neighbor</i> <i>Engage the Learning Targets (ELT)</i>	 5 min	
<ul style="list-style-type: none"> Have students get up out of their seats and find a partner from a different part of the classroom. Students should share with their partner about their World Vision sponsored child: who they are, where they live, and what are the issues in their world. Encourage students to frame this positively - brag their sponsored kids up! 		

LEARNING ACTIVITIES

<i>One Thing, One Question</i> <i>Introduce the Learning Targets (ILT)</i>	 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 untangle the spiritual root of poverty</u> <u>I can respond to God's intention for shalom</u> Ask students to turn to a partner: <ol style="list-style-type: none"> "One thing I know about this is..." "One question I already have about this is..." 		
<i>Exploring the Definition of Poverty</i> <i>Engage the Learning Target (ELT)</i> <i>Reflect on the Learning Targets (RLT)</i>	 15 min	<input type="checkbox"/> Screen with the poverty definition
<ul style="list-style-type: none"> Ask students to stay with their partner and answer the question, "Have you ever been in a relationship that was broken? How did you know?" As they're entering into the idea of broken relationships, post the understanding of poverty on the board: <p>"Poverty is the surmountable human condition of deprivation and broken relationship which often threatens human survival and involves unacceptable human suffering, preventing people from fulfilling their God-given potential. Poverty is the result of broken relationships and exploitation by unjust systems, processes and powers in the social, religious, economic, political, environmental and spiritual domains at the local, national, regional and global levels."</p> Have students explore their impressions of this document through collaborative annotation: <ol style="list-style-type: none"> Place students in groups of three to four In response to the first prompt, one student in a group will speak first and give their reaction The remaining group members should take turns responding to the initial response (encourage "Yes, and..." responses) 		



Continued ...




Prompt 1: “What resonates with you about this understanding of poverty? What do you see that fits with what you know?”

Prompt 2: (A different student should start the discussion this time) “What’s something about this you wonder about?”


- Ask for contributions from groups to share with the whole class

ACTIVITY TITLE	TIME	RESOURCES
<p>Activating the Entanglement Metaphor </p> <p><i>Reflect on the Learning Targets (RLT)</i></p>	 10 min	<input type="checkbox"/> 8.1.a Student Material: “Thorn bush” image
<ul style="list-style-type: none"> • Present the thorn bush entanglement image discussed in learning plan I to the class. This could be used as the central metaphor for poverty. Post it to the document panel. • In their same groups of four, ask students to brainstorm connections between that image and the definition of poverty, then ask for some responses for the whole class. • Also invite students to consider additional visual elements that might add meaning to the image, particularly in light of our “exploring the roots” theme. <ol style="list-style-type: none"> 1. Suggested ideas: a spade or shovel, work gloves (signifying our work in trying to dig up the roots) or rain drops (God’s work in loosening up the ground for our work). 2. Ask for volunteers who would want to produce those visuals and make a plan with them for how they can produce them. 		
<p>Contrasting Poverty and Shalom</p> <p><i>Engage the Learning Targets (ELT)</i></p> <p><i>Reflect on the Learning Targets (RLT)</i></p>	 20 min	<input type="checkbox"/> Presentation screen with ‘shalom’ quote from <i>Walking with the Poor</i>
<ul style="list-style-type: none"> • Explain to students that to see the spiritual roots of poverty, it’s essential to begin with God’s intention. The Hebrew word shalom nicely embodies this. Shalom is, in many ways, the opposite of poverty (broken relationships). • Display this text: <p>“[Theologian] Nicholas Wolterstorff points out that shalom is usually translated by the word ‘peace,’ but that it means more than the absence of strife. First, shalom is a relational concept, ‘dwelling at peace with God, with self, with fellows, with nature.’ Then, Wolterstorff suggests, we must add the ideas of justice, harmony, and enjoyment to capture the full biblical meaning of the word. Shalom means just relationships (living justly and experiencing justice), harmonious relationships and enjoyable relationships...Justice, harmony, and enjoyment of God, self, others, and nature; this is the shalom that Jesus brings, the peace that passes all understanding.”</p> <p>—Bryant L. Myers, <i>Walking with the Poor</i>, 2011, p. 51</p> • Use Think-Pair-Share to analyze and reflect. In this protocol, are students first given time to think by themselves about the question. Next, students are given a set amount of time to discuss their thoughts with a partner. Finally, they share their responses with the whole class. <p>Prompt 1: Compare this text on shalom with the definition of poverty we looked at earlier. Where do you see congruence? What themes are emerging here?</p> <p>Prompt 2: What’s a way that you have experienced either poverty or shalom in some way in your life?</p> • Ask the class: “What would be some categories or types of busted relationships that would characterize poverty? What has sin wrecked that we’re looking to help restore?” 		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>The Spiritual Root of Poverty</i> 📖</p> <p><i>Engage, Reflect and Assess the Learning Targets (ELT) (RLT) (ALT)</i></p>	 20 min	<input type="checkbox"/> 8.3.a Student Material: "A Relational Understanding of Poverty" figure
<ul style="list-style-type: none"> Show students "A Relational Understanding of Poverty" figure. Tell students that this is a big piece to the overall mystery of what's behind poverty. <ol style="list-style-type: none"> Ask students to work on unpacking what all this might mean, along with a partner. If they have questions that they can't figure out together, ask them to write them down. Give them this clue to understanding it: this is the anti-shalom. Give them time to grapple and explore. After a while, ask for student interpretations. Note the following: <ol style="list-style-type: none"> What is causing separation between us and God? What's causing such distortion in our relationships? (SIN) There are lots of roots: SOCIAL, PHYSICAL, MENTAL, and SPIRITUAL. Have each pair of students team up with another pair to make a group of four. Have students explore the following prompt: <ol style="list-style-type: none"> Without a proper understanding of God's love and creation, why would we: be callous about suffering? Abuse the earth? Diminish or dehumanize others? Conclude by displaying this finishing statement: "Right relationship with God will lead us toward shalom. A distorted relationship or understanding will leave us adrift in poverty." Ask: "What are ways that you've seen distorted relationships with God or distorted understandings of God?" 		

EXIT EVENT

<p><i>Pray</i></p> <p><i>Assess the Learning Targets (ALT)</i></p>	 5 min	<input type="checkbox"/> 8.3.b Student Material: Exit Ticket
<ul style="list-style-type: none"> Conclude with this prayer, taken from p. 75 of When Helping Hurts: "Lord, be merciful to me and my friend[s] here, because we are [all] sinners. Thy kingdom come, Thy will be done on earth, as it is in heaven, for without You we cannot fix our communities, our nations, and our world." Pass out the exit tickets and ask students to complete them. 		
<p>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</p> <p>ADD TO DOCUMENT PANEL</p>		
<ul style="list-style-type: none"> The thorn bush entanglement is now added to the document panel. Add a "SPIRITUAL" label at the root level 		
<p>OPPORTUNITY TO DEEPEN THE LEARNING</p>		
<ul style="list-style-type: none"> Students can brainstorm examples of spiritual poverty (distorted relationship with or understanding of God) at school or their own lives, and write a journal entry exploring how that affects other aspects of life. 		