



# 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: 4

#### Learning Targets:

1. I can analyze the material roots of poverty
2. I can open my heart to my neighbor

#### 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
<b>Opening Reflection</b> Engage the Learning Targets (ELT)	 5 min	
<ul style="list-style-type: none"> <li>Welcome students and ask them to write for a few minutes on the following prompt: <ol style="list-style-type: none"> <li>Do you deserve what you have? Explain.</li> </ol> </li> <li>Ask for a few students to share what they wrote</li> </ul>		




## LEARNING ACTIVITIES

<b>Which One?</b> Introduce the Learning Targets (ILT)	 5 min	
<ul style="list-style-type: none"> <li>Post the following learning targets in the room: <ol style="list-style-type: none"> <li>I can analyze the material root of poverty</li> <li>I can open my heart to my neighbor</li> </ol> </li> <li>Ask students to turn to a partner: Which of these might end up being harder for you today? Why?</li> </ul>		
<b>The Material Root</b>  Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT)	 35 min	<input type="checkbox"/> World Vision video: “Walking in Sabina’s Shoes” <a href="https://youtu.be/-bEtqZoD4V4">https://youtu.be/-bEtqZoD4V4</a> <input type="checkbox"/> 8.3.a Student Material: “A Relational Understanding of Poverty” figure
<ul style="list-style-type: none"> <li>Display the “Relational Understanding of Poverty” figure.</li> <li>Briefly pop around the room with questions and refreshers about what students recall about learning plan 3: The Spiritual Root of Poverty. This is intended as a moment of knowledge retrieval. <ol style="list-style-type: none"> <li>What was God’s vision of shalom?</li> <li>What happens when relationships with God get distorted?</li> <li>What’s begun to shift already in your understanding of poverty’s deeper causes?</li> </ol> </li> <li>Tell students that we’re going to focus today on the material and physical roots of poverty: tangible, physical problems that contribute to the thorny entanglement. Have students brainstorm what some of those might be.</li> <li>Watch World Vision’s “Sabina’s Story” video.</li> </ul>		

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- Ask students to individually write a statement using each of the following prompts:
  1. Some material causes of poverty in Sabina's story were ...
  2. One connection between Sabina and the idea of poverty as an entangling trap is ...
  3. I still don't understand why ...
- After a few minutes, ask students to share their statements with their elbow partner and discuss. After several minutes, ask students to share one thing their partner wrote or said in their discussion that struck them as insightful.
- Time for some challenging questions! Students may not have a good grasp here yet, but it's good to grapple with them (praise up students who make quality connections!):
  1. How might the spiritual roots of poverty be connected to material causes of poverty in this case?
  2. How might refreshing or restoring one of those areas affect the other?


ACTIVITY TITLE	TIME	RESOURCES
<p><i>Material Roots in Our Neighbors' Stories</i> </p> <p><i>Reflect on the Learning Targets (RLT)</i></p>	 15 min	<input type="checkbox"/> <a href="https://myworldvision.org">myworldvision.org</a>
<ul style="list-style-type: none"> <li>• Pivot the class back to their neighbor: their World Vision sponsored child. Ask students to go to their myworldvision.org page and retrieve their sponsored child's page.</li> <li>• Ask students to pair up and explore the following questions regarding their neighbors' story (they should take turns doing one child's story, then the other - don't have each student just thinking about their own neighbor's story).           <ol style="list-style-type: none"> <li>1. What are some key material/physical causes of poverty in this neighbor's story?</li> <li>2. What might be a spiritual cause of poverty, or spiritual dysfunction, that contributes to their poverty? (This question may be difficult to answer. It's okay to wonder though!)</li> </ol> </li> <li>• Finish this activity by asking students to pray for their partner's sponsored child.</li> </ul>		
<p><i>Unpacking Proverbs 30</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"/> Prepared screen showing text of Proverbs 30:7-9
<ul style="list-style-type: none"> <li>• Suggest to students that a lot of common misconceptions about poverty are tied to the material roots. Have students brainstorm what those misconceptions may be</li> <li>• Make sure misconceptions that you land on include some version of the following:           <ol style="list-style-type: none"> <li>1. The causes of poverty are ONLY material</li> <li>2. The SOLUTIONS for poverty are only material</li> <li>3. More stuff = the good life</li> </ol> </li> </ul>		

Continued ...



- God knows these misconceptions intimately, and the Bible speaks beautifully to them.
- Show students Proverbs 30:7-9: *“Two things I ask of you, Lord; do not refuse me before I die: Keep falsehood and lies far from me; give me neither poverty nor riches, but give me only my daily bread. Otherwise, I may have too much and disown you and say, ‘Who is the Lord? Or I may become poor and steal, and so dishonor the name of my God.’”*
- In partner groups, find TWO connections between this passage and what we’ve learned so far about the material and spiritual roots of poverty.
- Ask for contributions to be shared with the whole class.

## EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<i>Deep Hope Connection</i> <i>Assess the Learning Targets (ALT)</i>	 5 min	<input type="checkbox"/> 8.4.a Student Material: Exit Ticket
<ul style="list-style-type: none"> <li>• Have students complete the exit ticket that ties their learning back to the deep hope.</li> </ul>		
<b>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</b> ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> <li>• Add any additional visuals (work gloves, etc) that students thought of to the thorn bush entanglement image.</li> <li>• Add “Material Root” to the bottom of the thorn bush entanglement.</li> </ul>		
<b>OPPORTUNITY TO DEEPEN THE LEARNING</b>		
<ul style="list-style-type: none"> <li>• Have students write a journal entry exploring the question, “How can we be harmed by having too <i>much</i> stuff?”</li> </ul>		