



# 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 Social Roots of Poverty

#### Learning Plan Number: 6

#### Learning Targets:

1. I can untangle the causes of poverty from each other
2. I can begin to 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



85 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>  Engage the Learning Targets (ELT)	 5 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 in 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 it.</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> If your World Vision sponsored child was here with you today (with a translator), what would you be eager to do with them?</p> <p><b>Prompt 2:</b> If you were able to visit your neighbor in their home community, what would you most want to see and learn? Is there anything you'd dread?</p>		

## LEARNING ACTIVITIES

<i>One Question</i> 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><u>I can untangle the causes of poverty from each other.</u></li> <li><u>I can respond to God's intention for <i>shalom</i>.</u></li> </ol> </li> <li>Ask students to turn to a partner: "One question I already have about this is ..."</li> </ul>		





ACTIVITY TITLE	TIME	RESOURCES
<p><i>Defining the Social Root of Poverty</i> </p> <p><i>Engage the Learning Targets (ELT)</i> <i>Reflect on the Learning Targets (RLT)</i></p>	 10 min	<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 and explain to students that we're going to untangle the final root of poverty. We've saved a big one for last: the social root.             <ol style="list-style-type: none"> <li>Alternatively, you may choose to simply refer to the thorny entanglement image on the document panel, if this is simpler or clearer for you.</li> </ol> </li> <li>Post in the front of the class: "There are large-scale social practices, policies, roles, and attitudes that do not work for the well-being of all and contribute negatively to poverty."</li> <li>Ask students:             <ol style="list-style-type: none"> <li>Where does this root cause show up in the relational understanding figure? (disregard if you're using the document panel instead)</li> <li>Can we brainstorm some examples: in our community, the United States, or globally?</li> </ol> </li> </ul>		
<p><i>Alisa's Story</i></p> <p><i>Engage the Learning Targets (ELT)</i> <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i></p>	 35 min	<input type="checkbox"/> Photocopied handouts of "When Helping Hurts" 2012 Edition (p. 71-72, 80, 85-86, 93-94) <input type="checkbox"/> Blank poster-sized sheets of paper <input type="checkbox"/> Markers <input type="checkbox"/> Sticky notes
<ul style="list-style-type: none"> <li>Tell students that rather than hypothesize about all of this, we're going to study one particular woman's situation in-depth to see how social problems express themselves in her story, and how the other roots of poverty are also tangled in the mix.</li> <li>Pass out photocopies of When Helping Hurts (p. 71-72, 80, 85-86, 93-94). Please consider reading the entirety of this story aloud so that students can rest, receive the story, and focus on the conceptual connections.</li> <li>After the reading, ask students to partner up and give their brief initial impressions of Alisa's story:             <ol style="list-style-type: none"> <li>What most struck them?</li> <li>Were there any ways in which they felt like they could relate to Alisa?</li> </ol> </li> <li>Now, it's time to look for the root causes in Alisa's story:             <ol style="list-style-type: none"> <li>Have students get in groups of three to four.</li> <li>Ask them to divide their poster sheet into quadrants, labeling them "Social," "Spiritual," "Mental," and "Material/Physical."</li> <li>In their groups, students will list the elements of Alisa's story that fit into each of those four categories.</li> <li>(There will be a lot in the social category, but not much in the spiritual category - that's okay! All stories have a different mix. The point is that it's a <i>thorny entanglement</i>!)</li> </ol> </li> </ul>		

Continued ...




5. Groups will spend perhaps ten minutes extracting and categorizing these ideas.
6. Begin with “Social,” the object of today’s lesson. List the various social roots to Alisa’s poverty on the board. Hear from every group on this.
7. When this is done, ask students what they saw in the other categories (this will go faster).

ACTIVITY TITLE	TIME	RESOURCES
<b>GoGoMo</b> Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT)	 10 min	
<ul style="list-style-type: none"> <li>Finish your work with Alisa’s Story with a GoGoMo (Give One, Get One, Move On) activity. This is a great protocol for sharing ideas.</li> </ul> <p><b>GoGoMo Protocol:</b></p> <ol style="list-style-type: none"> <li>Give each student three sticky notes.</li> <li>Ask students to write down one key learning or important idea about poverty from Alisa’s story on each of the notes. (They should write three different takeaways.)</li> <li>Have everyone get up and mingle to find a partner from a different part of the class .</li> <li>Call out “GIVE ONE to a partner.” Each student “gives” one of his or her key learnings or important ideas to the other and explains it, so each person “gives one” and “gets one.” Time may range from one to three minutes.</li> <li>Call out “MOVE ON” and students mingle again.</li> <li>Repeat the process three times.</li> </ol>		
<b>What Helped?</b> Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)	 15 min	<input type="checkbox"/> 8.6.a Student Material: Exit Ticket
<ul style="list-style-type: none"> <li>After students find their way back to their seats, ask the class: <ol style="list-style-type: none"> <li>What were some shifts or turning points that helped Alisa turn her story around?</li> <li>How might our foundational verse (Philemon 1:6-7 - reference the verse on the document panel) speak to this?</li> </ol> </li> <li>Let students know that the second half of our learning expedition is going to involve more action, now that they’re getting a handle on the concepts.</li> <li>Give students a bit of time to complete their exit ticket. It will gauge their response to the idea that we’ll soon be taking more action as a way to respond to the root causes of poverty we’ve seen.</li> </ul>		



## EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<i>Looking Back, Looking Ahead</i> <i>Assess the Learning Targets (ALT)</i>	 5 min	<input type="checkbox"/> Screen displaying the deep hope and learning targets
<ul style="list-style-type: none"> <li>As students are filling out their exit tickets, display today's learning targets as well as the deep hope for this expedition.</li> <li>Remind students of what they did today:             <ol style="list-style-type: none"> <li>I can untangle the causes of poverty from each other.</li> <li>I can begin to respond to God's intention for <i>shalom</i>.</li> </ol> </li> <li>Recall the deep hope: That by curiously exploring the root causes of poverty, we would live out healthy, healing relationships with God and our neighbors.</li> <li>Say, "We've spent much of our time in the first half of this deep hope ... soon we'll be moving into the second half!"</li> </ul>		
<b>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</b> ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> <li>Add a "SOCIAL" label at the root level of the thorn bush</li> </ul>		
<b>OPPORTUNITY TO DEEPEN THE LEARNING</b>		
<ul style="list-style-type: none"> <li>Students can write a journal entry on whether they've ever been in a situation where they felt as trapped as Alisa Collins felt in her situation. What did it feel like? What happened?</li> </ul>		