



The Pursuit of Transformation

EXPEDITION TITLE

The Pursuit of Transformation

Expedition Driving Question:

How can we contribute to flourishing through physical transformation?

Expedition Deep Hope:

That we would feel compelled to join God in the pursuit of human flourishing by participating in the physical transformation of communities.

Expedition Verse:

"I know that the LORD secures justice for the poor and upholds the cause of the needy." –Psalm 140:12

LEARNING PLAN TITLE

Trapped in Poverty

Learning Plan Number: 4

Learning Targets:

1. I can analyze the factors that keep people trapped in a web of poverty.
2. I can reflect on ways I might make a difference to those trapped in poverty.

Habit(s) of Learning:

Curious Thinking

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
Yarn Web  <i>Introduce the Learning Targets (ILT)</i> <i>Engage the Learning Targets (ELT)</i>	 15 min	<input type="checkbox"/> Yarn or string

Note: This entry event helps set the stage by creating a metaphor that will be explored in a number of lessons—people get trapped in a web of poverty.

- Post the learning targets in the room.
 - I can analyze the factors that keep people trapped in a web of poverty.
 - I can reflect on ways I might make a difference to those trapped in poverty.
- Have students sit or stand in a large circle. Two separate volunteers can read the first and second learning targets.
- Explain: “I will be asking you some questions. The person who answers the question will be the person who is holding the ball of string. After they have finished answering the question, they will hold onto the string with one hand and toss the ball of string to someone else in the circle. That person will answer the next question before tossing the ball of string again.”
 - Remind students of the previous lesson, in which we explored the various roots of poverty.
 - Ask the first question a number of times so that various students can answer: “What is an example of something that can keep a person trapped in poverty?”
 - Ask the next question a number of times as well: “What is something you could do to make a difference to those caught in a web of poverty?”
- When finished, point out the web you have created together. Explain that we will be using a web metaphor this lesson to show how people can get caught or trapped in poverty. It’s not a single issue, but many things working together that can cause people, families, and even countries to be trapped.

LEARNING ACTIVITIES

Childhood Lost: Poverty Simulation <i>Engage the Learning Targets (ELT)</i> <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	 30 min	<input type="checkbox"/> Poverty Simulation: https://spark.adobe.com/page/fZO4awhiVscwh/ <input type="checkbox"/> 9.4.a Student Material: “Activity Sheet: Trapped in Poverty”
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Note: This is a “choose your own adventure” style simulation that forces the user to choose between difficult decisions. It shows the difficulty that many children and families face every day - the ways that people can be trapped in poverty.

- Have students run the through the simulation a first time, carefully reading through the questions before choosing. Every time they come across a “root” of poverty, they should write down the example on the accompanying handout. When they reach the end of the simulation, have them briefly write down their outcome in one to two sentences.
- Have students do the simulation a second time, this time choosing different answers. Have them write down the results in the same way as last time.


Continued ...



- When students are finished the simulation, three reflection questions are provided. Use these questions to guide a class discussion on this experience:
 - What were some of your frustrations as you went through Anika's story?
 - How did the different situations make you feel?
 - How does this experience inspire you to make a difference? What are some actions you could take?

ACTIVITY TITLE	TIME	RESOURCES
Trapped in the Web Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT)	 30 min	<input type="checkbox"/> Chapter 11 hand out from "The Hole in the Gospel" (about 6 pages)
<p>Note: Chapter 11 from "The Hole in Our Gospel" explicitly uses the web metaphor to highlight the complexity of poverty. It highlights some systems and other channels of injustice that can lead to people being trapped in poverty. It also highlights a family's journey out of poverty, which will help us transition to the next learning plan on transformation.</p> <ul style="list-style-type: none"> Hand out a copy of this chapter to each student and use a VIP protocol: <ol style="list-style-type: none"> Students will first read through the chapter silently. As they read, they should highlight one very important sentence, one very important phrase, and one very important word. They may highlight more than this as they read, but will need to choose these three things by the end. Next, divide the class into groups of five or six students. Each group will form a circle. They will bring their chapter along. Everyone will go around the circle first sharing their very important sentence. Once everyone has gone, they will all go around the circle again sharing their very important phrase. Finally, students share their very important word. If students have the same sentence, phrase, or word as someone else, they should still read it again. Remind students to be gracious communicators as they listen to one another. After each group has finished, ask for a few volunteers to share their sentences, phrases, and words with the class. Remind students of the learning targets and that poverty is a complex issue. This chapter highlights some systems and other levels of injustice that can lead to people being trapped in poverty. During the next lesson, we will begin to explore how this web of poverty can be transformed. 		

EXIT EVENT

Exit Tickets Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)	 5 min	<input type="checkbox"/> 9.4.b Student Material: Exit Ticket
<ul style="list-style-type: none"> Hand out the exit tickets for students to complete. Also collect the simulation handouts for review. 		

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

- Using a piece of yarn from the entry event activity and a few pins, create a web on the document panel. Move the four roots of poverty that are pinned on the document panel from last lesson onto the web. Create a sign for this area that reads of the document panel that reads, “Trapped in a Web of Poverty.”

OPPORTUNITY TO DEEPEN THE LEARNING

- Read pages 64-69 in *Walking with the Poor*. This section highlights specific systems that were created by God, but through sin and brokenness now have the ability to keep people in poverty.