



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

The Roots of Poverty

Learning Plan Number: 3

Learning Targets:

1. I can analyze the roots of poverty.
2. I can reflect on my experience of poverty in my community.

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
Introduce Your Neighbor  Engage the Learning Targets (ELT)	 10 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, what are the issues in their world. Encourage students to frame this positively - brag their sponsored kids up! 		

LEARNING ACTIVITIES

One Thing, One Question Introduce the Learning Targets (ILT)	 5 min	
<p>Note: Some students will have seen some of this material in grade 8 if they were a part of World Vision Ignite. This will be brand new for students who new to the program. This lesson can be framed as a review for students who have already seen this material, and allow brand new students to “catch up.”</p> <ul style="list-style-type: none"> Post the following learning targets in the room: <ol style="list-style-type: none"> I can analyze the roots of poverty. I can reflect on my experience of poverty and flourishing. 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 ...” 		
Exploring the Definition of Poverty Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT)	 20 min	<input type="checkbox"/> Screen with World Vision’s understanding of poverty (text provided)
<ul style="list-style-type: none"> Ask students to stay with their same 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 World Vision’s 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> 		



Continued ...




- Have students explore their impressions of this definition through collaborative annotation:
 1. Place students in groups of three to four
 2. In response to the first prompt, one student in a group will speak first and give their reaction
 3. The remaining group members should take turns responding to the initial response (encourage “Yes, and...” responses)

Prompts:


1. “What resonates with you about this understanding of poverty? What do you see that fits with what you know?”
 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><i>Poverty as Broken Relationships</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"/> 9.3.a Teacher Resource: “A Relational Understanding of Poverty”
<ul style="list-style-type: none"> • Show students “A Relational Understanding of Poverty” keeping the figure name hidden. Tell students that this is a big piece to the overall mystery of what’s behind poverty. <ol style="list-style-type: none"> 1. Ask students to work with a partner on unpacking what all this might mean. If they have questions, they can’t figure out together, ask them to write them down. 2. Give them this clue to understanding it: this is anti-flourishing. • Give them time to grapple and explore. After a few minutes, ask for student interpretations. Note the following: <ol style="list-style-type: none"> 1. Key to understanding poverty the idea that we have broken relationships with God, our community, others, the environment, and even ourselves. 2. These broken relationships can be thought of as “roots of poverty”: SOCIAL, PHYSICAL, MENTAL, and SPIRITUAL. • In their groups, have students explore the following prompts (display them in the class): <ol style="list-style-type: none"> 1. Which “roots of poverty” go with each broken relationship? Label your diagram. 2. Which type of poverty do those in our communities mostly deal with? Write these examples on your diagram by the appropriate “root” label. 3. Without a proper understanding of God’s love and creation, how might we: <ul style="list-style-type: none"> • Be callous about suffering? • Abuse the earth? • Diminish or dehumanize others? • Ask for class responses to each question above. Conclude by displaying this statement: “Right relationships will lead us toward flourishing. Distorted relationships or understanding will leave us adrift in poverty.” 		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Exploring the Roots of Poverty</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>	 20 min	<input type="checkbox"/> 9.3.b Student Material: Activity sheet
<ul style="list-style-type: none"> Return to the diagram on the document panel from the first lesson in which the class gave examples of “flourishing” as well as various “non-flourishing” examples. Recreate this list on the board or hand out photocopies to students. Hand out the activity sheet provided. Students should categorize each of these examples under one of the “root” poverty headings. 		

EXIT EVENT

<p><i>Conclusion and Exit Ticket</i></p> <p><i>Reflect on the Learning Targets (RLT)</i></p> <p><i>Assess the Learning Targets (ALT)</i></p>	 5 min	<input type="checkbox"/> 9.3.c Student Material: Exit Ticket
<ul style="list-style-type: none"> Conclude with this prayer, taken from p. 75 of <i>When Helping Hurts</i>: “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. Also, collect the “Roots of Poverty” activity sheets for review. 		



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

- Print out the following “roots of poverty” on slips of paper and attach them to the document panel using pins: SPIRITUAL, MENTAL, PHYSICAL, and SOCIAL. These words will be moved in time, which is why pins are preferable to tape.

OPPORTUNITY TO DEEPEN THE LEARNING

- Do a word study of the word “shalom” in the Bible and its connection to just relationships. Here are two resources to help with this exploration:

1. The following quote explores the biblical word “shalom” and its connection to just relationships:

“[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.” Bryant L. Myers, Walking with the Poor, 2011, p. 97

2. The following short video does a word study of the meaning of “shalom” in the Bible:

<https://www.youtube.com/watch?v=oLYORLZOaZE>