



# Exploring the Roots of Poverty

## Introduction

This learning expedition centers around three things:

- 1 The Driving Question**  
What's behind poverty?
- 2 The Deep Hope**  
That by curiously exploring the root causes of poverty, we would live out healthy, healing relationships with God and our neighbors.
- 3 The Biblical Foundation Verse**  
Philemon 1:6-7 (NLT) *"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."*

## Summary

In this Ignite six-lesson learning unit, students will explore God's love and the importance of loving our neighbors, engage with World Vision's understanding of poverty as the result of broken relationships, and begin to see the spiritual, social, material, and mental root causes of poverty.

Foundational to Ignite, at every stage of learning, is understanding God's love for all people and responding in love to our neighbors. All students can participate regardless of age, achievement, or ability.

All the Law and the Prophets hang on these commandments of love. They hold the key to a transformed world: "Your kingdom come . . . on earth as it is in heaven" (Matthew 6:10, NIV). When we help students gain a deeper understanding of God's love and empower them to act on it, they become ready to pursue a world that's transformed and in right relationship.







It's an honor, as educators and adults, to empower children and young people to take their place in God's transformation story. It's igniting kids to reach their full potential for experiencing a productive and fulfilling life; not separated from the story of God, but deeply a part of it.

We hope that God will ignite the hearts of your students, the future leaders of the world. We pray that they may experience defining moments of transformation and learn to re-write stories of injustice to justice, sorrow to joy, and brokenness to restoration.

These lessons were adapted from the 8th grade Ignite 15-lesson curriculum. Further activities focused on this unit's theme can be found here: [worldvision.org/ignite/curriculum-info/](https://worldvision.org/ignite/curriculum-info/).



## Curriculum overview

<b>Lesson 1: Entering the Story</b>	 30-40 min
<ol style="list-style-type: none"> <li>1. Back-to-Back, Face-to-Face (5 min)</li> <li>2. "The Good Life" (15-20 min)</li> <li>3. What is Poverty? (10-15 min)</li> </ol>	
<b>Lesson 2: God and Our Neighbors</b>	  30-75 min
<ol style="list-style-type: none"> <li>1. Opening Reflection (5-10 min)</li> <li>2. God's Vision of the Good Life (15-20 min)</li> <li>3. Exploring the Definition of Poverty (10-15 min)</li> <li>4. Optional Activity: Sponsored Child Connection (30 min)</li> </ol>	
<b>Lesson 3: The Roots of Poverty—Part 1</b>	 30-45 min
<ol style="list-style-type: none"> <li>1. Activating the Entanglement Metaphor (5-10 min)</li> <li>2. Contrasting Poverty and Shalom (10-15 min)</li> <li>3. The Spiritual Roots of Poverty (15-20 min)</li> </ol>	
<b>Lesson 4: The Roots of Poverty—Part 2</b>	 30-55 min
<ol style="list-style-type: none"> <li>1. The Material Roots (10-15 min)</li> <li>2. Unpacking Proverbs 30:7-9 (10-15 min)</li> <li>3. Considering Mental Causes of Poverty (10-15 min)</li> <li>4. A Call to Refresh Others (5-10 min)</li> </ol>	
<b>Lesson 5: The Roots of Poverty—Part 3</b>	 30-45 min
<ol style="list-style-type: none"> <li>1. Defining the Social Roots of Poverty (5-10 min)</li> <li>2. Alisa's Story (20-25 min)</li> <li>3. Who or What Helped Alisa? (5-10 min)</li> </ol>	

*Continued ...*


**Lesson 6: Holistic Solutions to Poverty**


30-45 min

1. Thuong's Story (5-10 min)
2. Embracing Holistic Solutions (15-20 min)
3. How World Vision Works (10-15 min)

## Overview of grade 8 learning targets

LESSON	LEARNING TARGETS
<b>8.1.1</b>	I can grow in curiosity about the root causes of poverty.
<b>8.1.2</b>	I can open my heart toward a deeper understanding of poverty.
<b>8.2.1</b>	I can celebrate God's intention for us as neighbors.
<b>8.2.2</b>	I can open my heart to a new neighbor.
<b>8.3.1</b>	I can analyze the spiritual roots of poverty.
<b>8.3.2</b>	I can respond to God's intention for shalom.
<b>8.4.1</b>	I can understand the material and mental roots of poverty.
<b>8.5.1</b>	I can untangle the causes of poverty from each other.
<b>8.5.2</b>	I can continue to respond to God's intention for shalom.
<b>8.6.1</b>	I can evaluate the keys to helping people living in poverty.
<b>8.6.2</b>	I can welcome complex approaches to complicated problems.




## Materials needed


### Lessons 1 and 5:

- ☐ Poster paper
- ☐ Markers
- ☐ Sticky notes



# Exploring the Roots of Poverty

LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Entering the Story</i>	 30-40 min
<p>Learning plan number: 1</p> <p>Learning targets:</p> <ol style="list-style-type: none"> <li>1. <u>I can grow in curiosity about the root causes of poverty.</u></li> <li>2. <u>I can open my heart toward a deeper understanding of poverty.</u></li> </ol>	

ACTIVITY TITLE	TIME	RESOURCES
<i>Back-to-Back, Face-to-Face</i>	 5 min	
<p><b>Note:</b> This activity is a way for students to share and listen to different perspectives while moving around the room. It gives them time to quietly consider their words before speaking.</p> <ul style="list-style-type: none"> <li>Students will complete two rounds of this activity—the first time through they will respond to the first prompt; and the second time through they will respond to the second prompt. These will be the prompts once you get started, but read through the directions that follow before you begin:             <ol style="list-style-type: none"> <li>1. “Complete the statement: ‘People living in poverty are ...’”</li> <li>2. “Why are some people living in poverty?”</li> </ol> </li> <li>Now you’re ready to begin. Ask students to find a partner from a different part of the room and stand back-to-back.</li> <li>Once students have their partners, the teacher should 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 its meaning/what it means to them.</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 new partners and repeat that activity with the second prompt.</li> </ul>		




ACTIVITY TITLE	TIME	RESOURCES
<i>"The Good Life"</i>	 15-20 min	<ul style="list-style-type: none"> <li><input type="checkbox"/> Poster paper for each group of four or five students</li> <li><input type="checkbox"/> Sticky note pads for each group of four or five students</li> </ul>

**Note:** This activity is designed to be a lively large group discussion where students consider the nature of poverty and what might be causing it. It also helps point students toward deeper learning.


- Draw a long horizontal line on the board, labeling one end "Most Essential" and the other "Not Essential."
- Ask students to turn with an elbow partner and brainstorm what "the good life" means to them, along with a few elements necessary for living it. It's okay to allow students to be silly or serious here as they begin to think aloud.
- As students talk with each other, write down a class set of suggestions under the title "Possibilities might include:"
  1. "Lots of money"
  2. "Access to clean water and waste disposal"
  3. "Loving relationships"
  4. "Education"
  5. "Fame and influence"
  6. "Safety"
  7. "Understanding God's purpose for your life"
  8. "Good health"
  9. "Self-worth"
  10. "Having a good job"
  11. "Not doing anything"
- Invite additional student suggestions and let the ideas begin bouncing around the room. Have the students transition from their pairings to groups of four or five and give each group a piece of poster paper and some sticky notes. Each group should reproduce the "Most Essential/Not Essential" spectrum on their poster.
- Ask the groups to place each of the listed elements along the spectrum using labeled sticky notes. Groups can also add other items that come to mind.
- As a class, populate the spectrum on the board using large group feedback and discussion. Note to students that elements nearest the "most essential" are getting nearer to the roots.
- If time allows, ask students to think about categories that their suggestions fall into. (In future lessons, they'll be looking at poverty's spiritual, material, mental, and social roots.)
- Wrap-up questions:
  1. "Which of these factors are directly dependent on which others?" (In other words, which ones point to deeper root issues?)
  2. "Which do you most often take for granted?"




ACTIVITY TITLE	TIME	RESOURCES
<i>What is Poverty?</i>	 10-15 min	<input type="checkbox"/> 8.1.A Teacher resource: "What Is Poverty?" <input type="checkbox"/> 8.1.B Teacher resource: Unit verse
<p><b>Note:</b> This is a discussion-driven activity designed to help students develop their conceptions of poverty.</p> <ul style="list-style-type: none"> <li>Introduce students to the idea being considered: that the best metaphor for poverty is a pit/hole/deficit or an entangling trap. Show the visual on page 1 of the teacher resource 8.1.A.</li> <li>In pairs, ask students to consider:             <ol style="list-style-type: none"> <li>"Which best portrays what you already know about poverty?"</li> <li>"Each of these metaphors has embedded ideas; for example, ideas for what our response to poverty should be and what caused it. What are you seeing?"</li> </ol> </li> <li>Guide students to help them see some weaknesses of the pit metaphor. Emphasize the following points:             <ol style="list-style-type: none"> <li>"It presents simplistic solutions." (i.e.: It just fills in the hole, giving people material things.)</li> <li>"Thinking of poverty as a deficit of things, the pit metaphor promotes a materialistic view of people and poverty. It also may cause well-intentioned people to act as 'Santa Claus' helpers, filling the hole with gifts. "</li> <li>"It ignores social, spiritual, and political causes."</li> <li>"It oversimplifies a problem with many causes and many facets."</li> </ol> </li> <li>Ask:             <ol style="list-style-type: none"> <li>"Why might poverty be better understood as an entanglement?" (There are a cluster of causes and factors at play. Show page 2 of "What is Poverty?" image.)</li> <li>"If you're dealing with a thorny, entangling plant, what do you need to do?" (Pull it out by the roots.)</li> <li>"What happens if you just cut it back a little to let a person slip through?" (It'll quickly grow back.)</li> <li>"What does this mean for us in this learning unit?"</li> </ol> </li> <li>Write "What's behind poverty?" on the board. Say: "This is the driving question behind this learning expedition. It is a necessary question for us to ask as we continue to grow and see the world around us through new perspectives."</li> <li>Challenge students to continue considering the idea of poverty as being an entanglement and the unit verse as we continue through this Ignite learning unit. Read the unit verse and discuss as needed as a class:              "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 (NLT)           </li> <li>Display the entanglement visual and the unit verse on the bulletin board.</li> </ul>		




# Exploring the Roots of Poverty

LEARNING PLAN TITLE	CUMULATIVE TIME
<i>God and Our Neighbors</i>	 30-75 min
<p>Learning plan number: 2</p> <p>Learning targets:</p> <ol style="list-style-type: none"> <li>1. <u>I can celebrate God's intention for us as neighbors.</u></li> <li>2. <u>I can open my heart to a new neighbor.</u></li> </ol>	



ACTIVITY TITLE	TIME	RESOURCES
<i>Opening Reflection</i>	 5-10 min	<input type="checkbox"/> Sticky notes
<ul style="list-style-type: none"> <li>• Welcome students as they settle into their places. Then ask them to consider a question and write a quiet reflection. Discussion should be kept to a minimum to emphasize the notion of isolation.</li> </ul> <p><b>Prompt:</b> "Would you still be you if you were in relationship to nobody else? Explain."</p> <ul style="list-style-type: none"> <li>• Ask for student responses after a few minutes.</li> <li>• Read the unit's deep hope together: "That by curiously exploring the root causes of poverty, we would live out healthy, healing relationships with God and our neighbors."</li> <li>• Ask students what stands out to them about the deep hope. Discuss topics they express.</li> <li>• Offer a prayer to transition the class into a consideration of God's intention for us as neighbors.</li> </ul>		





ACTIVITY TITLE	TIME	RESOURCES
<i>God's Vision of the Good Life</i>	 15-20 min	<input type="checkbox"/> 8.2.A Student material: God's Vision of the Good Life <input type="checkbox"/> "5 Steps to Revolutionize Relationships" article: <a href="http://worldvision.org/christian-faith-news-stories/five-steps-revolutionize-relationships">worldvision.org/christian-faith-news-stories/five-steps-revolutionize-relationships</a> <input type="checkbox"/> Bibles
<ul style="list-style-type: none"> <li>• Write on the board: "The biblical story of creation is a story of relationship."</li> <li>• Ask students to guess what this might mean. "What are the relationships that are good and ordained by God in His creation?"</li> <li>• As they consider an answer to this, give them the following scriptural clues, and tell them to look them up and read them silently:             <ol style="list-style-type: none"> <li>1. John 1:1-4</li> <li>2. Genesis 1:26-31</li> <li>3. Genesis 2:18-24</li> <li>4. Genesis 10:32</li> </ol> </li> <li>• Guide the students to the following targets:             <ol style="list-style-type: none"> <li>1. The Triune God is a relationship.</li> <li>2. God's relationship to humankind.</li> <li>3. Our relationship with the environment.</li> <li>4. Our relationship with one another.</li> <li>5. The nations of the earth are created by God.</li> </ol> </li> <li>• Ask students to find a partner and, considering this new understanding, return to the question from lesson 1: "What are the ingredients of 'the good life' that are embedded in the creation story?"</li> <li>• Ask students to spend five minutes reading the World Vision article "5 Steps to Revolutionize Relationships." Ask them to write two reflection statements once they've finished the article:             <ol style="list-style-type: none"> <li>1. "One idea that's starting to come into focus for me is ..."</li> <li>2. "One question I still have is ..."</li> </ol> </li> <li>• Finish by quickly going around the room, asking each student to read one of their statements. You don't need to comment; this is simply an opportunity for you and your students to hear the learning and wondering happening around you.</li> </ul>		



ACTIVITY TITLE	TIME	RESOURCES
<i>Exploring the Definition of Poverty</i>	 10-15 min	<input type="checkbox"/> 8.2.B Teacher resource: Poverty definition
<ul style="list-style-type: none"> <li>Ask students to connect with a partner and answer the question: "Have you ever been in a relationship that was broken? How did you know?"</li> <li>As they consider 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> </li> <li>Have students explore their impressions of this document through collaborative annotation:               <ol style="list-style-type: none"> <li>Place students in groups of three or four.</li> <li>In response to the first prompt, one student in a group will speak first and give their reaction.</li> <li>The remaining group members should take turns responding to the initial response (encourage "Yes, and ..." responses).</li> </ol> </li> <li>Prompt 1: "What resonates with you about this understanding of poverty? What do you see that fits with what you know?"</li> <li>Prompt 2: (A different student should start the discussion this time.) "What's something about this you wonder about?"</li> <li>Ask for contributions from groups to share with the whole class.</li> </ul>		
ACTIVITY TITLE	TIME	RESOURCES
<i>Optional Activity: Sponsored Child Connection</i>	 25 min	<input type="checkbox"/> "Why Write a Letter to Your Sponsored Child" video: <a href="https://www.youtube.com/watch?v=vudEo8jfWpl">youtube.com/watch?v=vudEo8jfWpl</a>
<ul style="list-style-type: none"> <li>Tell students that they will now begin the first step in getting to know their sponsored child/children. World Vision's online portal (<a href="https://worldvision.org/my">worldvision.org/my</a>) provides a snapshot of their sponsored child's story.</li> <li>Together with your class, go to My World Vision (<a href="https://worldvision.org/my">worldvision.org/my</a>) and sign in using your email address and password (provided by your Ignite partnership manager) to view your sponsored children's page(s). Take a few minutes to explore the different sections together, including updates on the sponsored community. Encourage students to share different quotes from the information, and challenge them to look for examples of communities coming together on projects or programs. Ask if any of the students' families sponsor a child; if so, tell them that they can log on to My World Vision (<a href="https://worldvision.org/my">worldvision.org/my</a>) as a family and write their sponsored child a letter.</li> </ul>		

Continued ...




- Work together or individually to write a letter/letters to the students' sponsored child/children using the "Email My Child" template on My World Vision ([worldvision.org/my](http://worldvision.org/my)). Include information about the class and the school's location. Include several questions/wonderings that the students expressed about their sponsored children and, if applicable, respond to any questions the sponsored child asked in previous letters. You can also upload a photo of your class or create an encouraging poster to upload. Show the "Why Write a Letter to Your Sponsored Child" video ([youtube.com/watch?v=vudEo8jfWpl](https://youtube.com/watch?v=vudEo8jfWpl)) if students need inspiration.
- Display and review the following information from My World Vision ([worldvision.org/my](http://worldvision.org/my)) before students begin writing. What to write about:
  1. Be sure to consider your sponsored child's environment and culture. For example, avoid writing about the things you own since your child might have very few possessions.
  2. Feel free to share about your family, friends, and interests.
  3. If your child lives in an area where Christianity is not the dominant faith, you may see a "sensitive area" alert. If this is the case, please refrain from using religious references or sending religious items. These could endanger your sponsored child or World Vision's local staff. Do continue to pray for your child's physical and spiritual well-being.





# Exploring the Roots of Poverty

LEARNING PLAN TITLE	CUMULATIVE TIME
<i>The Roots of Poverty—Part 1</i>	 30-45 min
<p>Learning plan number: 3</p> <p>Learning targets:</p> <ol style="list-style-type: none"> <li>1. <u>I can analyze the spiritual roots of poverty.</u></li> <li>2. <u>I can respond to God's intention for shalom.</u></li> </ol>	


ACTIVITY TITLE	TIME	RESOURCES
<i>Activating the Entanglement Metaphor</i>	 5-10 min	<input type="checkbox"/> 8.1.A Teacher resource: What Is Poverty?
<ul style="list-style-type: none"> <li>• Present the thorn bush entanglement image (8.1.A page 2) discussed in learning plan 1 to the class. This could be used as the central metaphor for poverty. Post it on the bulletin board.</li> <li>• In their same groups of four, ask students to brainstorm connections between that image and the definition of poverty. Then ask the class for some responses.</li> <li>• Invite students to consider additional visual elements that might add meaning to the image, particularly considering our “exploring the roots” theme.               <ol style="list-style-type: none"> <li>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 the ground for our work).</li> <li>2. Ask for volunteers who would like to produce those visuals and plan for how these can be produced for the bulletin board.</li> </ol> </li> </ul>		






ACTIVITY TITLE	TIME	RESOURCES
<i>Contrasting Poverty and Shalom</i>	 15 minutes	<ul style="list-style-type: none"> <li>* <a href="#">https://www.youtube.com/watch?v=oLYORLZOaZE</a></li> <li>z4[T Wbda Wwf EZS'a_ Sh[VWd, kagfgTVL Ua_ !i SflU 1h/a&gt;KAD&gt;LASL 7</li> </ul>
<p>7j b'S[ , "To see the spiritual roots of poverty, it is essential to begin with God's intention. The Hebrew word 'shalom' nicely embodies this. Shalom is, in many ways, the opposite of poverty (defined as broken relationships)."</p> <p>† Watch the shalom video from the Bible Project (<a href="https://www.youtube.com/watch?v=oLYORLZOaZE">youtube.com/watch?v=oLYORLZOaZE</a>). As students watch, ask them to take notes about what stands out, focusing on the biblical meaning of shalom.</p> <p>† Use Think-Pair-Share to analyze and reflect. In this protocol, students are given time to 1) think by themselves about the question; 2) discuss their thoughts with a partner; 3) share their responses with the whole class.</p> <p>#Z Prompt 1: "Compare this understanding of shalom with the definition of poverty we looked at earlier. Where do you see similarity? What themes are emerging?"</p> <p>\$Z Prompt 2: "Can you think of a way that you have experienced either poverty or shalom in your life?"</p> <p>† Ask: "What would be some categories or types of broken relationships that would characterize poverty? What has sin damaged or even destroyed that we're looking to help restore?"</p>		
ACTIVITY TITLE	TIME	RESOURCES
<i>The Spiritual Roots of Poverty</i>	 15 minutes	<ul style="list-style-type: none"> <li>* <a href="#">https://www.youtube.com/watch?v=...</a></li> <li>G' Wbda V[ Y aXBahVrkSYgdW</li> </ul>
<p>† Show students "A Relational Understanding of Poverty" figure. Tell students that this is a big piece to the overall puzzle of what's behind poverty.</p> <p>#Z Ask students to work with a partner to unpack what all this might mean. If they have questions that they can't figure out together, ask students to write them down.</p> <p>\$Z Give them this clue to understanding it: "This is the anti-shalom."</p> <p>† Give them time to grapple with this and explore it. After a while, ask for student interpretations. Note the following:</p> <p>#Z "What is causing separation between us and God? What causes such distortion in our relationships?" (Sin)</p> <p>\$Z "There are many roots involved in poverty: social, physical, mental, and spiritual."</p> <p>† Have each pair of students join another pair to form a group of four. Tell them to explore the following prompt:</p> <p>#Z "Without a proper understanding of God's love and creation, why would we:"</p> <p>SZ "Be callous about suffering?"</p> <p>TZ "Abuse the earth?"</p> <p>UZ "Diminish or dehumanize others?"</p> <p>† Conclude by displaying this final statement: "A right relationship with God will lead us toward shalom. A broken relationship with God (sin) distorts our relationships with ourselves, with each other, and with our environment. In this way, the fundamental (main) cause of poverty is spiritual."</p> <p>† Ask: "Think of a specific example of poverty. What broken relationship(s) are causing it (with self, others, the environment)? How are those broken relationships fundamentally (mainly) spiritual?"</p>		





# Exploring the Roots of Poverty


LEARNING PLAN TITLE	CUMULATIVE TIME
<i>The Roots of Poverty—Part 2</i>	 35-55 min
<p>Learning plan number: 4</p> <p>Learning targets:</p> <ol style="list-style-type: none"> <li>1. <u>I can understand the material and mental roots of poverty.</u></li> </ol>	

ACTIVITY TITLE	TIME	RESOURCES
<i>The Material Roots</i>	 10-15 min	<ul style="list-style-type: none"> <li> "30 Hour Famine Mahana: Intro" video: <a href="https://www.youtube.com/watch?v=CpM7Ev3RGDE">youtube.com/watch?v=CpM7Ev3RGDE</a></li> <li> 8.34 Student material: "A Relational Understanding of Poverty" figure</li> </ul>
<ul style="list-style-type: none"> <li>• Display the "Relational Understanding of Poverty" figure.</li> <li>• Quickly ask questions and provide refreshers to help students recall the important takeaways from Lesson 3. Use the following prompts:               <ol style="list-style-type: none"> <li>1. "What was God's vision of shalom?"</li> <li>2. "What happens when relationships with God get distorted?"</li> <li>3. "What has begun to shift already in your understanding of poverty's deeper causes?"</li> </ol> </li> <li>• Tell students: "Today we're going to focus on the material and physical roots of poverty: tangible, physical problems that contribute to the thorny entanglement." Have students brainstorm what some of those problems might be.</li> <li>• Watch the video resource together. (If time allows, watch other videos in the Mahana series as a class. These could also be watched at other times during the day or week to encourage students to continue pondering the material roots of poverty.)</li> <li>• Ask students to consider the following prompts:               <ol style="list-style-type: none"> <li>1. "Some material causes of poverty in Mahana's story were . . ."</li> <li>2. "One connection between Mahana and the idea of poverty as an entangling trap is . . ."</li> <li>3. "I still don't understand why . . ."</li> </ol> </li> <li>• After a few minutes, ask students to share their statements with a partner and discuss.</li> <li>• As a class, ask students to share one thing their partner said that struck them as insightful.</li> </ul>		



ACTIVITY TITLE	TIME	RESOURCES
<i>Unpacking Proverbs 30:7-9</i>	 10-15 min	<input type="checkbox"/> 8.4.A Teacher resource: Proverbs 30:7-9 (NIV)
<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>The causes of poverty are ONLY material.</li> <li>The solutions to poverty are only material.</li> <li>More stuff = the good life.</li> </ol> </li> <li>God knows these misconceptions intimately, and the Bible speaks beautifully about them.</li> <li>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.'"</li> <li>Working with partners, have students find two connections between this passage and what they've learned so far about the material and spiritual roots of poverty.</li> <li>Ask for volunteers to share their responses with the whole class.</li> </ul>		
ACTIVITY TITLE	TIME	RESOURCES
<i>Considering Mental Causes of Poverty</i>	 10-15 min	<input type="checkbox"/> "Nancy's story   How Child Sponsorship Transformed Her Life" video: <a href="https://youtube.com/watch?v=ApLADdcnhjs">youtube.com/watch?v=ApLADdcnhjs</a>
<ul style="list-style-type: none"> <li>Show students "Nancy's story—How Child Sponsorship Transformed Her Life" video.</li> <li>With a partner, ask students to discuss:               <ol style="list-style-type: none"> <li>"What internal and external things changed for Nancy to help her?"</li> <li>"Did you see any connections to any causes of poverty?"</li> </ol> </li> <li>Following the discussion, ask for volunteers to summarize their discussions for the class.</li> <li>Explain: "One root cause of poverty is mental, having to do with a person's understanding of themselves and the world around them. This can take the form of:"               <ol style="list-style-type: none"> <li>"Lack of knowledge or education."</li> <li>"Disillusionment or despair about the world or their role in it."</li> </ol> </li> <li>Read the unit deep hope together: "That by curiously exploring the root causes of poverty, we would live out healthy, healing relationships with God and our neighbors."</li> <li>Lead students in considering how mental causes of poverty contrast with the deep hope.</li> <li>Ask: "How might we have expected Nancy's mentality to cause poverty if we didn't know her whole story?"</li> </ul>		





ACTIVITY TITLE	TIME	RESOURCES
<i>A Call to Refresh Others</i>	 5-10 min	<input type="checkbox"/> 8.1.B Teacher resource: Unit verse
<ul style="list-style-type: none"> <li>Look at the unit verse together displayed on the bulletin board:              “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 (NLT)</li> <li>Remind students of the backstory to the book of Philemon. Philemon was a believer who received this letter from Paul, asking him to welcome back and accept Onesimus, who had been Philemon’s slave but had run away.</li> <li>Working in pairs, students should discuss the following:               <ol style="list-style-type: none"> <li>“What sort of mental causes of poverty might Onesimus have been experiencing?”</li> <li>“What happens when you apply the ideas in this passage to what we just learned about the mental roots of poverty? What call to action do we see?”</li> <li>“Can you think of any practical ways to refresh those who experience the stress of such mental outlooks?”</li> </ol> </li> </ul>		





# Exploring the Roots of Poverty


LEARNING PLAN TITLE	CUMULATIVE TIME
<i>The Roots of Poverty—Part 3</i>	 30-45 min
<p>Learning plan number: 5</p> <p>Learning targets:</p> <ol style="list-style-type: none"> <li>1. <u>I can untangle the causes of poverty from each other.</u></li> <li>2. <u>I can continue to respond to God's intention for shalom.</u></li> </ol>	

ACTIVITY TITLE	TIME	RESOURCES
<i>Defining the Social Roots of Poverty</i>	 5-10 min	<input type="checkbox"/> 8.3.B Teacher resource: "A Relational Understanding of Poverty" figure
<ul style="list-style-type: none"> <li>• Display the "Relational Understanding of Poverty" figure and say: "We're going to untangle the final root of poverty. We've saved a big one for last: the social root." (Alternatively, you may choose to simply refer to the thorny entanglement image on the bulletin board, if this is simpler or clearer for you.)</li> <li>• Write on a whiteboard or chart paper for 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: "What are some examples of social poverty that you see in our community, the United States, or globally?" Discuss student responses as a class.</li> </ul>		
ACTIVITY TITLE	TIME	RESOURCES
<i>Alisa's Story</i>	 20-25 min	<input type="checkbox"/> 8.5.A Student material: "The Entrapment of Alisa Collins" <input type="checkbox"/> Poster paper <input type="checkbox"/> Markers <input type="checkbox"/> Sticky notes
<ul style="list-style-type: none"> <li>• Say: "Rather than hypothesize about all of this, we're going to study one woman's situation in-depth to see how social problems express themselves in her story, as well as how the other roots of poverty are also tangled in the mix."</li> </ul>		

*Continued ...*






- Pass out copies of “The Entrapment of Alisa Collins.” Encourage students to underline or highlight phrases that stand out to them while reading it together or instruct them to write questions in the margins.
- Read Alisa’s story aloud as a class, pausing as needed to clarify anything that might be misunderstood. Consider reading the story in its entirety so that students can rest, receive the story, and focus on the conceptual connections.
- When done, ask students to find a partner and briefly give their initial impressions of Alisa’s story by answering the following questions:
  1. “What most stands out to you?”
  2. “Were there any ways in which you felt like you could relate to Alisa?”
- Say, “Let’s look for the root causes in Alisa’s story.”
  1. Have students form groups of three or four.
  2. Ask them to divide their poster paper into quadrants, labeling them “Social,” “Spiritual,” “Mental,” and “Material/Physical.”
  3. In their groups, students will list the elements of Alisa’s story that fit into each of those four categories. (Note: There will be a lot in the social category, but not many in the spiritual category. That’s okay! All stories have a different mix. The point is that it’s a thorny entanglement!)
  4. Groups will spend about 10 minutes extracting and categorizing these ideas.
  5. Begin with “Social,” the object of today’s lesson. On the board, list the various social roots to Alisa’s poverty and ask to hear from every group.
  6. When this is done, ask students what they saw in other categories (this will go faster).

ACTIVITY TITLE	TIME	RESOURCES
<i>Who or What Helped Alisa?</i>	 5-10 min	
<ul style="list-style-type: none"> <li>• After students return to their seats, ask them:               <ol style="list-style-type: none"> <li>1. “What were some shifts or significant points that helped Alisa turn her story around?”</li> <li>2. “How might our unit verse (Philemon 1:6-7—reference the verse on the bulletin board) speak to this?”</li> <li>3. “Where does the idea of shalom fit into all of this?”</li> </ol> </li> </ul>		



# Exploring the Roots of Poverty


LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Holistic Solutions to Poverty</i>	 30-45 min
<p>Learning plan number: 6</p> <p>Learning targets:</p> <ol style="list-style-type: none"> <li>1. <u>I can evaluate the keys to helping people living in poverty.</u></li> <li>2. <u>I can welcome complex approaches to complicated problems.</u></li> </ol>	

ACTIVITY TITLE	TIME	RESOURCES
<i>Thuong's Story</i>	 5-10 min	<input type="checkbox"/> "Thuong's Story" video: <a href="https://youtu.be/x6r1XVG6UHo">youtu.be/x6r1XVG6UHo</a>
<ul style="list-style-type: none"> <li>• Watch World Vision's video "Thuong's Story" (<a href="https://youtu.be/x6r1XVG6UHo">youtu.be/x6r1XVG6UHo</a>) and have students discuss, in pairs:               <ol style="list-style-type: none"> <li>1. "Did you see or wonder about any root causes of poverty in this video?"</li> <li>2. "What evidence of positive growth did you see in this story?"</li> </ol> </li> </ul>		
ACTIVITY TITLE	TIME	RESOURCES
<i>Embracing Holistic Solutions</i>	 15-20 min	<input type="checkbox"/> 8.6.A Student material: "Holistic Responses" <input type="checkbox"/> 8.6.B Teacher resource: "Holistic Responses" guide
<ul style="list-style-type: none"> <li>• Get things rolling with a quick prompt to the whole class: "What are some things we've learned about poverty so far?"  <b>Note:</b> You'll get any number of responses, but try to hone-in on responses that focus on the complex nature of poverty or the fact that there are multiple roots.</li> <li>• Say: "A key to World Vision's Christian efforts to combat poverty is their holistic understanding of poverty. It's a complex, thorny problem that requires slow work on multiple fronts to solve."</li> <li>• Refer students to the thorn bush entanglement on the bulletin board. Suggest that creating simplistic solutions to helping those in poverty is like pulling out just one of the roots.</li> </ul>		

*Continued ...*



- Distribute the Holistic Response worksheet and have students work with a partner to complete it. You may want to remind students that the definition of “holistic” is the belief that the parts of something are interconnected and can be explained only by reference to the whole.
- Review responses as a class (use the answer key as needed)
- Lead a summary discussion at the end:
  1. “Were any of these observations entirely off base or wrong?” (No, they’re all very reasonable, just incomplete.)
  2. “What are we seeing about the challenges of addressing poverty?”

ACTIVITY TITLE	TIME	RESOURCES
<i>How World Vision Works</i>	 10-15 min	<input type="checkbox"/> “How does World Vision’s transformational development model work?” video: <a href="https://youtube.com/watch?v=F5y8mjrP1TM">youtube.com/watch?v=F5y8mjrP1TM</a>
<ul style="list-style-type: none"> <li>• Say: “We are going to look at how World Vision approaches poverty from a holistic perspective.”</li> <li>• Show the “How does World Vision’s transformational development model work?” video (<a href="https://youtube.com/watch?v=F5y8mjrP1TM">youtube.com/watch?v=F5y8mjrP1TM</a>).</li> <li>• Ask: “What are ways you saw World Vision using a holistic understanding of poverty to make a difference?”</li> <li>• Ask students to consider their responses to “I used to think _____ about poverty, but now I think _____ about poverty.”</li> <li>• Ask each student to share their response to the statement. Conclude by noting praiseworthy themes from everybody’s statements of learning.</li> <li>• Finish the unit with a prayer of thanks and a plea for God to give us wisdom in our efforts to alleviate poverty in our world.</li> </ul>		