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Welcome to Neighbors in Need! As we proceed through the class you will be challenged to see people in poverty as well as yourself in new ways. Thank you for investing time into your church as well as into the lives of people living in financial difficulty.

Before the first session together, please complete the following "Could You Survive?" quiz. Simply mark each question you can say "yes" to and count up the totals. Write the total of each section (poverty, middle class, and wealth) at the bottom. Then use the QR code to register your results and answer a few introductory questions online. Your answers are anonymous and are used to get a snapshot of our class participants.

Could You Survive in Poverty?

From A Framework for Understanding Poverty by Ruby K. Pavne

- 1. I know which churches and sections of town have the best rummage sales.
- 2. I know how to get someone out of jail.
- 3. I know how to physically fight and defend myself physically.
- 4. I know how to get a gun, even if I have a police record.
- 5. I know how to live without a checking account.
- 6. I know how to live without electricity and a phone.
- 7. I can entertain a group of friends with my personality and my stories.
- 8. I know what to do when I don't have money to pay the bills.
- 9. I know how to move in half a day.
- 10. I know to get and use food stamps or an electronic card for benefits.
- 11. I know where the free medical clinics are.
- 12. I am very good at trading and bartering.
- 13. I can get by without a car.
- 14. I know how to keep my clothes from being stolen at the laundromat.

Your Total Poverty Survival Score:



| NOTES | Could You Survive in the Middle Class? |
|---------|--|
| | 1. I know how to get my children into Little League, piano lessons, soccer, etc. |
| | 2. I know how to properly set a table. |
| | 3. I know which stores are most likely to carry the clothing brands my family wears. |
| | 4. My children know the best name brands in clothing. |
| | 5. I know how to order in a nice restaurant. |
| | 6. I know how to use a credit card, checking account, and savings account and I understand an annuity. I understand term life insurance, disability insurance, and 20/80 medical insurance policy, as well as house insurance, flood insurance, and replacement insurance. |
| | 7. I talk to my children about going to college. |
| | 8. I know how to get one of the best interest rates on my new-car loan. |
| | 9. I understand the difference among the principal, interest, and escrow statements on my house payment. |
| Doodles | 10. I know how to help my children with their homework and do not hesitate to call the school if I need additional information. |
| | 11. I know how to decorate the house for the different holidays. |
| | 12. I know how to get a library card. |
| | 13. I know how to use most of the tools in the garage. |
| | 14. I repair items in my house almost immediately when they break or know a repair service and call it. |
| | Your Total Middle Class Survival Score: |



| NOTES | Could You Survive in Wealth? |
|---------|---|
| | 1. I can read a menu in French, English, and another |
| | 2. I have several favorite restaurants in different cour |
| | 3. During the holidays, I know how to hire a decorate propriate themes and items with which to decorate the 4. I know who my preferred financial advisor, legal semestic employment service, and hairdresser are. |
| | 5. I have at least two residences that are staffed and |
| | 6. I know how to ensure confidentiality and loyalty fro |
| | 7. I have at least two or three "screens" that keep peowish to see away from me. |
| | 8. I fly in my own plane or the company plane. |
| | 9. I know how to enroll my children in the preferred p |
| | 10. I know how to host the parties that "key" people a |
| | 11. I am on the boards of at least two charities. |
| Doodles | 12. I know the hidden rules of the Junior League. |
| | 13. I support or buy the work of a particular artist. |
| | |

- language.
- ntries of the world.
- or to identify the aphe house.
- ervice, designer, do-
- maintained.
- om my domestic staff.
- ople who I do not
- orivate school.
- attend.

14. I know how to read a corporate financial statement and analyze my financial statements.

Your Total Wealth Survival Score: __



Use the QR code to register your results and answer a few background questions. This is anonymous.



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Overall Learning Objectives:

- Understand biblical teaching on poverty.
- Examine our own perspective and adjust as needed.
- Understand the cultural and cognitive aspects of poverty.
- Understand the characteristics needed to help someone in poverty.
- Determine personal action steps after the class.

What is one learning objective you have for yourself?



Module One Objectives

- Familiarize ourselves with our biases and perceptions of poverty
- Examine our hearts and motives
- Understand the Bible's teaching on poverty
- Gain an understanding of suburban poverty
- Recognize various forms of poverty
- Understand causes of poverty

Biblical View of Poverty



Words of

From Helping Without Hurting in Church Benevolence by Steve Corbett and Brian Fikkert with "At its core, poverty alleviation is the process of broken people in a broken world being restored to the hope and dignity God intends for human beings as His image-bearers. And the people who are broken - the people who need this restoration - are both the low-income people and those who are seeking to help them. Both parties are broken, and both need to be transformed."



| "[S]erving the poor honors and pleases God, and honoring and pleasing God is a delight in and of itself." Tim Keller, in Generous Justice Look at one set of verses and tell the class what they (taken together) show you about the Bible's teaching on the poor. Summarize in one-to two sentences for the rest of the class. A. Prov. 13:23 and Prov. 10:4 B. Exodus 23:3 and Exodus 23:6 C. Deut. 15:11 and Mark 14:7 D. Prov. 19:17 and Matt. 25:34-40 E. James 2:5-7 and I Sam. 2:8 F. Proverbs 14:21 and II Cor. 8:9 | | | |
|--|-------|--------------------------|---|
| show you about the Bible's teaching on the poor. Summarize in one-to two sentences for the rest of the class. A. Prov. 13:23 and Prov. 10:4 B. Exodus 23:3 and Exodus 23:6 C. Deut. 15:11 and Mark 14:7 D. Prov. 19:17 and Matt. 25:34-40 E. James 2:5-7 and I Sam. 2:8 F. Proverbs 14:21 and II Cor. 8:9 | NOTES | GG Words of | honoring and pleasing God is a delight in and of itself." |
| B. Exodus 23:3 and Exodus 23:6 C. Deut. 15:11 and Mark 14:7 D. Prov. 19:17 and Matt. 25:34-40 E. James 2:5-7 and I Sam. 2:8 F. Proverbs 14:21 and II Cor. 8:9 | | show you a two senten | about the Bible's teaching on the poor. Summarize in one-toces for the rest of the class. |
| C. Deut. 15:11 and Mark 14:7 D. Prov. 19:17 and Matt. 25:34-40 E. James 2:5-7 and I Sam. 2:8 F. Proverbs 14:21 and II Cor. 8:9 | | A. Prov. 13:2 | 23 and Prov. 10:4 |
| D. Prov. 19:17 and Matt. 25:34-40 E. James 2:5-7 and I Sam. 2:8 F. Proverbs 14:21 and II Cor. 8:9 | | B. Exodus 23 | 3:3 and Exodus 23:6 |
| E. James 2:5-7 and I Sam. 2:8 F. Proverbs 14:21 and II Cor. 8:9 | | C. Deut. 15:: | 11 and Mark 14:7 |
| F. Proverbs 14:21 and II Cor. 8:9 | | D. Prov. 19:: | 17 and Matt. 25:34-40 |
| | | E. James 2:5 | i-7 and I Sam. 2:8 |
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| G. Matt. 6:2-3 and Matt. 5:16 | | F. Proverbs | 14:21 and II Cor. 8:9 |
| | | G. Matt. 6:2 | 2-3 and Matt. 5:16 |
| | | | |



Doodles

| NOTES | H. I John 3:17-18 and Gal. 6:10 |
|-------|---|
| | |
| | I. 1Tim. 5:3-13 and James 1:27 |
| | |
| | J. Acts 6:1-6 and Luke 9:14-17 |
| | |
| | K. II Thess. 3:6-12 and I Tim. 5:9-13 |
| | |
| | Are any of these biblical truths difficult for you to accept? |
| | Reflect ———————————————————————————————————— |
| | STOP HERE. WE WILL DO THE REST TOGETHER IN CLASS. |
| | God made us in His image for the purpose of knowing Him (the ultimate |

God made us in His image for the purpose of knowing Him (the ultimate relationship) and ruling His world on His behalf (the ultimate purpose). But sought to rule through breaking our relationship with Him. Therefore, He reveals His glorious nature through His being among us to live, die, and rise to set us free from our sin and be with Him forever (the ultimate reconstituting of purpose and relationship). What does this mean in the light of poverty?

- We were meant for more than our brokenness.
- Our true poverty is one of soul.
- We live in a broken world in which people consume one another, breaking relationships
- God still intends us to exercise dominion over His world before He makes it
 new.
- People in poverty are image-bearers of the God of the universe intended to reign on His behalf.



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 God's glory is shown in our weakness, whether we are helping or in need of help.

Those in and not in poverty must examine what they worship. Clues will be found in how relationships are handled and what purpose is pursued. Later, we will discuss why those in the middle class or wealth often seek to replace the false worship of those in poverty with the false worship of those not in poverty.

Purpose

Worship = Purpose + Relationship.

When we live according to the purpose God has given us we live as living sacrifices, worshiping God (Rom. 12:1).

We are designed to worship. We will worship something, whether God or ourselves.

Relationship

When we relate to God correctly, we worship in spirit and truth (Jn. 4:24).

Rightly relating to God leads us to rightly relating to others.

Worship is not in activity only, but in intimacy with the Father.

JJ 66 Words of

"[B]ecause these materially poor people are interconnected mind-affection-will-body- relational creatures, helping them flourish spiritually is necessarily connected to helping them flourish physically."

"Human beings are transferred into the image of whatever god they worship, so at the core of poverty alleviation is worship of the one true God."

-Brian Fikkert and Kelly Kapic, Becoming Whole

| Discuss |
|---------|

| How are these elements of relationship and purpose broke | n |
|--|---|
| in us? | |



| NOTES | Before we move forward, we must understand that poverty comes from broken people in a broken world and other broken people in the broken world are not the solution. Instead, we look to the only Unbroken One, Jesus Christ, who can make us whole. His Kingdom of justice and righteousness are the hope for all of us, whether we are in material poverty or not. |
|---------|--|
| | As we begin looking at poverty, we need to see some definitions and characteristics. |
| | Absolute vs. Relative Poverty |
| | Poverty is not any one thing and does not look any one way. Poverty is relative. |
| | Relative Poverty: Being significantly beneath theeconomic level of one's society. |
| | Absolute Poverty: Inability to meet one's |
| | Absolute poverty looks the same no matter where in the world we see it. Relative poverty will look differently. |
| | Global vs. Domestic Poverty |
| | Some differences between poverty in developing countries and in developed countries are: |
| Doodles | Perception of poverty Opportunities for education, advancement, entrepreneurship |
| | |
| | Prevalence of injustice |
| | Health issues |

Environmental issues

Ethnic/Religious Divides

Demographic/Class structures



| NOTES | Situational vs. Generational Poverty |
|---------|--|
| | Situational Poverty: Poverty as a result of one or morecrisis situations. |
| | Generational Poverty: generations of poverty in one family. |
| | What is a key difference between situational and generational poverty? |
| | |
| | What would it take for you to be impoverished? What would it take for you to be homeless? Reflect |
| | |
| | Causes and Factors of Poverty |
| | Causes and ractors or roverty |
| | Causes and ractors of roverty Cultural Education |
| | |
| | Cultural Education |
| | Cultural Environmental Education Spiritual and Behavioral |
| Doodles | Cultural Environmental Injustice Which of these do you tend to think of as causes of poverty and which have you not considered? |

Barriers to Overcoming Poverty

- Debt
- Unemployment
- Transportation
- Affordable housing
- Physical health

- Mental health
- Isolation
- Underemployment
- No access to computers
- Chemical dependency

Dr. Elizabeth Wahler, Indiana University



Circle the factors you've seen in people you personally know.

Reflect



| NOTES | |
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Suburban Poverty

Research by Elizabeth Kneebone Nonresident Senior Fellow -Metropolitan Policy Program at the Brookings Institution

- Suburbs in the country's largest metro areas saw the number of residents living below the poverty line grow by 57 percent between 2000 and 2015.
- This is the fastest growing type of area for poverty.
- Suburbs accounted for nearly half of the total national increase in the poor population over that time period.
- White people account for about half of people in suburban poverty.
- Minorities account for 80% of people in urban poverty.
- Suburban poverty shares characteristics and challenges of both urban and rural poverty.
- Suburban poverty is caused both by poor people moving to suburban areas as well as people already in the suburbs falling into poverty.
- The suburbs suffer from sub-prime loans and foreclosures at higher rates.
- Many jobs have moved from urban to suburban areas, especially jobs that were lost in the Great Recession.
- Most suburban jobs are low-wage.
- Suburbs have not adapted to effectively help those in poverty since suburban poverty is a more recent trend.
- Suburbs have little public transit and few quality jobs are local.
- Local governments and support resources are thin and spread across multiple jurisdictions.
- There is a false perception of affluence in the suburbs.

Discuss

What are the unique challenges facing those in poverty in our valley?

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Use the QR code to take the Module One Quiz.





Reading: "Justice and Your Neighbor" by Tim Keller available on course materials page



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Module Two Objectives

- Understand the cultural aspects of poverty
- Understand the mental effects of poverty
- Identify strengths of those in poverty
- Understand how attempts to help may hurt
- Understand why people leave poverty
- Apply learning to case studies

As we look at cultural and then cognitive aspects of poverty it is important to keep in mind that these are generalities and are more often true than not, however, they do not describe every person or family in poverty.

Culture of Poverty

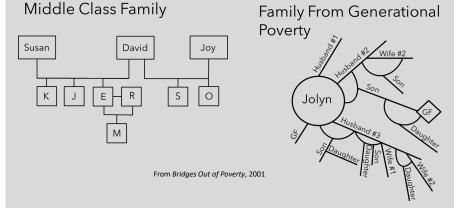
From A Framework for Understanding Poverty by Ruby K. Payne

- Organized society is viewed with distrust, even distaste.
- The police are not called because they are seen as not trustworthy or they may be looking for the person, or the police will be slow to arrive
- The line between legal and illegal activities is thin and crossed often.
- Extra money must be shared.
- Families are matriarchal.
- The mother is the most powerful figure—the dispenser of resources and "keeper of the soul".
- Discipline is a matter of penance and forgiveness, not change.
- Food is equated with love.
- Women may need to use sex for survival.
- The body is used to attract someone because it is all you have.
- Men seen as lover/fighter who should work hard physically.
- Women seen as rescuer/martyr.
- Relationships are a premium.
- Society is more likely to be seen as owing one a living.
- Survival-orientation is prevalent.
- Failure brings ridicule.



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• Family patterns are centered around the mother. Marriages are often common-law. Legal marriage and divorce is less common than middle class. Relationships (sexual) are often intertwined. Children born to young unwed mothers are often raised by a grandparent and the mother lives like a sibling, not a mother. Death is common in family histories. Deceased family members are kept close and may be described as though they are still living. Family dynamics are fluid and shift according to changing alliances and feuds.



- People seen as possessions and should not exit the culture or group
- Personality is very important
- Background noise and more than one person talking at a time are common
- Humor is about people, sex, and situations
- Entertainment is very significant
- Space can be defended only physically and leaving is not an option.

Hidden Rules Among Classes by Ruby K. Payne

| Possessions | People | Things | One-of-a-kind objects, |
|-------------|---------------------|---------------------|---------------------------------|
| | | | legacies, pedigrees |
| Money | To be used, | To be managed. | To be conserved, invested. |
| | spent. | | |
| Personality | Is for entertain- | Is for acquisition. | Is for connections. Finan- |
| | ment. Sense of | Achievement is | cial, political, social connec- |
| | humor is highly | highly valued. | tions highly valued. |
| | valued. | | |
| Social | Social inclusion of | Emphasis on self- | Emphasis on social |
| Influence | people one likes. | governance and self | inclusion. |
| iiiideliee | | -sufficiency. | |



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Doodles

| Time | Present most | Future most | Traditions and history most |
|-----------|--------------------|-----------------------|---------------------------------------|
| | important. | important. Deci- | important. Decisions |
| | Decisions made | sions made against | made partially on basis of |
| | for moment | future | tradition and decorum. |
| | based on feel- | ramifications. | |
| | ings or survival. | | |
| Education | Valued and | Crucial for climbing | Necessary tradition for |
| | revered as | success ladder and | making and maintaining |
| | abstract but not | making money. | connections. |
| | as reality. | | |
| Destiny | Belief in fate. | Belief in choice. | Noblesse oblige (belief |
| | One cannot do | One can change | that wealthy have a re- |
| | much to mitigate | future with good | sponsibility based on posi- |
| | chance. | choices now. | tion). |
| Language | Casual register. | Formal register. | Formal register. Language |
| | Language is | Language is about | is about networking. |
| | about survival. | negotiation. | |
| | | | |
| Family | Tends to be | Tends to be | Depends on who has |
| Structure | matriarchal. | patriarchal. | money. |
| Worldvie | Sees world in | Sees world in terms | Sees world in terms of |
| w | terms of local | of national setting. | international view. |
| | setting. | _ | |
| Love | Sees world in | Love and | Love and acceptance |
| | terms of local | acceptance | conditional and based |
| | setting. | conditional and | largely upon achievement. |
| | | based largely upon | |
| | | achievement. | |
| Driving | Survival, | Work, achieve- | Financial, political, social |
| Forces | relationships, | ment. | connections. |
| | entertainment. | | |
| Humor | About people | About situations. | About social faux pas. |
| | and sex. | | , , , , , , , , , , , , , , , , , , , |
| | | | |
| Food | Key question: | Key question: Did | Key question: Was it |
| 1000 | Did you have | you like it? Quality | presented well? |
| | enough? Quan- | is important. | Presentation is important. |
| | tity is important. | io importanti | |
| Clothing | Valued for | Valued for its quali- | Valued for artistic sense |
| 2.236 | individual style | ty and acceptance | and expression. Designer |
| | and expression | into norm of mid- | is important. |
| | of personality. | dle class. Label is | |
| | | important. | |
| | | 1 | 14 |



| cc m | ording to iiddle cla | ocial services, medical offices and workplaces generally work active the unwritten rules of the middle class. Sometimes those in the lass can help by teaching these hidden rules. One place that knowrules is particularly crucial is in the workplace. |
|---------|-------------------------------|--|
| | Discuss | What are typical rules of the workplace? |
| | | What might a person from poverty have trouble with? |
| | poverty assume simply b | o this class is an understanding that the goal of helping those in is not to change their lives into middle class lives, just as we cannot someone in the middle class is experiencing spiritual wholeness ecause they are blessed with financial well-being. There are virtues sses as well as areas of brokenness. |
| | Discuss | Does following God's ways lead to prosperity? |
| Doodles | Discuss | What are some areas of brokenness in the middle-class world? |
| | | What values of those in poverty can we admire? |





| NOTES | |
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55 66 Words of

Wisdom

"Because Western Naturalism has so deeply influenced Western civilization, Westerners unconsciously and automatically spread the virus of Western Naturalism to poor people. The ways that poverty alleviation strategies are designed, the things they do, the formative practices that they foster, and the goals for which they strive can deform poor people, transforming them - at least partially - into [a] material, individualistic, self-interested, consuming machine [...]."

-Brian Fikkert and Kelly Kapic, Becoming Whole

Again, it is very important to bear in mind that, like the cultural aspects we looked at, these cognitive effects of poverty are generalizations and will not always portray every individual or family.



Reading: "You Can Be a Consuming Robot" from *Becoming Whole* and "America's Hollow Middle Class" by Anne Helen Petersen on course materials page.

Cognitive Effects of Poverty

From A Framework for Understanding Poverty by Ruby K. Payne

- Time is present-oriented, flexible, and not measured. It is often emotionally-oriented or measured. Future ramifications are not considered.
- Destiny and fate supersede choice.
- Thinking is polarized and extreme, and options are rarely considered.
- Stories are told in an episodic, randomized format, with interaction and interruption expected.
- Oral language uses casual register and non-verbal communication.
- Order and organization are not important.
- Time is present-oriented, flexible, and not measured. It is often emotionally-oriented or measured. Future ramifications are not considered.
- Blurred and sweeping perceptions and the lack of a systematic method of exploration.
 - Comes from casual/episodic story structure.
- Impaired verbal tools
- Limited vocabulary
- Impaired spatial orientation
- Impaired temporal orientation



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- Impaired observations of constancies
 - Memories of objects change
 - Lack of precision and accuracy in data-gathering
 - Inability to hold two objects or two sources inside the head while comparing and contrasting.

Language: Register

Any given setting has a culturally appropriate register, the tone and choice of words people are expected to use.

| Register | Explanation |
|--------------|---|
| Frozen | Language that is always the same. Prayers and liturgies, e.g. |
| Formal | Standard language of work and school. Has complete sentences and specific word choice. |
| Consultative | Formal register as used in conversation. Less direct than formal register. |
| Casual | Language between friends. 400-800 word vocabulary. General rather than specific word choice. Conversation dependent on non-verbal cues. Sentences often incomplete. |
| Intimate | Language between lovers. Language of sexual harassment. |

| | How would you rephrase these for a professional setting? "We don't have any." |
|---------|---|
| Discuss | "He's pissed off." |
| | "It's taking forever." |
| | "You're all set, Player." |
| | "Awesome!" |
| | "How's it going, Man?" |



| NOTES | | | | |
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Language: Voice

By "voice" we mean the mode one relates in, seen through their language usage.

Child Voice: Defensive, victimized, whining, losing attitude, strongly negative non-verbal.

- "You're picking on me."
- "You want me to leave."
- "Nobody likes/loves me."
- "It's your fault."
- "You made me do it."
- "Don't blame me."



Parent Voice: Authoritative, directive, judgmental, evaluative, win-lose mentality, demanding, punitive, sometimes threatening.

- "You should/shouldn't"
- "That's right/wrong"
- "Life's not fair"
- "You are good/bad"
- "If you weren't so ____, this wouldn't have happened"



Adult Voice: Non-judgmental, free of negative non-verbal communication. Factual, often in question format, attitude of win-win.

- "How could this be resolved?"
- "I would like to recommend..."
- "What are your options/choices?"
- "I'm comfortable/uncomfortable with..."
- "We agree to disagree."
- "What are the consequences of that choice?"

Note: People who have had to be their own parent have a _ voice and a _____ voice but not an ____ voice.





| NOTES | |
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| Doodles | |

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How would you rephrase/rework these in a consultative setting?

Discuss

- "Yeah, what did you think was going to happen?"
- "This should be no problem for you."
- "That's not important right now."

"You were late again."

Language: Story

The way our particular culture tells stories is a clue to our thinking. Further, research has shown that it also affects our thinking. People who are raised in poverty tend to use a casual story structure whereas people raised in middle or upper classes tend to operate with a formal story structure.

| Casual Story Structure | Formal Story Structure | |
|---|---|--|
| Teller circles the issue before getting to the point. | Teller gets right to the point. | |
| Story begins with end or the part of greatest emotion. Told in vignettes, with audience participation throughout. Ends with comment on character and their value. | Starts at the beginning of a story and proceeds to the end in chronological sequence. | |
| The most important element of the story is the characterization (how people are portrayed). | The most important element of the story is the plot. | |

Psychologist Reuven Feuerstein (1921-2014) wrote that being raised in a casual story structure leads to a random, episodic way of making memories and does not learn to plan well. This difficulty with planning leads to difficulty predicting based on cause and effect and therefore with predicting consequences. People raised with casual story structures and unpredictable environments have issues with controlling impulsivity.

Trauma

Examples:

- Sexual and/or physical abuse.
- Sudden unexpected or violent death of someone close (e.g. accident, suicide).
- Natural disaster (e.g. earthquake, flood, bushfire).
- Involvement in a serious car accident.
- War or political violence (e.g. terrorism, becoming a refugee, civil war).



| NOTES | | | | |
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Living a life of poverty is in itself traumatic at some level since life is unpredictable and often chaotic. But poverty can also bring about events that are particularly traumatic. Likewise, trauma deeply affects the way people function and relate to others. Someone with trauma may have difficulty managing a job, school, family, church, etc. and that can be a huge barrier to overcoming poverty.



Trauma's Effects and Signs

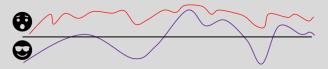
From Centacare Family Services and The Australian Psychological Society

| Physical | Cognitive | Behavioral | Emotional |
|--|--|--|--|
| Excessive alertness, on the look-out | Intrusive thoughts and | Avoidance of places or activities that are | • Fear |
| for signs of danger | memories of the event | reminders of the event | Numbness and |
| • Easily star- | Visual images of the event | Social | detachment |
| tled | Nightmares | withdrawal and isolations | Depression |
| • Fatigue/ exhaustion | Poor concentration and memory | Loss of interest in normal | • Guilt |
| Disturbed sleep | Disorientation | activities | Anger and irritability |
| зісер | • Confusion | | Anxiety and |
| General aches and pains | | | panic |

Effects of Trauma on the Brain

- The prefrontal cortex, the "Thinking Center": _______
- The anterior cingulate cortex, the "Emotion Regulation Center":
- The amygdala, called the "Fear Center": _____

Traumatized brains have difficulty self-regulating and settling enough to learn.





| NOTES | We might | ty a Matter of Intelligence? think that people in poverty are there because they are not Or we might view the effects of trauma as low intelligence. But is se? |
|---------|---------------------------------|--|
| | JJ 66 Words of | "One of the myths around poverty is that if a person is in poverty, either they are dumb or they are lazy, and that's just not true. If you know individuals that are surviving in poverty, they may not have the paper accolades to justify it |
| | Mike Dames | but they are extremely intelligent because the nature of that environment involves synthesizing large chunks of data rapidly every day, identifying viable options, developing a plan on the fly, and implementing that plan with minimal resources. And in that environment, making the wrong choice could be the difference between your life and your death." |
| | Words of Wisdom | "The need to act overwhelms any willingness people have to learn." Peter Swartz |
| Doodles | Words of Wisdom Ruby K. Payne | "In this way poverty robs people of their future stories and the commitment to education. It requires them to use reactive skills, not true choice making, to survive. And finally, it robs them of power; the power to solve problems in such a way as to change the environment or to make future stories come true." "People in poverty are the masters at making relationships quickly. Above all, they are problem solvers; they solve immediate, concrete problems all day long." |
| | | What strengths do you see in those in poverty? |

Discuss

Use the QR code to take the Module Two quiz.



| /hat contributions can those in poverty make to those not i overty? | 'n |
|--|----|
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Doodles

| NOTES | 6 | Module Three Objectives |
|-------|---------|--|
| | | Understand the roles and expectations of the benevolence team |
| | | Become familiar with the benevolence process |
| | | Apply principles to case studies |
| | | Clarify your methods of helping |
| | | Clarify areas of misunderstanding |
| | Discuss | What might make our attempts to help hurtful? |
| | | What is an area of brokenness in you that creates a challenge in |
| | | helping the poor? |
| | | |
| | | |
| | Why | and How People Leave Poverty |
| | Individ | luals leave poverty for one of four reasons: |

- a specific talent or ability that provides an opportunity for them
- a goal or vision of something they want to be or have
- a situation that is so painful that anything would be better
- someone who 'sponsors' them (i.e., an educator or spouse or mentor or role model who shows them a different way or convinces them that they could live differently)

As a church, we have a responsibility to help members who are unable to care for themselves. As members of our church, we want you to know the leadership's heart for our benevolence ministry. We also want you to be somewhat familiar with our process and upcoming developments.



NOTES Doodles

Benevolence Process Initial Contact Intake Interview Meeting Partner Goal Attainment, Resource Assessmen Action Plan Church Connection, Education

Intake Interview

Areas of focus:

- Will failure to provide immediate assistance likely result in serious
- Is this person/family largely responsible for their current situation?
- What does this person/family see as the problem, their responsibility, and what needs to change?
- What further information would you want to know about this person/ family and their situation before determining how to proceed?
- What possible changes or ways of moving forward in life would you want to discuss with this person / family?
- What actions will you take that could contribute to the long-term goal of empowering this person / family to live in right relationship with God, self, and others?

Resource Assessment

When seeking to help people in poverty, we can assess various resources. Use the sample Resource Assessment below to evaluate your own resources at this point in your life.



Words of

Ruby K.

Payne

"Poverty is more about other resources than it is about money. The other resources are those that educators can influence greatly... Resources of students and adults should be analyzed before dispensing advice or seeking solutions to the situation. What may seem to be very workable suggestions from a middle-class point of view may be virtually impossible given the resources available to those in poverty."

Use the Resource Assessment on the next page to evaluate your own resources.



MURRIETA

RESOURCE ASSESSMENT

| FINANCIAL | Low | Medium | High | Unsure |
|---|--------------|--------------------|---------------|----------------------------------|
| Having the money to purchase goods and services. | | | | |
| | | | | |
| EMOTIONAL | Low | Medium | High | Unsure |
| Being able to choose and control emotional responses and p | oersevere th | nrough difficult s | situations wi | thout harmful coping strategies. |
| | | | | |
| MENTAL | Low | Medium | High | Unsure |
| Having the mental ability and education to manage daily life | e. | | | |
| | | | | |
| SPIRITUAL | Low | Medium | High | Unsure |
| Believing in a divine purpose, value system, and guidance. | | | | |
| | | | | |
| PHYSICAL | Low | Medium | High | Unsure |
| Having physical health and mobility. | | | | |
| | | | | |
| SUPPORT SYSTEMS | Low | Medium | High | Unsure |
| Having friends, family, and other caregivers in times of need | | | | |
| | | | | |
| RELATIONSHIPS & ROLE MODELS | Low | Medium | High | Unsure |
| Having frequent contact with mature, stable people. | | | | |
| | | | | |
| | | | | |
| KNOWLEDGE OF MIDDLE CLASS RULES | Low | Medium | High | Unsure |
| Understanding unspoken middle class cues, norms, and valu | ues. | | | |
| | | | | |
| | | | | |
| TIME | Low | Medium | High | Unsure |
| Having enough time to work, rest, develop, con-nect with G | od and oth | ers, and care for | self and oth | ers. |



| NOTES | | | |
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Emotional Resources

Words of Wisdom

Ruby K.

Payne

"Of all the resources, emotional resources seem to be paramount in maintaining a lifestyle with some semblance of order. When emotional resources are absent, the slide to poverty is almost guaranteed."

Ways to provide emotional resources when someone has not had appropriate role models:

- Support systems
 - Coping strategies in relationships, tasks, conflicts, priorities
 - Option discovery
 - Information and know-how (tapping into others' areas of experience or knowledge)
 - Relief (people who give breaks, step in in emergencies)
 - Connections to people and resources (who connects you to others and to resources?)
 - Healthy self-talk (emotionally encouraging and procedurally motivating and guiding)
 - Team interventions (positive, supportive meetings with the person)
- Using appropriate discipline
- Establishing long-term relationships (apprenticeships, mentorships) with adults who are appropriate
- Teaching hidden rules
- Identifying options
- Giving instruction to increase the person's achievement level
- Teaching goal-setting

Words of Wisdom

From Helping Without Hurting in Church Benevolence by Steve Corbett and Brian Fikkert with Katie Casselberry

"Indeed, the reality is that truly helping materially poor people typically requires a much greater commitment of time, resources, and energy than the common method of simply giving them handouts. Yes, truly loving people may sometimes mean not offering them material things (1 Timothy 5:3-16), but in no way does this imply that you should do nothing to help them! Rather, it means that you have to look for ways to move away from practices that create dependency and toward approaches that promote long -term positive change."



Sample Action Plan

In order to move forward step-by-step, written action plans are used in order to help the partner move forward with the goals they set. This is to be done together with the church partner. This text is taken from the Chalmers Institute.

I. Reflection

A. Where You Want to Be

- 1. How would you like your life situation to be different or improved four to six months from now?
 - a. Goal One:
 - b. Goal Two:
 - c. Optional Questions:
 - i. Do you think these goals are consistent with God's desire for your life?
 - ii. Would you like to make any revisions to your goals?

B. Abilities and Resources

1. What are some abilities and resources (including contacts) you have that could help you get to where you want to be four to six months from now?

C. Obstacles

- 1.Internal obstacles (things about your personality or habits that could block or slow progress)
- 2.External obstacles (people or situations that could block or slow progress)

II. Planning for the Future Together

- A. Things you want to do: Steps that will move you to where you want to be in four to six months:
 - 1. What specific things can you do? By when?
- B. Things we can do to support you: How can church members help you get to where you want to be in four to six months?
 - 1. What specific things can the church do? By when?

III. Encouragement and Accountability

A. Supportive People

It is hard for most of us to make changes alone. Therefore, as part of helping you toward your goals, we have an individual/team who would like to support you through prayers and encouragement. They have promised to:

• Pray for you daily, talk with you at least one per week, and keep information confidential as is appropriate.

B. Follow-Up:

Plans fail if they get lost in the hectic nature of life, so staying in communication with each other is very important. It will help all involved to see how things are progressing and how the plan might need to be adjusted to reach your goals. Normally communication will be more frequent in the beginning of implementing the action plan to ensure that momentum is gained.

When and how or where can we next get together to check how things are going?



| NOTES | Deposits Made to Individual in Poverty | Withdrawals Made From Individual in Poverty |
|-------|--|---|
| | Appreciation for humor and entertainment provided by the individual | Put-downs or sarcasm about the humor or the individual |
| | Acceptance of what the individual cannot say about a person or situation | Insistence and demands for full explanation about a person or |
| | Respect for the demands and priorities of relationships | Insistence on the middle-class view of relationships |
| | Using adult voice | Using parent voice |
| | Assisting with goal-setting | Telling the individual his/her goals |
| | Identifying options related to available resources | Making judgments on the value and availability of resources |
| | Understanding the importance of personal freedom, speech, and individual personality | Assigning pejorative character traits to the individual |
| | | From A Framework for Understanding Poverty by Ruby K. Payı |
| | Allies, Not Coaches | |
| | Do you tend to try to be over-invested. Reflect | volved or under-involved in helping peo- |

Doodles

| | What is the difference between a coach and an ally? |
|---------|---|
| Discuss | |
| | |

Benevolence Allies are:

- Resource-based
- Relationally-driven
- Empowering

- Open to Feedback
- **Encouragement-focused**
- Trauma-informed



| NOTES | Those a poverty: | llied with neighbors in poverty should keep in mind that people in : | | |
|---------|------------------|---|--|--|
| | • Hav | e been surviving without your help | | |
| | • Are | intelligent | | |
| | • Und | lerstand their world better than you do | | |
| | | e a lot more going on than they are willing to share, at least up t, and maybe not ever. | | |
| | • Are | highly relational | | |
| | • Hav | e come to expect rejection | | |
| | • Ofte | en feel ashamed | | |
| | | | | |
| | | What do you personally have to offer a person in poverty? | | |
| | Discuss | | | |
| | | What is an area you would struggle with in helping an impoverished person? | | |
| | | | | |
| | | What are the qualities needed to help someone in need? | | |
| | | | | |
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| Doodles | Priorit | izing | | |

As a church, we are to do good to all, especially of the household of faith (Gal. 6:10). Our benevolence ministry will seek to prioritize:

- Those in our church body
- Those with emergency needs
- Those who are engaged in the development process
- Those who have legitimate challenges to supporting themselves.

Use the QR code to take the Module Three quiz.





| | Case : | Study Group Work | | |
|---------|---|--|--|--|
| NOTES | Using yo | our scenario, answer: | | |
| | Are there possible behavior patterns you would address at some point? | | | |
| | What risks and options does this person face? | | | |
| | | at strengths and resources do you see? Use the attached Resource essment. | | |
| | • Wha | at do you see as this person's greatest need? | | |
| | | at is the most helpful thing you can do for this person or what alld you need to know before you can answer that question. | | |
| | Discuss | If you don't already, what are some ways you could come into more contact with people in poverty? | | |
| | | At the end of the class, have you developed any personal strategies, policies, or plans to more wisely help neighbors in need? | | |
| | | | | |
| Doodles | Reflect | Has your perspective changed during this class? If so, how? | | |
| | | What next step will you take? | | |
| | | What do you need to pray, think, or learn more about? | | |
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| NOTES | | | | | | |
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Volunteer Application Process

- Pray
- Consult with close family and friends who know you well. Ask them
 one strength they see in you that will help in this ministry and one
 thing you could work on to be better prepared.
- Fill out a resource assessment on yourself.
- Address the questions on the case study.
- Interview with benevolence team.
- Fill out ministry application (if you don't have one on file) and do your background check. This can be done concurrently with the other steps.
- Upon approval, attend further training.

Resources for Further Learning

A Framework for Understanding Poverty by Ruby K. Payne

Bridges Out Of Poverty by Payne, DeVol, Dreussi Smith

What Every Church Member Needs to Know About Poverty by Ehlig and Payne

Generous Justice by Tim Keller

When Helping Hurts by Corbett and Fikkert

Helping Without Hurting in Church Benevolence by Corbett and Fikkert with Katie Casselberry

Becoming Whole by Fikkert and Kapic

0

Poll

Use the QR code to give feedback or ask questions. This is anonymous.



Congratulations!

You've contributed to our church and neighbors by spending the time to learn in this class. Whether you choose to pursue ministry among impoverished people or to simply live as a follower of Christ among the vulnerable, may the Lord give you opportunities to see your life and others' lives changed.