



Preparing for Global Travel

UNPACKING GLOBAL POVERTY THROUGH SERVICE-LEARNING

LESSON PLAN

These resources are designed by and for US educators to navigate the complexities of ethical global volunteer practices, including engagement with orphanages and residential care institutions. These resources provide a way to introduce students to: ethical and responsible community engagement and issues of orphanage tourism and voluntourism. The resources are aimed for high school students and can be modified for middle school.



ReThink
ORPHANAGES

Safe Space Activity: Non-Reactive Listening

GOAL:

Participants will get to know the thinking and group work style of their fellow participants and facilitator. They will review the concept of active (non-reactive) listening.

METHOD:

Provide the students with the concept of a primary/secondary thinking style

Primary: Reacts quickly; Speaks before thinking things through.

Secondary: Think things through before speaking, if speaking at all.

MATERIALS:

Pen/Pencil paper

ACTIVITY:

1. Pick the style you most often use.
2. Provide an example of a time when you carried out your default style
3. Break group into pairs. Each person takes turns sharing their example scenario and answering the following questions:
 - a. What kind of listener are you? In what ways does that type contribute or detract when you work in groups?
 - b. What do you need to feel comfortable speaking?
 - c. Recall a time when you participated in a group that functioned well, what thinking and speaking strategies were present in that group?
 - d. Recall a time when you participated in a group that did not functioned well, what thinking and speaking strategies were present in that group?

RECAP/REGROUP:

Take some time to debrief. Discuss responses to this as a group, encourage the primary thinkers to actively listen, and the secondary thinkers to give their ideas voice.

E.g., Facilitator could ask Primary Thinkers to stand to one side and Secondary Thinkers to stand to the other side. Then ask Secondary Thinkers to respond to debriefing first.

Note that Primary Thinking is not inherently negative and Secondary positive. Both have value and a group is richer when both can work together. This often involves knowing yourself and being mindful of others' participation. Ask yourself: "Am I speaking more often than others? Maybe I should "step back" my sharing. Or am I speaking less often than others? Then maybe I should "step up" my sharing."

GOAL:

This activity is designed for students to conduct before departing on global travel. Students articulate their travel expectations, positive and negative, and describe what they hope to learn by the time they return home.

METHOD:

Students write a reflective letter to their future selves on what they expect to experience while traveling.

MATERIALS:

Paper, Pen/Pencil, Stapler, Envelope (stamp/address)

ACTIVITY:

Instruct students to write a letter to their future selves that they will be able to read following their return from travel. Prompt students to choose from the following topics, or their own, and then write about them in the letter to themselves.

SUGGESTED TOPICS:

- Why did you select to participate in this travel opportunity?
- How do you think traveling to an unfamiliar place will impact you?
- What do you hope to learn from this experience?
- What do you anticipate seeing and experiencing while traveling?
- How do you think you will manage your reactions to such things as:
 - seeing poverty?
 - being surrounded by a different language?
 - eating unfamiliar cuisine for every meal?
 - hearing from locals about their life experiences?
 - working on a group project with your host community?
 - seeing and potentially interacting with children or kids your age in your host community?
- What do you want your future self to remember about how you feel right now?

Once students have completed their letter, they should seal it in a provided envelope and address it to themselves. Educators are encouraged to also write their own letter.

Important: Inform students that they are the only person who will ever read their letter (unless they choose to share it with others). This means that they can write in any language, draw pictures, etc. Each student will be given an envelope that they can seal (or even staple! or put stickers on! to prove that they haven't been opened).

RECAP/REGROUP:

Facilitator could send in 3 months following return. Or open a few weeks upon returning and use it as a method for post-group reflection. Using it as a post travel debriefing activity allows for an in-depth discussion about dominant narratives, stereotypes, and perception versus reality. Students could be invited to read their letters independently and then pair share highlights from their letters before coming back to the whole group to answer questions such questions as:

- What assumptions did you make before travel? Were they founded or unfounded once you were on the ground? What surprised you?
- Where did you see examples of power over, power with, or power within in your letter or your actual experience?
- What relationships did you form? What relationships did you witness?

Inspiring Purpose: Class Timeline Activity

GOAL:

Participants will explore their personal experience of class and communicate it to others on a timeline. Participants will actively listen to others experience and reflections.

METHOD:

Students reflect on the activity questions and create a timeline.

MATERIALS:

Paper, Pen/Pencil

ACTIVITY:

Students orient their paper horizontally and then draw a line across the middle, right to left. Then students make a mark for every five years until they reach their age (about a half-inch to one-inch apart).

Label the following:

1. First time you were aware that you were of a different class than others
2. A time when you did/or could have stood up against classism
3. A time when you realized others were granted or denied access because of their class
4. A time when you were granted or denied access because of your class

RECAP/REGROUP:

Pair: Taking turns, listen to your partner's stories and reflections. (Carefully listening and restraining from responding or coming up with similar experience).

Share: With the group, your observations. Instruct students that if they want to share anything from their partner's story, to ask their partner's permission first. Questions for whole group reflection include:

- How was the experience of filling out the timeline?
- How was the experience of sharing your events?
- Where did you see examples of power over, power with or power within?
- Where any of your relationships impacted by the events marked on your timeline?



Pivot Mindset Activity: Breaking the Poverty Cycle Case Studies

GOAL:

Participants will comprehend the concept of Poverty Trap. They will use [Nobis Big Ideas](#) to examine efficacious ways to engage students in comprehending the issue.

METHOD:

In small groups, students review case studies and concepts relevant to poverty trap: orphanages, health, and education. Through critical reflection questions will generate preliminary ideas and perceptions to share with the whole group.

MATERIALS:

Articles, Wifi access for videos, Pen/Paper

DEFINITION:

Poverty trap is a spiraling mechanism which forces people to remain poor. It is so binding in itself that it doesn't allow the poor people to escape it. Poverty trap generally happens in developing and under-developing countries, and is caused by a lack of capital and credit to people.

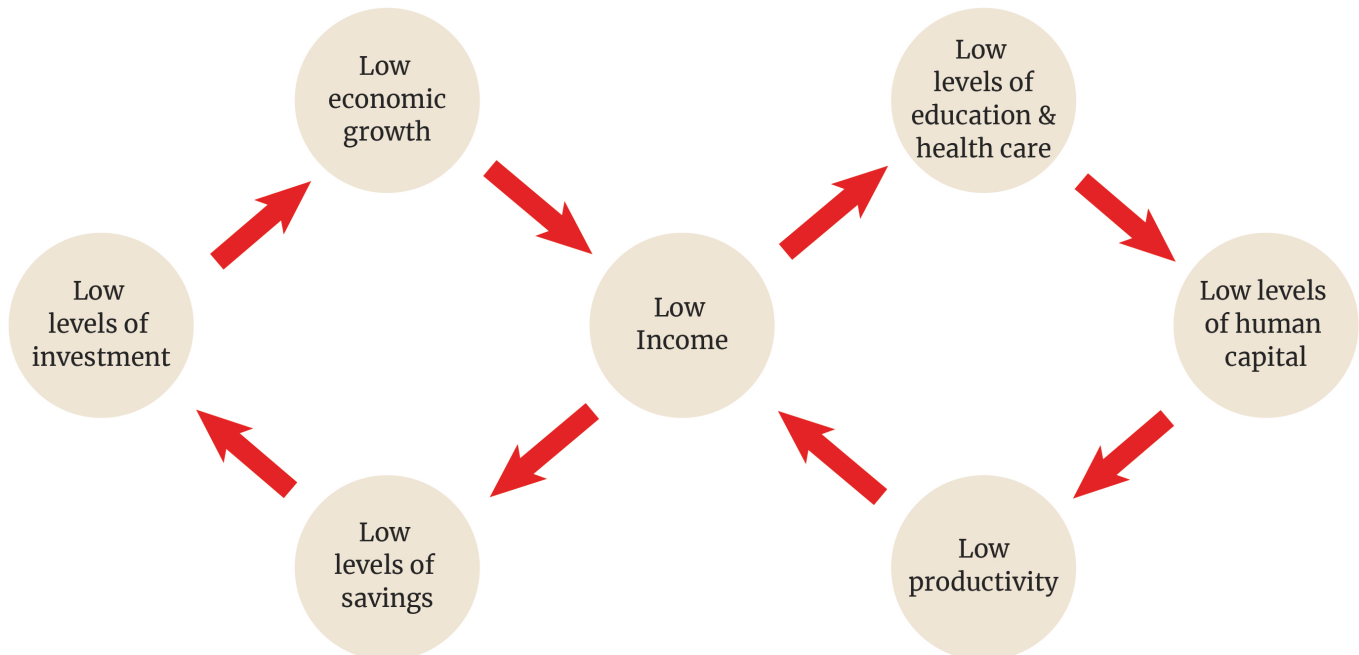
SOURCE:

<https://economictimes.indiatimes.com/definition/poverty-trap>

Poverty Cycle Diagram

GROWTH

DEVELOPMENT





ACTIVITY:

Introduce students to the concept of the poverty trap and poverty cycle. By watching the following videos:

- Poverty – Types and Causes: <https://www.youtube.com/watch?v=pjfn1gfh1g>
- Global Wealth Inequality: <https://www.youtube.com/watch?v=uWSxzjyMNpU>
- Social Experiments to Fight Poverty: https://www.ted.com/talks/esther_duflo_social_experiments_to_fight_poverty#t-501122

ADDITIONAL RESOURCES:

Articles about poverty trap:

- <https://study.com/academy/lesson/the-poverty-trap-definition-impact-solutions.html>
- <https://www.sciencemag.org/news/2017/07/why-so-much-world-stuck-poverty-trap>
- Video which focuses on a domestic example of poverty trap: <https://www.learnliberty.org/videos/working-more-to-earn-less-why-the-poor-stay-poor-learn-liberty/>
- http://nobisproject.org/Nobis_World/Nobis_Big_Ideas

RECAP/REGROUP:

Reflections on videos. In small groups of 3-5, answer the following questions:

- What surprised you most from the videos?
- Seeing that the poverty trap is embedded in social systems, what are some strategies to end it?
- How does your proposed solution break the cycle?
- What supports/factors would also need to be in place for the success of your solution?
- Present solutions to the whole group. Final reflection question:
- What assumptions does your solution make about those impacted by the poverty cycle?
- Does your model fix short term or long term needs?
- How could you confirm that these are in fact the needs of those in poverty?
- Does aid or volunteering play a vital role in ending the poverty trap? Why or why not?

Acknowledgements

These materials were developed by the Better Care Network in partnership with Nobis Project. For further information, please contact:

info@nobisproject.org

contact@bettercarenetwork.org

