



Neighbors in Need

Fall 2021



NOTES

Doodles

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.

*From A Framework for
Understanding Poverty by
Ruby K. Payne*

Could You Survive in Poverty?

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.

**PLEASE DO THIS BEFORE
OUR FIRST SESSION!**

Your Total Poverty Survival Score: _____



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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.
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: _____



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Could You Survive in Wealth?

1. I can read a menu in French, English, and another language.
2. I have several favorite restaurants in different countries of the world.
3. During the holidays, I know how to hire a decorator to identify the appropriate themes and items with which to decorate the house.
4. I know who my preferred financial advisor, legal service, designer, domestic employment service, and hairdresser are.
5. I have at least two residences that are staffed and maintained.
6. I know how to ensure confidentiality and loyalty from my domestic staff.
7. I have at least two or three "screens" that keep people who I do not wish 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 private school.
10. I know how to host the parties that "key" people attend.
11. I am on the boards of at least two charities.
12. I know the hidden rules of the Junior League.
13. I support or buy the work of a particular artist.
14. I know how to read a corporate financial statement and analyze my own financial statements.

Your Total Wealth Survival Score: _____



Poll

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.”



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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 the _____ economic 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:

- Perception of poverty
- Opportunities for education, advancement, entrepreneurship
- Prevalence of injustice
- Health issues
- Environmental issues
- Demographic/Class structures
- Ethnic/Religious Divides



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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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- 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.



Discuss

How would you rephrase these for a professional setting?

"We don't have any."

"He's pissed off."

"It's taking forever."

"You're all set, Player."

"Awesome!"

"How's it going, Man?"



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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.



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

Discuss

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

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).



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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



What might make our attempts to help hurtful?

Discuss

What is an area of brokenness in you that creates a challenge in helping the poor?

Why and How People Leave Poverty

Individuals 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)

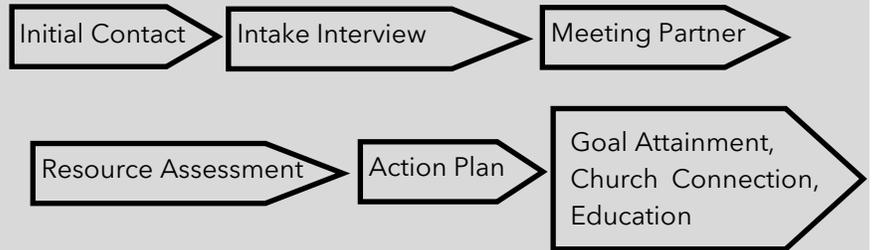
As a church, we have a responsibility to help members who are unable to care for themselves. As members of our church, we want you to know the leadership's heart for our benevolence ministry. We also want you to be somewhat familiar with our process and upcoming developments.



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Benevolence Process



Intake Interview

Areas of focus:

- Will failure to provide immediate assistance likely result in serious harm?
- 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.

<p>Words of</p>	<p>"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."</p>
<p>Ruby K. Payne</p>	



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

Do



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 persevere through difficult situations without harmful coping strategies.

MENTAL

Low Medium High Unsure

Having the mental ability and education to manage daily life.

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 values.

TIME

Low Medium High Unsure

Having enough time to work, rest, develop, connect with God and others, and care for self and others.



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Emotional Resources

<p>” “</p> <p>Words of Wisdom</p>	<p>Ruby K. Payne</p> <p>"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."</p>
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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

<p>” “</p> <p>Words of Wisdom</p>	<p>"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."</p>
<p><i>From Helping Without Hurting in Church Benevolence by Steve Corbett and Brian Fikkert with Katie Casselberry</i></p>	



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?



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Those allied with neighbors in poverty should keep in mind that people in poverty:

- Have been surviving without your help
- Are intelligent
- Understand their world better than you do
- Have a lot more going on than they are willing to share, at least up front, and maybe not ever.
- Are highly relational
- Have come to expect rejection
- Often 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?

Prioritizing

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.





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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 Kopic



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.

Neighbors in Need

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