



Material Needs, Economic Solutions

EXPEDITION TITLE

Material Needs, Economic Solutions

Expedition Driving Question:

How can we help with skill, wisdom, and love?

Expedition Deep Hope:

May we apply a fuller understanding of poverty and economic solutions so that we and others may have life and have it abundantly.

Expedition Verse:

"The thief comes only to steal and kill and destroy. I have come that they may have life, and have it to the full." —John 10:10

LEARNING PLAN TITLE

Researching Our Community

Learning Plan Number: 11

Learning Target:

1. I can help shape our community engagement work with skill, wisdom, and love.

Habit(s) of Learning:

Courageous Designers: We are bold and thoughtful in our hands-on work

CUMULATIVE TIME



80 MIN

ICON KEY



Learning activities that support your document panel with visual artifacts are indicated by a push-pin and paper icon in the activity title.



Learning activities connected with sponsored children are indicated by a helping hands icon in the activity title.




Learning activities that support your community engagement project are indicated by a community icon in the activity title.






Note: The instructions for learning plans 10-15 will be less specific and prescriptive than previous learning plans, simply because there are a number of directions that your students' community engagement work could take. Structure, principles, and suggestions will be provided for this sequence of learning plans, but you the teacher are invited to use your discretion to fit the needs of your class. For more guidance on how to design and implement your "Community Engagement" project, check out Appendix A: The Educator's Guide to Community Engagement.

ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
<i>Finding Our Posture</i> <i>Engage the Learning Targets (ELT)</i>	 10 min	<input type="checkbox"/> 12.11.a Teacher Resource: Franciscan Benediction
<ul style="list-style-type: none"> Have your driving question (determined last time) posted and visible on the board for the duration of the lesson. As students get settled, encourage them that we've got work to do today, but first it's important to consider our own posture toward this work. Invite the students to return with you to our benediction for this learning expedition: <p>A Franciscan Benediction</p> <p><i>May God bless us with discomfort At easy answers, half-truths, and superficial relationships So that we may live from deep within our hearts. May God bless us with anger At injustice, oppression, and exploitation of God's creations So that we may work for justice, freedom, and peace. May God bless us with tears To shed for those who suffer pain, rejection, hunger, and war, So that we may reach out our hands to comfort them and To turn their pain into joy. And may God bless us with just enough foolishness To believe that we can make a difference in the world, So that we can do what others claim cannot be done: To bring justice and kindness to all our children and all our neighbors who are poor. Amen.</i></p> <ul style="list-style-type: none"> Reflect using a Think-Pair-Share protocol: a couple minutes to individually write and reflect, three to four minutes to share with a partner, and then students can share what their partner said with the whole class. Reflection prompts: <ol style="list-style-type: none"> What words or phrases in this prayer strike you differently today than when we first started? Why? What words or phrases in this prayer do you want to "claim" as a statement of purpose or need today? 		



LEARNING ACTIVITIES



ACTIVITY TITLE	TIME	RESOURCES
<i>Ready for This</i> <i>Introduce the Learning Target (ILT)</i>	 5 min	
<ul style="list-style-type: none"> Direct student attention to today's learning targets: <ol style="list-style-type: none"> <u>I can help shape our community engagement work with skill, wisdom, and love.</u> <p>Invite students to turn with a neighbor and share:</p> <ol style="list-style-type: none"> "I'm ready to hit this learning target today because ..." 		
<i>Framing Up the Work</i>  <i>Engage the Learning Targets (ELT)</i> <i>Assess the Learning Targets (ALT)</i>	 15 min	<input type="checkbox"/> 12.10.c Teacher Resource: Project Guiding Principles
<ul style="list-style-type: none"> Before getting hands dirty, lay out the guiding principles and stages of the Community Engagement Project work: <ol style="list-style-type: none"> Remind them of the driving question that you devised in the last lesson. Remind them of the guiding principles of the project that we must aim for (see "learning plan 11 visuals") Inform them of the stages of the project: <ul style="list-style-type: none"> Selecting the challenge (already done!) Researching & reaching out (today's work) Talking with others/conducting interviews (next time) Analyze findings, designing, and advocating Celebrate! In groups of three to four, invite students to consider: <ol style="list-style-type: none"> What would be some reasonable and appropriate goals for our "research and reaching out" day today? What do we need to understand more fully? Do we need to research businesses, organizations, potential partners, etc.? Who do we need to invite into the process for next time? Experts? Decision makers? What might the next stages of the project look like in our case? As a class, collect ideas from the discussion groups and write them on the board. As you're doing this, keeping a visual of the driving question and "Community Engagement Project Principles" Venn diagram would be helpful to keep things on track. As best you can, draw out 3-5 specific tasks or outcomes that students can tackle in groups today from the list provided. 		



ACTIVITY TITLE	TIME	RESOURCES
Research & Reaching Out Engage the Learning Targets (ELT) Assess the Learning Targets (ALT) Reflect on the Learning Targets (RLT)	30 min	<input type="checkbox"/> 12.10.c Teacher Resource: Project Guiding Principles
<ul style="list-style-type: none"> In groups of three to five, set students to work in tackling the tasks you laid out above. <ol style="list-style-type: none"> As you move from group to group, use the “Guiding Principles” visual to keep student work aligned with the goals of the work. Keep an eye out that the work doesn’t slip into any “relief, rehabilitation, development” misdiagnosis. Tips for any groups that may be working to find businesses or organizations to partner with: <ol style="list-style-type: none"> The ideal partnering would combine practical considerations (local, willing to do an interview or presentation with class) and mission (they’re an ideal example of the economic principles we’ve learned about). Try to land on a first choice for a partner organization, with one or two other acceptable options as a fallback. Ask for volunteers of any students who would like to reach out to the selected organization or business on behalf of the class (more details below). Encourage the students as they’re working that the story of this work is starting to come into focus through their efforts! At the end of this activity, return to the driving question and guiding principles with your students. Point out where you’re seeing alignment and progress, and suggest areas where we’ll focus on in the coming lessons. <p>Note: Take photos of students at work to post on the document panel.</p>		
Brainstorming Questions Engage the Learning Targets (ELT)	15 min	<input type="checkbox"/> 12.10.c Teacher Resource: Project Guiding Principles
<ul style="list-style-type: none"> Begin to transition to the project’s next state, which will involve talking with others or an interview (ideally in-person, though it could be a teleconference or phone call). Generate enthusiasm around the idea that the students will conduct the interview, guided around a few principles: <ol style="list-style-type: none"> The objective is to listen to others, not solve their problems. We seek to generate and celebrate work that is meeting material needs with market-bases, sustainable economic solutions. Invite students to turn with partners and generate a few questions that they’d like to ask that would meet these parameters. After several minutes, solicit responses in the large group and write ideas on the board. <ol style="list-style-type: none"> Ask a student to record the question ideas. You will need that for the next learning plan. 		



EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Bloom, Bud, Thorn</i> </p> <p><i>Assess the Learning Targets (ALT)</i></p> <p><i>Reflect on the Learning Targets (RLT)</i></p>	 5 min	<input type="checkbox"/> Sticky notes
<ul style="list-style-type: none"> To close, remind students of today's learning target: <ol style="list-style-type: none"> I can help shape our community engagement work with skill, wisdom, and love. Let students know that learning plan 12 will use the same learning targets - we're not done with this good work! Conclude with a "Bloom, Bud, Thorn" reflection: One thing that bloomed for you today: great growth, went well. One thing that budded for you today: a beginning, a start, etc. One thing that was difficult today. <ol style="list-style-type: none"> Ask students to write a response to ONE (a "bloom," bud," or "thorn") on a sticky note. Invite all students to read theirs aloud and then they can post them on the "What I'm Seeing" section of the document panel, if they'd like. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> Add photos of students at work on the project to a new section that will show off student work on the community engagement project. As mentioned above, you can also add student responses to the "Bloom, Bud, Thorn" reflection question to the "What I'm Seeing" section. 		
OPPORTUNITY TO DEEPEN THE LEARNING		
<ul style="list-style-type: none"> Ask students to design a different sort of community engagement project that might meet some of the same objectives that they're presently working toward. Be on the lookout for opportunities in school where perhaps they could make this happen, or ways that they could perhaps propose this to another class to pick up and run with. 		

**PLANNING AHEAD**

- Take the suggested student questions and compile them into a single organized document you can distribute for students next time. Consider heading that document with the project's driving question and the guiding principles Venn diagram.
- Help your student volunteers from Activity 2 above to contact the selected leaders/organization/business and request a visit to your classroom or teleconference meeting. The contact email should summarize the nature of the community engagement project and name your driving question. Inform them that you're interested in listening, learning, asking questions, and sustainable economic solutions.
- Learning plan 13 is built around this interview activity, so do your best to set this up for when that learning plan will be taking place.
- Invite whoever manages your school's social media presence to visit your class during learning plan 13 to take pictures and promote your students' work.