



# Exploring the Roots

## EXPEDITION TITLE

### Exploring the Roots

#### Expedition Driving Question:

What's behind all this?

#### Expedition Deep Hope:

That by curiously exploring the root causes of poverty, we would live out healthy, healing relationships with God and our neighbors.

#### Expedition Verse:

*"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

## LEARNING PLAN TITLE

### Researching Root Causes in Our Community

#### Learning Plan Number: 11

#### Learning Targets:

1. I can advocate with a crucified mind.
2. I can investigate root causes in my own community and those who are working to help the poor.

#### 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 to Teachers:** Many of the instructions for learning plans 10-15 will be less specific and prescriptive, simply because there are a number of directions that your students' community engagement could go. Structure, principles, and suggestions will be provided for this sequence of lessons, but you will have to use your discretion to fit the needs of your class. This work should include significant student voice. 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
<p><i>Checking Our Hearts</i>  Engage the Learning Targets (ELT)  Reflect on the Learning Targets (RLT)  Assess the Learning Targets (ALT)</p>	 20 min	<input type="checkbox"/> Photocopies of p. 73-75 of "When Helping Hurts"
<ul style="list-style-type: none"> <li>Have your driving question posted and visible on the board for the duration of the lesson.</li> <li>As students enter the room, encourage them that we've got work to do today, but first it's important to consider our own hearts so that we do no harm to others or ourselves. <ol style="list-style-type: none"> <li>Retrieval: Ask students to recall ways that we can hurt the poor or ourselves if our efforts aren't properly calibrated.</li> <li>Reinforce that this entry event isn't yet about their learning, but their heart's posture toward their work.</li> </ol> </li> <li>Pass out copies of p. 73-75 of When Helping Hurts and read aloud (again, it's advised that you read aloud while the students read along, rest, and reflect). <i>There may likely be some words that students need help working through, so do that together as a large group beforehand.</i></li> <li>When you're done, write the following question on the board: "What does it mean to carry out our work and Christian witness with a crucified mind, not a crusading mind?"</li> <li>Have students work on this using a Think-Pair-Share protocol: they will take one or two minutes to individually reflect and write, three to four minutes to share with a partner, and then students can share what their partner said to the whole class.</li> </ul>		



## LEARNING ACTIVITIES

<p><i>Giving Praise</i>  Introduce the Learning Targets (ILT)</p>	 5 min	
<ul style="list-style-type: none"> <li>Pause the brainstorming for a moment and reference the learning targets you've posted in the room: <ol style="list-style-type: none"> <li><u>I can advocate with a crucified mind.</u></li> <li><u>I can investigate root causes in my own community and those who are working to help the poor.</u></li> </ol> </li> <li>Praise the students for the way that they've already hit the first target and ask if they're ready to go deeper.</li> </ul>		




ACTIVITY TITLE	TIME	RESOURCES
<p><i>Jigsaw Research</i> </p> <p><i>Engage the Learning Targets (ELT)</i></p> <p><i>Reflect on the Learning Targets (RLT)</i></p>	 40 min	<p> 8.11.a Student Material: “Research Guide”</p> <p><i>This works best if modified as needed to reflect your selected problem and local community.</i></p>
<ul style="list-style-type: none"> <li>Refer to the document panel to lay out the broad stages of our community engagement project:               <ol style="list-style-type: none"> <li>Select a topic (done already!)</li> <li>Investigate root causes and local groups working to help (today’s work)</li> <li>Interview a local organization and learn about their work</li> <li>Analyze the work that’s being done and the needs that remain</li> <li>Advocate for steps that would address the root causes</li> </ol> </li> <li>Ask students: “What would be some reasonable and appropriate goals for our research work today? What would we ideally better understand by the time we’re done?” <i>Encourage responses oriented toward root causes of your chosen topic, or finding local partners you could learn about.</i></li> <li>Post the driving question for the project on the board, and divide the class into three broad groups (there can be smaller groups of two to four within each broad group, depending on the size of your class).               <ul style="list-style-type: none"> <li><b>Group 1:</b> Investigate and hypothesize about root causes of [selected problem]— local level</li> <li><b>Group 2:</b> Investigate and hypothesize about root causes of [selected problem]— national/global level</li> <li><b>Group 3:</b> Researching local organizations to potentially partner with</li> </ul> </li> <li>Each group should use the research guide to help direct their work. Give students 20 minutes to see what they can find online. If students struggle with the “relief, rehabilitation, development” concept, see p. 100 of <i>When Helping Hurts</i>.</li> <li>At the end, have groups share with the class what they found. Record their findings on the board (or have the students write their own findings on the board as you facilitate the discussion).</li> <li>The main outcome from this activity should be selecting a local partner to both learn from and analyze in light of the broader root causes conversations that you’ve been having.               <ol style="list-style-type: none"> <li>The ideal partnering would combine practical considerations (local, willing and able to do a class presentation and interview) and mission (they do direct work on the problem you’re exploring; they seem to be addressing at least one of the root causes you’re seeing).</li> <li>As a class, try to land on a first choice for a partner organization, with two other acceptable options as fallback.</li> <li>Take volunteers for any students who would like to reach out to the selected local group/organization on behalf of the class (more details below).</li> </ol> </li> <li>Encourage students that good groundwork is being laid here - the story of the community engagement work is starting to come into focus.</li> </ul> <p><b>Note:</b> Take photos of the students brainstorming and researching to be posted on the document panel.</p>		



ACTIVITY TITLE	TIME	RESOURCES
<b>Brainstorming Questions</b>  Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)	 10 min	<input type="checkbox"/> 8.11.b Exit Ticket
<ul style="list-style-type: none"> <li>Begin to transition to stage three of the community engagement project, which involves an interview with a local partner (ideally in-person, though it could be a teleconference or phone call). Generate enthusiasm around the idea that the <i>students</i> will conduct the interview, guided around a few principles: <ol style="list-style-type: none"> <li>The objective is to understand that organization's work and their reasons behind it.</li> <li>We seek to explore and understand root causes.</li> <li>We will celebrate and encourage work that is addressing the root causes of this problem.</li> <li>Engaging our work with a crucified mind, not as crusaders: we seek to <i>learn from them</i>, not correct them.</li> </ol> </li> <li>Pass out the exit tickets and ask each student to contribute two questions.</li> </ul>		

## EXIT EVENT

<b>Not Done Yet</b> Assess the Learning Targets (ALT)	 5 min	
<ul style="list-style-type: none"> <li>Refer to the posted learning targets: <ol style="list-style-type: none"> <li><u>I can advocate with a crucified mind.</u></li> <li><u>I can investigate root causes in my own community and those who are working to help the poor.</u></li> </ol> </li> <li>Let the students know that learning plan 12 will have the same learning targets - we're not done here. Ask students: "Which target did you feel like you made the most headway with today?" They can reflect with a partner as class finishes.</li> </ul>		
<b>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</b> ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> <li>Post the name and logo of the selected organization under the "Local Work" category of the document panel, along with photographs of the students brainstorming and researching.</li> </ul>		
<b>OPPORTUNITY TO DEEPEN THE LEARNING</b>		
<ul style="list-style-type: none"> <li>Have students consider volunteering with the organization you're partnering with.</li> </ul>		

**WORK TO PREPARE FOR LESSON 12:**

- Compile all suggested student questions into a single document that you can distribute for students next time. At the top, include the objectives for the interview (see “Brainstorming Questions” above) as reminders.
  1. It might also be helpful to include the Biblical foundation passage of Philemon 1:6-7 at the top.
- Help your student volunteers to contact leaders from the selected local organization and request a visit to your classroom. The contact email should summarize the nature of the community engagement project and name your driving question. Inform them that you’re interested in learning more about their work and asking questions.
  1. Ask if they’d be willing to prepare a ten-minute presentation about their organization’s work for the class.
  2. If it’s not possible to have them visit your classroom, a teleconference or phone call would be acceptable.