



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

Engaging with Our Community

Learning Plan Number: 10

Learning Targets:

1. I can identify needs in my own community.
2. I can design a driving question that will send us into our community.

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: This learning plan begins our “Community Engagement” project. From here on, part of almost every learning plan will be spent preparing for this project. For more guidance on how to design and implement your “Community Engagement” project, check out Appendix A: The Educator’s Guide to Community Engagement. 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.




ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
Brainstorming Stage I  Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)	 25 min	<input type="checkbox"/> 8.10.a Student Material: “Brainstorming Guide”
<ul style="list-style-type: none"> As students enter the room, the words “COMMUNITY ENGAGEMENT” should be visible to all. Offer students an enthusiastic pep talk that it’s time to roll up their sleeves and put their learning and heart work into action. <ol style="list-style-type: none"> Share with them that learning plans 10-15 will be oriented toward working on a single project focused on the roots of poverty in our own community. In groups of three to four, have students kick things off using page one of the Brainstorming Guide (page one only at this stage). Assign one student to jot down the ideas as they’re suggested. Consider playing music to increase the enthusiasm level in the room. After students have had five or ten minutes to work on this, bring things back for a large group discussion. <ol style="list-style-type: none"> Ask each group for a report on what ideas they had Record these on the board As the discussion proceeds, listen for enthusiasm or a narrative that may be forming around one or two ideas. <ol style="list-style-type: none"> If there’s immediate and obvious enthusiasm for one particular need area right away, that can be great, but be on the lookout for groupthink. Don’t be afraid to keep the window open for other ideas for a bit longer. 		



LEARNING ACTIVITIES

Giving Praise Introduce the Learning Targets (ILT)	 5 min	
<ul style="list-style-type: none"> Pause the brainstorming for a moment and reference the learning targets you’ve posted in the room: <ol style="list-style-type: none"> <u>I can identify needs in my own community.</u> <u>I can design a driving question that will send us into our community.</u> Praise the students for the way that they’ve already hit the first target and ask if they’re ready to go deeper. 		




ACTIVITY TITLE	TIME	RESOURCES
Brainstorming Stage 2  Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)	 20 min	<input type="checkbox"/> 8.10.a Student Material: “Brainstorming Guide”
<ul style="list-style-type: none"> Have students get back into their brainstorming groups of three to four and begin working on page two of the Brainstorming Guide document. It is okay if there’s no consensus yet on what problem the class will be addressing, but it is helpful to have narrowed things down to a couple of ideas (three maximum) before they get working. After groups have been working for five minutes or so, bring things back for another large group discussion to move things along. <ol style="list-style-type: none"> Ask each group to report on what they discussed and record their ideas on the board The final order of business at this stage is to decide as a class on a problem that the community engagement project will explore. If a clear, durable consensus has emerged, that’s beautiful! If not, move to a vote. (The decision should be the students,’ not teacher’s.) Celebrate with your class once the decision is made! Write it in big letters on the board (i.e.: “Homelessness in Minneapolis,” or “Healthy Food Access in Our Community.”) 		
Pausing to Reflect Reflect on the Learning Targets (RLT)	 10 min	
<ul style="list-style-type: none"> Offer students a very broad overview of what their community engagement project will look like: <ol style="list-style-type: none"> Select a topic (done already!) Investigate root causes and local groups working to help Interview a local organization and learn about their work Analyze the work that’s being done and the needs that remain Advocate for steps that would address the root causes Ask students to turn and share with a partner how this feels to them. What’s exciting? What’s overwhelming? What’s their biggest wondering? After a minute or two, take some large group responses to get a sense of the room and continue the celebration. <ol style="list-style-type: none"> If students have worries, normalize and name them, and encourage students that you’ll get there together. 		



ACTIVITY TITLE	TIME	RESOURCES
<i>Designing a Question</i>  <i>Engage the Learning Targets (ELT)</i>	 15 min	<input type="checkbox"/> 8.10.a Student Material: "Brainstorming" document <input type="checkbox"/> 8.10.b Student Material: "Create a Driving Question"
<ul style="list-style-type: none"> The last challenge for the day will be to conceive of a driving question that will thread this community engagement project together. You already have your topic and some ideas around it. This will be the big question that your project work will address. <ol style="list-style-type: none"> Have students get back into their groups of three to four and turn to page three of the brainstorming document. If you'd like to offer more structured support, you can also pass out the Creating a Driving Question document to guide their work. They'll grapple their way through this for a few minutes and then you can bring them back for a large group decision. Ask for each group to write their suggestion for the driving question on the board. <ol style="list-style-type: none"> Read these aloud and offer praise and wonderings for each. Allow the groups to speak to why they suggested what they did. Move the class discussion toward a decision of which question would be the meatiest and most interesting to build their project around. It's okay to build hybrids at this point and combine elements from a few options. If needed, move toward a student vote to make a final decision. 		

EXIT EVENT

<i>Next Steps</i> <i>Assess the Learning Targets (ALT)</i>	 5 min	<input type="checkbox"/> 8.10.c Student Material: Exit Ticket
<ul style="list-style-type: none"> Refer to the posted learning targets: <ol style="list-style-type: none"> <u>I can identify needs in my own community</u> <u>I can design a driving question that will send us into our community</u> Praise the students for all their work at the end of a big day and tell them that their next step will be to research the problem and who in their community is already addressing it. Distribute exit tickets to assess how students have responded to their work with the learning targets. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> Post "Local Problems," "Local Work," and "Student Findings" headers on the document panel to help students be able to map out where they're at in their work. 		
OPPORTUNITY TO DEEPEN THE LEARNING		
<ul style="list-style-type: none"> Have students begin to research about the problem they targeted on their own. 		