



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

Interviewing a Local Expert

Learning Plan Number: 12

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:

Gracious Communicators: We listen first and express encouragement and truth with our words

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.

Learning plan 12 relies on you having compiled suggested interview questions from the learning plan 11 exit tickets.

ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
Interview Prep  Engage the Learning Targets (ELT)	 10 min	<input type="checkbox"/> Document with compiled student suggestions for interview questions (from learning plan 11 exit ticket)
<p>Note: This entry event is ideal for students to work on as you help get your guest situated in the classroom.</p> <ul style="list-style-type: none"> Have your classroom engagement project's driving question posted and visible on the board for the duration of the learning plan. Also, if it's possible to arrange the chairs in a circle, or a formation that invites a dialogue (rather than a presentation) that might be helpful. Distribute your document of compiled student suggestions for interview questions. In pairs, have students work on the following: <ol style="list-style-type: none"> Identify questions they're most interested in exploring Identify questions that speak most directly to the driving question Brainstorm other questions that they could ask 		

LEARNING ACTIVITIES


Explain for Everybody Introduce the Learning Targets (ILT)	 5 min	
<ul style="list-style-type: none"> Reference the learning targets you've posted in the room: <ol style="list-style-type: none"> <u>I can advocate with a crucified mind.</u> <u>I can investigate root causes in my own community and those who are working to help the poor.</u> As you're introducing these, invite your guest into these targets as well. Ask if a student or two can help explain them for everybody. 		



ACTIVITY TITLE	TIME	RESOURCES
Research Interview Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)	45 min	
<ul style="list-style-type: none"> Steps to getting the interview off the ground: <ol style="list-style-type: none"> 1. Introduce the guest to your students, and vice versa. 2. Assign one or two students to take notes on everything. They will not ask questions: they need to record what's happening for the class to analyze later. Your guest will probably want to start with their presentation explaining what their group or organization does. Invite them to connect their comments to the driving question. Also, it would be good to give them a ten-minute timeframe for their opening comments, in order to keep traction with all the students. <ol style="list-style-type: none"> 1. After that, open the floor for student questions. Prompting ideas if the discussion starts to slow down: <ol style="list-style-type: none"> 1. Ask the guest how young people could help, or how they could think differently about the problem. 2. Ask the guest for common misconceptions about their work, or ways that they've seen helping hurt. 3. Ask the guest what they perceive the root causes of this problem to be. 4. Return to the driving question as a whole group and explore. <p>Note: Take pictures as the interview is happening to display on the document panel.</p>		
Analyzing the Findings Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)	15 min	<input type="checkbox"/> 8.12.a Student Material: "Interview Analysis" document
<ul style="list-style-type: none"> When the interview has completed, put students in groups of three to four and distribute the interview analysis document for them to use as the basis of discussion. <ol style="list-style-type: none"> 1. As they're doing this, you can wrap things up with your guest. As you're wrapping up this activity, note to students that we'll spend the next several learning plans getting to the bottom of all this. We don't need to pull the whole picture together quite yet. <ol style="list-style-type: none"> 1. Ask each group to share one or two of their findings. 2. Write their findings on the board and take notes for next time. 		



EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
Reflection Prompt <i>Assess the Learning Targets (ALT)</i>	 5 min	
<ul style="list-style-type: none"> Refer to the posted learning targets: <ol style="list-style-type: none"> <u>I can advocate with a crucified mind.</u> <u>I can investigate root causes in my own community and those who are working to help the poor.</u> Praise students for their work in the interview and point out where you saw this in them. Ask students to turn to a partner and respond to this final reflection prompt: what's one way that your understanding of poverty as an entanglement has deepened through our work? 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> Post photos of the interview. 		
OPPORTUNITY TO DEEPEN THE LEARNING		
<ul style="list-style-type: none"> Have students develop their thoughts from their interview analysis discussion into a fuller journal entry. 		
WORK TO PREPARE FOR LESSON 13:		
<ul style="list-style-type: none"> Collect the interview notes from your "recorder" students to distribute next time. If a clear picture began to emerge during the interview analysis activity, take note and begin with this next time. 		