



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

Analyzing Our Findings

Learning Plan Number: 13

Learning Targets:

1. I can collaborate to analyze and evaluate our findings.
2. I can imagine a way to advocate for my neighbors.

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 |
|--|--|--|
| Connections with Our Neighbor  Engage the Learning Targets (ELT) |  15 min | <input type="checkbox"/> myworldvision.org |
| <ul style="list-style-type: none"> Welcome students and share that we're going to turn our focus to our World Vision sponsored child for a moment as a way to sharpen our thinking about solving local problems. Post the question, "What are aspects of World Vision's development work in my neighbor's community that might point our project in a positive direction?" <ol style="list-style-type: none"> Have students log in to their World Vision accounts and look at their sponsored child's profile page. Point them toward the "Community News" and "Community Progress" links as places to explore. Ask each student to come up with one aspect of World Vision's development program in their neighbor's community that seemed especially effective or meaningful. Have students share what they saw with their elbow partners, and ask for some feedback for the whole class. | | |

LEARNING ACTIVITIES

| | | |
|--|---|--|
| Key Verbs 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 collaborate to analyze and evaluate our findings.</u> <u>I can imagine a way to advocate for my neighbors.</u> Ask students about the key verbs: "collaborate" and "imagine." Which best plays to their strengths? Which do they enjoy doing more? | | |




| ACTIVITY TITLE | TIME | RESOURCES |
|---|--|--|
| <p><i>Starting Our Analysis Together</i> </p> <p><i>Engage the Learning Targets (ELT)</i></p> <p><i>Reflect on the Learning Targets (RLT)</i></p> |  10 min | |
| <ul style="list-style-type: none"> • Speak with enthusiasm about today being a big day for the heavy work of analysis: exploring many of the “why” questions and considering what else could be done. This is hard, and we’ll need everyone, but we’re doing work we can be proud of! • Explain to students what we’ll be thinking about: <ol style="list-style-type: none"> 1. Describing the problem 2. Considering the root causes 3. What work is being done <ul style="list-style-type: none"> • What’s good? • What’s being missed? 4. What’s our next step? What can we advocate? • Begin in a large group setting to model how this should go, and to review some of the places we’ve been. <ol style="list-style-type: none"> 1. Ask a student to function as a recorder and keep track of what you come up with. 2. Write “The Problem” on the board, and begin populating it with student descriptors for the problem you’ve chosen for your project to address. 3. Write “Root causes” and coach students to articulate some of the “why” reasons they’ve learned through their research or interviews. 4. When you’re done, step back and summarize it for students. If they’re confident with the story so far, they’re ready to get to work. | | |
| <p><i>Deeper Analysis</i> </p> <p><i>Engage the Learning Targets (ELT)</i></p> <p><i>Reflect on the Learning Targets (RLT)</i></p> <p><i>Assess the Learning Targets (ALT)</i></p> |  40 min | <input type="checkbox"/> 8.13.a Student Material: “Analysis Guide” |
| <p>Note: Considering pausing here to pray for the grown-up mental work that the students are about to put in and thank God for their successes so far.</p> <ul style="list-style-type: none"> • Distribute the analysis guide document to students and put them in groups of three. <ol style="list-style-type: none"> 1. Encourage students to dig in to the “What’s Being Done” section of the analysis work with their groups. 2. Give them ten minutes to discuss and evaluate the ideas in “Stage 2” in their small groups. 3. Come together as a large group to go over “Stage 2” findings. Note what themes and stories emerge, and make sure that your classroom recorder takes note. • After you’ve fully digested the work in stage 2, have students return to their groups for stage 3: next steps. <ol style="list-style-type: none"> 1. Note to the students that we won’t have time to develop a whole new project or chapter at this stage. What we’d like is to advocate for work that will address root causes of the problem. | | |

Continued ...



2. Give students ten minutes to work together in their groups on stage 3 analysis.
 3. Like you did at the end of stage 2, come together as a class to hear reports from the groups and see what themes and stories emerge.
- Ask students: what do you want our final step to be? What should we advocate to the broader community?
 1. Make sure that the class recorder has taken note of the decisions made.

EXIT EVENT

| ACTIVITY TITLE | TIME | RESOURCES |
|---|--|-----------|
| Biblical Connection <i>Assess the Learning Targets (ALT)</i> |  10 min | |
| <ul style="list-style-type: none"> Refer to the posted learning targets: <ol style="list-style-type: none"> <u>I can collaborate to analyze and evaluate our findings.</u> <u>I can imagine a way to advocate for my neighbors.</u> Reference the scripture posted on the document panel (“<i>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</i>” –Philemon 1:6-7). Have students answer in pairs: How did your work today speak to this verse? To what extent do you feel like you’re living this out? | | |
| LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL | | |
| <ul style="list-style-type: none"> Post “Student Findings” header to the document panel, if you haven’t already. It will be populated after the next learning plan. | | |
| OPPORTUNITY TO DEEPEN THE LEARNING | | |
| <ul style="list-style-type: none"> Have students develop a journal entry writing a hypothetical letter to the organization you met with, praising what was admirable and wondering about areas of concern. | | |
| WORK TO PREPARE FOR LESSON 14 | | |
| <ul style="list-style-type: none"> Collect ‘recorder’ notes summarizing the analysis findings from the day. If possible, do a bit of weeding and organization work so that students can jump right in next week. It would also be helpful to collect the analysis guide documents so students can reference them during learning plan 14 Contact the person you interviewed for learning plan 13 and give them a heads up that they’ll likely be receiving an invite to visit the class once more for learning plan’s 15 celebration of learning (provide the date for them). | | |