



# 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

### Loving My Neighbor by Exploring the Roots

#### Learning Plan Number: 7

#### Learning Targets:

1. I can analyze the roots of my neighbor's poverty.
2. I can open my heart to my neighbor.

#### Habit(s) of Learning:

Gracious Communicating: We express love and consideration even through difficult stories

## 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.



## ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
<b>Opening Reflection</b> <i>Engage the Learning Targets (ELT)</i>	 10 min	
<ul style="list-style-type: none"> <li>Welcome students and ask them to write for a few minutes on the following prompt:               <ol style="list-style-type: none"> <li>What are some key ingredients for deep, refreshing friendship</li> </ol> </li> <li>Ask for a few students to share what they wrote</li> </ul>		

## LEARNING ACTIVITIES


<b>Ready to Explore</b> <i>Introduce the Learning Targets (ILT)</i>	 5 min	
<ul style="list-style-type: none"> <li>Post the following learning targets in the room:               <ol style="list-style-type: none"> <li><u>I can analyze the roots of my neighbor's poverty.</u></li> <li><u>I can open my heart to my neighbor.</u></li> </ol> </li> <li>Ask students to turn to a partner and complete the statement:               <ol style="list-style-type: none"> <li>I'm ready to explore these targets because...</li> </ol> </li> </ul>		
<b>The Roots of Poverty for My Neighbor</b> 📄🤝 <i>Engage the Learning Target (ELT)</i> <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	 45-50 min	<input type="checkbox"/> 8.7.a Student Resource: "My Neighbor" example
<ul style="list-style-type: none"> <li>Explain to students that this will be an exciting day! They will be pulling together the different threads of our work so far (the four roots of poverty and our World Vision sponsored child). There will be lots of head work (research and analysis) and heart work (wondering, imagining, and loving).</li> <li>Students will produce a short, simple Google Slides/PowerPoint presentation about the roots of their neighbor's poverty.               <ol style="list-style-type: none"> <li>Students will do research and reading online to look for and analyze the social, spiritual, material, and/or mental causes of their neighbor's poverty.</li> </ol> </li> </ul>		

Continued ...




2. It is not necessary to include examples from all four root areas - they may not have all the information needed to do that. It is encouraged, however, for students to imagine and wonder about the areas in which they can't find hard information.
    - The first place where students should look is by logging in to their MyWorldVision site and going to their child's page.
    - The second thing they should do is go to the worldvision.org home page, click on "Our Work" on the top right, scroll down to "Where We Work," and look for the dropdown bar. Click on it and find their neighbor's country. This will reveal a number of articles and information they could explore.
  3. Students whose sponsored children are from the same country can work together to help each other see the story happening there.
  4. If students finish early, they can add more slides with more information and images about their neighbor and their country.
- You will likely find this to be an exciting but challenging learning activity. Some students may get stalled at the level of categorizing the difficulties their neighbor experiences into social, material, spiritual, mental buckets. That's a great place to be in, but encourage them to ask, "What's behind that? What might be the reason why those circumstances are present?" Not all students will be able to get there yet, but that's okay. It's part of the journey!

**Note:** You may decide to turn this into an assigned homework piece, allowing students a bit more time to go deeper. You would then do the concluding gallery walk activity at a later date.

ACTIVITY TITLE	TIME	RESOURCES
<b>Gallery Walk</b> Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT)	 10 min	
<ul style="list-style-type: none"> <li>• This activity can conclude with a gallery walk:               <ol style="list-style-type: none"> <li>1. Have students load their presentations onto their devices in "present" mode.</li> <li>2. Next to each device should be a blank piece of paper.</li> <li>3. Students should get out of their seats and move around the room to look through their peers' work. After reading and reflecting, leave behind an "I notice..." or "I wonder if..." statement on the paper.</li> <li>4. The student chatter should be minimal during this activity, but perhaps have music playing to keep a lively, reflective energy.</li> </ol> </li> <li>• You also may choose to extend this activity to include full student presentations (or presenting in small groups) instead of the gallery walk, but this would involve more time.</li> </ul>		



## EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<i>I Used to Think ... Now I Think ...</i> <i>Assess the Learning Targets (ALT)</i>	 5 min	
<ul style="list-style-type: none"> <li>Refer to the posted learning targets:               <ol style="list-style-type: none"> <li>I can analyze the roots of my neighbor's poverty.</li> <li>I can open my heart to my neighbor.</li> </ol> </li> <li>Finish the day with a short whiparound activity:               <ol style="list-style-type: none"> <li>Students should complete the following prompt: "I used to think _____, but now I think _____."</li> <li>Go around and have every student read their completed statement.</li> </ol> </li> </ul> <p><b>Note:</b> No comment from the teacher is necessary. This is a celebration of learning and shifted hearts.</p>		
<b>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</b> ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> <li>Ask students to submit their slides to you and print up samples or examples that you can post on the document panel (on the area devoted to the sponsored children).</li> </ul>		
<b>OPPORTUNITY TO DEEPEN THE LEARNING</b>		
<ul style="list-style-type: none"> <li>Have students do further research on one particular root cause of poverty in their neighbor's country, as a way of seeing what's ultimately behind some of the difficult circumstances they learned about.</li> </ul>		