



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

Entering the Story

Learning Plan Number: 1

Learning Targets:

1. I can grow in curiosity about the root causes of poverty.
2. I can open my heart toward a deeper understanding of poverty.

Habit(s) of Learning:

Joy-filled Collaborating: We will take our first steps of this journey together

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
<i>Back-to-Back, Face-to-Face</i> <i>Engage the Learning Targets (ELT)</i>	 5 min	
<ul style="list-style-type: none"> This is a way for students to share and listen to different perspectives while moving around the room, and also leaving time to quietly consider before speaking. Students should find a partner from a different part of the room and stand back-to-back. Once students are partnered up, the teacher should read the first prompt (and preferably have it posted on the board/screen as well). After the prompt has been read aloud, give students 15 seconds to silently consider. Ask students to turn, face their partner, and share their responses. After allowing 30 seconds for each student to share, ask them to find a new partner and repeat with a new prompt. There should be two rounds of this activity, one to respond to each of the following introductory prompts: <ol style="list-style-type: none"> Complete the statement: “The poor are...” Why are some people poor? 		



LEARNING ACTIVITIES

<i>Key Phrases</i> <i>Introduce the Learning Targets (ILT)</i>	 5 min	
<ul style="list-style-type: none"> Post the following learning targets in the room: <ol style="list-style-type: none"> <u>I can grow in curiosity about the root causes of poverty</u> <u>I can open my heart toward a deeper understanding of poverty</u> In groups of two to three, ask students to identify the key phrases in each learning target. Regarding the second learning target, ask for a quick thumbs up/down/sideways measure of how eager students are at this moment to do this. Invite some students to share their thoughts with the class to get some sense of what the students are thinking. 		
<i>“The Good Life”</i> <i>Engage the Learning Targets (ELT)</i>	 30 min	<input type="checkbox"/> Poster sheets for each group of four to five students <input type="checkbox"/> Sticky note pads to pass out to each group of four to five students
<p>Note: This activity is designed to be a lively large group discussion where students consider the nature of poverty, what might be causing it, and point students toward the deeper learning to come in learning plans 2-15.</p>		

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- Draw a long line on the board, labeling one side as “Most Essential” and the other as “Not Essential.”
- Ask students to turn with an elbow partner and brainstorm what “the good life” means to them and a few elements necessary for living it. It’s okay to let silly ideas live here a bit as students begin to think aloud.
- As they’re talking, write down a class set suggestions, “Possibilities might include”:
 1. Lots of money
 2. Access to clean water and waste disposal
 3. Loving relationships
 4. Education
 5. Fame & influence
 6. Safety
 7. Understanding God’s purpose for your life
 8. Good health
 9. Self-worth
 10. Having a good job
 11. Not having to do anything
- Ask for additional student suggestions, just to let the ideas begin bouncing around the room. Have the students transition from their pairings to groups of four or five and give each group a poster-sized sheet of paper and some sticky notes. Each group should reproduce the “Most Essential/Not Essential” spectrum on their poster sheet.
- Ask the groups to place each of the listed elements along the spectrum using labeled sticky notes. Groups can also add other ingredients they thought of.
- As a class, populate the spectrum on the board using large group feedback and discussion. Note to students that elements nearest the “most essential” are getting nearer to the roots.
- Wrap up questions:
 1. Which of these factors are directly dependent on which others? (In other words, which ones are pointing to deeper root issues?)
 2. Which do you most often take for granted?

ACTIVITY TITLE	TIME	RESOURCES
<p><i>What is Poverty?</i> </p> <p><i>Engage the Learning Targets (ELT)</i></p> <p><i>Reflect on the Learning Targets (RLT)</i></p>	 15 min	<input type="checkbox"/> 8.1.a Teacher Resource: “What is Poverty”
<p>Note: <i>This is a discussion-driven activity designed to help students develop their conceptions of what poverty is.</i></p> <ul style="list-style-type: none"> • Introduce students to the idea we’re considering: that the best metaphor for poverty is a pit/hole/deficit, or an entangling trap. In pairs, ask students to consider: <ol style="list-style-type: none"> 1. Which best suits what you already know about poverty? 2. Each of these metaphors has ideas embedded into it: ideas for what our response to poverty should be, and what caused it. What are you seeing? 		

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- Guide students to help them see some weaknesses of the pit metaphor:
 1. It presents simplistic solutions (“just fill in the hole - give them stuff”)
 2. The pit metaphor, thinking of poverty as a *deficit of things*, invites a materialistic view of people and poverty, or turns well-intentioned people into ‘Santa Claus’ helpers, filling the hole with gifts.
 3. It ignores social, spiritual, and political causes
 4. It also simplifies a multicausal and multifaceted problem
- Ask students: Why might poverty be better understood as an entanglement?
 1. There are a cluster of causes and factors at play (slide 2 of “What is Poverty?” image)
 2. If you’re dealing with a nasty, entangling thorn bush, what do you need to do? (Pull it out by the roots.) What happens if you just pare it back a little to let a person slip through? (It’ll quickly grow back.)
 3. So what does this mean for us on this learning expedition?
- Write “What’s behind all this?” on the board. Explain that this is the driving question behind this learning expedition, and the grown-up work of eighth grade.
- Conclude this section with an invitation:
 1. One of the visuals in your classroom will be a thorny entanglement (similar to the image). Ask for volunteers who would like to help begin designing this.
 2. Assure students that the visual display will deepen, and there will be further opportunities.

ACTIVITY TITLE	TIME	RESOURCES
<i>Collaborative Annotation</i> <i>Engage the Learning Targets (ELT)</i>	 15 min	<input type="checkbox"/> Poster sheets <input type="checkbox"/> Different colored writing utensils for each student in the group
<ul style="list-style-type: none"> • Write or show the learning expedition deep hope on the board: “<i>Our deep hope is that by curiously exploring the root causes of poverty, we would live out healthy, healing relationships with God and our neighbors.</i>” • In groups of four to five, give each group a blank poster sheet (or have them turn over their sheet from the “Good Life” discussion). <ol style="list-style-type: none"> 1. Ask one student to write the deep hope (in somewhat large lettering) on their group’s poster. 2. Stage 1: (Quiet) Each student should draw a line from some part of the deep hope that they have a question/comment/curiosity about and write it down. Ideally, each student should have two to three contributions. 3. Stage 2: (Quiet) Students should write their responses to their groupmates’ questions/comments/curiosities. 4. Stage 3: Groups should verbally discuss their reactions and responses. • Ask one or two groups for a report of how their work went. 		



EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>The Poor Are ...</i> <i>Assess the Learning Targets (ALT)</i></p>	 10 min	<input type="checkbox"/> 8.1.b Student Material: Exit Ticket
<ul style="list-style-type: none"> Remind students of today's learning targets: <ol style="list-style-type: none"> <u>I can grow in curiosity about the root causes of poverty</u> <u>I can commit to open my heart toward a deeper understanding of poverty</u> Ask students to recall the beginning of the lesson by completing the statement "the poor are ...". Gently ask students to quietly consider their responses for a moment: <ol style="list-style-type: none"> Would you still have the same response? What biases might we be holding toward the poor currently? Pass out the exit tickets and ask students to complete them. <p>Note: <i>This exit event might make for an appropriate moment to lift this learning expedition up in prayer.</i></p>		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> Begin populating the document panel by posting a visual of the deep hope and the driving question ("What's Behind All This?") Some visual of a thorny entanglement with roots (see the "What is Poverty?" image for a start of a symbolic representation of poverty). Invite students to design and post this. 		
OPPORTUNITY TO DEEPEN THE LEARNING		
<ul style="list-style-type: none"> Regarding the second learning target (I can commit to open my heart toward a deeper understanding of poverty), ask students to keep their eyes open in the coming days for evidence and stories of poverty that they come across in their conversations, travels, and media viewing. A cause of (and a <i>fruit</i> of) opening our hearts to this is simply <i>seeing it around us</i>. Encourage the class to carry this forward. 		