



Material Needs, Economic Solutions

EXPEDITION TITLE

Material Needs, Economic Solutions

Expedition Driving Question:

How can we help with skill, wisdom, and love?

Expedition Deep Hope:

May we apply a fuller understanding of poverty and economic solutions so that we and others may have life and have it abundantly.

Expedition Verse:

"The thief comes only to steal and kill and destroy. I have come that they may have life, and have it to the full." —John 10:10

LEARNING PLAN TITLE

Engaging with Our Community

Learning Plan Number: 10

Learning Target:

1. I can identify needs that we could address.
2. I can design a driving question that will send us into the 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: The instructions for learning plans 10-15 will be less specific and prescriptive than previous lessons, simply because there are a number of directions that your students' community engagement work could take. Structure, principles, and suggestions will be provided for this sequence of lessons, but you the teacher are invited to use your discretion to fit the needs of your class.

You have been provided with a full project proposal (12.10.a Teacher Resource), along with many other "spark ideas" (12.10.b) that could be developed for this work. These may be useful for you to keep in your back pocket in case the students struggle to get lift-off on an idea, but always bear in mind the fact that this should be driven by the students.

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.

ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
Community Engagement Introduction <i>Introduce the Learning Targets (ILT)</i>	5 min	
<ul style="list-style-type: none"> As students enter the room, the words "COMMUNITY ENGAGEMENT" can be posted on the board as a spark & invitation to all. Offer students an enthusiastic pep talk that it's time to roll up our sleeves and put our learning and heart work into action. Inform them that learning plans 10-15 will be built around working on a single project oriented around designing economic solutions that point toward abundant life in our community. Direct student attention to today's learning targets: <ol style="list-style-type: none"> <u>I can identify needs that we could address.</u> <u>I can design a driving question that will send us into the community.</u> Invite students to turn with a neighbor and discuss: <ol style="list-style-type: none"> What's exciting or inviting or daunting to you about the possibilities facing us? 		

LEARNING ACTIVITIES



Identifying the Parameters of the Project <i>Engage the Learning Targets (ELT)</i>	15 min	<input type="checkbox"/> 12.10.c Teacher Resource: Project Guiding Principles
<ul style="list-style-type: none"> Walk the students through the following guiding principles for the work ahead (see learning plan 10 visuals). Note to students that the third circle in the Venn diagram completes our target and invites us into action: <ol style="list-style-type: none"> Aim to promote economic solutions (measured by using economic markets and principles of sustainability). This is not about charity or handouts. 		

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2. Meet a community need. The community in question can be our school, our broader community (metro or regional area), or even the community of one or more of our World Vision sponsored children neighbors.
 3. We must remain mindful of the biblical vision of abundant life, and shalom. We're seeking to restore broken relationships.
- In the end, our research and work could produce any number of results, including but not limited to:
 1. Promotion efforts or advocacy for organizations and businesses that build sustainable economic solutions—that do “good business”
 2. New school policies or partnerships
 3. A new business, or SCA, or microfinancing partnership
 4. Reforms in local or state laws, or visits with political/business leaders
 - Remind students of the starter ideas that you collected in learning plans 7-9 and ask which might have some potential in light of what we're doing?

Note: Add the “Community Needs” circle in the guiding principles Venn diagram and the “check mark” target - this is what our work will aim at.


ACTIVITY TITLE	TIME	RESOURCES
Brainstorming Stage  <i>Engage the Learning Targets (ELT)</i> <i>Assess the Learning Targets (ALT)</i> <i>Reflect on the Learning Targets (RLT)</i>	 25 min	<input type="checkbox"/> 12.10.d Student Material: Brainstorming guide
<ul style="list-style-type: none"> • In groups of three to four, invite students to work through the “Brainstorming Stage” page of the Brainstorming guide. Assign one student to jot down the ideas as they're suggested. Consider playing music to maintain the enthusiasm level in the room. • After groups have had 10 minutes to work on this, bring things back for a large group discussion: <ol style="list-style-type: none"> 1. Ask each group for a report on what ideas they had; record these on the board. <ul style="list-style-type: none"> • If the class is short on ideas, consider suggesting one or two from the “spark list” included at the end of this learning plan. 2. As the discussion proceeds, listen for enthusiasm or a narrative that may be forming around a couple ideas. <ul style="list-style-type: none"> • If there's immediate and obvious enthusiasm for one particular idea 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. • Encourage students that we're already well underway in meeting our first learning target of the day! 		



ACTIVITY TITLE	TIME	RESOURCES
<p>Coming to Consensus </p> <p><i>Engage the Learning Targets (ELT)</i> <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i></p>	 15 min	<input type="checkbox"/> 12.10.c Teacher Resource: Project Guiding Principles
<ul style="list-style-type: none"> • By now, a lot of ideas have been considered and discussed—some with more potential and purpose than others. It's time to move toward a decision. • Remind students of the basic principles of the project (see “Activity 1” above) and identify the two or three ideas proposed so far that do the best job of meeting these. • In groups of three to four, invite students to consider: <ol style="list-style-type: none"> 1. Which of these ideas best meets the principles we're aiming at? 2. Which does most to spark your imagination? 3. What do you want to do? • After groups have been working for a few minutes on this, let them know that it's time to make a decision. Discuss for a bit as a group. If a clear consensus has emerged, then wonderful! If not, move to a vote (the decision should be the students', not the teacher's). • Celebrate with the class once the decision is made! 		
<p>Designing a Driving Question  </p> <p><i>Engage the Learning Targets (ELT)</i> <i>Assess the Learning Targets (ALT)</i></p>	 15 min	<input type="checkbox"/> 12.10.d Student Material: Brainstorming guide
<ul style="list-style-type: none"> • The last challenge for today is to conceive of a driving question that will thread this project together and send us out into the community with focus and purpose. <ol style="list-style-type: none"> 1. In groups of three to four, students can work on page 2 of the Brainstorming Guide document. 2. If you'd like to offer more structured support, you can also pass out the “Creating a Driving Question” document to guide their work. 3. It might also be helpful to point them to the driving question for this whole learning expedition - “How can we help with skill, wisdom, and love?” • After the students have grappled through this for a few minutes, bring them back for a large group discussion. • Ask a representative from each group to write their suggestion for the driving question on the board. <ol style="list-style-type: none"> 1. Read these aloud and offer praise and wonderings for each. Allow the groups to share their reasoning. 2. 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 combine elements of different questions to make a hybrid, of course. 3. If needed, move toward a student vote to make the final decision. 		



EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<i>Closing Reflection</i> <i>Assess the Learning Targets (ALT)</i>	 5 min	<input type="checkbox"/> 12.10.e Student Material: Exit Ticket
<ul style="list-style-type: none"> To close, remind students of today's learning targets: <ol style="list-style-type: none"> <u>I can identify needs that we could address.</u> <u>I can design a driving question that will send us into the community.</u> Praise the students for their beautiful work on a big day. Tell them that we'll be jumping into some research work next time, but first they should step back and reflect on the journey that is just beginning. (For more details on what's ahead, refer to "Planning Ahead" section at the bottom.) Invite students to complete the learning plan 10 exit ticket. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> Add the "Community Needs" circle in the guiding principles Venn diagram and the "check mark" target—this is what our work will aim at. Add a panel near the top that lays out the driving question for your community engagement project. 		
OPPORTUNITY TO DEEPEN THE LEARNING		
<ul style="list-style-type: none"> Invite students to begin to do research on their own about the problem they targeted in today's work. 		
PLANNING AHEAD		
<ul style="list-style-type: none"> While the ideas and the bulk of the work in this project should be from the students, it is important for you, the teacher, to help keep the project on track with some planning. To that end, here is a rough framework for the last final lessons of this expedition. Your task is to build a rough sketch for how the work of the project your class chose will fit into this framework. <ol style="list-style-type: none"> Learning plan 10: Choosing the shape of the project (today's work) Learning plan 11: Research and reaching out <ul style="list-style-type: none"> Deepening understanding of the key terms and categories Looking for examples of businesses, organizations, partners, etc. Making connections with experts or decision makers and requesting an interview Learning plan 12: Talking with others <ul style="list-style-type: none"> Interviewing experts, leaders, business owners, decision makers, etc. or the poor themselves 		

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4. Learning plans 13-14: Analyze and advocate
 - Develop plans based on what was learned on how to skillfully act and help
 - This is where a lot of the work and crafting of the project will happen
 5. Learning plan 15: Celebrate!
 - Invite stakeholders to class
 - Students share their work and what they learned
- The students will get a look at this big-picture plan in subsequent learning plans, but you the teacher should be crafting a plan of what these stages might look like in the context of your class and their chosen work.