



# 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

### Conducting a Research Interview

Learning Plan Number: 12

#### Learning Target:

1. I can help shape our community engagement work with skill, wisdom, and love.

#### 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:** The instructions for learning plans 10-15 will be less specific and prescriptive than previous learning plans, 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 learning plans, but you the teacher are invited to use your discretion to fit the needs of your class. 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 your class discussion in learning plan 11.





In addition, you are encouraged to modify the questions and directions depending on the specific purpose and context of the community engagement work your class is undertaking. It is understandable that a conversation with a school principal might look and work differently than a conversation with a local business leader or development worker.

### ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
<b>Finding Our Posture</b>  Engage the Learning Targets (ELT)	 10 min	<input type="checkbox"/> Document with compiled student suggestions for interview questions
<ul style="list-style-type: none"> <li>Have the driving question for the community engagement project posted and visible for the duration of the learning plan. Also, if possible, arrange the chairs in a circle, or some formation that invites a dialogue (rather than a presentation).</li> <li><b>Note:</b> This entry event is an ideal one for students to work on as you help get your guest situated in the classroom.</li> <li>Distribute to students the document of compiled student suggestions for interview questions. In pairs, ask them to work on the following: <ol style="list-style-type: none"> <li>Identify questions that they're most interested in exploring</li> <li>Identify questions that speak most directly to the project's driving question and guiding principles</li> <li>Brainstorm other questions they could ask</li> <li>Look over the document panel and get ready to explain it to your guest</li> </ol> </li> </ul>		
<b>Document Panel Reflection</b> Introduce the Learning Targets (ILT)	 5 min	
<ul style="list-style-type: none"> <li>Direct student attention to today's learning targets: <ol style="list-style-type: none"> <li><u>I can help shape our community engagement work with skill, wisdom, and love.</u></li> </ol> </li> <li>As you're introducing these, invite your guest into the day's work. Ask students to help you walk through the document panel visual laying out what you've been up to over the last 11 learning plans. Let the students take the lead in this.</li> </ul>		





## LEARNING ACTIVITIES

ACTIVITY TITLE	TIME	RESOURCES
<b>Research Interview</b>  Engage the Learning Targets (ELT) Assess the Learning Targets (ALT) Reflect on the Learning Targets (RLT)	 45 min	
<ul style="list-style-type: none"> <li>Steps to getting the interview off the ground: <ol style="list-style-type: none"> <li>1. Introduce the guest to your students, and vice versa.</li> <li>2. Assign one or two students to take careful notes on everything. They will not ask questions - they need to record in order for the class to be able to do their analysis later.</li> </ol> </li> <li>If your guest has a presentation to share, invite them to begin with that. It might be wise to suggest a 15-minute timeframe for their comments, in order to keep traction with all the students.</li> <li>At this point, open the floor for student questions.</li> <li>Prompting ideas if the discussion starts to slow down: <ol style="list-style-type: none"> <li>1. Ask your guest how young people could help, or how they could think differently about the problem.</li> <li>2. Ask your guest about challenges they face in hitting the same target area your class is aiming at in the guiding principles Venn diagram.</li> <li>3. Ask the guest about common misconceptions about their work, or ways that they've seen helping hurt.</li> <li>4. Return to the driving question as a whole group and explore.</li> </ol> </li> </ul> <p><b>Note:</b> Take pictures as the interview is happening to be used in the document panel.</p>		
<b>Analyzing the Findings</b>  Engage the Learning Targets (ELT) Assess the Learning Targets (ALT) Reflect on the Learning Targets (RLT)	 15 min	<input type="checkbox"/> 12.12.a Student Material: Interview Analysis
<ul style="list-style-type: none"> <li>When the interview has completed, put students in groups of three to four and distribute the interview analysis document to help guide their small group discussion. (As they're doing this, you can wrap things up with your guest. Make certain to thank them!)</li> <li>When the group discussion begins to wind down, note to students that we'll spend the next several lessons doing analysis work and deciding on next steps. In the meantime, finish up by asking groups to share: <ol style="list-style-type: none"> <li>1. What were one or two key takeaways or findings from today?</li> <li>2. In light of what we've seen today, would any changes or tweaks to our project's driving question be appropriate?</li> </ol> </li> <li>Take note of student responses for learning plan 13.</li> </ul>		



## EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Closing Reflection: AAA</i> </p> <p><i>Assess the Learning Targets (ALT)</i></p> <p><i>Reflect on the Learning Targets (RLT)</i></p>	 5 min	<input type="checkbox"/> Sticky notes
<ul style="list-style-type: none"> <li>To close, remind students of today's learning target:             <ol style="list-style-type: none"> <li>I can help shape our community engagement work with skill, wisdom, and love.</li> </ol> </li> <li>Praise the students for their work in the interview and point out where you saw this living out today, and publicly thank the person you interviewed.</li> <li>Conclude with an "AAA" Reflection: Ask students to identify an "a-ha," "appreciation," or "anticipation" from today's work:             <ol style="list-style-type: none"> <li>Ask students to write a response to ONE (an "a-ha," "appreciation," or "anticipation") on a sticky note.</li> <li>Invite all students to read theirs aloud and then they can post them on the "What I'm Seeing" section of the document panel, if they'd like.</li> </ol> </li> </ul>		
<b>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</b> ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> <li>Add photos of the interview to the section highlighting student work on the community engagement project. As mentioned above, you can also add student responses to the "AAA" reflection question to the "What I'm Seeing" section.</li> </ul>		
<b>OPPORTUNITY TO DEEPEN THE LEARNING</b>		
<ul style="list-style-type: none"> <li>Invite the students to develop their thoughts from their interview analysis discussion into a fuller journal entry. Perhaps ask them to connect all this back to the idea of their own vocation and their hopes for life beyond high school.</li> </ul>		
<b>PLANNING AHEAD</b>		
<ul style="list-style-type: none"> <li>Collect interview notes from "recorder" students to distribute next time.</li> </ul>		