



Ingredients for a Poverty Inquiry

1. A Driving Question: A question that captures the heart of the inquiry in clear, compelling language. ***“What is poverty? Why does poverty exist and whose problem is it?”***
2. Voice and Choice: Guided by the teacher, learners have voice and choice in terms of digging into real world concerns / issues, imagining solutions and taking action.
3. Core Competencies: Critical and creative thinking; problem solving; communication; collaboration, personal and social responsibility.
4. In-depth Inquiry: Engage learners in an inquiry process - **Feel-** “Why should I care?”, **Imagine-** “What are people doing about it? What can I do about it?”, **Do-** Take ACTION, and **Share-** document and share the learning experience, the story; the change initiative.
5. Revision and Reflection: Learners go through a process of seeking feedback from their peers to think in-depth about their project. Students learn that revision is a frequent feature of real-world work.
6. Authentic Purpose: Establishing an authentic purpose for the tasks we invite our learners to explore enriches learning opportunities.
7. Significant Content: learners identifying real world problems, going through an inquiry process to come up with their own solutions to those problems and then taking action.
8. A Need to Know: Activate learner curiosity. Engage student interest and initiate questioning with an entry event: this could be a story, a video clip, or a photograph.

DESIGN *for*
CHANGE

Adapted from Larmer, J. & Mergendoller, J. (2014).
8 essentials for project-based learning.
Educational Leadership, 68(1), 34.