



Voices for Change

EXPEDITION TITLE

Voices for Change

Expedition Driving Question:

How can we use our voices to honor the voices of others?

Expedition Deep Hope:

Advocate for life in all its fullness, by building relationships that transform communities.

Expedition Verse:

"I urge, then, first of all, that petitions, prayers, intercession and thanksgiving be made for all people—for kings and all those in authority, that we may live peaceful and quiet lives in all godliness and holiness." —1 Timothy 2:1-2

LEARNING PLAN TITLE

Relational Advocacy

Learning Plan Number: 4

Learning Targets:

1. I can explore relational advocacy as a way to honor others with my voice.
2. I can imagine how restored relationships can lead to transformed communities.

Habit(s) of Learning:

Joy-filled Collaborating

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>Revisit the Deep Hope</i> <i>Engage the Learning Targets (ELT)</i>	 10 min	<input type="checkbox"/> Poster paper <input type="checkbox"/> Markers
<ul style="list-style-type: none"> • Invite a student to read the deep hope aloud from the document panel. • Remind students about the previous activity from learning plan I, where students reflected on each word in the deep hope (advocate, life, fullness, build, relationship, transform, community). Show the posters from the activity. • Divide the class into three teams. Have each team create a new poster about one of the following: “Advocate for life in all its fullness,” “building relationships,” and “transform communities.” On each poster, have students write words and sketch images that represent the meaning of each phrase. • After a few minutes, invite students to consider all three posters together, and to state the deep hope in their own words. 		

LEARNING ACTIVITIES


<i>Connect to the Deep Hope</i> <i>Introduce the Learning Targets (ILT)</i>	 5 min	<input type="checkbox"/> Document panel elements ready to display
<ul style="list-style-type: none"> • Display the first learning target for this learning plan on the document panel: <u>I can explore relational advocacy as a way to honor others with my voice.</u> Invite a student to read it. • Ask, “What connections can we make between this learning target and our deep hope?” • Display the second learning target for this learning plan on the document panel: <u>I can imagine how restored relationships can lead to transformed communities.</u> Invite a student to read it. • Ask, “What connections can we make between this learning target and our deep hope? What connections can we make between both learning targets?” • Lead students to consider which words or phrases have a similar or shared meaning. (For example, all three include a form of the word “relationship” and “honoring others” may be a part of “building relationships,” etc.) 		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>What is Relational Advocacy?</i> Engage the Learning Targets (ELT)</p>	 30 min	<ul style="list-style-type: none"> <input type="checkbox"/> How to Change the World https://www.youtube.com/watch?v=B-40pXcT-lqs&feature=youtu.be <input type="checkbox"/> How This Teen Stands Up for Children Across the World http://www.worldvisionadvocacy.org/2018/10/29/teen-advocate-world-vision-congress/ <input type="checkbox"/> 7.4.a Student Material: “Lucy’s Story” graphic organizer
<ul style="list-style-type: none"> Play the video, “How to Change to World.” Invite students to read “How This Teen Stands Up for Children Across the World” with a partner. As they read, have them complete the Lucy’s Story graphic organizer. When pairs have completed the graphic organizer, invite volunteers to share their observations with the group. Invite students to consider their own sponsored children. Ask, “What similarities do you see between yourself and Lucy?” “How might you advocate for your sponsored child in a similar way?” Invite students to read World Vision’s “Premier Issue I: Relational Advocacy” pages 1 and 2 with their partner. As they read, have them complete their graphic organizer. When pairs have completed the graphic organizer, invite volunteers to share their observations with the group. 		
<p><i>Build Your Skills</i>  Engage the Learning Targets (ELT)</p>	 30 min	<ul style="list-style-type: none"> <input type="checkbox"/> What is relational advocacy and why does it matter? http://www.worldvisionadvocacy.org/wp-content/uploads/2019/01/Premier-I-Relational-Advocacy.pdf <input type="checkbox"/> 7.4.b Student Material: “What Is Relational Advocacy?” graphic organizer
<ul style="list-style-type: none"> Read page 3 of “Premier Issue I: Relational Advocacy” as a class, and use the “Identify Your Representatives” tool to explore elected officials in your area. Together as a class, use available online tools to research each representative. Use the “What to Look for” questions as a guide. Read “Ideas to Strengthen Your Relationship Over Time,” and survey the class to see which of the three options most interest them. As a class, create a card, craft an email, or make another plan to start building a relationship with the representative. Remind students of the deep hope or the first learning target. By building relationships, we are honoring others with our voice. Pray for your elected officials as a class. <p>Note: Print a photo of your local representatives and post them to the document panel.</p>		



EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
Exit Ticket <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	 5 min	<input type="checkbox"/> 7.4.c Student Material: “Relational Advocacy” exit ticket
<ul style="list-style-type: none"> • Pass out the Relational Advocacy Exit Ticket and have students complete it individually. • Add photos of your local representatives to the document panel. Let these photos be a reminder to pray for them. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> • Learning plan 4 learning targets • Learning plan 4 artifact: photos of local representatives 		
OPPORTUNITY TO DEEPEN THE LEARNING		
<ul style="list-style-type: none"> • Students could choose to do further research into their local government representatives. • Fill in the “Help End Violence Against Children” form at the bottom of the “How this teen stands up for children around the world.” • More ideas for prayer: <ol style="list-style-type: none"> 1. “Prayers to change the world” http://www.worldvisionadvocacy.org/wp-content/uploads/2018/05/Prayers-to-Change-the-World-Guide.pdf 2. Prayers for government leaders: https://www.worldvision.org/christian-faith-news-stories/how-pray-for-your-government-leaders 		