



# 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

### Advocates in the Wider World: Research

Learning Plan Number: 12

#### Learning Targets:

1. I can research the ways in which my sponsored child's community could experience greater fullness of life.
2. I can consider how to honor the voices of others in my sponsored child's community.

#### Habit(s) of Learning:

Curious Thinking

## 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>Now What?</i> Engage the Learning Targets (ELT)	 15 min	<input type="checkbox"/> Note cards
<ul style="list-style-type: none"> <li>Invite students to participate in a GoGoMo protocol (Give One, Get One, Move On). Have students respond to this prompt on a notecard: We've reached out to our representative in our local community, and we (have/haven't) gotten a response. Now what? As relational advocates for our local community, what is our next step?</li> <li>Invite the students to get up and mingle with their classmates. Have students form pairs.</li> <li>Have students read their response to the prompt aloud to their partner. Then have pairs trade note cards, so they each have each other's response.</li> <li>When students have "given one" and "gotten one," they should "move on" to find another partner and repeat this process.</li> <li>When students have traded several times, discuss together any common thoughts or ideas in the class responses. Guide students to consider how their work as advocates is not over, even if they never hear back from their representative. Explain to students that today we will use what we've learned so far to advocate for a different community.</li> </ul>		


## LEARNING ACTIVITIES

<i>New and Old</i>  Introduce the Learning Targets (ILT)	 20 min	<input type="checkbox"/> Sticky notes <input type="checkbox"/> Whiteboard or large writing space <input type="checkbox"/> Document panel elements ready to display
<ul style="list-style-type: none"> <li>Invite two students to read the learning targets for this learning plan: <ol style="list-style-type: none"> <li><u>I can research the ways in which my sponsored child's community could experience greater fullness of life</u></li> <li><u>I can consider how to honor the voices of others in my sponsored child's community</u></li> </ol> </li> <li>Give each student four sticky notes. On the first two sticky notes, have them write one thing that seems "old" and one thing that seems "new" about the first learning target. Something "old" might remind them of a previous part of the expedition, and something "new" might be something they've never seen or considered before. Have students repeat this process with the other two sticky notes for the second learning target.</li> <li>As a class, read through the sticky notes and organize them based on common ideas.</li> <li>Ask three students to write the first learning target, the second learning target, and the foundational scripture verses (1 Timothy 2:1-2) on a large space such as a whiteboard.</li> <li>Invite a student to come up to the board and draw a line connecting similarities between or among the learning targets and verses. Have this student give the pen or marker to another student who will draw another connecting line. Repeat this process until the class has made many connections.</li> <li>Ask, "How might our learning targets connect to 1 Timothy 2:1-2?" Guide students to consider our calling to be advocates for all people and share that today, we will consider the people in our sponsored children's communities.</li> </ul> <p><b>Note:</b> Post the learning targets on the document panel.</p>		



ACTIVITY TITLE	TIME	RESOURCES
<b>Poverty vs. Wholeness</b>  Engage the Learning Targets (ELT)	 10 min	<input type="checkbox"/> 7.3.c Student Material: Poverty vs. Wholeness graphic organizers (from learning plan 3)
<ul style="list-style-type: none"> <li>Pass out students' Poverty vs. Wholeness graphic organizers from learning plan 3. Give them a minute or two to make observations and share these observations with another student.</li> <li>Make a chart with two columns on a whiteboard or piece of chart paper. Label the columns "poverty" and "wholeness."</li> <li>Ask, "What examples of poverty are there in your sponsored children's communities?" Add student ideas to the chart.</li> <li>Ask, "What examples of wholeness are there in your sponsored children's communities?" Add student ideas to the chart.</li> <li>Ask, "How might you use your voice to honor the voices of others in these communities?"</li> </ul> <p><b>Note:</b> Add a list of the names of your students' sponsored children's communities to the document panel. Let this list be a reminder to pray for these communities.</p>		
<b>Research Relationships Part I</b>  Engage the Learning Targets (ELT)	 30 min	<input type="checkbox"/> 7.12.a Student Material: "Researching Relationships Part I" graphic organizer
<p>Invite students to use available resources to research their sponsored children's communities and complete the Researching Relationships Part I graphic organizer. Students could use resources from their My World Vision webpage or a search engine to find local and national news or general information about their sponsored child's community.</p>		

## EXIT EVENT

<b>Exit Ticket</b> Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)	 5 min	
<ul style="list-style-type: none"> <li>Have students complete the reflection on the back of the Researching Relationships Part I graphic organizer as their exit ticket.</li> </ul>		



**LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN**  
 ADD TO DOCUMENT PANEL

- Learning plan 12 learning targets
- Learning plan 12 artifact: list of names of students' sponsored children's communities to the document panel

**OPPORTUNITY TO DEEPEN THE LEARNING**

- Connect with your local representative in a different way than students previously have: Handwritten note, phone calls, emails, via local paper, social media
- Have students illustrate mini flags representing the countries of their sponsored children to add to the document panel.
- More ideas for prayer:

"Prayers to change the world"

<http://www.worldvisionadvocacy.org/wp-content/uploads/2018/05/Prayers-to-Change-the-World-Guide.pdf>