



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

Transformed Relationships

Learning Plan Number: 3

Learning Targets:

1. I can explore the broken relationships of poverty, and their restorative transformation into wholeness.
2. I can recognize restored relationships in God's story.

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
Human Knot Engage the Learning Targets (ELT)	 10 min	
<ul style="list-style-type: none"> Have your class stand in a circle, facing each other, shoulder to shoulder. Instruct everyone to put their right hand out and grab a random hand of someone across from them. Then, tell them to put their left hand out and grab another random hand from a different person across the circle. Tell students that this “human knot” represents part of the brokenness in the world. Challenge students to untangle the knot of arms without releasing their hands. In this way, they will “fix” the brokenness by using their voices to work together. If the group is too large, make multiple smaller circles. If you have time, repeat the challenge and try for a faster time. 		

LEARNING ACTIVITIES


Unpack the Learning Targets 📄 Introduce the Learning Targets (ILT)	 5 min	<input type="checkbox"/> Document panel elements ready to display
<ul style="list-style-type: none"> Post the two learning targets for today’s learning plan on the document panel: <ol style="list-style-type: none"> <u>I can explore the broken relationships of poverty, and their restorative transformation into wholeness.</u> <u>I can recognize restored relationships in God’s story.</u> Ask students to consider the individual words in each learning target. What is the meaning of each word on its own? What are some synonyms for them? Write these ideas as notes around the learning targets in a different color. You may choose to do this on a whiteboard together as a class, or have students write notes on their own paper and share together. 		
Poverty is Broken Relationships Engage the Learning Targets (ELT)	 10 min	<input type="checkbox"/> 7.3.a Student Material: “Poverty Defined” handout
<ul style="list-style-type: none"> Pass out copies of the Poverty Defined handout, and ask students to silently read the definition of poverty. Ask students to highlight, underline or circle key words or phrases in the definition. Have students form groups of four or five, and invite them to share their key words and phrases in their groups. Have each group report to the class. What were the key words and phrases that stood out to you? Point to this simple definition: poverty is broken relationships. Broken relationships can happen at school, with our families, in our community, in our country, around the world, with nature, and even our relationship with ourselves. 		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Restored Relationships in God's Story</i> Engage the Learning Targets (ELT)</p>	 20 min	<ul style="list-style-type: none"> <input type="checkbox"/> Poster paper <input type="checkbox"/> Markers <input type="checkbox"/> 7.3.b Teacher Resource: "A Biblical Perspective to Understand the CFRR Schema"
<ul style="list-style-type: none"> • While students are still in their groups, have them fold a large piece of poster paper into quadrants. • Tell students to label the four quadrants: creation, fall, redemption, and restoration. Explain that these four words tell God's story of the world. (Use the resource "A Biblical Perspective to Understand the CFRR Schema.") • Have students add illustrations to the four quadrants, to help tell God's story. Take photos of posters to add to the document panel later. • Invite groups to use their posters to tell God's story to the class. Ask, "Where do you see poverty (broken relationships) in God's story? Where do you see restored relationships in God's story?" Explain that we can define "wholeness" as restored or transformed relationships. 		
<p><i>Poverty vs. Wholeness</i>  Engage the Learning Targets (ELT)</p>	 15 min	<ul style="list-style-type: none"> <input type="checkbox"/> 7.3.c Student Material: "Poverty vs. Wholeness" graphic organizer
<ul style="list-style-type: none"> • Pass out the "Poverty vs Wholeness" graphic organizer. • Invite students to consider various aspects of their life and the life of their sponsored child. What examples of poverty (broken relationships) exist? What examples of wholeness (transformed relationships) exist? Have students reflect and fill out the graphic organizer. • Ask volunteers to share their ideas. Save these graphic organizers for learning plan 12. 		
<p><i>Transformation</i> Engage the Learning Targets (ELT)</p>	 15 min	<ul style="list-style-type: none"> <input type="checkbox"/> Eugene Cho: A hand up, not a hand out: https://www.youtube.com/watch?v=iNzdWnuiFSc&feature=youtu.be
<ul style="list-style-type: none"> • Watch the video, "Eugene Cho: A hand up, not a hand out." • Ask, "What did Eugene Cho mean by people giving a hand up, not a hand out?" "How are people changed when communities transition from brokenness to wholeness?" Lead students to discuss how when we help others, it not only leads to their transformation, but also our own transformation. • Invite students to use their God's Story posters, Poverty vs. Wholeness graphic organizers, and the message from Eugene Cho to pray for transformed relationships. 		



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"/> 7.3.d Student Material: “Transformed Relationships” exit ticket
<ul style="list-style-type: none"> • Pass out the Transformed Relationships Exit Ticket and have students complete it individually. • Add photos of God’s Story posters or a student’s Poverty vs. Wholeness graphic organizer to the document panel. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> • Learning plan 3 learning targets • Learning plan 3 artifact: photos of God’s Story posters or a student’s Poverty vs. Wholeness graphic organizer 		
OPPORTUNITY TO DEEPEN THE LEARNING		
<ul style="list-style-type: none"> • Students could research other areas of poverty (broken relationships) in their community or in their sponsor child’s community. • 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 		