



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 Our Local Community: Examine

Learning Plan Number: 10

Learning Targets:

1. I can advocate for fullness of life in my local community.
2. I can honor the voices of others in my local 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
<p><i>Reflection—Back-to-Back, Face-to-Face</i> Engage the Learning Targets (ELT)</p>	 5 min	
<ul style="list-style-type: none"> Have students find a partner and stand back-to-back. Ask, “What is one example of a transformed relationship (wholeness) in your local community?” Give students about 15 seconds to silently consider the answer. Then have students turn and face their partner and share their responses for about 30 seconds. Ask students to find a new partner and ask, “What is one example of a broken relationship (poverty) in your local community?” Once again, give students about 15 seconds to silently consider the answer. Then have students turn and face their partner and share their responses for about 30 seconds. Repeat this process with a third question: “How might our sponsored children’s communities have similar examples of brokenness?” Repeat this process with a final question: “How could we honor the voices of others in our local community?” 		

LEARNING ACTIVITIES


<p><i>Compare Learning Targets</i>  Introduce the Learning Targets (ILT)</p>	 5 min	<input type="checkbox"/> Document panel elements ready to display
<ul style="list-style-type: none"> Invite a student to read the first learning target for this lesson: <u>I can advocate for fullness of life in my local community.</u> Ask, “What is the same about this learning target and the first learning target from our last lesson? What is different?” <ul style="list-style-type: none"> I. <u>I can explore the ways in which my local community could experience greater fullness of life.</u> (Learning plan 9) Invite another student to read the second learning target for this lesson: <u>I can honor the voices of others in my local community.</u> Ask, “What is the same about this learning target and the second learning target from our last lesson? What is different?” <ul style="list-style-type: none"> I. <u>I can consider how to honor the voices of others in my local community.</u> (Learning plan 9) <p>Note: Add the learning targets for this lesson to the document panel.</p>		



ACTIVITY TITLE	TIME	RESOURCES
Sticky Ideas  Engage the Learning Targets (ELT)	 15 min	<input type="checkbox"/> Sticky notes (color 1)
<ul style="list-style-type: none"> Give each student a sticky note. Ask them to think of an example of broken relationships in their local community. They have reflected on this question before, so they should write an idea that has really stuck with them. Have students put their sticky notes in a place where everyone can see, such as a whiteboard. As a class, read each sticky note and sort them into groups based on similarities of topics. As a class, decide which topic(s) interest you the most. Ask, “Are there any ways we could practice relational advocacy to address this issue?” and “Are there any local leaders who may need to be involved?” <p><i>Note:</i> Add sticky notes related to the issue you decided to focus on to the document panel.</p>		
Voices of Our Representatives  Engage the Learning Targets (ELT)	 30 min	<input type="checkbox"/> Sticky notes (color 2) <input type="checkbox"/> What is relational advocacy and why does it matter? https://www.worldvisionadvocacy.org/wp-content/uploads/2019/01/Primer-I-Relational-Advocacy.pdf <input type="checkbox"/> Devices with internet access
<ul style="list-style-type: none"> Have students work in small groups to explore online resources about your local elected officials. To get started, reference the “Build Your Skills” page of the previously-viewed “What is relational advocacy and why does it matter?” document. What information can you find about topics or issues that your representatives have taken a stand on? When students find a piece of interesting information, have them record a brief summary on a different colored sticky note than was used previously. Have them include the name of the representative, the issue, and the representative’s position on the issue. Have students post these sticky notes near the previously displayed sticky notes. 		
Examine Ideas  Engage the Learning Targets (ELT)	 20 min	
<ul style="list-style-type: none"> As a class, read each newly posted sticky note and sort them into groups based on similarities. Give students a couple of minutes to silently examine the array of sticky notes and make observations. Ask each student to share a statement about their observations, beginning with either “I notice...” or “I wonder...” Ask, “Is there a topic or issue that stands out to us?” and “Are there any ways we could practice relational advocacy to address this issue?” and “Who is the local representative we can reach out to?” Decide on a topic to reach out to your representative about, in order to practice relational advocacy. 		



EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Exit Ticket</i></p> <p><i>Reflect on the Learning Targets (RLT)</i></p> <p><i>Assess the Learning Targets (ALT)</i></p>	 5 min	<input type="checkbox"/> 7.10.a Student Material: "Examine" exit ticket
<ul style="list-style-type: none"> • Pass out the Examine exit ticket and have students complete it individually. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> • Learning plan 10 learning targets • Learning plan 10 artifact: sticky notes 		
OPPORTUNITY TO DEEPEN THE LEARNING		
<ul style="list-style-type: none"> • Students could do more research on their government representatives and the initiatives they are working on. • 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 		