



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 School Community: Dialogue

Learning Plan Number: 7

Learning Targets:

1. I can listen as an advocate for fullness of life in my school community.
2. I can honor the voices of others in my school community.

Habit(s) of Learning:

Gracious Communicating

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
Peer Interviews <i>Engage the Learning Targets (ELT)</i>	 15 min	<input type="checkbox"/> 7.6.b Teacher Resource: Interview Tips <input type="checkbox"/> 7.7.a Student Material: Peer Interview Questions
<ul style="list-style-type: none"> Have students pair up with a partner to practice conducting an interview. Ask a member of the Questions Team from the previous learning plan to remind the class about interviewing tips. Pass out the Peer Interview Questions to each student, and have them take turns asking each other the questions, both using their voice and honoring the voices of others by listening well. After students have practiced, ask, "What are some ways we can be effective interviewers? What additional tips we can add to our list?" 		


LEARNING ACTIVITIES

Compare Learning Targets  <i>Introduce the Learning Targets (ILT)</i>	 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 listen as an advocate for fullness of life in my school community.</u> Ask, "What is the same/different about this learning target and the first learning target from our last lesson?" <ul style="list-style-type: none"> <u>I can prepare to advocate for fullness of life in my school community.</u> (Learning plan 6) Invite another student to read the second learning target for this lesson: <u>I can honor the voices of others in my school community.</u> Ask, "What is the same/different about this learning target and the second learning target from our last learning plan?" <ul style="list-style-type: none"> <u>I can consider how to honor the voices of others in my school community.</u> (Learning plan 6) Add the learning targets for this lesson to the document panel. 		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Finalize Questions and Assign Roles</i> </p> <p><i>Engage the Learning Targets (ELT)</i></p>	 20 min	
<ul style="list-style-type: none"> Have someone from the Questions Team display the list of drafted questions from the previous learning plan. As a class, finalize how many questions you will ask, and what they will be. Assign students to the following roles for the interview: <ol style="list-style-type: none"> From the Invitation Team, someone to greet your guest. From the Hospitality Team, someone to offer your guest water, give any instructions, etc. From the Story Sharing Team, someone to briefly introduce our class story and what we've learned so far in our expedition (using the document panel). From the Questions Team, someone to film or take notes to record answers to questions. A student to ask each interview question. Ideas for other roles: <ul style="list-style-type: none"> Photographer Someone to pray for your guest Set up or cleanup crew Assistants to aid other roles. 		
<p><i>School Leader Interview</i>  </p> <p><i>Engage the Learning Targets (ELT)</i></p>	 30 min	
<ul style="list-style-type: none"> As a class, conduct your interview with your invited school leader as planned. Remember our goals are to build a relationship with this person and consider ways we can be relational advocates in our school community. Invite students to consider how their assigned role is helping build relationships. Invite all students to listen during the interview for examples of broken relationships (poverty) and transformed relationships (wholeness) that the interviewee talks about, which we might act upon later. <p>Note: Add photos of your interview to the document panel. Let these photos be a reminder to pray for your school leader.</p>		

EXIT EVENT

<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>	 10 min	<input type="checkbox"/> 7.7.b Student Material: "Dialogue" exit ticket
<ul style="list-style-type: none"> Pass out the Dialogue exit ticket and have students complete it individually. 		



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

- Learning plan 7 learning targets
- Learning plan 7 artifact: photos of interview

OPPORTUNITY TO DEEPEN THE LEARNING

- Create a presentation on your school governance structure.
- Write an article on your school relational advocacy journey for your school newspaper.
- 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>