



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: Reflect

Learning Plan Number: 8

Learning Targets:

1. I can advocate for fullness of life in my school community.
2. I can continue to honor the voices of others in my school community.

Habit(s) of Learning:

Courageous Designing

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
Reflection—Concentric Circles <i>Engage the Learning Targets (ELT)</i>	 10 min	
<ul style="list-style-type: none"> Have half of your students stand in a circle, and the other half stand in a circle around the first circle. The students in the inside circle will be facing the students in the outside circle. (Students will form two concentric circles.) The students will be paired with the person they are standing or sitting across from and will discuss the question for a set amount of time. When the time is up, the inside circle will shift to the right/left one person. The new person they are standing across from will be their new discussion partner. Use the following questions as prompts: <ol style="list-style-type: none"> What is one thing that surprised you from our interview with a school leader? What is a question you have, or something you wonder about? What is one example of a transformed relationship (wholeness) in your school community? What is one example of a broken relationship (poverty) in your school community? How could we honor the voices of others in our school community? 		

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 advocate for fullness of life in my school community.</u> Ask, “What is the same about this learning target and the first learning target from our last lesson? What is different?” <ol style="list-style-type: none"> <u>I can listen as an advocate for fullness of life in my school community.</u> (<i>Learning plan 7</i>) Invite another student to read the second learning target for this lesson: <u>I can continue to honor the voices of others in my school community.</u> Ask, “What is the same about this learning target and the first learning target from our last lesson? What is different?” <ol style="list-style-type: none"> <u>I can honor the voices of others in my school community.</u> (<i>Learning plan 7</i>) Add the learning targets for this lesson to the document panel. 		



ACTIVITY TITLE	TIME	RESOURCES
<i>Silent Carousel</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"> Divide the class into three groups, and have each group stand silently in a line next to a piece of poster paper. Label the posters, “Broken Relationships (Poverty),” “Transformed Relationships (Wholeness),” and “Ways to Honor the Voices of Others.” Have each person at the front of the line silently add one word or phrase to the poster, and then get in the back of the line. Then, have the new person in front repeat this process. After a few minutes, have groups switch to a different poster. Switch again so that all students have visited each poster. 		
<i>Fullness of Life in Our School Community</i>  <i>Engage the Learning Targets (ELT)</i>	 30 min	
<ul style="list-style-type: none"> Collect all three posters to display at the front of the room. Discuss the ideas represented on each poster. Ask, “How could our school community experience greater fullness of life?” and “How can we be relational advocates in our school community?” Guide students to consider ideas such as: <ol style="list-style-type: none"> Writing notes of encouragement to a group of overlooked employees – perhaps the custodial staff. Address a specific need of a community member. Brainstorm ways to help support students who are struggling academically. Brainstorm ways to help support students who are struggling socially or emotionally. Allow students to make a plan and get started on their idea to be relational advocates in their school community. Take photos of what students choose to do to add these to the document panel. 		
<i>Honoring Our School Leader</i>  <i>Engage, Reflect, and Assess the Learning Targets (ELT, RLT, ALT)</i>	 20 min	<input type="checkbox"/> Letter writing or card making materials
<ul style="list-style-type: none"> Invite students to write letters or cards to the school leader who participated in the interview. Encourage students to use joy-filled, thankful, and hopeful language. They may reflect on what they learned from the interview, or share their ideas for practicing relational advocacy in the school community. Encourage students to pray for their school leaders. Ask, “Could our sponsored children’s communities be lacking fullness of life in similar ways as our own?” As time allows, invite students to write emails of encouragement to their sponsored children, using similar joy-filled, thankful, and hopeful language. 		



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"/> Sticky notes
<ul style="list-style-type: none"> Give each student a sticky note. On the sticky note, have students write one way they have honored others' voices in their school community, or one way they have advocated for fullness of life in their school community. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> Learning plan 8 learning targets Learning plan 8 artifact: photos of students as relational advocates in their school community 		
OPPORTUNITY TO DEEPEN THE LEARNING		
<ul style="list-style-type: none"> Students could explore (in more depth) how to become relational advocates with World Vision. http://worldvisionadvocacy.org/resources http://www.worldvisionadvocacy.org/wp-content/uploads/resources/A-Citizens-Guide-to-Advocacy.pdf Students could choose to do further research into the life and community of their sponsor child and share their information with the class. 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 		