



# 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: Connect

Learning Plan Number: 14

#### Learning Targets:

1. I can continue to advocate for fullness of life in my sponsored child's community.
2. I can continue to honor the voices of others in my sponsored child's 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
<b>Advocacy Possibilities</b> <i>Engage the Learning Targets (ELT)</i>	 10 min	
<ul style="list-style-type: none"> <li>Have students form groups of three to four. Invite students to work together in their groups to list as many different ways to practice advocacy as they can think of. Suggest that they think back to ideas they read about in “A Citizen’s Guide to Advocacy.”</li> <li>As a whole class, rotate around to each group, letting each group share one idea at a time. As groups share their idea, have students in other groups cross that idea off their own list, if they had also written it down. Keep going until all ideas have been shared, allowing groups to “pass” if they have no new ideas.</li> </ul>		

## LEARNING ACTIVITIES


<b>Learning Target Human Scramble</b>  <i>Introduce the Learning Targets (ILT)</i>	 10 min	<input type="checkbox"/> 7.14.a Teacher Resource: “Learning Target Human Scramble” cards
<ul style="list-style-type: none"> <li>Have students gather in an open space. Pass out the learning target human scramble cards to students. You could pass out cards for both learning targets at once, or do the activity twice, once with each learning target. Tell students that some students may not receive a card (if there are not enough), and those students will be directors in this activity.</li> <li>Ask students to try to line up with the learning target cards in the correct order, with the students who are directors helping decide where cards should go.</li> </ul> <p><b>Note:</b> Add the learning targets for this lesson to the document panel.</p>		
<b>Feedback Groups</b>  <i>Engage the Learning Targets (ELT)</i>	 25 min	<input checked="" type="checkbox"/> 7.13.a Student Material: “Researching Relationships Part 2” <input checked="" type="checkbox"/> 7.12.a Student Material: “Researching Relationships Part 1” <i>(from previous learning plans)</i>
<ul style="list-style-type: none"> <li>Pass out or have students take out their Researching Relationships Part 1 and 2 graphic organizers. Have students form groups of three.</li> </ul>		



- Students will take turns presenting the plans they have designed for how to practice relational advocacy for their sponsored children's communities. Invite students to follow this protocol:
  - The first student presents his or her plan, providing context from the research as needed. (3 minutes)
  - Other group members ask clarifying questions to make sure they understand. Group members offer kind, specific, and helpful feedback about the plan. Group members identify the specific relationships involved in transforming the community. (5 minutes)
  - Repeat this process so all students have a chance to share.

ACTIVITY TITLE	TIME	RESOURCES
<b>Community Connection</b>  Engage, Reflect and Assess the Learning Targets (ELT, RLT, ALT)	 30 min	
<ul style="list-style-type: none"> <li>Invite students to work on implementing the plan they have designed. Have students with similar plans help each other, and circulate to assist as needed.</li> </ul> <p><b>Note:</b> Add photos of students implementing their plans, or scans of completed work to the document panel.</p>		

## EXIT EVENT

<b>Exit Ticket</b> Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)	 5 min	<input type="checkbox"/> 7.14.b Student Material: "Connect" exit ticket
<ul style="list-style-type: none"> <li>Pass out the Connect exit ticket and have students complete them individually.</li> </ul>		
<b>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</b> ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> <li>Learning plan 14 learning targets</li> <li>Learning plan 14 artifact: photos of students implementing their plans, or scans of completed work</li> </ul>		
<b>OPPORTUNITY TO DEEPEN THE LEARNING</b>		
<ul style="list-style-type: none"> <li>Have students participate in multiple rounds of the feedback groups, following the protocol in this learning plan. More ideas for prayer:            "Prayers to change the world"  <a href="http://www.worldvisionadvocacy.org/wp-content/uploads/2018/05/Prayers-to-Change-the-World-Guide.pdf">http://www.worldvisionadvocacy.org/wp-content/uploads/2018/05/Prayers-to-Change-the-World-Guide.pdf</a> </li> </ul>		