



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: Engage

Learning Plan Number: 11

Learning Targets:

1. I can continue to advocate for fullness of life in my local community.
2. I can continue to honor the voices of others in my local 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
<i>Class Survey</i> <i>Engage the Learning Targets (ELT)</i>	 5 min	
<ul style="list-style-type: none"> Remind students of the issue or topic you chose to connect with your local representative about in the last learning plan. Ask students, “Which method of communication do you think would be most effective out of the following choices?” <ol style="list-style-type: none"> Handwritten note Phone calls Emails Via a local newspaper Social media List these choices on a whiteboard or piece of chart paper, along with a tally of how many students agreed on each choice. Note this decision for later in the learning plan. 		



LEARNING ACTIVITIES

<i>Compare Learning Targets</i>  <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 two students to read the learning targets for today: <ol style="list-style-type: none"> <u>I can continue to advocate for fullness of life in my local community</u> <u>I can continue to honor the voices of others 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?” <ol style="list-style-type: none"> <u>I can advocate for fullness of life in my local community. (Learning plan 10)</u> They are very similar! We are continuing with the same learning targets today. <p>Note: Add the learning targets for this lesson to the document panel.</p>		




ACTIVITY TITLE	TIME	RESOURCES
<p><i>Jigsaw Protocol</i> Engage the Learning Targets (ELT)</p>	 25 min	<ul style="list-style-type: none"> <input type="checkbox"/> Poster paper <input type="checkbox"/> Handwritten note: https://www.worldvision.org/ignite/wp-content/uploads/sites/5/2020/07/Talking-to-Congress—a-Handwritten-Note.pdf <input type="checkbox"/> Phone calls: https://www.worldvision.org/ignite/wp-content/uploads/sites/5/2020/07/Talking-to-Congress—Making-Phone-Calls.pdf <input type="checkbox"/> Emails: https://www.worldvision.org/ignite/wp-content/uploads/sites/5/2020/07/Talking-to-Congress—Lets-Talk-Emails.pdf <input type="checkbox"/> Social Media: https://www.worldvision.org/ignite/wp-content/uploads/sites/5/2020/07/Talking-to-Congress—in-140-Character.pdf <input type="checkbox"/> Newspaper: https://worldvisionadvocacy.org/2017/04/13/talking-congress-via-local-newspaper/
<ul style="list-style-type: none"> • Divide students into five groups. Assign each group a topic about how to connect with our government. <ol style="list-style-type: none"> 1. Handwritten note 2. Phone calls 3. Emails 4. Newspaper 5. Social media • Invite students to read about their assigned topic using the accompanying resources, and create a poster they can use to share key points and important information with the rest of the class. • Have groups present their posters to the class, communicating the key points and important information about each topic. 		
<p><i>Chalk Talk Protocol</i>  Engage the Learning Targets (ELT)</p>	 10 min	
<ul style="list-style-type: none"> • Post each poster with an additional sheet of blank paper somewhere accessible in the room. • Have students silently walk around to each poster, and write the pros and cons of using this method to communicate with your representative. • Once everyone has silently recorded their thoughts, have the class once again walk around to all of the posters, reading their classmate's comments. Then, have students rate each poster, on a scale of one to five (one means not effective, five means very effective). • As a class, discuss and decide which option(s) to pursue. <p>Note: If students are interested in requesting an in-person meeting with your representative, use this resource as a guide: http://www.worldvisionadvocacy.org/wp-content/uploads/2018/07/In-District-Meeting-Guide.pdf</p>		



ACTIVITY TITLE	TIME	RESOURCES
<i>Engage with Your Local Representative</i>  <i>Engage the Learning Targets (ELT)</i>	 30 min	
<ul style="list-style-type: none"> Assign roles, make teams, and plan as necessary to communicate with your local representative about the issue you have selected. Use posters from the jigsaw protocol, as well as the World Vision resources students used, to write handwritten notes, make phone calls, send emails, engage with a local paper, or use social media. <p>Note: Add a copy or photo of your letters/emails/etc. to the document panel.</p>		

EXIT EVENT

<i>Exit Ticket</i> <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 the voice of others in their local community, or one way they have advocated for fullness of life in their local community. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> Learning plan II learning targets Learning plan II artifact: copy or photo of your letters/emails/etc. 		
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. Students could write a letter to an editor of a newspaper sharing their stories of advocacy. See link: http://www.worldvisionadvocacy.org/wp-content/uploads/2018/07/Writing-a-Letter-to-the-Editor.pdf 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 		