



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: Design

Learning Plan Number: 13

Learning Targets:

1. I can advocate for fullness of life in my sponsored child's community.
2. I can honor the voices of others in my sponsored child's 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
<p><i>Youth Advocates in Jaipur</i> </p> <p><i>Engage the Learning Targets (ELT)</i></p>	15 min	<p><input type="checkbox"/> How Youth in Jaipur are Inspiring their Community: https://www.worldvisionadvocacy.org/2018/08/08/youth-empowerment-jaipur/</p>
<ul style="list-style-type: none"> Invite students to read the article, “How Youth in Jaipur Are Inspiring Their Community” with a partner. In pairs, have them discuss what they notice and what they wonder as they read. Read the following quote from page 9 of World Vision’s “A Citizen’s Guide to Advocacy:” <ol style="list-style-type: none"> We stand in solidarity with the poor in a common search for justice, seeking to understand their situation and working alongside them to experience fullness of life. We strive to facilitate engagement between the poor and the affluent in ways that open both to transformation. We respect the poor as active participants, not passive recipients, in this relationship. Ask, “Can you identify any words or phrases from this quote that are also found in our deep hope?” (fullness of life, transformation, relationships) Ask, “What does this quote say about how we should honor the voice of others?” Guide students to see that honoring the voices of others is not the same as being a voice for the voiceless. Those we advocate for are not voiceless—they are active participants in our relationships. We get to work with them as partners and friends, and to amplify their voices. <p>Note: Add this quote to the document panel as today’s artifact.</p>		



LEARNING ACTIVITIES

<p><i>Learning Target Reflection—Concentric Circles</i> </p> <p><i>Introduce the Learning Targets (ILT)</i></p> <p><i>Engage the Learning Targets (ELT)</i></p>	10 min	<p><input type="checkbox"/> Document panel elements ready to display</p>
<ul style="list-style-type: none"> Ask students to read the learning targets from the previous learning plan: <ol style="list-style-type: none"> <u>I can research the ways in which my sponsored child’s community could experience greater fullness of life.</u> <u>I can consider how to honor the voices of others in my sponsored child’s community.</u> Ask students to read the new learning targets for today: <ol style="list-style-type: none"> <u>I can advocate for fullness of life in my sponsored child’s community.</u> <u>I can honor the voices of others in my sponsored child’s community.</u> Post the new learning targets on the document panel. 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.) 		



Continued ...



- 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:
 - What is similar and different about our learning targets for these two learning plans?
 - What is one example of a transformed relationship (wholeness) in your sponsored child's community?
 - What is one example of a broken relationship (poverty) in your sponsored child's community?
 - In what way is your sponsored child's community lacking fullness of life?
 - Are there any similarities in the needs of your sponsored child's community and your own community?

ACTIVITY TITLE	TIME	RESOURCES
Research Relationships Part 2  <i>Engage the Learning Targets (ELT)</i>	 30 min	<input type="checkbox"/> 7.13.a Student Material: "Researching Relationships Part 2" graphic organizer
<ul style="list-style-type: none"> Invite students to use available resources to research their sponsored children's communities and complete the Researching Relationships Part 2 graphic organizer. Students could use resources from their My World Vision webpage, or a search engine to find local and national news or general information about their sponsored child's community. This graphic organizer will guide students to explore more specific relationships that may be in need of transformation. 		

EXIT EVENT

Design a Plan  <i>Engage, Reflect and Assess the Learning Targets (ELT, RLT, ALT)</i>	 25 min	<input type="checkbox"/> A Citizen's Guide to Advocacy http://www.worldvisionadvocacy.org/wp-content/uploads/resources/A-Citizens-Guide-to-Advocacy.pdf <input type="checkbox"/> Advocacy Web Page https://worldvisionadvocacy.org/issues/
<ul style="list-style-type: none"> Individually or with a partner, have students browse through World Vision's "A Citizen's Guide to Advocacy" and World Vision's advocacy webpage. Have them use these resources to complete the back of the Research Relationships Part 2 graphic organizer. Have students turn this in as their exit ticket. 		



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

- Learning plan 13 learning targets
- Learning plan 13 artifact: quote from entry event

OPPORTUNITY TO DEEPEN THE LEARNING

- Have students further explore “A Citizen’s Guide to Advocacy.” They could work together in groups to create posters summarizing various methods of advocacy and present them to 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>