



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

The Value of Voices

Learning Plan Number: I

Learning Targets:

1. I can practice using my voice to achieve a goal.
2. I can begin to recognize how my voice affects my relationships with others.

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>Small Group Lego Challenge</i>  <i>Engage the Learning Targets (ELT)</i>	 20 min	<input type="checkbox"/> 7.1.a Teacher Resource: Lego Challenge Instructions <input type="checkbox"/> Small Group Lego Challenge kits
<ul style="list-style-type: none"> • Invite students to participate in the Small Group Lego Challenge. See “Small Group Lego Challenge Instructions.” • If time permits, repeat the challenge. This time, have each student take on a new role. • After the small groups have completed the challenge, have them reflect on their experience. Assign each student to lead one of the following questions with their group: <ol style="list-style-type: none"> 1. What was the most challenging part of the activity? 2. How did you use your voice to achieve your goal? 3. How did you listen to others’ voices to achieve your goal? <p>Note: Add photos of students participating in the Small Group Lego Challenge to the document panel.</p>		
<i>Introduce the Document Panel</i>  <i>Introduce the Learning Targets (ILT)</i> <i>Engage the Learning Targets (ELT)</i>	 5 min	<input type="checkbox"/> Document panel elements ready to display
<ul style="list-style-type: none"> • Explain that the document panel will be a visual display of our learning throughout this expedition. Reference the example document panel for guidance on how to display student learning. One suggestion is to display silhouettes of students next to the learning targets and artifacts for each day of the expedition. • Display today’s learning targets on the document panel. Invite a volunteer to read the first learning target aloud: <ol style="list-style-type: none"> 1. <u>I can practice using my voice to achieve a goal.</u> • Have students find a partner and stand back-to-back. Ask, “How have we already practiced using our voices to achieve a goal?” and give students about 15 seconds to silently consider the answer. Then have students turn, face their partner, and share their responses for about 30 seconds. • Invite another volunteer to read the second learning target aloud: <ol style="list-style-type: none"> 1. <u>I can begin to recognize how my voice affects my relationships with others.</u> • Ask students to find a new partner and ask, “How does your voice affect your relationship with others?” Once again, give students about 15 seconds to silently consider the answer. Then have students turn and face their partner and share their responses for about 30 seconds. 		




LEARNING ACTIVITIES

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Introduce the Driving Question</i> </p> <p><i>Engage the Learning Targets (ELT)</i></p>	 5 min	<input type="checkbox"/> Document panel elements ready to display
<ul style="list-style-type: none"> Reveal the expedition title and driving question on the document panel and read them aloud. Ask students to consider the individual words in the driving question. What is the meaning of each word on its own? What are some synonyms for them? Write these ideas as notes around the learning target in a different color. You may choose to do this on a whiteboard together as a class, or have students write notes on their own paper and share together. Ask students to restate the driving question in their own words. 		
<p><i>Introduce the Deep Hope</i> </p> <p><i>Engage the Learning Targets (ELT)</i></p>	 15 min	<input type="checkbox"/> Document panel elements ready to display <input type="checkbox"/> Poster paper <input type="checkbox"/> Markers
<ul style="list-style-type: none"> Post seven large sheets of poster paper around the room, each with one of the following phrases written at the top: <ol style="list-style-type: none"> Advocate Life Fullness Build Relationship Transform Community Invite students to spend a few minutes silently walking around the room, visiting the posters, and considering the meaning of the words. Have them write descriptors of each word on its poster. Each student must visit every poster. When everyone is finished, have students take a final look at each poster again, reading all of the descriptors. Reveal the deep hope for this expedition on the document panel. Ask, "What do you think the deep hope means?" and discuss students' ideas. Save these posters to reference later. 		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Relationships with Sponsored Children</i> </p> <p><i>Engage the Learning Targets (ELT)</i></p>	 30 min	<input type="checkbox"/> Devices with internet access <input type="checkbox"/> 7.1.b Student Material: "Praying for My Sponsored Child" graphic organizer
<ul style="list-style-type: none"> Ask, "How might we use our voices to build relationships with our sponsored children?" Guide students to consider the act of writing letters and praying for their sponsored child. Invite students to sign in to worldvision.org and access information about their sponsored children. The sponsored children may be new to the students, or the students may already have an existing relationship with their sponsored children. Give students time to explore the available resources with information about their sponsored children, as they complete the "Praying for My Sponsored Child" graphic organizer. Have students use their graphic organizer to pray for their sponsored child. You may choose to have students pray individually or in small groups. 		

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>	 5 min	<input type="checkbox"/> 7.1.c Student Material: Exit Ticket
<ul style="list-style-type: none"> Reread the learning targets for this lesson: <ol style="list-style-type: none"> <u>I can practice using my voice to achieve a goal.</u> <u>I can begin to recognize how my voice affects my relationships with others.</u> Pass out The Value of Voices exit ticket and have students complete it individually. 		
<p>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</p> <p>ADD TO DOCUMENT PANEL</p>		
<ul style="list-style-type: none"> Expedition title, driving question, deep hope Learning plan learning targets Learning plan artifact: photos of students participating in the Small Group Lego Challenge 		
<p>OPPORTUNITY TO DEEPEN THE LEARNING</p>		
<ul style="list-style-type: none"> Students could choose to do further research into the life and community of their sponsored 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 		