



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: Plan

Learning Plan Number: 6

Learning Targets:

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

Habit(s) of Learning:

Curious Thinking

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>Revisit the Foundational Scripture</i> <i>Engage the Learning Targets (ELT)</i>	5 min	<input type="checkbox"/> Chart paper
<ul style="list-style-type: none"> Invite a student to read the foundational scripture (1 Timothy 2:1-2) posted on the document panel. Rewrite the verses on a piece of paper for the class to reference. Ask students to consider the individual words in the verses. What is the meaning of each word on its own? What are some synonyms for them? Write these ideas as notes around the verses in a different color. Ask, "What does this verse mean in your own words?" 		

LEARNING ACTIVITIES

<i>Learning Target Unscramble</i> <i>Introduce the Learning Targets (ILT)</i>	10 min	<input type="checkbox"/> 7.6.a Student Material: Learning Target Unscramble <input type="checkbox"/> Document panel elements ready to display
<ul style="list-style-type: none"> Prep in advance: print several copies of the learning plan's learning targets and cut up each into individual words. Divide the class into two groups. Within each group, have students pair up with a partner. Give one group's pairs a set of words for the first learning target, and the other group's pairs a set of words for the second learning target. Have students work together to try to unscramble the learning targets to what they think they might actually say. Reveal the true wording of the actual learning targets. <ol style="list-style-type: none"> <u>I can prepare to advocate for fullness of life in my school community.</u> <u>I can consider how to honor the voices of others in my school community.</u> Ask, "How might our learning targets connect to 1 Timothy 2:1-2?" Guide students to consider our calling to be advocates for all people, and today we will consider the people in our school community. <p>Note: Add learning targets and the 1 Timothy 2:1-2 entry task paper to the document panel.</p>		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Relationships in Our School Community</i> </p> <p><i>Engage the Learning Targets (ELT)</i></p>	 15 min	
<ul style="list-style-type: none"> On a whiteboard or piece of poster paper, make a chart with two columns. Label them “Broken Relationships” and “Transformed Relationships.” Remind students that these categories can also be referred to as poverty and wholeness. Ask for students to share ideas of what might fall into either category in the context of your school community. Ask questions like these to get the conversation started: <ol style="list-style-type: none"> Are there broken relationships between students and teachers? How is the relationship between people and the surrounding natural environment? How is the mental, physical, and social health of students? Where do you see people restoring brokenness? When you have added several ideas to each side, ask: <ol style="list-style-type: none"> How can we advocate for the voices of others in our school community? With whom might we need to build a relationship with to do that? Guide students to consider those in school leadership roles. Suggest to students the idea of building a relationship with a school leader through conducting an interview. Through this process, we might gain understanding about the way our school functions, and discuss possible opportunities to advocate for the voices of others. Ask, “Who is a leader in our school community we could invite to our classroom for an interview?” You may want to have thought of a list of possible individuals ahead of time to suggest. As a class, decide on someone to invite, as well as one or two “backups” in case the invitation is declined. 		
<p><i>Interview Preparation Teams</i> </p> <p><i>Engage the Learning Targets (ELT)</i></p>	 25 min	<input type="checkbox"/> 7.6.b Teacher Resource: Interview Tips <input type="checkbox"/> 7.6.c Teacher Resource: Sample Interview Questions
<p><i>Divide the class into the following four teams to prepare for the interview. Give teams time to collaborate, make a plan, and implement it as necessary. Use the following considerations for additional guidance.</i></p> <p>Invitation Team – As we seek to build a relationship with the interviewee ... How will you invite him or her?</p> <ol style="list-style-type: none"> Consider communicating verbally or in writing. Consider what kind of language is appropriate and will honor the guest. Consider how you might explain the context of the interview. 		

Continued ...



Question Team – As we seek to build a relationship with the interviewee... What will you ask him or her?


1. Consider the list of interview tips and sample interview questions.
2. Consider how you might record the interview or take notes.
3. Consider how many questions would be appropriate. Write a list of questions as a draft.

Hospitality Team – As we seek to build a relationship with the interviewee ... What could help our guest feel welcomed?


1. Consider where your guest, students, and teacher will sit or stand.
2. Consider including food, beverages, décor, etc.
3. Consider how else you might set the tone for the interview.

Story Sharing Team – As we seek to build a relationship with the interviewee... How will we share our story?

1. Consider how you would introduce the topic of our expedition. How will you explain “relational advocacy?”
2. Consider what parts of our learning so far have stood out to you.
3. Consider how you might use the document panel to tell your story.

ACTIVITY TITLE	TIME	RESOURCES
Team Reports Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT)	 20 min	
<ul style="list-style-type: none"> Invite teams to report on their work and ideas to the rest of the class. Allow students to ask questions and make suggestions. Ask students to give kind, specific, and helpful feedback. Refer to the second learning target for today and discuss how each group will honor the voice of the interviewee. <ol style="list-style-type: none"> 1. <u>I can consider how to honor the voices of others in my school community.</u> 		

EXIT EVENT

Team Summary Assess the Learning Targets (ALT)	 5 min	
<ul style="list-style-type: none"> Give teams a few additional minutes to meet back together and revise their plans based on class feedback. Have teams make any final adjustments to their plan and turn it in. Teams are in charge of completing any action items that have yet to be completed. For example, the Invitation Team may need to actually deliver the invitation, or the Hospitality Team may have chosen to bake homemade treats to bring in on the day of the interview. On the day of the interview, the class will finalize the list of questions that will be asked, and someone from the Story Sharing Team will be in charge of introducing the expedition and class story. 		



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

- Learning plan 6 learning targets
- Learning plan 6 artifact: I Timothy 2:1-2 entry task paper with notes

OPPORTUNITY TO DEEPEN THE LEARNING

- Spend some time praying for your school leaders.
- 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>