



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

Advocacy Exemplars

Learning Plan Number: 5

Learning Targets:

1. I can identify how exemplars used their voices to advocate for fullness of life, build relationships, and transform communities.
2. I can consider how to honor the voices of others through relational advocacy.

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
<p><i>Relational Advocacy Definition</i> </p> <p><i>Engage the Learning Targets (ELT)</i></p>	 5 min	<input type="checkbox"/> 7.4.c Relational Advocacy exit tickets (from the previous learning plan)
<ul style="list-style-type: none"> Remind students about the exit ticket from the previous learning plan, where they each defined “relational advocacy” in their own words. You may choose to pass their exit tickets back to them. Ask students to share their definitions aloud, and then work together to create a mind map about relational advocacy together on a whiteboard or piece of chart paper. (A mind map is a visual display of ideas generated, shown with graphics such as lines, arrows, thought bubbles, circles, etc. You will essentially take notes of the ideas students share aloud, and use graphics to organize and connect related thoughts.) Use the ideas from the mind map to create one class definition of relational advocacy. Display the definition on the document panel. 		

LEARNING ACTIVITIES

<p><i>Connect to Deep Hope and Relational Advocacy Definition</i></p> <p><i>Introduce the Learning Targets (ILT)</i></p>	 5 min	<input type="checkbox"/> Document panel elements ready to display
<ul style="list-style-type: none"> Display both learning targets for this learning plan on the document panel: <ol style="list-style-type: none"> <u>I can identify how exemplars used their voices to advocate for fullness of life, build relationships, and transform communities.</u> <u>I can consider how to honor the voices of others through relational advocacy.</u> Invite students to read them aloud. Ask, “How might these learning targets connect to our deep hope for this expedition?” Ask, “How might these learning targets connect to our new class definition of relational advocacy?” Lead students to consider words or phrases that might share meaning or significance. 		



ACTIVITY TITLE	TIME	RESOURCES
<i>Biblical Exemplars</i> Engage the Learning Targets (ELT)	 30 min	<input type="checkbox"/> 7.5.a Student Material: "Advocacy Exemplars" graphic organizer <input type="checkbox"/> Being an Advocate: https://vimeo.com/39317746 <input type="checkbox"/> Bibles <input type="checkbox"/> What Does the Bible Say About Advocacy? https://www.worldvision.org/christian-faith-news-stories/what-does-bible-say-about-advocacy
<ul style="list-style-type: none"> Have students form groups of three. Pass out the Advocacy Exemplars graphic organizer. Explain that we will explore Biblical exemplars of advocacy and fill in the graphic organizer as we go. Tell students that first we will look at Ezekiel. Assign each person in the group to be in charge of one column on the graphic organizer: advocate for life in all its fullness, build relationships, or transform communities. During the video, each person will take notes related to their specific column only. Show class the video: Being an Advocate. Give groups a few minutes to share ideas from their assigned columns, and add notes to their own graphic organizers to complete all three columns. Invite students to consider a second Biblical exemplar: Moses. Have groups read Exodus 3-4, while assigned students take notes in one of the three columns, like they did for Ezekiel. Have students start with a different column than they initially began with for Ezekiel. Give groups a few minutes to share ideas from their assigned columns, and add notes to their own graphic organizers to complete all three columns. Invite students to read the article, "What does the Bible say about advocacy?" As they read, have assigned students take notes in one of the three columns, choosing a different column than they have done before. Give groups a few minutes to share ideas from their assigned columns, and add notes to their own graphic organizers to complete all three columns. 		
<i>Youth Exemplars</i>  Engage the Learning Targets (ELT)	 20 min	<input type="checkbox"/> The Story of Malala Yousafzai: https://www.youtube.com/watch?v=NIqOhxQ0-H8 <input type="checkbox"/> Malala's Story: https://www.malala.org/malalas-story <input type="checkbox"/> Nicoleta's Story: https://www.wvi.org/it-takes-world/blogpost/ending-violence-against-children-importance-getting-involved
<ul style="list-style-type: none"> Have students view the Youth Exemplars page of their graphic organizer. As they watch the following video and read the story, have each student take notes in all three columns. Play the video: "The Story of Malala Yousafzai" while students take notes on their graphic organizer. 		


Continued ...




- Read the “Malala’s Story” webpage while students take notes on their graphic organizer.
- Assign each group member to read about Nicoleta, Suelv, or Benjamin, and complete the three columns on their graphic organizer.
- Give groups a few minutes to share about the stories they read, and add notes to their own graphic organizers to complete all three columns for Nicoleta’s, Suelv’s, and Benjamin’s stories.
- Point out that these exemplars are from all over the world. Ask students to imagine a similar article being written about them and their sponsored child one day. Ask, “What would our sponsored children need to one day become an advocate in their own community? What would they need to learn? What support would they need? What about you?”

Note: Optionally, post photos of advocacy exemplars as an additional artifact from today’s learning plan on the document panel.

- ☐ **Suelv’s Story:**
<https://www.wvi.org/blogpost/violence-against-children-we-still-have-work-to-do-every-small-step-counts>
- ☐ **Benjamin’s Story:**
<https://www.wvi.org/blogpost/together-we-can-end-bullying>

ACTIVITY TITLE	TIME	RESOURCES
Stories of Jesus’ Advocacy Engage the Learning Targets (ELT)	 15 min	
<ul style="list-style-type: none"> • Invite students to consider a final advocacy exemplar: Jesus. • Assign each group member to read one of the three scripture passages (John 4:1-42, John 8:3-11, or Luke 10:38-42) and fill out the three columns on their graphic organizer. • Give groups a few minutes to share about the stories they read, and add notes to their own graphic organizers to complete all three columns for the scripture passages. 		

EXIT EVENT

Exit Ticket Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)	 5 min	<input type="checkbox"/> 7.5.b Student Material Advocacy Exemplars exit ticket
<ul style="list-style-type: none"> • Pass out the Advocacy Exemplars exit ticket and have students complete it individually. 		



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

- Learning plan 5 learning targets
 - Learning plan 5 artifact: class definition of relational advocacy
- Optional:** Post photos of advocacy exemplars as an additional artifact.

OPPORTUNITY TO DEEPEN THE LEARNING

- Read the book of Esther as another example of Biblical advocacy.
- Students could do a mini inquiry project on Malala or on another youth who is currently advocating for others. Students could then present their inquiry project 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>