







# Voices for Change

## Introduction

In this learning expedition, students will practice relational advocacy; they will use their voices to honor the voices of others in their school community, local community, and the wider world. Students will learn to recognize their voice as a gift from God, received in love, to be used to love others. As a result, they will imagine how to use relational advocacy to transform brokenness into wholeness, and learn to use their voice to honor the voices of others.

Foundational to Ignite, at all stages of learning, is understanding the Greatest Commandments; God's love for them and responding in love to their neighbor. All students can participate regardless of age, achievement, or ability.

All the Law and the Prophets hang on these commandments of love. They hold the key to a transformed world; thy Kingdom come on earth as it is in heaven. Empowering students to deeply know God's love and act upon it leads them into the pursuit of a world transformed in right relationship.

It's an honor, as educators and adults, to help kids reach their full potential of a productive and fulfilling life; not separated from the story of God but deeply a part.

We hope that God will ignite the hearts of your students, the future leaders of the world; that they may experience their defining moments of transformation and act and re-write stories of injustice to justice, sorrow to joy, and brokenness to restoration.

## This Expedition

*This Learning Expedition centers around three things:*

### The Driving Question

How can we use our voices to honor the voices of others?

### The Deep Hope

Students will advocate for life in all its fullness, by building relationships that transform communities.

### The 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 godliness and holiness."*

- 1 Timothy 2:1-2



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## Summary

- In learning plans 1-5, students will imagine how to use relational advocacy to transform brokenness into wholeness, and learn from advocacy exemplars who model using their voice to honor the voices of others.
- In learning plans 6-8, practice relational advocacy in their school community.
- In learning plans 9-11, practice relational advocacy in their local community.
- In learning plans 12-14, practice relational advocacy in the wider world.
- Learning plan 15 will celebrate and reflect on student advocacy work.

## Planning Ahead

- Throughout the learning expedition, learning plans will be visually represented on a document panel (a large, permanent display on a surface such as a wall, bulletin board, or whiteboard). Instructions for what to add to the document panel are listed in each learning plan, but specific design styles may vary by teacher preference. Refer to the document panel example as a guide.
- Learning plan 2 involves inviting another class to participate in the Lego Challenge, which the class will have already tried in learning plan 1. Plan ahead to coordinate with a teacher from another class who can participate.
- Learning plans 6-8 involve inviting a school leader into the classroom to dialogue about broken and transformed relationships in the school community. This might be a principal, administrator, board member, etc. Students will plan and invite this individual during the learning plans, but you may want to think of a list of possible guests to suggest ahead of time. In learning plan 8, students will advocate for members of the school community. Depending on students' choices in the learning plan, they may decide to engage with others without leaving their own classroom, or additional resources and arrangements may need to be made.
- In learning plans 9-11, students will consider their local community. In learning plan 9, you will need copies of local newspaper articles for students to explore. In learning plan 11, students will reach out to a government official or representative. As with your school leader guest, students will plan this communication during the learning plan, but you may want to think of possible officials ahead of time.
- Learning plans 12-14 involve researching the communities of students' sponsored children and planning a way to advocate for the individuals who live there. As students implement their plans, resources such as phones, stamps, envelopes, office supplies, or additional materials may be needed.
- Learning plan 15 will be a celebration of the work students have done throughout the expedition. Students will invite people who have been part of your class's stories of advocacy. This may include members of other classes in your school, members of your school leadership, government officials, or other community members. You may consider if another gathering space or other resources could be needed to accommodate your guests.



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## Expedition Resources:

- ☐ Large display board (such as a whiteboard) or large chart paper
- ☐ Bibles
- ☐ Computer devices with internet access
- ☐ Access to printing and copying accompanying curriculum materials
- ☐ Access to a camera and colored printing of photographs
- ☐ Space for the document panel
- ☐ Office supplies: *sticky notes (two colors), notecards, poster paper, 8.5" x 11" paper, poster boards, markers, letter writing or card making materials*
- ☐ Miscellaneous supplies: *Legos (Lego Challenge kits), local newspaper articles*

## Overview of Grade 7 Learning Plans

1. The Value of Voices
2. A Gift and Expression of God's Love
3. Transformed Relationships
4. Relational Advocacy
5. Advocacy Exemplars
6. Advocates in Our School Community: Plan
7. Advocates in Our School Community: Dialogue
8. Advocates in Our School Community: Reflect
9. Advocates in Our Local Community: Explore
10. Advocates in Our Local Community: Examine
11. Advocates in Our Local Community: Engage
12. Advocates in the Wider World: Research
13. Advocates in the Wider World: Design
14. Advocates in the Wider World: Connect
15. Celebrating Our Voices

