



Voices for Change

Introduction

This learning expedition centers around three things:

- 1 The Driving Question**
How can we use our voices to honor the voices of others?
- 2 The Deep Hope**
Students will advocate for life in all its fullness by building relationships that transform communities.
- 3 The Biblical Foundation Verse**
1 Timothy 2:1-2 (NIV) "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."

Summary

In this Ignite six-lesson learning unit, students will discover relational advocacy. They also 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 have the ability to use relational advocacy to transform brokenness into wholeness and will learn to use their voice to honor the voices of others.

Foundational to Ignite, at every stage of learning, is understanding God's love for all people and responding in love to our neighbors. 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: "Your kingdom come . . . on earth as it is in heaven" (Matthew 6:10, NIV). When we help students gain a deeper understanding of God's love and empower them to act on it, they become ready to pursue a world that's transformed and in right relationship.






It's an honor, as educators and adults, to empower children and young people to take their place in God's transformation story. It's igniting kids to reach their full potential for experiencing a productive and fulfilling life; not separated from the story of God, but deeply a part of it.

We hope that God will ignite the hearts of your students, the future leaders of the world. We pray that they may experience defining moments of transformation and learn to rewrite stories of injustice to justice, sorrow to joy, and brokenness to restoration.

These lessons were adapted from the 7th grade Ignite 15-lesson curriculum. Further activities focused on this unit's theme can be found here: worldvision.org/ignite/curriculum-info/.



Curriculum overview

Lesson 1: The Value of Voices	 30-70 min
<ol style="list-style-type: none"> 1. Small Group Lego Challenge (15-20 min) 2. Introduce the Driving Question (5 min) 3. Introduce the Deep Hope (10-15 min) 4. Optional Activity: Sponsored Child Connection (30 min) 	
Lesson 2: My Voice is a Gift	 30-40 min
<ol style="list-style-type: none"> 1. We Are Loved by God (5-10 min) 2. My Voice is a Gift (5-10 min) 3. Human Knot (10 min) 4. Poverty is Broken Relationships (10 min) 	
Lesson 3: Transformed Relationships and Relational Advocacy	 30-45 min
<ol style="list-style-type: none"> 1. Poverty vs. Wholeness (10-15 min) 2. Transformation (5-10 min) 3. What is Relational Advocacy? (15-20 min) 	
Lesson 4: Advocacy Role Models	 30-45 min
<ol style="list-style-type: none"> 1. Biblical Role Models (10-15 min) 2. Youth Role Models (10-15 min) 3. Stories of Jesus' Advocacy (10-15 min) 	
Lesson 5: Advocates in Our Local Community	 40-80 min
<ol style="list-style-type: none"> 1. Influencing Congress (15-20 min) 2. Jigsaw Protocol (15-20 min) 3. Chalk Talk Protocol (10 min) 4. Optional Activity: Engage with Your Local Representative (30 min) 	

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Lesson 6: Advocates in the Wider World


30-40 min

1. Youth Advocates in Laos (10-15 min)
2. Advocacy Possibilities (10-15 min)
3. I Used to Think ... Now I Think ... (10 min)

Overview of grade 7 learning targets

LESSON	LEARNING TARGETS
7.1.1	I can embrace the truth that we are all loved by God and made in His image.
7.1.2	I can begin to recognize how my voice affects my relationships with others.
7.2.1	I can discern how my voice is a gift from God that expresses His love for me.
7.2.2	I can explore the broken relationships of poverty.
7.3.1	I can explore the broken relationships of poverty, and their restorative transformation into wholeness.
7.3.2	I can explore relational advocacy as a way to honor others with my voice.
7.4.1	I can identify how role models used their voices to advocate for fullness of life, building relationships, and transforming communities.
7.4.2	I can consider how to honor the voices of others through relational advocacy.
7.5.1	I can consider how to honor the voices of others in my local community.
7.5.2	I can advocate for fullness of life in my local community.
7.6.1	I can imagine how to continue using my voice to honor the voices of others.





Materials needed

- ☐ **Lego Challenge Kits**—these will need to be prepared for Lesson 1 and can be formed from Legos that you have available in your classrooms or school setting.
- ☐ Poster paper (for both lessons 1 and 5)
- ☐ Markers
- ☐ Bibles
- ☐ Sticky notes
- ☐ Devices with internet access





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LEARNING PLAN TITLE	CUMULATIVE TIME
<i>The Value of Voices</i>	 30-70 min
<p>Learning plan number: 1</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can embrace the truth that we are all loved by God and made in His image.</u> 2. <u>I can begin to recognize how my voice affects my relationships with others.</u> 	

ACTIVITY TITLE	TIME	RESOURCES
<i>Small Group Lego Challenge</i>	 15-20 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 instructions. • If time permits, go through the challenge twice. The second time, have each student take on a new role. • After the small groups complete the challenge, have them reflect on their experience. Assign each student to take the lead in asking 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?" • If possible, add photos of students participating in the small group Lego Challenge or photos of their final products to the bulletin board. 		




ACTIVITY TITLE	TIME	RESOURCES
<i>Introduce the Driving Question</i>	 5 min	<input type="checkbox"/> 7.1.B Teacher resource: Bulletin board elements
<ul style="list-style-type: none"> Reveal the expedition title and driving question on the bulletin board and read them aloud. Ask students to consider the individual words in the driving question. Ask: "What is the meaning of each word on its own? What are some synonyms for them?" Using a different color, write these ideas as notes around the learning target. You may choose to do this on a whiteboard together as a class or have students write notes on their own paper and share. Ask students to restate the driving question in their own words. 		
ACTIVITY TITLE	TIME	RESOURCES
<i>Introduce the Deep Hope</i>	 10-15 min	<input type="checkbox"/> 7.1.B Teacher resource: Bulletin board elements <input type="checkbox"/> Poster paper <input type="checkbox"/> Markers
<ul style="list-style-type: none"> Post seven large pieces of poster paper, each with one of the following words written at the top: <ol style="list-style-type: none"> "Advocate" "Life" "Fullness" "Build" "Relationship" "Transform" "Community" Invite students to silently walk around the room, look at the posters, and consider each word's meaning. Have them write descriptors of each word on its poster. Each student should visit every poster. When everyone is finished, have students take a final look at each poster, reading all the descriptors. Reveal the deep hope for this expedition on the bulletin board. 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>Optional Activity:</i> <i>Sponsored Child Connection</i></p>	 30 min	<ul style="list-style-type: none"> <input type="checkbox"/> Devices with internet access <input type="checkbox"/> 7.1.C Student material: Praying for My Sponsored Child graphic organizer <input type="checkbox"/> "Why Write a Letter to Your Sponsored Child" video: youtube.com/watch?v=vudEo8jfWpl
<ul style="list-style-type: none"> Tell students that they will now begin the very first step in getting to know their sponsored child/children. World Vision's online portal provides a snapshot of their sponsored child's story: My World Vision (worldvision.org/my). Together with your class, visit My World Vision online (worldvision.org/my) and sign in using your email address and password (provided by your Ignite Partnership Manager) to view your sponsored child/children's page(s). Give students time to explore the available resources with information about their sponsored children. Ask them to complete the Praying for My Sponsored Child graphic organizer. Ask if any students' families sponsor a child; if so, let them know that their family can log on to My World Vision (worldvision.org/my) to write their sponsored child a letter. Work together or individually to write an email to the students' sponsored child/children using the "Email My Child" template on the My World Vision portal (worldvision.org/lp/write-your-child). Include information about the class and your school's location. Include several questions/wonderings that the students expressed about their sponsored children and respond to any questions they were asked in previous letters, if applicable. Consider uploading a photo of the class or an encouraging poster the students create. Show the "Why Write a Letter to Your Sponsored Child" video (youtube.com/watch?v=vudEo8jfWpl) if students need inspiration. Display and review the following information from World Vision before students begin writing: <p>What to write about:</p> <ol style="list-style-type: none"> 1. Be sure to consider your sponsored child's environment and culture. For example, avoid writing about the things you own since your child might have very few possessions. 2. Feel free to share about your family, friends, and interests. 3. If your child lives in an area where Christianity is not the dominant faith, you may see a "sensitive area" alert. If so, please refrain from using religious references or sending religious items. These could endanger your sponsored child or World Vision's local staff. Do continue to pray for your child's physical and spiritual well-being. Have students use their graphic organizer to pray for their sponsored child. You may choose to have students pray individually or in small groups. 		





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LEARNING PLAN TITLE	CUMULATIVE TIME
<i>My Voice is a Gift</i>	 30-40 min
<p>Learning plan number: 2</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can discern how my voice is a gift from God that expresses His love for me.</u> 2. <u>I can explore the broken relationships of poverty.</u> 	

ACTIVITY TITLE	TIME	RESOURCES
<i>We Are Loved by God</i>	 5-10 min	<input type="checkbox"/> Bibles
<ul style="list-style-type: none"> • Invite students to find a partner. One partner should find 1 John 4:19 in their Bible, and the other should find John 3:16. • Ask pairs to stand together and have the first person read 1 John 4:19 aloud. Once they finish reading the verse, have the students stand back-to-back. Direct students to quietly reflect on the verse for about 15 seconds. • Ask students to face one another again. Direct the second person to read John 3:16 aloud. Once students are finished reading the verse, have them stand back-to-back. Direct them to quietly reflect on the verse for about 15 seconds. • Have pairs turn to face one another and discuss the following question: “How do we know God loves us?” • Introduce the idea of “thin places” by reading this quote from Rev. Dr. Mark D. Roberts to your students: <p>“The early Celtic people believed that you could go to certain places in nature to be closer to God. These places have long been called ‘thin places.’ Here a person experiences only a very thin divide between themselves and God. Mt. Sinai is referred to in the Bible more than once as a ‘thin place’ or ‘holy place’ (e.g., Moses and the burning bush, the 10 Commandments.)”</p> • Ask: “Is there a place that has a similar feel for you? Is there a place where you feel close or connected to God and His love for you?” In your discussion, point out that in the end, it is not the place that actually brings us closer to God—it’s simply a setting where we are inspired by our surroundings or feel comfortable enough to allow ourselves to recognize His love. Through our encounters and experiences with God, we know that no matter where we are, God has never-ending love for us. • Conclude this lesson by reading Psalm 139:7-12 aloud to the class. Then read it again, but this time pray through the verse, asking students to pray silently with you that God will remind them of His presence wherever they go as a source of comfort, reminding them of His unconditional love. 		




ACTIVITY TITLE	TIME	RESOURCES
<i>My Voice is a Gift</i>	 5-10 min	<input type="checkbox"/> Bibles <input type="checkbox"/> 7.1.B Teacher resource: Bulletin board elements
<ul style="list-style-type: none"> • Ask: "Why did God give you a voice?" • Invite volunteers to find and read 2 Timothy 1:7 and Genesis 1:26-27 aloud to the class from their Bibles. • Discuss with students how they were created as image bearers, deeply loved by God, and given a voice/mind and spirit of power, love, and self-discipline. • Ask, "How can we use our voices to show love to our neighbors?" • Reveal on the bulletin board the foundational Scripture for this expedition: 1 Timothy 2:1-2. Discuss how to show love through "petitions, prayers, intercession, and thanksgiving ... for all people." • Read Matthew 22:37-39 aloud to the class. Wrap up the discussion by saying: "When we show love to our neighbors, we also show love to God." 		
ACTIVITY TITLE	TIME	RESOURCES
<i>Human Knot</i>	 10 min	
<ul style="list-style-type: none"> • Have your class stand in a circle, facing each other, shoulder to shoulder. • Instruct everyone to extend their right hand and take hold of a random hand of someone across from them. • Then, tell them to extend their left hand and take hold of another random hand from a different person across the circle. Tell students that this "human knot" represents part of the brokenness in the world. • Challenge students to untangle the knot of arms without releasing their hands. In this way, they will "fix" the brokenness by using their voices to work together. If the group is too large, make multiple smaller circles. • If you have time, repeat the challenge and try for a faster time. • Ask students: "What was difficult about this activity? How do you think it relates to poverty and using our voices?" Allow time for discussion. • Conclude the lesson by reading Proverbs 31:8-9 (NIV) aloud to the class: "Speak up for those who cannot speak for themselves, for the rights of all who are destitute. Speak up and judge fairly; defend the rights of the poor and needy." 		




ACTIVITY TITLE	TIME	RESOURCES
<i>Poverty is Broken Relationships</i>	 10 min	<input type="checkbox"/> 7.2.A Student material: Poverty Defined
<ul style="list-style-type: none"> • Distribute copies of the Poverty Defined handout and ask students to silently read the definition of poverty. • Ask students to highlight, underline, or circle key words or phrases in the definition. • Have students form groups of four or five and invite them to share their key words and phrases. • Have each group report to the class. "What were the key words and phrases that stood out to you?" • Point to this simple definition: "Poverty is broken relationships." Say: "Broken relationships can happen at school, with our families, in our community, in our country, around the world, with nature, and even our relationship with ourselves." • Add the poverty definition to the bulletin board. 		





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LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Transformed Relationships and Relational Advocacy</i>	 30-45 min
<p>Learning plan number: 3</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can explore the broken relationships of poverty, and their restorative transformation into wholeness.</u> 2. <u>I can explore relational advocacy as a way to honor others with my voice.</u> 	


ACTIVITY TITLE	TIME	RESOURCES
<i>Poverty vs. Wholeness</i>	 10-15 min	<input type="checkbox"/> 7.3.A Student material: Poverty vs. Wholeness graphic organizer
<ul style="list-style-type: none"> • Begin with a class discussion around the following: “Where do you see poverty (broken relationships) in God’s story? Where do you see restored relationships in God’s story?” Explain that we can define “wholeness” as restored or transformed relationships. • Pass out the Poverty vs. Wholeness graphic organizer. • Invite students to consider various aspects of their lives and the life of a global neighbor or sponsored child. What examples of poverty (broken relationships) exist? What examples of wholeness (transformed relationships) exist? • Have students reflect and fill out the graphic organizer. • Conclude by reading John 15:9-11(NIV) aloud to the class: “As the Father has loved me, so have I loved you. Now remain in my love. If you keep my commands, you will remain in my love, just as I have kept my Father’s commands and remain in his love. I have told you this so that my joy may be in you and that your joy may be complete.” Remind students that transformation comes from knowing Jesus and “remaining” in Him. Lead students into a discussion about the definition of wholeness as it relates to this verse. 		




ACTIVITY TITLE	TIME	RESOURCES
<i>Transformation</i>	 5-10 min	<input type="checkbox"/> "Eugene Cho: A hand up, not a hand out" video: youtube.com/watch?v=iNzdWnulfSc
<ul style="list-style-type: none"> Watch the video, "Eugene Cho: A hand up, not a hand out" (youtube.com/watch?v=iNzdWnulfSc). Ask: "What did Eugene Cho mean by people giving a hand up, not a hand out? How are people changed when communities transition from brokenness to wholeness?" Lead students in a discussion: "When we help others, it not only leads to their transformation, but also to our own transformation." 		
ACTIVITY TITLE	TIME	RESOURCES
<i>What is Relational Advocacy?</i>	 15-20 min	<input type="checkbox"/> "How to Change the World" video: youtube.com/watch?v=hhpQB3W6abk <input type="checkbox"/> "16-year-old World Vision Advocate Asks Congress to Take Action" article: worldvisionadvocacy.org/2022/10/11/day-of-the-girl/ <input type="checkbox"/> 7.3.B Student material: Kelsie's Story graphic organizer <input type="checkbox"/> Primer-1-Relational-Advocacy resource: worldvisionadvocacy.org/wp-content/uploads/2021/07/Primer-1-Relational-Advocacy.pdf
<ul style="list-style-type: none"> Play the video, "How to Change to World" (youtube.com/watch?v=hhpQB3W6abk). Invite students to find a partner and read "16-year-old World Vision Advocate Asks Congress to Take Action" together. As they read, have them complete the Kelsie's Story graphic organizer. When pairs have completed the graphic organizer, invite volunteers to share their observations with the group. Invite students to consider their global neighbors (or sponsored children). Ask: "What similarities do you see between yourself and Kelsie?" "How might you advocate for your sponsored child or another global neighbor in a similar way?" Invite students to read World Vision's "Primer Issue 1: Relational Advocacy" pages 1 and 2 with their partner. As they read, have them complete their graphic organizer. When pairs have completed the graphic organizer, invite volunteers to share their observations with the group. 		



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LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Advocacy Role Models</i>	 30-45 min
<p>Learning plan number: 4</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can identify how role models used their voices to advocate for fullness of life, building relationships, and transforming communities.</u> 2. <u>I can consider how to honor the voices of others through relational advocacy.</u> 	

ACTIVITY TITLE	TIME	RESOURCES
<i>Biblical Role Models</i>	 10-15 min	<ul style="list-style-type: none"> <input type="checkbox"/> 7.4.A Student material: Advocacy Role Models graphic organizer <input type="checkbox"/> "Being an Advocate" video: vimeo.com/39317746 <input type="checkbox"/> Bibles <input type="checkbox"/> "What Does the Bible Say About Advocacy?": 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 Role Models graphic organizer. Explain that they will explore biblical role models of advocacy and fill in the graphic organizer as they go. • Tell students that first they will look at Ezekiel. Ask each person in the group to oversee 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" (vimeo.com/39317746). • 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 role model: Moses. Have groups read Exodus 3-4, while assigned students take notes in one of the three columns (as they did for Ezekiel). Have students work on a different column than they did previously. 		

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- 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: "What does the Bible say about advocacy?" (worldvision.org/christian-faith-news-stories/what-does-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.

ACTIVITY TITLE	TIME	RESOURCES
<i>Youth Role Models</i>	 10-15 min	<input type="checkbox"/> 7.4.A Student material: Advocacy Role Models graphic organizer <input type="checkbox"/> "The Story of Malala Yousafzai" video: youtube.com/watch?v=NlqOhxQ0-H8 <input type="checkbox"/> "Jason's Story": wvi.org/changemakers/jason <input type="checkbox"/> "Lahoo's Story": wvi.org/changemakers/lahoo <input type="checkbox"/> "Sanjida's Story": wvi.org/changemakers/sanjida
<ul style="list-style-type: none"> • Have students view the Youth Role Models 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" (youtube.com/watch?v=NlqOhxQ0-H8) while students take notes on their graphic organizer. • Assign each group member to read about Jason, Lahoo, and Sanjida; 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 Jason's, Lahoo's, and Sanjida's stories. • Point out that these role models are from all over the world. Ask students to imagine a similar article being written about them one day. Ask: "What would I need to one day become an advocate in my own community? What would I need to learn? What support would I need?" <p>Optional: Post photos of advocacy role models as an additional artifact from today's learning plan on the bulletin board.</p>		
ACTIVITY TITLE	TIME	RESOURCES
<i>Stories of Jesus' Advocacy</i>	 10-15 min	<input type="checkbox"/> 7.4.A Student material: Advocacy Role Models graphic organizer <input type="checkbox"/> Bible
<ul style="list-style-type: none"> • Invite students to consider a final advocacy role model: 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. 		



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LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Advocates in Our Local Community</i>	 40-80 min
<p>Learning plan number: 5</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can consider how to honor the voices of others in my local community.</u> 2. <u>I can advocate for fullness of life in my local community.</u> 	

ACTIVITY TITLE	TIME	RESOURCES
<i>Influencing Congress</i>	 15-20 min	<ul style="list-style-type: none"> <input type="checkbox"/> "Who Can You Influence?": worldvision.org/ignite/wp-content/uploads/sites/5/2020/07/Who-Can-You-Influence.pdf <input type="checkbox"/> "Influencing Congress": worldvision.org/ignite/wp-content/uploads/sites/5/2020/07/Influencing-Congress.pdf <input type="checkbox"/> Whiteboard/chart paper
<ul style="list-style-type: none"> • Explain to students that through their partnership with World Vision, they are going to learn how to connect and effectively communicate with their government representatives. • Read the two articles about influence aloud with the class. • Ask: "How many representatives does each person have in government?" and "What are some possible ways to reach the people we want to impact and influence?" and "What thoughts and ideas might keep us from contacting them?" • Listen to the clip from NPR where journalist Cokie Roberts answers a question about influencing Congress. • Ask: "What are some effective ways to connect with members of Congress?" 		



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- Write the following words on a whiteboard or chart paper. Ask students: “Which method of communication do you think would be most effective out of the following choices?”
 1. “Handwritten note”
 2. “Phone call”
 3. “Email”
 4. “Local newspaper”
 5. “Social media”
- Tally how many students chose the various words and record on a whiteboard/chart paper. Note these results for later in the lesson.


ACTIVITY TITLE	TIME	RESOURCES
<i>Jigsaw Protocol</i>	 15-20 min	<input type="checkbox"/> Poster paper How to connect with our government: <input type="checkbox"/> Handwritten note: worldvision.org/ignite/wp-content/uploads/sites/5/2020/07/Talking-to-Congress-%E2%80%94-a-Handwritten-Note.pdf <input type="checkbox"/> Phone call: worldvisionadvocacy.org/2019/09/25/i-called-congress-heres-why-you-should-call-congress-too/ <input type="checkbox"/> Email: worldvisionadvocacy.org/2017/02/23/talking-to-congress-lets-talk-emails/ <input type="checkbox"/> Social Media: worldvisionadvocacy.org/2019/05/02/social-media-advocacy-world-vision/ <input type="checkbox"/> Newspaper: worldvisionadvocacy.org/2017/04/13/talking-congress-via-local-newspaper/
<ul style="list-style-type: none"> • Divide students into five groups. Assign each group a topic about how to connect with our government. <ol style="list-style-type: none"> 1. Handwritten note: worldvision.org/ignite/wp-content/uploads/sites/5/2020/07/Talking-to-Congress-%E2%80%94-a-Handwritten-Note.pdf 2. Phone call: worldvisionadvocacy.org/2019/09/25/i-called-congress-heres-why-you-should-call-congress-too/ 3. Email: worldvisionadvocacy.org/2017/02/23/talking-to-congress-lets-talk-emails/ 4. Newspaper: worldvisionadvocacy.org/2017/04/13/talking-congress-via-local-newspaper/ 5. Social media: worldvisionadvocacy.org/2019/05/02/social-media-advocacy-world-vision/ • Invite students to read about their assigned topic using the accompanying resources and create a poster they can use to share key points and important information with the rest of the class. • Have groups present their posters to the class, communicating the key points and important information about each topic. • Add posters to the bulletin board 		




ACTIVITY TITLE	TIME	RESOURCES
<i>Chalk Talk Protocol</i>	 10 min	<input type="checkbox"/> Optional: World Vision Advocacy In-District Meeting Guide worldvisionadvocacy.org/wp-content/uploads/2018/07/In-District-Meeting-Guide.pdf
<ul style="list-style-type: none"> Post each poster with an additional sheet of blank paper somewhere accessible in the room. Have students silently walk around to each poster and write the pros and cons of using this method to communicate with their representative. Once everyone has silently recorded their thoughts, have the class revisit each poster, reading their classmates' comments. Then, have students rate each poster on a scale of one to five ("one" means not effective; "five" means very effective). As a class, discuss and decide which option(s) to pursue. <p>Note: If students are interested in requesting an in-person meeting with their representative, download the In-District Meeting Guide found in the resource section under "Relational Advocacy Tools" at worldvisionadvocacy.org.</p>		
ACTIVITY TITLE	TIME	RESOURCES
<i>Optional Activity: Engage with Your Local Representative</i>	 30 min	<input type="checkbox"/> Sticky notes <input type="checkbox"/> Devices with internet access <input type="checkbox"/> "Primer 1—Relational Advocacy": worldvisionadvocacy.org/wp-content/uploads/2021/07/Primer-1-Relational-Advocacy.pdf
<ul style="list-style-type: none"> Have students work in small groups to explore online resources for information about their local elected officials. To get started, reference the "Build Your Skills" page of the previously viewed "What is relational advocacy and why does it matter?" document. Ask: "What information can you find about topics or issues that your representatives have taken a stand on?" When students find a piece of interesting information, have them record a brief summary on a different colored sticky note than was used previously. Have them include the name of the representative, the issue, and the representative's position on the issue. Instruct students to post these sticky notes near the previously displayed sticky notes. Assign roles, make teams, and have students create a plan as necessary to communicate with their local representative about the issue they select from the sticky notes of options. Use posters from the jigsaw protocol, as well as the World Vision resources students used, to encourage students to take action by writing handwritten notes, making phone calls, sending emails, contacting a local paper, or using social media to advocate. <p>Note: Add a copy or photo of your letters/emails/etc. to the bulletin board.</p>		





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LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Advocates in the Wider World</i>	 30-40 min
<p>Learning plan number: 6</p> <p>Learning targets:</p> <p>1. <u>I can imagine how to continue using my voice to honor the voices of others.</u></p>	

ACTIVITY TITLE	TIME	RESOURCES
<i>Youth Advocates in Laos</i>	 10-15 min	<ul style="list-style-type: none"> <input type="checkbox"/> Article on kids who advocate: wvi.org/newsroom/laos/visionaries-2-lao-children-and-youth-advocate-their-right-healthy-planet <input type="checkbox"/> 7.6.A Teacher resource: "A Citizen's Guide to Advocacy" quote
<ul style="list-style-type: none"> • Invite students to read the article, "Lao children and youth advocate for their right to a healthy planet" 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" while adding it to the bulletin board: <p>"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."</p> • 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. Say: "Those we advocate for are not voiceless—they are active participants in our relationships. We work with them as partners and friends and to amplify their voices." 		



ACTIVITY TITLE	TIME	RESOURCES
<i>Advocacy Possibilities</i>	 10-15 min	<input type="checkbox"/> "A Citizen's Guide to Advocacy": live-advocacy.d2.worldvision.org/wp-content/uploads/resources/A-Citizens-Guide-to-Advocacy.pdf
<ul style="list-style-type: none"> Have students form groups of three or four. In their groups, invite them to work together to think of and list many different ways to practice advocacy. Suggest that they think back to ideas they read about in "Primer 1—Relational Advocacy" or encourage them to look at "A Citizen's Guide to Advocacy." As a class, ask each group to share one idea. As they share their idea, have students in other groups delete that idea if it's on their own list. Continue until all ideas have been shared, allowing groups to "pass" if their ideas have already been stated. Challenge students to use the resources they have discovered to advocate in their communities or to connect with World Vision advocacy to advocate on a broader scale. 		
ACTIVITY TITLE	TIME	RESOURCES
<i>I Used to Think ... Now I Think ...</i>	 10 min	<input type="checkbox"/> Sticky notes
<ul style="list-style-type: none"> Ask several students to look at the bulletin board and read the foundational Scripture, deep hope, and driving question for this expedition. Have each student respond to the following prompt on a sticky note: "I used to think ... but now I think ..." Display the sticky notes on the bulletin board. Spend time in prayer as class, asking God to show each of us how we might use our voices on behalf of others in the world as an act of advocating for them and sharing God's love. 		