



Deeply Loved, Loving Deeply

EXPEDITION TITLE

Deeply Loved, Loving Deeply

Expedition Driving Question:

How might I delight in God's family despite brokenness?

Expedition Deep Hope:

We are deeply loved and loving deeply in God's family!

Expedition Verse:

"But to all who did receive Him, who believed in His name, He gave the right to become children of God." –John 1:12

LEARNING PLAN TITLE

My Role in God's Family

Learning Plan Number: 4

Learning Targets:

1. I can identify that we are all members of God's family.
2. I can express my role as a child of God!

Habit(s) of Learning:

Curious Thinking: We are creative and critical

CUMULATIVE TIME



65-80 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.





Note: Before beginning this learning plan, write the learning targets on sentence strips. Write each learning target using a different color marker. Cut up the learning targets so they are on separate chunks of sentence strips. This way, you can mix up the chunks and students can try to order them (leave each word whole; you are simply mixing up the phrases and words from the learning targets). To simplify, engage with one learning target at a time, or for greater challenge, engage with both at the same time.




ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
Opening Family Circle Engage the Learning Targets (ELT)	 5 min	
<ul style="list-style-type: none"> Invite students to join the family circle. Echo read with students the expedition deep hope and scripture verse from the document panel (read and have the students 'echo' what was said). Share with students that today we are going to talk more about our role in God's family as his children. Lead students in a tap, clap, tap, clap rhythm and ask students to echo you while keeping the beat with you. Say, "I am a child of God." (Let students repeat it.) Say, "I have a job to do." Repeat both sayings again. Ask if a student would like to open the expedition in prayer today. 		

LEARNING ACTIVITIES

Learning Target Scramble  Introduce the Learning Targets (ILT)	 10-15 min	
<ul style="list-style-type: none"> Take you're the learning target chunks that you prepared before this learning plan and mix them up. Display them for the students to read. <ol style="list-style-type: none"> <u>I can identify that we are all members of God's family.</u> <u>I can express my role as a child of God!</u> Help students work together to try and find order to the mixed-up learning targets. Offer suggestions as needed (i.e. "I wonder if we could group the same colored words together first ..." "What might we need to look for to determine which word is the beginning of the sentence or the end?") Help students assemble the learning targets and then read them to the students. Take the word "role" from the learning targets your students assembled and isolate it for students to look at away from the other parts of the learning targets. Ask students to share what they wonder or know about the word "role." Write their ideas down under the word. (This part of the activity works well on a white board or chalkboard in front of the class.) <p><i>Photograph the learning targets and post on the document panel.</i></p>		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Manjula's Role in God's Family</i> Engage the Learning Targets (ELT)</p>	 20-25 min	<input type="checkbox"/> God's Love for You Bible Storybook by Rich and Renee Stearns <input type="checkbox"/> Chart paper
<ul style="list-style-type: none"> Read the story, Young Samuel Hears God (pg. 65) and A Young Girl Brings Words of Hope (pg. 66) from God's Love for You Bible Storybook. Using the chart paper, write Manjula's name at the top of the paper. Ask students to share ideas from the story about different jobs or roles God had given to Manjula in her family and community. Write the responses the students share in a list (keep words simple and short and stay true to a list format). Using a Musical Share protocol, ask students to think and share using the following prompts: <ol style="list-style-type: none"> "Who is a child of God?" OR "Who is a member of God's family?" "What roles or jobs do other people have in God's family?" "Why is it important to have a role or job in God's family?" "What are some roles I have in my family?" "What is important about the roles I have in God's family?" <p>Musical Share Protocol: Explain to students that you will play a song. Feel free to select a song that is relevant to the topic students are discussing or one that is important to other learning happening in the classroom. When the song begins, encourage students to sing or dance around the room to the song. Tell them you will stop the music at different times and when the music stops, they need to link arms with a buddy, pause their sounds and listen to a question, and then take turns sharing their response to the prompt you give them.</p>		
<p><i>My Role in God's Family</i>  Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT)</p>	 25-30 min	<input type="checkbox"/> I.4.a Student Material: "My Role in God's Family" list <input type="checkbox"/> I.4.b Student Material: "My Role in God's Family" illustration <input type="checkbox"/> Scrapbook materials needed to begin forming the scrapbook
<ul style="list-style-type: none"> Encourage students to remember the different roles they shared with their partner. Re-read the list of roles that the students noticed about Manjula. Ask students to create their own list of the roles they have in God's family. These can be jobs they have at school, home, church, etc. Remind students these lists will go into their Deeply Love, Loving Deeply scrapbook. Help students write their "Role in God's Family" lists. (If students need support, you can have them read the roles that Manjula had and ask them if they have any of those roles, too. You can also use the language of 'how do you 'help' or 'work together'?' to support the students' brainstorming.) After they write their lists, encourage students to illustrate themselves doing one of the roles they listed. Use your chosen scrapbook assembly method to help students add their "Role in God's Family" scrapbook page into their scrapbook. 		


Continued ...



Ideas for incorporating the list and illustration into the scrapbook:

1. Students can paste or tape the list and illustration onto scrapbook paper
2. Students can mount the list onto one side of an 8.5x11" piece of cardstock and the illustration to the other side
3. Pre-print the template onto cardstock to save time
4. Paste the list on one side and the illustration on the other of the scrapbook page

EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Closing Family Circle</i> Assess the Learning Targets (ALT)</p>	 5 min	
<ul style="list-style-type: none"> In a Popcorn Share protocol, allow students to share with their class the list of roles they identified for themselves in God's family. Gather into the closing "family circle" and ask students to share "What is delightful about having a role in God's family?" Close with prayer. Invite a student to participate in this special role today. <p>Popcorn Share protocol:</p> <ul style="list-style-type: none"> Students remain seated at the gathered spaced they are in. One at a time the students "pop" up when they are ready to share related to the prompt given by the teacher. 		
<p>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL</p>		
<ul style="list-style-type: none"> Deeply Loved, Loving Deeply scrapbook, "My Role in God's Family" 		
<p>OPPORTUNITY TO DEEPEN THE LEARNING</p>		
<ul style="list-style-type: none"> Students could create multiple lists and illustrations for their scrapbook work. Students can bring a photo from home and share with the class about a favorite job they have in their family. These photos could also be added into the scrapbooks. Students can interview family members about different roles they have and create lists of those roles to add to their scrapbook. 		