



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

Other Families (Addressing the Broken)

Learning Plan Number: 7

Learning Targets:

1. I can identify God's story of restoration where there is brokenness in a family.
2. I can tell the unique and delightful story of restoration that God is writing for his/my family!

Habit(s) of Learning:

Curious Thinking: We are creative and critical

CUMULATIVE TIME



70-80 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: This learning plan engages with stories of families from around the world. It is suggested that you pre-read their stories to determine the stories and select three to four that will speak most effectively to your classroom of students. The stories you will read do contain some brokenness: carefully consider how to share the stories of these families with truth, yet also with a lens of consideration for your audience of students. It is not suggested that you read the story word for word to the students.

ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
Opening Family Circle  Engage the Learning Targets (ELT)	 10 min	<input type="checkbox"/> Hula hoop (Using a larger sized hoop would help with this activity)
<ul style="list-style-type: none"> Gather in the “family circle.” (Consider meeting in a space outside for a change of experience.) Share that today, we will be learning about the word “restoration” or “restore.” Ask if anyone thinks they know what these words mean? Listen to responses. Share that restore means to fix something that was broken. Ask students to stand and join hands. Rest the hula hoop on your arm as you join hands with the student next to you. Now, the hula hoop is part of the circle. Share with students that today your class is going to try and get the hula hoop to move all the way around the circle without anyone breaking the circle (try not to let go, friends!). As students pass their bodies through the hula hoop, encourage them to help it move around the circle. When the hula hoop makes it back to you, celebrate! Now, try the activity again, but if a student is wearing the color _____, they cannot join hands in the circle. (Offer variations of who cannot hold hands in the circle ...) Try to move the hula hoop around the circle. Pose the question to students, “What happened to our circle?”, “How can we create restoration?” Restore the circle and try again. Celebrate! Ask for a student leader to open in prayer: asking God to help us identify brokenness BUT also always be looking for God’s delightful story. <p>Note: Attach a photograph of the students in the circle with the hula hoop to the document panel. As an alternative, you may choose to hang the hula hoop on your document panel: it can become a symbol of restoring brokenness throughout the expedition. Hula hoops could also be hung over your gathering space as an artifact museum to remind students of the importance of God’s restoration.</p>		


LEARNING ACTIVITIES

Brokenness and Restoration Introduce the Learning Targets (ILT)	 5 min	<input type="checkbox"/> Chart paper, whiteboard (or something similar)
<ul style="list-style-type: none"> Display the learning targets on chart paper or a whiteboard. Read them with students or ask for a student leader to read. <ol style="list-style-type: none"> <u>I can identify God’s story of restoration where there is brokenness in family.</u> <u>I can tell the unique and delightful story of restoration that God is writing for his/my family!</u> Read Psalm 23:1-3. Emphasize the word “restores.” 		

Continued ...



- Pass the hula hoop around the circle and ask students to share something they think of when they hear the word “restore.”
- Ask: What is the relationship between the word “brokenness” and “restoration.”
- Write their responses around the words “restoration” and “brokenness” on the learning targets.

ACTIVITY TITLE	TIME	RESOURCES
Chalk Walk <i>Engage the Learning Targets (ELT)</i>	 30-35 min	<input type="checkbox"/> I.7.a Teacher Resource: “Family Photos” <input type="checkbox"/> I.7.b Teacher Resource: “Family Stories” <input type="checkbox"/> I.1.e Student Material: “I Can See the Delightful” perspective glasses



- Using the World Vision picture cards, select four photographs. These photographs show different families around the world. The photographs show some brokenness as well as celebrations of delightfulness.
- Place four large pieces of chart paper around your room (these could be on the walls or on the floor in four different areas in the room). These must be accessible for students to write on. Place one photograph from each picture card in the center of each large piece of chart paper. Have one to three markers at each chart paper (this depends on how many students you want to write at the same time).
- Gather students in gathering space. Engage with one photograph at a time with the following procedure:
 1. Show the photograph to students. While showing the photograph, tell the story about the family in the photograph using the background knowledge from the corresponding number on the teacher guide.
 2. Repeat this until all four stories are shared and photographs are shown.
- After the teacher has shared the stories with the students, hand out the “I Can See the Delightful” perspective glasses and explain the Chalk Walk procedure. Sharing one prompt at a time, allow students to visit each of the four photographs on chart paper and add their ideas to the paper. When the students have finished with the first prompt (consider six to eight minutes), read the next prompt and have them engage with the same photographs/chart papers. Continue until all prompts have been engaged with.
- Chalk Walk prompts:
 1. What in this photograph shows brokenness?
 2. Where do you see God’s restoration in this photograph?
 3. What is delightful in this photograph? (Draw an arrow.)

Tip: *If you have a large class, you can have two or three of the same photographs/chart papers at each station so more students can engage with the same photograph at the same time.*


- When the students have gone through the stations and responded to all the prompts, gather students together at each station and read their responses. Support their observations with your own observations of the photographs in response to the prompts.

Note: *You will be using more of these picture cards in learning plan 8.*



ACTIVITY TITLE	TIME	RESOURCES
<i>Restoration Paper Chain</i>  <i>Engage the Learning Targets (ELT)</i> <i>Reflect on the Learning Targets (RLT)</i>	 20-25 min	<input type="checkbox"/> Scrapbook Tag <input type="checkbox"/> 1.5x11" strips of construction paper (various colors) <input type="checkbox"/> Stapler
<ul style="list-style-type: none"> Create a class "God brings restoration" chain. Using their experience with the family photographs, students will write ways they see God bringing restoration to families on a strip of construction paper. Help students take the completed strips and create a paper chain. Add this chain to your document panel. It can hang at the top or along the side. Another idea is to hang it above your gathering space as a representation of restoration. If you have limited space, take a photograph of the chain and add that to the document panel. <p>Scrapbook Work: Take a photograph of the paper chain. Print this photograph and provide each student with a copy of it. Students can add this to their scrapbook page, adding the tag, "God brings restoration to families!" to their page. Students can also add one paper link strip to the page.</p>		

EXIT EVENT

<i>Closing Family Circle</i> <i>Assess the Learning Targets (ALT)</i>	 5 min	
<ul style="list-style-type: none"> Gather students in the "family circle." Using the hula hoop one more time, ask students to pass the hoop and share one "delightful" thing from today's learning plan. Ask for a student leader to close in prayer. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> "God Restores Family" <i>Deeply Loved, Loving Deeply</i> scrapbook page 		
OPPORTUNITY TO DEEPEN THE LEARNING		
<ul style="list-style-type: none"> Students can continue to add to the "restoration chain." Create a "restoration station" in the classroom with paper strips, stickers, markers, etc. Place some of the World Vision family photos at the station so students can engage with them and see the delightful and God's restoration. Students can create a restoration/delightful chain for their own family, sharing with their family what they notice that is delightful in their family or ways they see God's restoration in their family. 		