



# 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

### We Are Loved by God

#### Learning Plan Number: 2

#### Learning Targets:

1. I can identify that I am a priceless and deeply loved child of God's family!
2. I can express that I am a deeply loved child of God!

#### Habit(s) of Learning:

Joy-filled Collaborating: Grateful, playful, reflective

## 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.






## ENTRY EVENT




ACTIVITY TITLE	TIME	RESOURCES
<p><i>People are Priceless</i> </p> <p><i>Engage the Learning Targets (ELT)</i></p>	 10 min	<ul style="list-style-type: none"> <li><input type="checkbox"/> Large piece of chart paper</li> <li><input type="checkbox"/> 2 small clay pots</li> <li><input type="checkbox"/> 1 tray</li> <li><input type="checkbox"/> 1 large paper bag</li> <li><input type="checkbox"/> 1 bottle of glue</li> </ul>
<p><b>Note:</b> Before beginning today's learning plan, place two clay pots into a large brown paper bag</p> <p><b>Students will engage with the word "priceless":</b></p> <ul style="list-style-type: none"> <li>Ask students to share what they know or wonder about the word "priceless." Record these ideas. Read back their ideas and write one of your own that relates to the following definition of priceless. "Priceless: So precious its value cannot be determined." (Take a photograph of this poster to display on the document panel.)</li> </ul> <p><b>Object learning plan: clay pots</b></p> <ul style="list-style-type: none"> <li>Reach into the paper bag and take out one of the clay pots. Tell students we are like this clay pot. Now, drop it into a paper bag so it shatters (be careful to not break the other pot). Look sad. Reach into the bag, pick up a few of the broken pieces, and show them to the students. Talk about how we are like this broken pot: because of sin in the world, there is brokenness in us and in God's beautifully-designed family.</li> <li>Dump all of the broken pieces onto a tray and take a bottle of glue. Ask students: Can we fix this broken pot? How could we fix the shattered dust from the broken pot? Can glue fix it? Reiterate that nothing we do, can fix this broken pot fully on our own.</li> <li>Now, dump the remains of the shattered pot back into the bag. (Inside the bag is a second whole pot that did not get shattered.) Fold over the top of the bag. Ask students how they think we could fix this problem of brokenness. (Listen to the various answers ...)</li> <li>Share John 3:16. Talk about Jesus' redemptive love for us. What did he do? He died on a cross for our sins.</li> <li>Now, use a thick marker and draw a large cross on the front of the bag. "Did Jesus stay dead? No, he rose again on the third day, like he said, he defeated sin and death."</li> <li>Display expedition foundation 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.</li> <li>When we ask Jesus to fix our brokenness, to forgive our sins and make us a new creation (open the bag and reach in and pull out new pot), he does! (Talk with students about how only God can make us new. God takes our brokenness and remakes us. We are his children.</li> <li>Share how this work that God does for us is priceless and we are priceless to God!</li> </ul> <p>(Display the broken pot, side by side with the new pot, on the document panel with a photograph, or near the document panel with the pots).</p>		



## LEARNING ACTIVITIES

ACTIVITY TITLE	TIME	RESOURCES
<b>Children of God</b>  <i>Introduce the Learning Targets (ILT)</i>	 5-10 min	
<ul style="list-style-type: none"> <li>Post the learning targets for students to see:               <ol style="list-style-type: none"> <li><u>I can identify that I am a priceless and deeply loved child of God's family!</u></li> <li><u>I can express that I am a deeply loved child of God!</u></li> </ol> </li> <li>Unpack the targets: Circle the word "priceless." Celebrate with the students the ideas they shared around this word in the entry event.</li> <li>Circle the phrase "child of God." Share with students that we will focus on what God's word tells us about children and will share our responses on some chart paper.</li> </ul> <p><b>Note:</b> Consider layering the learning targets on the document panel throughout the expedition so they can be flipped up to reveal learning that has happened.</p>		
<b>What does the Bible say?</b> <i>Engage the Learning Targets (ELT)</i>	 10-15 min	<input type="checkbox"/> 1.2.a Teacher Resource: Photo images <input type="checkbox"/> 1.2.b Teacher Resource: Corresponding photo stories <i>(Print each photo on a separate 8.5"x 11" cardstock sheet)</i>
<ul style="list-style-type: none"> <li>Using the "What Does the Bible Say About Children," pictures and the accompanying teacher guide, show students the first photograph with John 1:12, "But to all who did receive him, who believed in his name, he gave the right to become children of God." Read students the verse and ask them to look carefully at the photograph on the card.</li> <li>Using the Think, Pair, Share protocol, ask students to think about who the verse is talking about and who it applies to? After 20-30 seconds of think time, guide students in pairing up with another student and sharing their thoughts with one another. Listen as students engage together in this protocol.</li> <li>Share with students the other "What Does the Bible Say About Children" cards. Follow the teacher guide prompts on the back of each card.</li> </ul>		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>I am... I need...</i> Engage the Learning Targets (ELT)</p>	 10 min	<input type="checkbox"/> I.2.c Teacher Resource: "I am, I need" example
<ul style="list-style-type: none"> <li>Write "I am ..." at the top of a large piece of paper. Write "I need ..." at the top of another large piece of paper. Display both posters alongside the World Vision picture cards. (Use the teacher resource example to help create your own recording space for this student engagement piece.)</li> <li>Ask students the question, "What does the Bible say about children?" Share with students that in our scripture, we can see that we are children of God, so let's use the sentence frame "I am or I need" when sharing our thoughts. Model your own answer if needed (i.e. "I am part of God's plan!") Write their responses as they share and re-read the responses back to the students.</li> </ul> <p><b>Note:</b> These answers will become sentence frames for students to use to create the first page of their Deeply Loved, Loving Deeply scrapbook, as you write their ideas, keep them specific and in simple language.</p>		
<p><i>Introduce Scrapbook Work</i>  Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT)</p>	 25-30 min	<input type="checkbox"/> I.2.d Student Material: "I am a Child of God" scrapbook page
<ul style="list-style-type: none"> <li>Introduce the "Deeply Loved, Loving Deeply" scrapbook. Talk with students about how we can celebrate God's deep love for us by telling our own story of being a priceless member of God's family: a family member who is deeply loved and can deeply love others.</li> <li>Tell students that throughout this expedition, we will be working to answer the essential question: How might I delight in God's family despite brokenness? (Post this question on the document panel.) In order to delight in God's family, we need to have a deep understanding of God's love for us and what God's word says about being a child of God.</li> <li>Refer to the work students did with their "I am..." and "I need..." posters. Re-read the answers. Ask students to use their hearts to think about which two statements they connect with most. Read the answers again, this time inviting students to stand up for the two examples that their heart finds most delightful (sitting down in between).</li> <li>Tell students that for their scrapbook page today, they will use one or two of the statements they picked and write them on their scrapbook page. They will then draw a picture that helps tell the story of their "I am" statement. Remind them that this page is so important because it helps tell their unique and delightful story of being a child of God. Encourage their best and most detailed work. Students should leave completed their scrapbook pages at their workspace.</li> </ul> <p><b>Note:</b> Or, with partners, children can use electronic devices (iPads) to take photos of each other, as deeply loved children of God, doing something they enjoy at school. These photos can be printed and added to their journal page. You may want to print the scrapbook pages on cardstock so they can easily slide them into the clear sleeves of the scrapbook binder when they are complete.</p>		



ACTIVITY TITLE	TIME	RESOURCES
<b>Museum Walk</b> <i>Assess the Learning Targets (ALT)</i>	5 min	<input type="checkbox"/> I.I.e Student Material: “I can see the delightful” glasses <i>(From previous learning plan)</i>
<ul style="list-style-type: none"> <li>In your gathering space, thank students for the work and care they put into telling their story of who they are as a child of God. Share with students they are going to have a <i>Museum Walk</i> with their scrapbook page.</li> <li>Explain that as they walk today and look at their classmates’ work, you would like them to reflect on the many stories they can see and read about being a child of God.</li> <li>Invite students to wear their “I can see the delightful” glasses. Share with them that “when we wear these glasses, they remind us to change our perspective, how we see the world, and instead of looking at only the brokenness, we need to look beyond that and look intentionally for the delightful stories of God’s restoration.”</li> </ul> <p><b>Museum Walk protocol:</b></p> <ul style="list-style-type: none"> <li>Have all students display their work at their workspace. All students will walk through the classroom wearing their glasses. Using their eyes and their hearts, they will reflect on the work being done by their classmates. Remind students talking is not allowed during a Museum Walk. Our voices are quiet: it is our eyes and our hearts that are doing the work of looking for the delightful and appreciating the work of our fellow classmates.</li> </ul>		

## EXIT EVENT

<b>Closing Family Circle</b> <i>Assess the Learning Targets (ALT)</i>	5 min	
<ul style="list-style-type: none"> <li>Gather students together, seated in a “family circle.” Ask students to share something they found to be delightful about being a child of God. “It is delightful being a child of God because ...”</li> </ul>		
<b>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</b> <b>ADD TO DOCUMENT PANEL</b>		
<ul style="list-style-type: none"> <li><i>Deeply Loved, Loving Deeply</i> scrapbook page, “I am...”</li> <li>Optionally include a photograph of the broken pot next to the complete pot from the entry event.</li> </ul>		
<b>OPPORTUNITY TO DEEPEN THE LEARNING</b>		
<ul style="list-style-type: none"> <li>Students could create their own “priceless” pot. They could paint their pots and plant a small flower to represent Jesus living inside us. Students could use permanent markers to write their “I am” reflective sentence around the pot or one word to represent their “I am” reflection (i.e. priceless, unique, loved, forgiven, treasured, precious, etc.).</li> <li>Students can apply their learning to create an intentionally designed card or hall display entitled, “You are.” They can write the message “you are ...” and add their reflection phrases or words to share with others who are deeply loved by God.</li> </ul>		