



The Story God Is Writing

EXPEDITION TITLE

The Story God Is Writing

Expedition Driving Question:

How do I live in God's story by reflecting God's love in my community and the world around me?

Expedition Deep Hope:

We will interact with God's love in the context of our community and the world by looking at the story God is writing.

Expedition Verse:

"A new command I give you: Love one another. As I have loved you, so you must love one another. By this everyone will know that you are my disciples, if you love one another." —John 13:34-35

LEARNING PLAN TITLE

What Is My Story?

Learning Plan Number: 8

Learning Targets:

1. I can see how I am living God's story.
2. I can value my story as a part of God's story.

Habit(s) of Learning:

Gracious Communicating, Joy-filled Collaboration

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: In this following learning plan, the students will need to answer specific questions about their country/community that they may need help with. Some access to technology/research may be helpful. If there is an opportunity to connect with an older 'buddy' class to support this learning plan, that would be strongly encouraged!

Before the learning plan: Print and fill out the Student Material: Booklet template about your life to share as a model example with the students. The week before the students complete their booklet templates, you may want to request pictures from parents in an email. Students will cut these out and glue them to their booklets.


ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
A Part in God's Story  <i>Engage the Learning Targets (ELT)</i>	 10 min	<input type="checkbox"/> 2.8.a Student Material: My Life Booklet templates Fill in the Student Material: Booklet template about your own life to share with students.
<ul style="list-style-type: none"> Gather the students around the document panel (including their older 'buddy' friends, if possible). Read together the deep hope: <i>We will interact with God's love in the context of our community and the world by looking at the story God is writing.</i> Share with students the Student Material: My life Booklet template that you have filled in about your life. Explain that this booklet helps you share how you have a part in the story God is writing. Ask, "Is there anything new that you learned about me from this book?" <p>Note: Add the teacher's story booklet to the document panel.</p>		


LEARNING ACTIVITIES

3-2-1 Prompt <i>Introduce the Learning Targets (ILT)</i>	 5 min	<input type="checkbox"/> Index card for every student
<ul style="list-style-type: none"> Point students toward the learning targets posted in your classroom. <ol style="list-style-type: none"> <u>I can see how I am living God's story.</u> <u>I can share my story with others.</u> Have the students complete a 3-2-1 prompt on their index card. <ol style="list-style-type: none"> Things I know about living God's story Questions I have about living God's story Draw one picture: Living God's story looks like ____. 		



ACTIVITY TITLE	TIME	RESOURCES
<i>Our Stories</i> <i>Engage the Learning Targets (ELT)</i>	 45-55 min	<input type="checkbox"/> 2.8.a Student Material: My Life Booklet templates <i>(You will notice white spaces below the written text. This is for the translator to write for the sponsored child later on.)</i> <input type="checkbox"/> Student Pictures <i>(you may want to request these pictures from parents in an email the week before the project)</i> <input type="checkbox"/> Colored pencils or crayons
<ul style="list-style-type: none"> Explain that each student will have a chance to tell their own story, just like you did, by completing a book like yours. Hand out the student booklets, reminding students that each of our stories is so important and that our community and world grows better by hearing it! Allow students (and their older buddies) to work on completing the booklet, giving them access to technology for answering the questions, if necessary. Share that, <ol style="list-style-type: none"> “Next time, we are going to share our stories with our class. We are going to celebrate them. But, like I said earlier, I want you to share your amazing stories with our community and the world around us.” “Not only are we going to build relationships with our sponsored child this school year, we are also going to build a relationship to someone in our community this school year.” “We are going to be building relationships with our community retirement friends. To build a relationship, you will be sharing your story, sharing your sponsored child’s story, and listening to your retired friend’s stories.” “That actually reminds me of the same thing World Vision does when they first come to a community to help them. They spend two months to two years getting to know the community by doing lots of listening. They build trust with the people living in the community. When they listen, they begin to understand the leaders of the community, the culture of the community, their burdens, and their strengths.” 		

EXIT EVENT

<i>3-2-1 Reflections</i> <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	 5-10 min	<input type="checkbox"/> Index cards from earlier
<ul style="list-style-type: none"> Invite students into a circle, asking them to bring their index cards (or, if you had collected them, hand the index cards out again to the students at the circle). Ask students to read any questions they had that they feel like are now answered. Take student responses. Ask students to read out any questions they had that they still are wondering about. Discuss together, allowing some questions to remain unanswered (“We’ll want to explore that later! If you find out the answer, let us know!”). Invite a student to close the learning plan in prayer, praying specifically for our community, the new friends we will get to meet at the retirement community, and our sponsored children. 		

**LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN***ADD TO DOCUMENT PANEL*

- Add the teacher booklet to the document panel (the students will be using their books)

OPPORTUNITY TO DEEPEN THE LEARNING

- For an extension activity, the students could write a prayer for their sponsored child and for their retired friend to share with them.
- Invite students to create a more detailed art piece that shows what living in God's story is like (inspired from their index card).