



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

Sharing the Community Story

Learning Plan Number: 11

Learning Targets:

1. I can share the history of my community.
2. I can discover what God has done, is doing and will do in my community and my sponsored child's community.

Habit(s) of Learning:

Gracious Communicating, Curious Thinking

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: Before this learning plan, you will need to make arrangements for students to visit and continue to build community with the same members of the retirement community from learning plan 9.

ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
Acrostic Poem  <i>Engage the Learning Targets (ELT)</i>	 10 min	<input type="checkbox"/> Chart Paper or whiteboard
<ul style="list-style-type: none"> Gather the students together by the document panel. Highlight the photos of the mayor coming in from the previous learning plan. Share that we will continue to think about our community by working as a class to create an acrostic poem of our town's name. We will have to think of words that begin with each of the letters in the name of our town. Keep in mind who is our community and what it is doing. Take student responses and write them down together on the chart paper/whiteboard. Example: Town name – Sioux Center <ul style="list-style-type: none"> Strong values Inclusion Opportunities Uplift Xenodochial (friendly) Collaborative Expanding Neighborhoods Thriving Empathy Rural <p>Note: Add this acrostic poem or a photograph of it to the document panel.</p>		

LEARNING ACTIVITIES

Back-to-Back, Face-to-Face <i>Introduce the Learning Targets (ILT)</i>	 5 min	<input type="checkbox"/> Posted learning targets
<ul style="list-style-type: none"> Display today's learning targets and share them with the students: <ol style="list-style-type: none"> <u>I can share the history of my community.</u> <u>I can discover what God has done, is doing and will do in my community and my sponsored child's community.</u> 		

Continued ...




- Using Back-to-Back, Face-to-Face protocol, have students answer the following prompts:

1. "Tell your partner something about our community's history."
2. "What has God done or is doing in our community?"



Back-to-Back, Face-to-Face protocol:

1. Students should find a partner in a different part of the room and stand back-to-back
2. Once students are partnered up, the teacher should state the first prompt. After the prompt has been read aloud, give students time to silently consider.
3. Ask students to turn and face their partner and share their responses.
4. After both students have shared, ask them to find a new partner and repeat with a new prompt.

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Local and Global Neighbors</i> 🏠🤝👥</p> <p><i>Engage with the Learning Targets (ELT)</i></p>	 45-55 min	<ul style="list-style-type: none"> <input type="checkbox"/> 2.4.a Student Material <input type="checkbox"/> 2.10.b Student Material <input type="checkbox"/> 2.11.a Student Material <input type="checkbox"/> iPads/Chromebooks <input type="checkbox"/> Pencil <input type="checkbox"/> Camera <input type="checkbox"/> <i>Optional:</i> Sticker or Index card with World Vision sponsored child website login information
<ul style="list-style-type: none"> Pair up students to practice presenting community information. Share, "Today you are going to be sharing information about our community with your retired friend. You and your retired friend will also look at your sponsored child's community. Then, working together, you two will complete an idea catcher about your community and your sponsored child's community. Your sponsored child's World Vision website will help with this. You also have the chance to learn more about our community from stories your retired friend has to share with you." Hand students the Student Material 2.11.a and read together the different sections of the organizer. Remind them that they will be filling this out with their retired friend. Also, hand out Student Material 2.10.b (Community Idea Catcher) and 2.4.a (Sponsored Child Idea Catcher) from previous learning plans for students to share with their retired friend. Say, "Before we leave, let's look at the document panel to see the norms/manners we need to display when we are with our retired friend." Take your students to the retirement community, bringing with them their three materials they will be sharing (2.11.a, 2.10.b, 2.4.a). <ol style="list-style-type: none"> 1. Students will share their idea catcher about their community with their retired friend. 2. When they finish, the student and retired friend will together look at their sponsored child's website as well as the idea catcher the student filled out about their sponsored child in learning plan 4. Together they will answer the question on how God is, has been, and how we hope he will be at work in your sponsored child's community and their own community. 3. In the time that remains, the retired friend can share stories about our community. <p>Teacher Tip: It may be helpful to bring along a sticker or index card that has the login information for students. They will be going to the World Vision website with their retired friend.</p> <p>Note: Take pictures of this connection time to add to the document panel.</p>		



EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
Popcorn Share  <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	 10 min	<input type="checkbox"/> Index card
<ul style="list-style-type: none"> Gather the students into a circle, inviting them to each bring a pencil. Hand out an index card to each student. Explain that on one side of the index card they can write the name of their retired friend. On the other side of their index card they can write something you learned from them and two things you appreciated about them. When students are finished writing in their cards, read out the learning targets together as a class: <ol style="list-style-type: none"> <u>I can share the history of my community.</u> <u>I can discover what God has done, is doing and will do in my community and my sponsored child's community.</u> Then, invite students to share what they wrote on their cards using a Popcorn Share protocol. Add the index cards to the document panel (the teacher can add them or the students can be invited to add them). Invite a student to pray to close today's learning plan. <p>Popcorn Share protocol: Students all remain seated at the gathered space 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		
<ul style="list-style-type: none"> Photo of town name acrostic Photos working with retired friend Index card reflections 		
OPPORTUNITY TO DEEPEN THE LEARNING		
<ul style="list-style-type: none"> The students can draw a picture to represent one of the stories their retired friend told them about the community. 		