



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

Different Stories

Learning Plan Number: 13

Learning Targets:

1. I value other community member's stories.
2. I can consider narratives that are different than mine.

Habit(s) of Learning:

Gracious Communicating, Curious Thinking

CUMULATIVE TIME



75-80 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: You will need to invite someone into the classroom to share the story of their community. What is their community like? What role do they play in their community? How has their community changed? Suggestions include: pastor, firefighter, police officer, staff member from a local food pantry, foster care agency, homeless shelter or simply someone who moved to your community as a teenager or adult from another state or country.



ENTRY EVENT

| ACTIVITY TITLE | TIME | RESOURCES |
|---|---|--|
| Community Connections <i>Engage the Learning Targets (ELT)</i> |  5 min | <input type="checkbox"/> Every student has a piece of paper/pencil |
| <ul style="list-style-type: none"> Gather students together by the document panel, each bringing with them a pencil and piece of paper. Have the students write the word “community.” Looking at the word ‘community,’ invite students to write down anything that comes to mind in 60 seconds. Students should try to write the entire time. After a minute let students share their ideas. | | |


LEARNING ACTIVITIES

| | | |
|---|--|--|
| Unpack the Learning Targets  <i>Introduce the Learning Targets (ILT)</i> |  10 min | <input type="checkbox"/> Chart paper/whiteboard <input type="checkbox"/> 2.13.a Teacher Resource: Unpacking example |
| <ul style="list-style-type: none"> Display the learning targets on a whiteboard or chart paper. Read them out loud together: <ol style="list-style-type: none"> <u>I can value other community member’s stories.</u> <u>I can consider narratives that are different from my own.</u> Using the teacher resource provided, box the key words in the learning target. Unpack together what those words mean, taking student responses and your own and adding beside the words. Cover up the deep hope that is on the document panel. Ask students if they can remember our deep hope for our learning expedition. Can they think of any key words from this deep hope? Take student responses and then reveal the deep hope, reading it out loud together with the students. (Our deep hope is that we will interact with God’s love in the context of our community and the world by looking at the story God is writing.) Ask the students, “How do today’s learning targets connect to our deep hope?” (God wants us to love our community and recognize that they have a story to tell, too.) <p>Note: Add a photo of unpacking the learning targets chart paper to the document panel.</p> | | |




| ACTIVITY TITLE | TIME | RESOURCES |
|---|--|---|
| <p>Community Visitor </p> <p><i>Engage with the Learning Targets (ELT)</i></p> |  30 min | <input type="checkbox"/> Two sticky notes per student |
| <ul style="list-style-type: none"> Explain how today we have a visitor from our community coming to our classroom. As we listen, we are going to consider their story. Do they have the same perspective of community as you or is it different? Invite a person to visit your classroom and share about their life and work as it relates to your community. Suggestions include: <i>pastor, firefighter, police officer, staff member from a local food pantry, foster care agency, homeless shelter, someone who moved to your community as a teenager or adult from another state or country.</i> Engage the visitor with questions and prompts about their community (some suggested prompts may be: What is their community like? What role do they play in their community? How has their community changed? How do you see God at work in your community?) Add picture of classroom visitor to document panel. Using GoGoMo protocol, invite students to share their ideas and reflections with one another. <p>Give'One, 'Get'One', 'Move'On' (GoGoMo):</p> <ol style="list-style-type: none"> Ask students to write on a sticky note: How is the visitor's perspective of our community different than your own perspective of community? Ask students to write on the other sticky note: Why is the visitor's perspective important? Invite the students to get up and mingle . After about 30 seconds, call out "GIVE ONE to a partner." Participants form pairs and each "gives" the first sticky note to their partner, so each person "gives one" and "gets one" and shares their ideas with their partner. Call out "MOVE ON" and students mingle again. After about 30 seconds, call out "GIVE ONE to a partner." Students again form pairs and each "gives" his or her second sticky note to the other and shares their ideas with their partner. | | |



| ACTIVITY TITLE | TIME | RESOURCES |
|--|--|---|
| <p><i>Our Stories</i> <i>Engage with the Learning Targets (ELT)</i></p> |  20 min | <ul style="list-style-type: none"> <input type="checkbox"/> 2.13.b Student Material: "Slide" templates <input type="checkbox"/> 2.13.c Student Material: "Book" templates |
| <ul style="list-style-type: none"> Share with students that they will begin to write a story about their retired friend. Have students' take out the idea catcher from learning plan 9. Share with them the template for filling in information about their retired friend and sponsored child. They will need to include the following: <ol style="list-style-type: none"> 1. Names/ages 2. Likes (favorite thing to do, favorite color, favorite food) Share with students that they will begin to write a story about their retired friend. Have students' take out the idea catcher from learning plan 9. Share with them the template for filling in information about their retired friend and sponsored child. They will need to include the following: <ol style="list-style-type: none"> 1. Names/ages 2. Likes (favorite thing to do, favorite color, favorite food) 3. Family (children, grandchildren) 4. School (where they went and how they got to school) 5. Favorite Bible verse 6. The world would be better if... 7. What I love about my friend 8. How my friend reflects God's love 9. My sponsored child (name, what we learned) The teacher should review the students' Google slides/scrapbook before the next learning plan. <p>Teacher Tip: Using a platform such as Google Slides will allow the students to fill in the template and personalize it with their own information. If the students click 'tools' at the top, they can select 'voice typing.' Consider partnering the students with an older 'buddy' student who can support them as they put their presentation together.</p> <p>If Google Slides or a similar platform doesn't work for your school/students, students can create a book/scrapbook answering the questions instead using other classroom materials.</p> | | |



EXIT EVENT

| ACTIVITY TITLE | TIME | RESOURCES |
|--|---|---|
| <p><i>I Used to Think ... Now I Think ...</i> <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i></p> |  10-15 min | <input type="checkbox"/> One index card per student |
| <ul style="list-style-type: none"> Hand out one index card to each student. On the front of the index card, have students write their answer to the following prompt: "I used to think _____ about our community. Now I think _____ about our community." (Write the prompt on the whiteboard/chart paper for students to reference.) On the back of the index card, have students write their answers to the following prompt: "I used to think _____ about my retired friend, now I think _____ about my retired friend." (Write the prompt on the whiteboard/chart paper for students to reference.) Invite students to share their ideas with the whole class. Close the learning plan in prayer, praying specifically for the celebration of learning where we will get to tell our story about our sponsored child and our retired friends. | | |
| LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL | | |
| <ul style="list-style-type: none"> A photo of the learning targets unpacked. A few of the students' sticky notes. Add pictures of classroom visitor. | | |
| OPPORTUNITY TO DEEPEN THE LEARNING | | |
| <ul style="list-style-type: none"> Write a thank you note to the visitor for sharing their story. The students should include something they appreciate about that person and something new they learned. Make cookies and lemonade with retired friends for the community engagement activity in learning plan 15. | | |