



# 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

### Ways to Pray

#### Learning Plan Number: 4

#### Learning Targets:

1. I can learn new ways to pray for my family and friends who live near and far.
2. I can learn more about my sponsored child and their community.

#### Habit(s) of Learning:

Curious Thinking, 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.





## ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Ways to Pray</i> Engage the Learning Targets (ELT)</p>	 15-20 min	<ul style="list-style-type: none"> <li><input type="checkbox"/> Bibles</li> <li><input type="checkbox"/> Paper, book from their desk</li> </ul> <p>World Vision article:  <a href="https://www.worldvision.org/christian-faith-news-stories/pray-through-day">https://www.worldvision.org/christian-faith-news-stories/pray-through-day</a> </p> <p>Share with students and send home or email families</p>
<ul style="list-style-type: none"> <li>Gather students into a circle. Ask the students to think about the different ways that we can pray. “What can it look like? Sound like? Can anyone share an example or show us a way you pray?” Invite student responses. Share with them that prayer can look and sound many different things, including walking, singing, playing a game, cleaning up. Prayer is about our hearts and minds connecting with God.</li> <li>Invite students to open their Bibles to 1 Thessalonians 5:16-18. Read this together (<i>depending on the translation, unpack any needed vocabulary. For example, explain that ‘ceasing’ means stopping. Pray without stopping.</i>)</li> <li>Share with the students that since we are invited to pray without stopping, we are going to practice today some different ways to pray using a World Vision activity. Share that they will also get to do this at home with their families.</li> <li>Share with students the World Vision article on a projector. Show them the different activities on the website, explaining that they will get to do these at home. Choose one to do together as a class (or choose one in advance) and follow the directions on the website, asking a student to end the activity with a spoken word of prayer.</li> </ul> <p>Activities include:</p> <ol style="list-style-type: none"> <li><b>Turn on the Faucet:</b> Count the number of faucets in your classroom or hallway. Ask a student to pray.</li> <li><b>Get Ready for School:</b> Give the students one minute to write as many letters of the alphabet they can. Ask a student to pray.</li> <li><b>Read a Book:</b> Pair students with a partner. Have one student pick a page from a book in their desk. The other partner will have their eyes closed and try to guess the title of the story they are reading. Have the students switch roles. Ask a student to pray.</li> <li><b>Eat Lunch:</b> Make a list, from memory, of everything that is in your refrigerator at home. Ask a student to pray.</li> <li><b>Walk Up the Stairs:</b> Tell a partner how you would get from one floor in your house/school to another if you could not walk and did not have a wheelchair. Ask a student to pray.</li> <li><b>Take Out the Trash:</b> Ask students to think about things that are typically thrown away. Ask a student to pray.</li> <li><b>Share a Bible Story:</b> Count how many Bibles are in our classroom. Ask a student to pray.</li> <li><b>Go to Bed:</b> Determine how many beds are in your house. How many people could sleep in a bed in your house? (Many students will have one person sleeping in queen beds.) Ask a student to pray.</li> </ol>		





## LEARNING ACTIVITIES

ACTIVITY TITLE	TIME	RESOURCES
<b><i>Back-to-Back, Face-to-Face</i></b> <i>Introduce the Learning Targets (ILT)</i>	 5 min	
<ul style="list-style-type: none"> <li>Display today's learning targets and read them together with the students.               <ol style="list-style-type: none"> <li><u>I can learn new ways to pray for my family and friends who live near and far.</u></li> <li><u>I can learn more about my sponsored child and their community.</u></li> </ol> </li> <li>Using the Back-to-Back, Face-to-Face protocol, have students think about and then share with a partner their response to this prompt: <i>Share the things we need to have 'Fullness of Life.'</i></li> </ul> <p><b>Back-to-Back, Face-to-Face protocol</b></p> <ol style="list-style-type: none"> <li>Students should find a partner in a different part of the room and stand back-to-back.</li> <li>Once students are partnered up, the teacher should read the prompt.</li> <li>After the prompt has been read aloud, give the students 15-20 seconds to silently consider.</li> <li>Ask students to turn and face their partner and share their responses.</li> <li>Allow 30 seconds for each student to share.</li> </ol>		
<b><i>Finding Fullness of Life</i></b> <i>Engage the Learning Targets (ELT)</i>	 15-20 min	<input type="checkbox"/> <b>World Vision Article:</b> <a href="https://www.worldvision.org/christian-faith-news-stories/pray-through-day">https://www.worldvision.org/christian-faith-news-stories/pray-through-day</a>
<ul style="list-style-type: none"> <li>Share the pictures from the World Vision website with the students. For each picture, ask students the following prompts. Take student responses.</li> </ul> <p><b>Teacher Tip:</b> <i>You could print the pictures and glue them to chart paper, writing down the students' ideas of what they notice and wonder about each picture, as well as their responses.</i></p> <ol style="list-style-type: none"> <li><b>Turn on the Faucet:</b> Why does the girl living in Gulu, Uganda, carry water on her head? (<i>She doesn't have a faucet, she doesn't have a car, she has no water in her house, she has to walk to get her water.</i>)</li> <li><b>Get Ready for School:</b> Why is it important that Keota goes to school? (<i>She needs to learn how to read, write, do math.</i>) Who helped Keota go to school? (<i>World Vision.</i>) How do you think World Vision helped Keota go to school? (<i>They helped her parents earn more money so they could send her to school, they helped her community value education even more, they helped teachers and schools improve quality.</i>)</li> <li><b>Read a Book:</b> What responsibilities would you have if you were the only person in your family that could read? (<i>You'd need to read important papers to your mom and dad, read street signs, read the Bible, read news.</i>)</li> <li><b>Eat Lunch:</b> Why does this boy in the Democratic Republic of the Congo only get to eat one meal a day? (<i>Crops don't grow well sometimes, lack of additional income for food, no food near where he lives, no family to provide food.</i>)</li> <li><b>Walk Up the Stairs:</b> Why don't all people have wheelchairs or devices to help them with disabilities? (<i>Lack of awareness about the need, wheelchairs cost more than they can afford, no wheelchairs are available, no money for doctors, no doctors living near them, no way to get to the doctor.</i>)</li> </ol>		

Continued ...




6. **Take Out the Trash:** Why are children and adults living in garbage dumps and shanty towns? (*No shelter, don't have enough money to buy a place to live, no parents.*)
  7. **Share a Bible Story:** What are some reasons people near and far away may not know Jesus? (*Laws/rules, not allowed to go to church or own a Bible, Bibles are not printed in their language, they don't know how to read, no one has told them about Jesus.*)
  8. **Go to Bed:** Why do children not have beds? (*War, natural disaster, no money, no houses, no family, no beds in the area.*)
- Share, "Each of the pictures we looked at shows that sometimes, there are things in the way of us having 'Fullness of Life' like God wants for us. In the stories we read, can you recall any examples of when prayers are answered and people have more 'Fullness of Life'?" (i.e. School—*Keota is back in school*; Book—*Antonio learned to read*; Stairs—*Hawula has a wheelchair*; Bible—*Luis got a Bible*)
  - Share, "We have looked at a few answered prayers. Now we will log in to World Vision to research more about our sponsored children and the work that World Vision is doing in their communities to help them have greater 'Fullness of Life.'"

ACTIVITY TITLE	TIME	RESOURCES
<b>Sponsored Child Idea Catcher</b>  <i>Reflect the Learning Targets (RLT)</i>	 25-30 min	<input type="checkbox"/> 2.4.a Student Material: Sponsored Child Idea Catcher <input type="checkbox"/> <a href="http://myworldvision.org">myworldvision.org</a> <input type="checkbox"/> Devices with internet access <input type="checkbox"/> Index cards
<ul style="list-style-type: none"> <li>• Have students look at their World Vision sponsored child page to fill out the Sponsored Child idea catcher.</li> </ul> <p><b>Teacher Tip:</b> <i>These idea catchers can be photocopied and added somewhere meaningful in the classroom so students can begin to get to know each other's sponsored children better. Please keep the original idea catchers as they will be used again in learning plans 9 and 11.</i></p> <ul style="list-style-type: none"> <li>• Invite students to write an email to their sponsored child. Write on the whiteboard this list of three things for the students to include in their email (introduce yourself, tell about your family, and ask a question to your sponsored child).</li> <li>• Share, "At the top of the World Vision website, you will click "email sponsored child. You will first choose a picture. On the next page, you will write your message to your sponsored child. Look at the whiteboard to see the three points you must include in your email. Please let the teacher read over your email before you send it."</li> <li>• Share, "Now that you have learned more about your sponsored child, we are going to make sure we surround them and their community with prayer. Please use the index card to write out a prayer for your sponsored child."</li> </ul> <p><b>Note:</b> <i>Display a copy of the Sponsored Child Idea Catcher to the document panel, along with a couple prayer index cards.</i></p>		



## EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<i>Ways to Pray Continued</i> <i>Assess the Learning Targets (ALT)</i>	 5 min	
<ul style="list-style-type: none"> <li>Gather together in a circle. Ask the students the same question from the opening circle, “What are the different ways we can pray? How can it sound? Look?” Invite different student responses, encouraging them to think about the new ways we prayed today.</li> </ul>		
<b>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</b> ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> <li>Sponsored Child Idea Catcher (photo copied). Please keep the original idea catcher to be used again in learning plans 9 and 11.</li> <li>Prayer index cards.</li> </ul>		
<b>OPPORTUNITY TO DEEPEN THE LEARNING</b>		
<ul style="list-style-type: none"> <li>Students can be encouraged to view the pictures and videos of their sponsored child at home with their family (siblings and parents).</li> <li>Encourage students to share photos/videos of their families doing the World Vision activities at home to share with the class.</li> <li>Have students write a journal entry on the different ways to pray.</li> </ul>		