



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

We Impact Others

Learning Plan Number: 6

Learning Targets:

1. I can make a difference by taking action.
2. I can align my actions to reflect Jesus.

Habit(s) of Learning:

Curious Thinking, Joy-filled Collaboration

CUMULATIVE TIME



60-80 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
<i>Finish the Maze!</i> <i>Engage the Learning Targets (ELT)</i>	 15 min	<input type="checkbox"/> 2.6.a Student Material: “Maze”, printed double-sided
<ul style="list-style-type: none"> Invite students to have a seat with their pencils. Explain that they will be trying to complete a maze blindfolded. Blindfold the students, hand out the maze handout and give them a set amount of time to complete their maze (suggestion: one minute). Take off the students’ blindfolds. “How does your maze look?” (<i>messy, scribbles, out of lines</i>). “Was it easy to complete well?” Pair up students. “You and your partner will be completing the maze on the back side of your paper together. One of you will be blindfolded and hold the pencil. Your partner will be giving you instructions on which direction you should move your pencil through the maze.” Once students are finished, they can switch roles. The blindfolded student now gives the instructions and the student who gave instructions is now the one blindfolded. Once both students have completed their maze, they can reflect on the activity. Discuss: <ol style="list-style-type: none"> What did you notice?” “What happened when we had a voice leading us?” What happened when you moved too fast or didn’t listen? What do you think the blindfold represented? Who is our guide? (Jesus). What did this lesson teach you? 		

LEARNING ACTIVITIES

<i>Thumb-O-Meter</i> <i>Introduce the Learning Targets (ILT)</i>	 5 min	
<ul style="list-style-type: none"> Today, introduce the learning targets using Thumb-O-Meter protocol. To practice, make a statement like: “My mom asks me to take our dog out for a walk. I decided to wait 20 minutes until my favorite TV show is finished. Am I being obedient?” Introduce the learning targets. “Today we are going to learn about making a difference by taking action. We will also be aligning our actions to reflect Jesus.” <p>Thumb-O-Meter protocol</p> <ol style="list-style-type: none"> Give a thumbs up, if you understand. Give me a thumb sideways if you are not sure. Give me a thumbs down if you disagree or don’t understand. Let the students defend their choice. 		



ACTIVITY TITLE	TIME	RESOURCES
<i>Jonah's Actions</i> Engage the Learning Targets (ELT)	 10-20 min	<input type="checkbox"/> World Vision's Bible Storybook: <i>God's Love For You</i> , by Richard and Renee Stearns
<ul style="list-style-type: none"> Share "Has someone ever asked you to clean up your room and instead you disobeyed and didn't do it? Maybe someone has asked you to choose one treat and instead you choose two? Let's think about listening and being obedient as we listen to this next story." Read the story, "Jonah and the Big Fish" (pgs 98-99) in <i>God's Love For You</i>. <ol style="list-style-type: none"> "What did you notice about listening and being obedient?" (<i>Jonah was not obedient to God and was punished. Then he decided to be an agent of change.</i>) "How would Jonah's lack of action, not doing what God said, impact the Ninevites?" (<i>They would have been killed, Jonah's lack of action is a sin against God.</i>) "How was Jonah an agent of change for good?" (<i>The people learned about God and repented.</i>) What part did Jonah play in living God's story?" (<i>He used his time to teach the people in Nineveh and the people believe and reflected God.</i>) Share "At first, Jonah didn't love or care for his neighbors in Nineveh. He didn't even care that God would destroy them. Jesus loves everyone and wants to forgive everyone. If we are being a reflector of Christ, we must care for our neighbors, love others, care for everyone living around the world." "Being an agent of change is a choice each person makes for themselves. Our actions or our lack of actions WILL have a lasting impact on the world around us. When we don't take action, we are missing a chance for us and others to have fullness of life. Think about the mirror. When we don't take action, we are not reflecting who God is and how he loves us." 		
<i>Addyson Reflects Jesus</i> Engage the Learning Targets (ELT)	 10 min	<input type="checkbox"/> Addyson's Story article: https://www.worldvision.org/clean-water-news-stories/addyson-mof-fitt-quest-end-water-crisis <input type="checkbox"/> Addyson's Story video: https://youtu.be/jAC9PysbXZ8
<ul style="list-style-type: none"> Tell students that we will identify actions we can take to being reflecting Jesus. <ol style="list-style-type: none"> "I am going to share a World Vision story. It's about a girl named Addyson, who reflects on her choice to either take action for good or to do nothing. Many people around the world have to walk six kilometers, which is over three and a half miles a day, to get to water to drink. Often this water is dirty and not safe to drink." Watch the video about Addyson. Using the Concentric Circles protocol, lead students to discuss the following prompts with a partner, rotating the circle for each new prompt. 		

Continued ...





Prompts:

- While playing outside at recess, you see someone trip and skin their elbow.
 1. Inside Circle: Name an action you can take that reflects Jesus (i.e.: get an adult, ask if they are okay).
 2. Outside Circle: Name a lack of action that some may be tempted to take (i.e.: pretend you didn't see it).
- A classmate keeps looking at your paper while you are taking a test.
- A friend never comes to school with a recess snack.
- Many children get sick every day because they don't have clean water.


Concentric Circles (Inner Circle/Outer Circle) protocol:

1. Half of your students will stand or sit in a circle and the other half of your students will stand or sit in a circle around the first circle. The students in the inside circle will be facing the students in the outside circle (students will form two concentric circles).
2. The students will be paired with the person they are standing or sitting across from and will discuss the question or prompt for a set amount of time.
3. When the time is up, the inside circle shifts to the right/left one person. The new person they are standing across from will be their new partner to discuss the question or prompt with.
4. The circles will shift with each new question or prompt. After the final question or prompt, the students should shift one more time to recap their conversations.
5. Finally the class should debrief their conversations together, highlighting key points and ideas.

ACTIVITY TITLE	TIME	RESOURCES
<i>Actions to Reflect Jesus</i>  <i>Assess the Learning Targets (ALT)</i>	 20 min	<input type="checkbox"/> A piece of paper for every student <input type="checkbox"/> Bibles <input type="checkbox"/> How to Draw a Fish video: https://www.youtube.com/watch?v=Ux-cZvYeNil
<ul style="list-style-type: none"> • Explain that when we take action, we are reflecting God's image. Share that we will be making a piece of art that reminds us of our Bible story today and also reminds us of our learning targets so we can take actions to better reflect Jesus. • On the whiteboard, write out Luke 11:28, "He replied, 'Blessed rather are those who hear the word of God and obey it.'" • Model an example (or invite a student example) of how to draw a fish. Hand out paper and invite students to draw their own fish, writing Luke 11:28 on the front of their fish. On the back of the fish, they will write how taking action reflects Jesus. <p>Note: Post one fish to the document panel.</p>		



EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Reflect on the Document Panel</i></p> <p><i>Assess the Learning Targets (ALT)</i></p>	 5-10 min	
<ul style="list-style-type: none"> Gather the students into a circle by the document panel. Ask the students to look for examples of how we have already taken action this learning expedition. Review the artifacts on the document panel together (i.e. sponsored child work, prayer, hands, etc.). Read the learning expedition deep hope together: <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> Ask students to go around the circle and each share one word from the deep hope that they feel they have learned about in today's lesson. If the student has the same word as someone else, they are allowed to repeat the word. Ask a student to close your learning in prayer, praying specifically for us to take action so we can better reflect Jesus. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> Fish that students draw: Luke 11:28 with reflection. 		
OPPORTUNITY TO DEEPEN THE LEARNING		
<ul style="list-style-type: none"> Have the students think of something they can do for someone in their community to reflect Jesus (rake their neighbors leaves, pick up branches for an elderly person, pick up trash at the park). Invite students to write a journal entry about things they can do today that will reflect Jesus to others. Students can add a separate entry reflecting on how their action went. As a school or class, consider walking in the Global 6K like Addyson did. 		