



Deeply Loved, Loving Deeply

Introduction

This learning expedition centers around three things:

- 1 The Driving Question**
How might I delight in God's family despite brokenness?
- 2 The Deep Hope**
We are deeply loved and loving deeply in God's family!
- 3 The Biblical Foundation Verse**
John 1:12 (ESV) *"But to all who did receive Him, who believed in His name, He gave the right to become children of God."*

Summary

This learning unit emphasizes the love we have for our families and the love for God's family. Students will learn that each has a unique and delightful role and place in their own family story, and that they are invited into God's family as His children. In this expedition, students will explore God's power of restoration in families taken from World Vision stories from around the world.

Foundational to Ignite, at every stage of learning, is understanding God's love for all people and responding in love to our neighbors. All students can participate regardless of age, achievement, or ability.

All the Law and the Prophets hang on these commandments of love. They hold the key to a transformed world: "Your kingdom come . . . on earth as it is in heaven" (Matthew 6:10, NIV). When we help students gain a deeper understanding of God's love and empower them to act on it, they become ready to pursue a world that's transformed and in right relationship.

It's an honor, as educators and adults, to empower children and young people to take their place in God's transformation story. It's igniting kids to reach their full potential for experiencing a productive and fulfilling life; not separated from the story of God, but deeply a part of it.

We hope that God will ignite the hearts of your students, the future leaders of the world. We pray that they may experience defining moments of transformation and learn to rewrite stories of injustice to justice, sorrow to joy, and brokenness to restoration.

The lessons in this shortened learning unit were adapted from the full 1st grade Ignite 15-lesson curriculum. Further activities focused on this unit's theme can be found here: worldvision.org/ignite/curriculum-info/.



Curriculum overview

Lesson 1: An Invitation to Love	 30-45 min
<ol style="list-style-type: none"> 1. Introducing the Unit (5-10 min) 2. Story: "African Heartbeat" (10-15 min) 3. Meeting New Friends (10-15 min) 4. "I Can See the Delightful" Glasses (5 min) <p>Optional Activity:</p> <ol style="list-style-type: none"> 5. "Meeting our Sponsored Child(ren) (10-15 min) 	
Lesson 2: We Are Loved by God	 30-35 min
<ol style="list-style-type: none"> 1. People Are Priceless (10 min) 2. What Does the Bible Say (10-15 min) 3. I Am ... I Need ... (10 min) 	
Lesson 3: We Are Neighbors	 30-40 min
<ol style="list-style-type: none"> 1. Opening Circle (5 min) 2. Manjula's Role in God's Family (15-20 min) 3. My Role in God's Family (10-15 min) 	
Lesson 4: Addressing the Broken	 40-60 min
<ol style="list-style-type: none"> 1. Brokenness and Restoration (5 min) 2. Chalk Walk (15-25 min) 3. Restoration Paper Chain (10-15 min) 4. "Random Acts of Kindness" Plan (10-15 min) 	

Continued ...



Lesson 5: Delighting in Our Families	 30-40 min
<ol style="list-style-type: none"> 1. Celebrate with Thanksgiving (5-10 min) 2. I Am Thankful for ... (10 min) 3. Give Them a Hand! (15-20 min) 	
Lesson 6: Deeply Loving With Encouragement	 30-45 min
<ol style="list-style-type: none"> 1. Story: "You Are Special" (10-15 min) 2. Words of Encouragement (10-15 min) 3. Unit Closing Circle (10-15 min) 	

Overview of grade 1 learning targets

LESSON	LEARNING TARGETS
1.1.1	I am invited to explore my questions and ideas about our learning unit.
1.1.2	I can imagine how I can deeply love my new neighbor, who is my sponsored child.
1.2.1	I can identify ways that I am a priceless and deeply loved child in God's family.
1.2.2	I can express that I am a deeply loved child of God.
1.3.1	I can identify neighbors and express that my sponsored child and others living in similar communities are deeply loved children of God.
1.4.1	I can identify God's story of restoration where there is brokenness in a family.
1.4.2	I can tell the unique and delightful story of restoration that God is writing for His/my family.
1.5.1	We can celebrate and deeply love others in God's family through our stories and acts of love.
1.5.2	I can practice celebrating my family through love.
1.6.1	I can plan and imagine ways of loving others with my words.
1.6.2	I can use words to deeply love others.



Materials needed

Lesson 1:

- "African Heartbeat" by Barb Christing
- Class set of lensless glasses
- Chart paper

Lesson 2:

- Chart paper
- 2 small clay pots (use ones which you don't mind if they break)
- 1 tray
- 1 large paper bag
- 1 bottle of glue

Lesson 3:

- Chart paper
- "God's Love for You Bible Storybook" by Rich and Renee Stearns

Lesson 4:

- Construction paper cut into strips for a paper chain
- Tape or staplers
- "I can see the delightful" glasses

Lesson 5:

- Classroom art supplies
- Optional:** Items to decorate cards like ribbon, lace, etc.

Lesson 6:

- "You Are Special" by Max Lucado
- Stickers—one per student



Deeply Loved, Loving Deeply

LEARNING PLAN TITLE	CUMULATIVE TIME
<i>An Invitation to Love</i>	 30-45 min
<p>Learning plan number: 1</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I am invited to explore my questions and ideas about our learning unit.</u> 2. <u>I can imagine how I can deeply love my new neighbor, who is my sponsored child.</u> 	

ACTIVITY TITLE	TIME	RESOURCES
<i>Introducing the Unit</i>	 5 min	<input type="checkbox"/> 1.1.A Teacher material: Unpacking learning targets
<ul style="list-style-type: none"> • Write or display the deep hope and Scripture verse for this learning unit. These should be posted on the bulletin board throughout the remainder of the expedition: <ul style="list-style-type: none"> • <u>"I am deeply loved and loving deeply in God's family!"</u> • <u>"But to all who did receive Him, who believed in His name, He gave the right to become children of God."</u> —John 1:12 (ESV) • Read the deep hope and unit verse out loud. • Turn and share: Tell the students to think about words they know from their deep hope. Ask them to turn to the person sitting next to them and share what they think they might learn and experience in this unit. Allow students time to share with each other. • Explain that throughout this unit, they will be diving deeper into how to better understand and live out their deep hope. 		



ACTIVITY TITLE	TIME	RESOURCES
<i>Story: "African Heartbeat"</i>	 10-15 min	<input type="checkbox"/> "African Heartbeat" by Barb Christing
<ul style="list-style-type: none"> • Read the story "African Heartbeat" by Barb Christing. • After reading the story, model a "wondering" you have about this unit by sharing it with the students. ("A wondering I have about this unit is ...") • Pose the question, "What are you wondering about this unit?" • Use the "Think, Pair, Share" protocol. Give the students about 15-30 seconds to think about their wondering. Guide them in pairing up with another student (teachers can give parameters for partners) and ask them to share their idea with their partner. Partners will take turns sharing and listening to each other's ideas. • Gather students back as a group. Ask a few students to share their wonderings. Thank them for volunteering to share. 		
ACTIVITY TITLE	TIME	RESOURCES
<i>Meeting New Friends</i>	 10-15 min	<input type="checkbox"/> Chart paper
<ul style="list-style-type: none"> • Say: "Let's look at our deep hope again." Re-read the deep hope: "We are deeply loved and loving deeply in God's Family." Ask: <ol style="list-style-type: none"> 1. "What were some of the ways Katie and Neema showed deep love for one another in the story?" 2. "What are some ways they are deeply loved by God?" • Say: "Today, we are going to talk about how to show deep love for new friends by sharing a few things about us and asking questions about them." • Say: "With your elbow partner, tell a story about a time that you made a new friend." • Give students several minutes to share with each other, circulating around the room to hear their stories. • As the conversation fades, ask: "Does anyone have a story about when they made a new friend that they would like to share with the class?" • After several students share, discuss with the class the different themes that came up. Some might include that the person was nice, that they included them in games, that they asked questions, or something else. • As a class, brainstorm a list of things on chart paper that students can do to be a good friend to someone new, whether at school or in another setting. In this list, be sure to include questions that could be asked or ways to be kind. If students start to focus on things that they can give someone (gifts, money, etc.), steer the conversation back to things that can be said or done rather than things that cost money. • Post this list on the bulletin board as a reminder to students throughout the year of how they can make new friends and show deep love to their community. 		



ACTIVITY TITLE	TIME	RESOURCES
<i>"I Can See the Delightful" Glasses</i>	 5 min	<input type="checkbox"/> 1.1.C Teacher material: "I can see the delightful" glasses <input type="checkbox"/> Pair of lensless glasses (or a pair for each student if possible)
<ul style="list-style-type: none"> As you finish the lesson, invite students to create their own pair of special glasses that help them to see others with God's love. These glasses will be used throughout the expedition to help students learn to look at the world through the perspective of delight and wonder, rather than focusing on what's broken. Use the template provided; or, if the teacher has a set of lensless glasses for each student, students may use their pair throughout the expedition. Be sure each student labels their glasses with their name. When students finish, designate a place in the classroom for their "I can see the delightful" glasses to be stored. <p>Important: Save these glasses in an easily accessible place. Consider placing them in a basket under your bulletin board.</p>		
ACTIVITY TITLE	TIME	RESOURCES
<i>Optional Final Activity: Meeting Our Sponsored Child(ren)</i>	 10-15 min	<input type="checkbox"/> 1.1.B Student material: Coloring page
<ul style="list-style-type: none"> Say: "Today, we are going to show deep love for our sponsored child(ren) by writing them letters, sharing a few things about us, and asking questions about them." Show the class a picture of their sponsored children by logging in to My World Vision website (worldvision.org/my) with the email address and password provided by your Ignite partnership manager. Tell the class your sponsored child's name and where they live. On a globe or a world map, point to the location of their country and then point to the location of your school. As a class, create a drawing for your sponsored child. On a piece of poster paper draw a big heart and add a title at the top that says, "We are neighbors." Have each child trace their handprint inside the big heart and write their name inside it. Sign the poster from your class and take a picture of your class holding the poster. You can add this picture as an attachment to a letter to your sponsored child on the My World Vision website (worldvision.org/my). You also can challenge the class to think of questions they might want to ask your sponsored child in a letter. 		



Deeply Loved, Loving Deeply

LEARNING PLAN TITLE	CUMULATIVE TIME
<i>We Are Loved by God</i>	 30-35 min
<p>Learning plan number: 2</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can identify ways that I am a priceless and deeply loved child of God's family.</u> 2. <u>I can express that I am a deeply loved child of God.</u> 	

ACTIVITY TITLE	TIME	RESOURCES
<i>People Are Priceless</i>	 10 min	<ul style="list-style-type: none"> <input type="checkbox"/> Large piece of chart paper <input type="checkbox"/> 2 small clay pots (use ones which you don't mind if they break) <input type="checkbox"/> 1 tray <input type="checkbox"/> 1 large paper bag <input type="checkbox"/> 1 bottle of glue
<p>Note: Before beginning today's learning plan, place two clay pots into a large brown paper bag.</p> <ul style="list-style-type: none"> • Ask students to share what they know or wonder about the word "priceless." Record these ideas then read them to the class and write one of your own that relates to the following definition of priceless: "Priceless—so precious that its value cannot be determined." (Add the brainstorming to the bulletin board—either directly or take a photograph.) • Reach into the paper bag and take out one of the clay pots. Tell students that they are like this clay pot. Then return it to the paper bag in a rough manner so that it shatters, being careful not to break the other pot. Look sad that the pot broke. Reach into the bag, pick up a few broken pieces, and show them to the students. Talk about how we are like this broken pot: because of sin in the world, there is brokenness in us and in God's beautifully designed family. • Place all the broken pieces on a tray and pick up a bottle of glue. Ask students: <ol style="list-style-type: none"> 1. "Can we fix this broken pot?" 2. "Look at all the tiny pieces and dust from the broken pot. Do you think that glue can put the pot back together?" • State that nothing we do will enable us to completely repair this broken pot on our own. • Then put all the pieces of the shattered pot back into the bag. (Don't reveal the second pot yet.) Fold over the top of the bag. Ask students how they think they can fix this problem of brokenness. (Listen to their various answers.) 		

Continued ...



- Share John 3:16 (NIV). Talk about Jesus' redemptive love for us. "What did He do? He died on a cross for our sins."
- Take a marker and draw a large cross on the front of the bag. "Did Jesus stay dead? No, He rose again on the third day, defeating sin and death for everyone."
- Display the expedition foundational verse: "But to all who did receive him, who believed in his name, he gave the right to become children of God." —John 1:12 (ESV).
- Tell students that when we ask Jesus to fix our brokenness, to forgive our sins and make us a new creation (while saying this, reach into the bag and pull out the unbroken pot), He does! Talk with students about how only God can make us new. God takes our brokenness and remakes us. We are His children.
- Conclude by sharing how the work that God does for us and in us is priceless and that we are priceless to God!
- Display the broken and unbroken pots near the bulletin board or in a photograph posted on the bulletin board.

ACTIVITY TITLE	TIME	RESOURCES
<i>What Does the Bible Say?</i>	 10-15 min	<ul style="list-style-type: none"> <input type="checkbox"/> 1.2.A Teacher material: Photos (Print each photo on a separate 8.5"x 11" cardstock sheet) <input type="checkbox"/> 1.2.B Teacher material: Corresponding photo stories

- Using the pictures from teacher material 1.2.A, show students the first photograph. Read students the verse and ask them to look carefully at the photograph on the card.
- Using the "Think, Pair, Share" protocol, ask students to consider who the verse is talking about and who it applies to. After 20-30 seconds of thinking time, tell students to partner with another student and share their thoughts with one another. Listen as students engage together in this protocol.
- After giving students time to share with each other, use the photo stories resource (1.2.B) to provide students with more information about the children pictured, their families, and their lives.
- Share with students the other photo cards. Follow the teacher guide prompts in the teacher resource for each photo and allow time for students to share and think about the cards together.

ACTIVITY TITLE	TIME	RESOURCES
<i>I Am ... I Need ...</i>	 10 min	<ul style="list-style-type: none"> <input type="checkbox"/> 1.2.C Teacher material: "I Am ... I Need ..." example

- Take two pieces of posterboard, writing "I am ..." at the top of one and "I need ..." at the top of the other. Then display both posters alongside the World Vision photo cards. (Use the teacher resource example to help create your own recording space for this student engagement piece.)
- Ask students: "What does the Bible say about children?" Say: "Scripture tells us that we are children of God. As we share our thoughts, let's start with the words 'I am' or 'I need.'" Record their responses and then re-read the responses to the students.



Deeply Loved, Loving Deeply

LEARNING PLAN TITLE	CUMULATIVE TIME
<i>We Are Neighbors</i>	 30-40 min
<p>Learning plan number: 3</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can identify that I am a priceless and deeply loved child in God's family.</u> 2. <u>I can identify neighbors and express that my sponsored child and others living in similar communities are deeply loved children of God.</u> 	

ACTIVITY TITLE	TIME	RESOURCES
<i>Opening Circle</i>	 5 min	
<ul style="list-style-type: none"> • Invite students to join the family circle. "Echo read" with students the expedition deep hope and Scripture verse from the bulletin board (read and have the students echo what was said). • Tell students: "Today we are going to talk more about our role as children in God's family." Lead students in a tap, clap, tap, clap rhythm and ask them to echo you while keeping the beat with you. • Say: "I am a child of God." (Let students repeat it.) Say: "I have a job to do." Repeat both sayings again. Ask if a student would like to open the learning unit in prayer today. 		



ACTIVITY TITLE	TIME	RESOURCES
<i>Manjula's Role in God's Family</i>	 15-20 min	<input type="checkbox"/> "God's Love for You Bible Storybook" by Rich and Renee Stearns <input type="checkbox"/> Chart paper
<ul style="list-style-type: none"> • Read the story, "Young Samuel Hears God" (pg. 65) and "A Young Girl Brings Words of Hope" (pg. 66) from "God's Love for You Bible Storybook." • Write Manjula's name at the top of the chart paper. Ask students to share ideas from the story about different jobs or roles God gave to Manjula in her family and community. Using a list format, write students' responses (keep entries simple and short). • Ask students to find a partner to share their thoughts on the following, then as a class when appropriate: <ol style="list-style-type: none"> 1. "Who is a child of God?" OR "Who is a member of God's family?" 2. "What roles or jobs do other people have in God's family?" 3. "Why is it important to have a role or job in God's family?" 4. "What are some roles I have in my family?" 5. "What is important about the roles I have in God's family?" • Afterward, you may ask some of the students to share what they discussed with their partner. 		
ACTIVITY TITLE	TIME	RESOURCES
<i>My Role in God's Family</i>	 10-15 min	<input type="checkbox"/> 1.3.A Student material: My role in God's family
<ul style="list-style-type: none"> • Encourage students to remember the different roles they previously shared with their partner. Re-read the list of roles students noticed in Manjula's story. • Ask students to create their own list of roles they have in God's family. These can be jobs they have at school, home, church, etc. • Help students write their "Role in God's family" lists. If students need support, tell them to read Manjula's roles and ask if they share any of those roles. You also can encourage them by asking questions like "How do you help?" or "How do you work together?" • After students have written their lists, encourage them to draw a picture of themselves filling one of the roles. 		



Deeply Loved, Loving Deeply

LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Addressing the Broken</i>	 40-60 min
<p>Learning plan number: 4</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can identify God's story of restoration where there is brokenness in a family.</u> 2. <u>I can tell the unique and delightful story of restoration that God is writing for His/my family.</u> 	

ACTIVITY TITLE	TIME	RESOURCES
<i>Brokenness and Restoration</i>	 5 min	
<ul style="list-style-type: none"> • Display the learning targets on chart paper or a whiteboard. Read the targets with students or ask a student to read them aloud. <ul style="list-style-type: none"> • <u>"I can identify God's story of restoration where there is brokenness in a family."</u> • <u>"I can tell the unique and delightful story of restoration that God is writing for His/my family."</u> • Read Psalm 23:1-3 (NIV). Emphasize the word "restores." • Go around the circle of students and ask them to share something they think of when they hear the word "restore." • Ask: "What is the relationship between the words 'brokenness' and 'restoration?'" • Write their responses around the words restoration and brokenness on the learning targets. 		



ACTIVITY TITLE	TIME	RESOURCES
<i>Chalk Walk</i>	 15-25 min	<input type="checkbox"/> 1.4.A Teacher resource: "Family photos" <input type="checkbox"/> 1.4.B Teacher resource: "Family stories" <input type="checkbox"/> 1.1.C Student material: "I can see the delightful" glasses
<ul style="list-style-type: none"> • Select four photographs from the World Vision photo cards and say, "These photos are of different families around the world. They show some brokenness as well as celebrations of delightfulness." • Place four large pieces of chart paper in four stations around the classroom (these could be on the walls or on the floor). The paper should be accessible so students can write on them. Place one photograph from each picture card in the center of one of the pieces of paper. Provide markers at each station for students to use. • Gather the students and use the following procedure to engage them with one photograph at a time. <ol style="list-style-type: none"> 1. While showing the photograph, tell the story about the family pictured (using the background knowledge from the corresponding name on the teacher guide). 2. Repeat this procedure until all four photographs and stories are shown. • Distribute the "I can see the delightful" perspective glasses and explain the "Chalk walk" procedure. Sharing one prompt at a time, allow students to visit each of the four stations and add their ideas to the paper. When the students have completed the first prompt, read the next one and have them engage with the same photographs/chart papers. Continue until students have engaged with all prompts. <p>Chalk Walk prompts:</p> <ol style="list-style-type: none"> 1. "How do you see brokenness in this photograph?" 2. "Where do you see God's restoration in this photograph?" 3. "What is delightful in this photograph?" <p>Tip: If you have a large class, include two or three of the same photographs/chart papers at each station so more students can participate.</p> <ul style="list-style-type: none"> • When students have responded to the prompts at each station, gather them all at each station and read their responses aloud. Support their observations with your own. 		
ACTIVITY TITLE	TIME	RESOURCES
<i>Restoration Paper Chain</i>	 10-15 min	<input type="checkbox"/> Construction paper cut into strips for a paper chain <input type="checkbox"/> Tape or staplers
<ul style="list-style-type: none"> • Create a class "God brings restoration" chain. Ask students to think of different ways they see God bringing restoration to families, reflecting on their experience with the family photographs. Tell them to write their responses on a strip of construction paper. • Help students create a paper chain from their completed strips. Add this chain to your bulletin board, hanging it at the top or along the side. You could also hang it above your gathering space as a representation of restoration. If you have limited space, photograph the chain and add to the bulletin board. 		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Random Act of Kindness Plan</i></p>	 10-15 min	<input type="checkbox"/> 1.4.C Student material: "I can plan for kindness"
<ul style="list-style-type: none"> Tell students that one way to help restore what is broken is through love. Create a class list of possible family members with whom they can share an act of kindness at home. Next, tell students to each choose ONE person from their own family to share a planned act of kindness with. <p>Note: While students can choose more than one family member, the goal is for students to make an "act of kindness" plan and then carry it out.</p> <ul style="list-style-type: none"> Ask students to complete their act of kindness plan before _____ (set a date that comes before your next Ignite lesson). Pass out the "Planning for kindness" list to students. Help students as they write ideas of how to show a planned act of kindness to someone in their family. Provide space for students to talk in groups or with partners about their ideas for acts of kindness. When students complete their planning list, gather them together and ask them to share ways they could use their eyes and hands to share kindness with their family members. <p><i>Even outside of World Vision Ignite class time, ask students about their plan and remind them to keep working on it. Consider adding a section of the bulletin board for students to post about random acts of kindness that they do throughout the year.</i></p>		



Deeply Loved, Loving Deeply

LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Delighting in Our Families</i>	 30-40 min
<p>Learning plan number: 5</p> <p>Learning targets:</p> <ol style="list-style-type: none"> <u>We can celebrate and deeply love others in God's family through our stories and acts of love.</u> <u>I can practice celebrating my family through love.</u> 	
<p>Note: Create a large version of teacher resource 1.9.b: "Let's give a hand" on a piece of chart paper. Responses will be listed near each finger of the hand, so leave space for this.</p> <p>Creating the hand poster/visual:</p> <ol style="list-style-type: none"> In the center of the hand, write: "I am thankful for ..." Label the inside of the thumb: "God" Label the inside of the pointer finger: "My family" Label the inside of the middle finger: "My friends" Label the inside of the ring finger: "My school" Label the inside of the pinkie finger: "Myself" 	

ACTIVITY TITLE	TIME	RESOURCES
<i>Celebrate with Thanksgiving</i>	 5-10 min	<input type="checkbox"/> 1.1.C Student material: "I can see the delightful" glasses
<ul style="list-style-type: none"> Gather students to sit on the floor, telling them to bring their "I can see the delightful" glasses. Ask: "Why do we wear these glasses? What do they remind us of or invite us to do?" (Intentionally see the world through the lens of delightfulness; let them try to look through God's eyes, etc.) Ask students to find a partner and share their ideas for their act of kindness and the act of kindness they did for a family member (allow about two minutes for this). 		

Continued ...



- Demonstrate joy as you share that today you will be talking about celebrating your families through thanksgiving.
- Distribute “I can see the delightful” glasses, telling students to put them on and asking: “What are some things that you are thankful for in your families?”
- After hearing from a few students, read the learning targets together:
 1. “We can celebrate and deeply love others in God’s family through our stories and acts of love.”
 2. “I can practice celebrating my family through love.”

ACTIVITY TITLE	TIME	RESOURCES
<i>I Am Thankful for ...</i>	 10 min	

- Keep students together in your gathering space. If it’s not too distracting, encourage them to keep wearing their “I can see the delightful” glasses for this next activity.
- Display the large “thankfulness” hand you prepared ahead of time. Say: “Sometimes it’s helpful to use a tool to help us think of different people and things that we are thankful for. Now we’re going to share celebrations of what WE are thankful for together.”
- Point to the center of the hand and read: “I am thankful for ...” Tell students that they will be celebrating what they’re thankful for together.
- For each finger on the hand, ask students to think about what they are thankful for and give them a moment to share their responses with the class. List as many responses as space allows next to each finger on the hand poster/display. As the students engage with the hand display, tell them to touch the correlating finger on their own hands.
 1. Read each finger and allow time for students to share their responses for each finger. Now move to the inside of the thumb where the word “God” is written. Ask: “What are you thankful for about God?” “What is something special God has done for you that you are thankful for?” “What do you want to celebrate with thanks about God?” List responses.
 2. Read the inside of the pointer finger, “**My family**” “What are you thankful for about your family?” “What is something special about your family that you are thankful for?” “What do you want to celebrate with thanks about your family?” List responses.
 3. Read the inside of the middle finger, “**My friends**” “What are you thankful for about your friends?” “What is something special about your friends that you are thankful for?” “What do you want to celebrate with thanks about your friends?” List responses.
 4. Read the inside of the ring finger, “**My school**” “What are you thankful for about your school?” “What is something special about your school that you are thankful for?” “What do you want to celebrate with thanks about your school?” List responses.
 5. Read the inside of the pinkie finger, “**Myself**” “What are you thankful for about yourself?” “What is something special about yourself that you are thankful for?” “What do you want to celebrate with thanks about how God created you?” List responses.
- Share with students that clapping is a way of showing thanks to others. Have students put their hands together and clap for all the stories of thanksgiving.



ACTIVITY TITLE	TIME	RESOURCES
<i>Give Them a Hand!</i>	 15-20 min	<ul style="list-style-type: none"> <input type="checkbox"/> 1.5.A Student material: “Let’s give a hand” As an option, print these templates on cardstock. <input type="checkbox"/> Classroom art supplies
<ul style="list-style-type: none"> • Refer to the hand poster students helped create. Show students the thank-you card they will be creating today. (See example: There are two pages, the first is the cover and the back of the card; the second is the inside of the card, which is a blank hand.) Tell students that they will create their own “Let’s give them a hand!” thank-you card for a member of their family. • Instruct students to choose one person in their family to receive this thank-you card (preferably not the same person who they are honoring with their random acts of kindness). Instruct them to write the name of the person they’ve selected in the center of the hand. Then, ask them to write one celebration of thanks for that person on each finger in the card. (e.g. If a student chose to celebrate and give thanks for “Dad,” on the thumb they could write, “His smile.” On the pointer finger they could write, “He loves me.” On the third finger they could write, “He helps me.” etc.) • Help students complete all sides of the card (cover, inside, and back). <p>Tip: Pre-print and fold each card to help students see its cover, inside, and back. Students can use a pencil first, and then go over their writing with a marker for their final details. If possible, print the template on cardstock for a lovely “finished” look to the cards.</p> <ul style="list-style-type: none"> • Students can use a variety of materials to decorate their card (stickers, pens, markers, crayons, lace, ribbon, etc.). • Completed cards can be mailed or taken home to family members. 		



Deeply Loved, Loving Deeply

LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Deeply Loving with Encouragement</i>	 30-45 min
<p>Learning plan number: 6</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can plan and imagine ways of loving others with my words.</u> 2. <u>I can use words to deeply love others.</u> 	

ACTIVITY TITLE	TIME	RESOURCES
<i>"You Are Special"</i>	 10-15 min	<input type="checkbox"/> "You Are Special" by Max Lucado
<ul style="list-style-type: none"> • Gather students in a "family circle." Remind them of the verse, "We love because he first loved us." —1 John 4:19 (ESV). Ask students to reflect on what it means to love others like God does. Allow students time to share. • Invite students into the learning today by reminding them that they can represent God's voice to others by speaking and sharing encouraging words. • Tell them that you're going to read a story. Ask them to consider the "dots" in the story as words spoken by others and encourage them to think about how these dots make others feel. • Read the story "You Are Special" by Max Lucado. • Ask students to close their eyes and think quietly about what hurtful words or "dots" they have heard about themselves. Encourage them to pray in their hearts with you as you pray aloud: <p>"Dear God, thank you for creating each of us in your image and for making us unique and delightful. Help us to listen to what you have to say about who you created us to be. Remind us to speak words of kindness and encouragement to those around us. Please forgive us for speaking any unkind words to others and teach us to continue to speak with love and gentleness to our family and other people in our life. We love you Jesus. Amen."</p> 		



ACTIVITY TITLE	TIME	RESOURCES
<i>Words of Encouragement</i>	 10-15 min	<input type="checkbox"/> 1.6.A Student material: "Words of Encouragement"
<ul style="list-style-type: none"> • Say: "In our last World Vision Ignite lesson, we wrote thank-you notes to family members using 'Give them a hand' notes. Does anyone want to share what happened when you gave family members their notes?" • Give students a few moments to share with the class, then tell them that today they are going to use their words to deeply love sponsored children who are our friends by writing a letter of encouragement to them. • Optional: Use the "Words of Encouragement" letter template (see accompanying resource). Explain how you would write a letter using words of encouragement to your sponsored child. • Optional: Give students time to write their own letters to their sponsored friend or facilitate writing a letter as a class, using the template and the support from the letter you shared with them. These letters can be scanned and emailed to sponsored children through the MyWorldVision portal or placed in envelopes to be mailed. 		
ACTIVITY TITLE	TIME	RESOURCES
<i>Unit Closing Circle</i>	 10-15 min	<input type="checkbox"/> Stickers (one per student)
<ul style="list-style-type: none"> • Gather in a closing family circle. Give each student a sticker (with the backing still on it). Go around the circle and ask each student to practice loving deeply with their words by saying a kind word to the friend sitting on their right (or left). As they say their kind word, ask them to put the sticker on their friend's shirt (or hand). Continue around the circle until everyone has given and received a sticker. Remind them of the story "You Are Special" that they heard at the beginning of today's lesson. • Ask students to think about the act of kindness planning they worked on in the last learning experience. Tell them, "This is like giving a sticker to your family." Ask them to think about how their plans are going. Ask if they've tried their act of kindness with someone in their family. If yes, ask: "How did it go?" If no, ask: "What do you need to help make your act of kindness come to life?" • Ask students: "Do our random acts of kindness need to stop just because we are done with our World Vision Ignite lessons?" Encourage them to keep practicing kindness with their families and others around them. • End the unit by praying for your class and any sponsored children your class may have, asking God to protect and bless each of them. 		