



The Story God Is Writing

Introduction

This learning expedition centers around three things:

- 1 The Driving Question**
How do I live in God's story by reflecting God's love in my community and in the world around me?
- 2 The 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.
- 3 The Biblical Foundation Verse**
John 13:34-35 (NIV) *"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."*

Summary

This learning unit discovers God's story in the context of communities. In this learning expedition, students will uncover how God has been working in their own community story, and the community of children living in poverty by looking at the past and present. Students explore what their role is in God's story in tandem with their learnings about their larger community and 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 2nd 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: Mirroring Christ	 30-40 min
<ol style="list-style-type: none"> 1. Mirror: Reflecting Jesus (10 min) 2. Our Deep Hope (5-10 min) 3. Reflecting Jesus (10-15 min) 4. Reflection Activity (5 min) 	
Lesson 2: Loving God and Our Neighbors	 30-45 min
<ol style="list-style-type: none"> 1. John 3:16 (10-15 min) 2. We Love Our Neighbors (10-15 min) 3. Who Are Our Neighbors? (10-15 min) 	
Lesson 3: Fullness of Life	 30-45 min
<ol style="list-style-type: none"> 1. Wants and Needs (5-10 min) 2. Fullness of Life (15-20 min) 3. Ways to Pray (10-15 min) 	
Lesson 4: We Are Better Together	 30-45 min
<ol style="list-style-type: none"> 1. "Go Far, Go Together" (5-10 min) 2. The Body of Christ (10-15 min) 3. Paper Hands (10-15 min) 4. Expedition Verse Reflection (5 min) 	
Lesson 5: What is My Story?	  45-65 min
<ol style="list-style-type: none"> 1. Jeremiah 29:11 (5-10 min) 2. Reflectors of God's Story (5-10 min) 3. Addyson Reflects Jesus (10 min) 4. A Part in God's Story (10 min) 5. Our Stories (15-25 min) 	

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Lesson 6: What is Our Future Story?


30 min

1. Notice and Wonder (15 min)
2. Bookmark Reflection (15 min)

Overview of grade 2 learning targets

LESSON	LEARNING TARGETS
2.1.1	I can discover what it means to reflect Jesus.
2.1.2	I can reflect Jesus in my classroom, home, and community and around the world.
2.2.1	I can recognize God's love for me and my love for God.
2.2.2	I can begin to reflect God's love to my sponsored child, who is my neighbor.
2.3.1	I can begin to understand the different things we all need to have "fullness of life."
2.3.2	I can learn new ways to pray for my family and friends who live near and far.
2.4.1	I can recognize my role in God's story.
2.4.2	I can be a part of the larger community and bring something to the Body of Christ.
2.5.1	I can learn how others are working as active participants in God's story.
2.5.2	I can share God's story.
2.6.1	I can reflect on God's promises to all people.
2.6.2	I can imagine God's plan for my future.




Materials needed


- ☐ Bibles
 - ☐ Heavy books
 - ☐ Colored pencils or crayons
 - ☐ Mirror (12x12 or floor-length)
 - ☐ Whiteboard/chart paper
 - ☐ Colored whiteboard markers
 - ☐ Index cards
- **Lesson 2** and **Lesson 4** include activities that connect your class with their global neighbor—a World Vision sponsored child. We highly recommend that your class sponsor at least one child with World Vision in order to learn through a personal connection to a global neighbor.
 - **Lesson 5** includes an activity that benefits from students having a photo of themselves, their families, and their class. We recommend asking parents to send those in, a week or two in advance.

Note: You will need to make a sample of the 2.5.B Student material prior to lesson 5, using yourself and your own life as a model for how to answer the prompts.





The Story God is Writing

LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Mirroring Christ</i>	 30-40 min
<p>Learning plan number: 1</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can discover what it means to reflect Jesus.</u> 2. <u>I can reflect Jesus in my classroom, home, and community and around the world.</u> 	

ACTIVITY TITLE	TIME	RESOURCES
<i>Reflecting Jesus</i>	 10 min	<input type="checkbox"/> Mirror (12x12 or full-length)
<ul style="list-style-type: none"> • Gather students into a circle or carpet space if available. Ask the question “How can we see God?” Ask students if anyone knows how we can see God. (Chances are, many students may not have many ideas on how they can see God. Keep the mystery!) • Take out a 12x12-inch mirror (or a full-length mirror) and ask students, “What am I holding up?” (Their reply: “A mirror.”) “What do you use a mirror for?” (Their reply: “For looking at yourself.”) Say that a mirror reflects whatever is put in front of it. “If I put my hand in front of the mirror, it reflects my hand. If I put my ear in front of the mirror, it reflects my ear. If I hold it in front of my face, it will reflect my face.” • Ask students, “What else can a mirror reflect?” (Examples include images, animals, colors, lights, objects, etc.) Say that one way we can see God is when we look in a mirror or directly at each other. Explain: “God has made everyone in His image, and that means when you look in a mirror you are seeing someone made in the image of God! Just like a mirror reflects, God wants us to be reflectors of Him, too.” • Ask again the question, “How can we see God?” and say, “We can see God in ourselves, in our classmates, and in our teachers. In fact, we can see God in everyone! We will be learning all about how we can reflect God’s love to others in our learning expedition together.” 		




ACTIVITY TITLE	TIME	RESOURCES
<i>Understanding our Deep Hope</i>	 5-10 min	<input type="checkbox"/> Whiteboard/chart paper (optional) <input type="checkbox"/> 2.1.A Teacher resource: Deep Hope
<ul style="list-style-type: none"> Display the following on chart paper or a whiteboard: <ol style="list-style-type: none"> “Deep hope: <u>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.</u>” “Biblical foundation: <u>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.</u>”—John 13:34-35 <p>Note: Take a photo of the deep hope and the Scripture verse to go on the bulletin board.</p> <ul style="list-style-type: none"> Read the deep hope aloud to the students and explain that you are going to unpack some of our key words together. Draw a box around the key words and ask the students what these words may mean, writing their ideas beside the box (see Teacher resource 2.1.A). Read John 13:34-35 together: “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.” Say, “Let’s think through what this verse means.” <ol style="list-style-type: none"> “What would be a synonym (another word) for the word ‘command’?” (Instruction, direction, rule, etc.) “Who is ‘I’ referring to in the verse?” (God.) “What instruction does God give us?” (Love one another.) “How are we supposed to love one another?” (Like God loves us.) Say, “Today we are going to discover what it means to reflect Jesus. You will also discover how to reflect Jesus in your classroom, home, and community and around the world.” 		
ACTIVITY TITLE	TIME	RESOURCES
<i>Reflecting Jesus</i>	 10-15 min	<input type="checkbox"/> Mirror <input type="checkbox"/> Colored whiteboard markers
<ul style="list-style-type: none"> Share, “On my mirror I want to write how we will act if we are reflecting Christ.” Using a “Think, Pair, Share” protocol, ask students to think about how we will act if we are reflecting Christ. Give students some quiet time to think (20-30 seconds) and then invite them to pair up and share their thinking. (Examples could include displaying the fruits of the spirit, being kind, thoughtful, loving everyone, being helpful, creative, kind, not doing bad things, being thankful, etc.) On the mirror, write the characteristics that the group brainstorms using whiteboard markers. Alternatively, you can invite different students to take turns writing a word on the mirror. 		

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- Say, "The next time you see a mirror and notice a reflection, think about how you can be a reflector of Jesus. We are going to be adding this mirror to our document panel as a reminder to reflect Jesus."


Think, Pair, Share protocol: In this protocol, students first are given time to think by themselves about the question, then students are given a set amount of time to discuss their thoughts with a partner. Finally, they share their responses with the whole class.

ACTIVITY TITLE	TIME	RESOURCES
<i>Reflection Activity</i>	 5 min	<input type="checkbox"/> 2.1.B Student material: "I can reflect Jesus ..."
<ul style="list-style-type: none"> • Students will fill out the reflection questions by answering the following questions: <ol style="list-style-type: none"> 1. "I can reflect Jesus in my classroom by _____." 2. "I can reflect Jesus at home by _____." 3. "I can reflect Jesus in my community by _____." 4. "I can reflect Jesus around the world by _____." 		





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LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Loving God and Our Neighbors</i>	 30-45 min
<p>Learning plan number: 2</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can recognize God's love for me and my love for God.</u> 2. <u>I can begin to reflect God's love to my sponsored child, who is my neighbor.</u> 	

ACTIVITY TITLE	TIME	RESOURCES
<i>John 3:16</i>	 10-15 min	<input type="checkbox"/> 2.2.A Teacher resource: John 3:16 (NIV) <input type="checkbox"/> Colored markers <input type="checkbox"/> One index card per student
<ul style="list-style-type: none"> • Write out John 3:16 doubled-spaced on chart paper and read it out loud together. • Repeat the same process from learning plan 1 to “unpack” the verse by boxing the key words and asking students to help you “unpack” what they mean, writing their responses on the chart paper next to the word. (See teacher resource for example.) • Share, “This verse is so powerful. Now I want to think about what it means to us. Each of you will rewrite this verse on an index card adding your name: ‘For God so loved ____ that he gave his one and only Son, that if ____ believes in him (he/she) shall not perish but have eternal life.’” • When students finish rewriting their verses on their index cards, use the “Think, Pair, Share” protocol and have the students answer the following prompts: “What does this verse mean to you?” • “On the backside of the index card, answer this: How will you live in response to this verse?” • Remind students: “We are dearly loved by God, and we can reflect that love in how we love others.” <p>Think, Pair, Share: In this protocol, students first are given time to think by themselves about the question, then given a set amount of time to discuss their thoughts with a partner. Finally, they share their responses with the whole class.</p>		



ACTIVITY TITLE	TIME	RESOURCES
<i>We Love Our Neighbors</i>	 10-15 min	<input type="checkbox"/> Bibles
<ul style="list-style-type: none"> Ask: "Has anyone ever heard of the golden rule?" Invite students to turn in their Bibles to Matthew 7:12, letting them know that you will be reading from the NIV. Read aloud, "So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets." Talk as a class about any words that might be different in various translations. Tell students that reflecting and mirroring God's love helps us tell the story of God's love for everyone! When we love our neighbors, we are reflecting how much God loves them, too. Using the "Think, Pair, Share" protocol, have students wonder the following prompts with their elbow partner: <ol style="list-style-type: none"> "What does this verse mean to you?" (Our words and actions toward the people around us should reflect how we want other people to treat us.) "In the verse who is the word 'others' referring to?" (Our neighbors.) "What is a neighbor?" (A person whose life story intersects with yours.) "What is a neighborhood?" (Where you live with only some of your neighbors.) "How do we mirror God to our neighbors?" (Help them, care for them, love them.) "How can we love our neighbor?" (By taking care of their needs, encouraging them, doing things with them.) Share, "When God talks about neighbors in the Bible, he doesn't just mean the people living on the same street as you. We are going to think of neighbors as anyone that we come in contact with. Maybe we see the person, maybe we talk to them, or maybe our lives have a big impact on theirs, or their lives have an impact on yours." 		
ACTIVITY TITLE	TIME	RESOURCES
<i>Who Are Our Neighbors?</i>	 10-15 min	<input type="checkbox"/> 2.2.B Teacher resource: Neighbors <input type="checkbox"/> Sponsored child information
<ul style="list-style-type: none"> Using a blank sheet of paper, draw a word web with the class that has the word "neighbor" in the middle. Brainstorm with the students by asking, "Who are our neighbors?" Add students' ideas to the web (i.e. people on our block, family, school friends, church friends, people that live in our community, people that live in our state, people that live in our country, people that live in other countries, our sponsored child/children, etc.). (See example resource.) Explain: "Today, we will be focusing on loving our sponsored child(ren)—they are our global neighbors." Show the class a picture of their sponsored friend by logging in to My World Vision (worldvision.org/my) with the email address and password provided by your Ignite partnership manager. Tell the class their sponsored child's name and where they live. Point to where that country is on a globe or map, and then point to where your school is located. 		

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- As a class, create a letter, email, or drawing for your sponsored child. One idea is to draw a big heart on large paper 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 their handprint. Sign the poster from your class. Then 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 can also ask the class what questions they might want to ask their sponsored child in a letter.

Note: Add the neighbor word web to the bulletin board as a visual.





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LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Fullness of Life</i>	 30-45 min
<p>Learning plan number: 3</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can begin to understand the different things we all need to have "fullness of life."</u> 2. <u>I can learn new ways to pray for my family and friends who live near and far.</u> 	

ACTIVITY TITLE	TIME	RESOURCES
<i>Wants and Needs</i>	 5-10 min	<input type="checkbox"/> Posted learning targets
<ul style="list-style-type: none"> • Invite students to work with an elbow partner to answer the following questions: <ol style="list-style-type: none"> 1. "What are some of the things that you want?" 2. "Do we always get what we want? What happens when we don't?" 3. "What do you think you need to be healthy, happy, and have 'fullness of life?'" • When they have finished sharing with their partner, invite a few students to share with the class. • Display the learning targets and read them together aloud as a class. <ol style="list-style-type: none"> 1. <u>I can begin to understand the different things we all need to have "fullness of life."</u> 2. <u>I can explore God's love for all people.</u> 		



ACTIVITY TITLE	TIME	RESOURCES
<i>Fullness of Life</i>	 15-20 min	<input type="checkbox"/> Chart paper <input type="checkbox"/> 2.3.A Student material: Meeting Needs
<ul style="list-style-type: none"> If someone shares something that seems like a want (i.e. a tablet or a video game), ask the class if this is something that we want or if this is a need. Take student responses and write these on the chart paper. Explain: "Because God loves all people, He wants all people to have the fullness of life He can bring. Because our world is broken and not yet perfect, we can reflect God's love for all people by helping people meet their own needs. And when we help others, it points people to Jesus and it also helps us experience a fuller life, too." Look at your World Vision sponsored child's website together, looking for different ways your new neighbor is experiencing more fullness of life through help from World Vision. Look at different aspects of needs from our earlier brainstorm. Fill out the "Meeting Needs" student resource while you explore the website. <p>Teacher Tip: As students are exploring the World Vision website, gather their attention for brief question/share periods to support what they are looking for. (i.e. "Can someone share how our new neighbor is meeting his/her need for love?") Take student responses before allowing them to continue to explore.</p>		
ACTIVITY TITLE	TIME	RESOURCES
<i>Ways to Pray</i>	 10-15 min	<input type="checkbox"/> Bibles <input type="checkbox"/> Paper <input type="checkbox"/> Book from their desk <input type="checkbox"/> World Vision article: worldvision.org/christian-faith-news-stories/pray-through-day <input type="checkbox"/> 2.3.B Student material: Prayer Resources
<ul style="list-style-type: none"> Gather students into a circle. Ask them to think about the different ways they can pray. "What can it look like? Sound like? Can anyone share an example or show us a way you pray?" Invite student responses. Say, "Prayer can look and sound many different ways, and can include walking, singing, playing a game, or even cleaning up. Prayer is about our hearts and minds connecting with God." Invite students to open their Bibles to 1 Thessalonians 5:16-18. Read this together (depending on the translation, unpack any needed vocabulary. For example, explain that "ceasing" means "stopping," so the verse means "pray without stopping." Say, "Since we are invited to pray without stopping, we are going to practice today some different ways to pray for fullness of life for kids around the world using a World Vision activity. You can also do this at home with your families." Share with students the World Vision article on a projector. Show them the different activities on the website, explaining that they can do these at home. Pass out the Prayer Resources student material (or send them home as an attachment to a parent letter, including the link to the World Vision article). Choose one activity 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. 		


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**Activities include:**

1. **Turn on the Faucet:** Tell students to count the number of faucets in your classroom or hallway. Ask a student to pray for children who only have dirty water to drink.
2. **Get Ready for School:** Give students one minute to write as many letters of the alphabet they can. Ask a student to pray for children experiencing poverty who must help their families earn an income instead of going to school.
3. **Read a Book:** Pair students with a partner. Have one student pick a page from a book in their desk. The other partner will close their eyes and try to guess the title of the story they are reading. Have the students switch roles. Ask a student to pray that children who aren't in school can one day attend.
4. **Eat Lunch:** Have students make a list, from memory, of everything that is in their refrigerators at home. Ask a student to pray for children who do not have enough food to eat.
5. **Walk up the Stairs:** Tell students to pair up and tell their partner how they would get from one floor in their house/school to another if they could not walk and did not have a wheelchair. Ask a student to pray that children who are disabled have access to the resources and education they need to reach their full potential.
6. **Take out the Trash:** Ask students to talk about things that are typically thrown away. Ask a student to pray that all the world's children will be safe, educated, and healthy.
7. **Share a Bible Story:** As a class, count how many Bibles are in your classroom. Ask a student to pray that all children everywhere will know that Jesus loves them.
8. **Go to Bed:** Tell students to determine how many beds are in their houses. Ask them to count how many people could sleep in a bed in their houses. (Many students will have one person sleeping in queen-sized beds.) Ask a student to pray for children who aren't sleeping in their own beds or sleep on the hard floor.




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LEARNING PLAN TITLE	CUMULATIVE TIME
<i>We Are Better Together</i>	 30-45 min
<p>Learning plan number: 4</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can recognize my role in God's story.</u> 2. <u>I can be a part of the larger community and bring something to the Body of Christ</u> 	

ACTIVITY TITLE	TIME	RESOURCES
<i>"Go Far, Go Together"</i>	 5-10 min	<input type="checkbox"/> Heavy books <input type="checkbox"/> 2.4.A Teacher resource: "Go Far, Go Together"
<ul style="list-style-type: none"> • Ask for a volunteer to help you in front of the class. Say, "I need you to hold this book out in front of you with your palms flat. When you feel like you need to stop, let me know by saying 'please stop.'" • Wait a few seconds. Ask, "Is it starting feel heavy and get difficult?" Add a few more books to the student's stack. If the student wants more books, carefully continue to add books. Continue to add books until the student is tired or asks you to stop. • Repeat this process with several students. • While adding more books to the final individual students' stack, say: "When we try to do things on our own, it may seem easy at first, but we may become tired and worn out from working so hard. When we work with others in school, at church, in our community, or in our world as God has called us to do, the tasks become easier. Let's try this difficult task with the books again, but this time with others." • Ask three or four students to try holding the books. • Say, "The task still looks tricky, but it is easier than one person doing it by themselves. It reminds me of the African proverb that says 'If you want to go fast, go alone. If you want to go far, go together.' What do you think that means?" (Doing things by yourself can be fast, but you can't do them for very long. If you do things together, you can do them for a long time and accomplish more.) • Add the quote to your bulletin board. 		




ACTIVITY TITLE	TIME	RESOURCES
<p><i>The Body of Christ</i></p>	 10-15 min	<ul style="list-style-type: none"> <input type="checkbox"/> Bible <input type="checkbox"/> Photograph of teacher <input type="checkbox"/> Several colors of playdough <input type="checkbox"/> 2.4.B. Student material: Idea Catcher
<ul style="list-style-type: none"> Invite students to open their Bibles to Genesis 1:27 (NIV) and read along silently while you read it aloud. "So God created mankind in his own image, in the image of God he created them; male and female he created them." Ask if students know what an "image" is. Hold up a photograph of yourself. Say, "Is this photograph actually me? No, it is only a picture of me. The photograph cannot think or talk. The photograph only shows what I look like. It is my 'image.' This is just like what the Bible says, we are created in God's image. The Bible does not say that we are God; rather it means that we are supposed to reflect Him and what He is like." Hold up a piece of playdough and shape it to look like a face. Share, "Do you know what it is? (a head/face) I am going to change how it looks." Put the body parts in the wrong spots. Share, "How does it look now? I don't think it will work to have his ears coming out of the top of his head or his eyes on the side of his head. Playing with playdough like this reminds me of when we don't work together. The Bible reminds us that we need to work together with others to be the Body of Christ." Read Romans 12:4-5 (NIV): "For just as each of us has one body with many members, and these members do not all have the same function, so in Christ we, though many, form one body, and each member belongs to all the others." Say, "Many different people make up the Body of Christ and each person has important work to do to live their part in God's story." Put the playdough face together correctly. Ask, "Look again at the playdough creation we have just made—each part of his body is important in some way. Why does he need his ears?" (To hear.) "Why does he need his eyes?" (To see.) "Why does he need his hat?" (To protect him from the sun and rain.) Say, "Similarly when we look at the Body of Christ, each person has important work to do to reflect Christ; and together in Christ, we can do so much more. Each of you is going to fill out an idea catcher and then we will discuss it." Invite students to fill out their idea catchers, helping them see that to have many needs met, they need others to support them. You are also a member of the Body of Christ and play a special role, too. How do you impact others? Highlight a few examples from the idea catchers together, such as, "How would you feel if no one provided food for you today?" (Hungry, worried.) Say, "Since we are all a part of the Body of Christ, we all need to work together." <p>Note: Take a copy of one student's idea catcher and display on the bulletin board.</p>		




ACTIVITY TITLE	TIME	RESOURCES
<i>Paper Hands</i>	 10-15 min	<input type="checkbox"/> World Vision website <input type="checkbox"/> A paper for each student to trace their two hands onto
<ul style="list-style-type: none"> Invite students to trace their hands onto paper and cut them out. Ask students to log into their sponsored child's World Vision website (worldvision.org/my). Tell them to click on the child's town name, scroll to the bottom of the page, and find the orange tab that says, "Love of God and Neighbors." Have students read through the information they find. Direct students to take one of their paper hands and write on it one way their sponsored child's community is working together to reflect God's image. Have them take the second paper hand and write on it one way they are working together to reflect God's image. <p>Note: Tape these paper hands to the students' desk as a reminder of how they and their sponsored child are both reflecting God's image and have a role to play in God's story. If the class shares a sponsored child, this can be done as a whole-group activity.</p>		
ACTIVITY TITLE	TIME	RESOURCES
<i>Expedition Verse Reflection</i>	 5 min	
<ul style="list-style-type: none"> Gather students into a circle by the bulletin board. Read the driving Scripture verse together: John 13:34-35 (NIV), "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." Ask the question: "Why is this verse important?" (God wants us to be a community filled with love.) Take student responses and ask a student to close your learning time in prayer. 		




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LEARNING PLAN TITLE	CUMULATIVE TIME
<i>What is My Story?</i>	 45-65 min
<p>Learning plan number: 5</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can learn how others are working as active participants in God's story.</u> 2. <u>I can share God's story.</u> 	

ACTIVITY TITLE	TIME	RESOURCES
<i>Jeremiah 29:11</i>	 5-10 min	<input type="checkbox"/> 2.5.A Teacher resource: Jeremiah 29:11 (NIV) <input type="checkbox"/> Bible <input type="checkbox"/> Markers
<ul style="list-style-type: none"> • Gather students together by the bulletin board. Review what they learned from the previous learning plan. Take out your Bible and read Jeremiah 29:11 aloud: "For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future." • Display this verse that you've written in advance on chart paper or a whiteboard. Say, "We are going to unpack this verse and apply it to our lives." • First, box the key words. Then expand on what those words mean by asking students to share their ideas and add them onto the chart paper around the word. • Share, "This verse doesn't mean that we won't have bad things happen, or pain, hurt, or hard times; instead it means that God will be with us through everything, the good and the bad, all through eternity. This verse applies to all kids around the world, too. God promises to be with all of us!" <p>Note: Add a picture of the chart paper with Jeremiah 29:11 unpacked to your bulletin board.</p>		




ACTIVITY TITLE	TIME	RESOURCES
<i>Reflectors of God's Story</i>	 5-10 min	<input type="checkbox"/> Index card for every student <input type="checkbox"/> Whiteboard/Chart paper
<ul style="list-style-type: none"> Give each student a small index card. Give them one minute to write on the card everything that a story needs to have to be a story (i.e. setting, characters, a problem, etc.). Share student responses and write them where students can see them (on chart paper or a whiteboard). Read together the learning targets: <ol style="list-style-type: none"> <u>I can learn how others are working as active participants in God's story.</u> <u>I can share God's story.</u> Say, "God's story needs to have a setting, characters, plots, etc., too. In God's story, WE are also characters! The Bible shows us part of God's story, and we are a continuation of God's story today! When we are reflecting God's image, we are serving as characters in His story." 		
ACTIVITY TITLE	TIME	RESOURCES
<i>Addyson Reflects Jesus</i>	 10 min	<input type="checkbox"/> Addyson's story video "We Have to Do Something": youtube.com/watch?v=JPdujDLXMPk <input type="checkbox"/> Addyson's story article: worldvision.org/clean-water-news-stories/addyson-moffitt-quest-end-water-crisis
<ul style="list-style-type: none"> Tell students that they will be identifying actions they can take to reflect Jesus. Say, "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 do nothing. Many people around the world have to walk six kilometers, which is over three-and-a-half miles, each day to get to water to drink. Often this water is dirty and not safe to drink." Watch the video about Addyson. If time allows, read the article on Addyson's story aloud to your class. Using the "Concentric Circles" protocol, lead students to discuss the following prompts with a partner, rotating around the circle for each new prompt. After each prompt is read, students in the inner circle will respond by naming an action they can take that reflects Jesus, like asking if the person is okay. Meanwhile, students in the outer circle will respond by naming a lack of action that some may be tempted to take, like pretending they didn't see it happen. <p>Prompts:</p> <ol style="list-style-type: none"> "While playing outside at recess, you see someone trip and skin their elbow." "A classmate keeps looking at your paper while you are taking a test." "A friend never comes to school with a snack." "Many children get sick every day because they don't have clean water." 		

Continued ...




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 (forming two concentric circles).
2. 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. Students will now form new partners with the person across from them to discuss the question or prompt.
4. The circles will shift with each new question or prompt. After the final question or prompt, 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>A Part in God's Story</i>	 10 min	<input type="checkbox"/> 2.5.B Student material: "My Life" booklet

- Gather students around the bulletin board (including their older "buddy" friends, if possible). Read together the 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."
- Share the "My Life" booklet template you've filled in about your life. Explain that this booklet helps you share how you have a part in the story God is writing. Ask, "Is there anything new that you learned about me from this book?"

Note: Add the teacher's story booklet to the bulletin board.

ACTIVITY TITLE	TIME	RESOURCES
<i>Our Stories</i>	 15-25 min	<input type="checkbox"/> 2.5.B Student material: "My Life" booklet <input type="checkbox"/> Student pictures <input type="checkbox"/> Colored pencils or crayons

- Explain that each student will have a chance to tell their own story, just like you did, by completing a book like yours. Hand out the student booklets, reminding students, "Each of our stories is so important. Our community and world grows better by hearing each one!"
- Allow time for students to complete their booklets, giving them access to technology for answering the questions, if necessary.
- Say, "We are going to share our stories with the class. We are going to celebrate them. But, like I said earlier, I want you to share your amazing stories with your families, our community, and the world around us."

Continued ...




- “This activity reminds me of what World Vision does when first entering a community to help empower them. World Vision staff spends from two months to two years getting to know the community by doing lots of listening. They take time so they can build trust with the people living in the community. When they listen, they begin to understand the leaders of the community, the culture of the community, their burdens, and their strengths.”
- As students finish, partner them with other students who have completed to share their stories.

Note: We encourage you to find additional opportunities outside of the classroom for students to share with each other, other classes, other school staff, or even in their community.




The Story God is Writing

LEARNING PLAN TITLE	CUMULATIVE TIME
<i>What is Our Future Story?</i>	 30 min
<p>Learning plan number: 6</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can reflect on God's promises to all people.</u> 2. <u>I can imagine God's plan for my future.</u> 	

ACTIVITY TITLE	TIME	RESOURCES
<i>Notice and Wonder</i>	 15 min	<ul style="list-style-type: none"> <input type="checkbox"/> 2.6.A Teacher resource: Gemena village pictures <input type="checkbox"/> "Unfinished" video: youtube.com/watch?v=wktvZa1GeF4
<ul style="list-style-type: none"> • Display the two pictures from Gemena Village, inviting students to "notice" (share things they see) and "wonder" (ask questions) about the pictures. • Share that the people in these photos are all from Gemena village in the Democratic Republic of Congo. If time allows, point out the Democratic Republic of Congo on a globe or map. • The first photo is a picture of a school, taken many years ago. The next photo is a recent picture of a school. World Vision has worked in this community. Ask, "What do you notice that has changed in these pictures?" • Ask, "What do you think might still need to be done in Gemena village?" • Watch the "Unfinished" video, stopping at the 1:30 time mark. • Using the "Back-to-Back, Face-to-Face" protocol invite students to discuss the following prompts: <ol style="list-style-type: none"> 1. "What is the only thing that will fulfill our deep desire for purpose?" 2. "What mission did Jesus give us?" (Change the world.) 3. "How do we do that?" (Proclaim God's truth, demonstrate God's love.) 4. "What is your part in this story?" (Build God's kingdom.) 5. "How does this fit with our deep hope for this learning expedition?" (We are learning how to show God's love to our community and world.) 		



ACTIVITY TITLE	TIME	RESOURCES
<i>Bookmark Reflection</i>	 15 min	<ul style="list-style-type: none"> <input type="checkbox"/> World Vision video: youtube.com/watch?v=DZJS13V2y9A <input type="checkbox"/> 2.6.B Student material: Bookmarks
<ul style="list-style-type: none"> Watch the one-minute World Vision video. Hand out the double-sided bookmark template to the students. Invite them to fill out both sides of the bookmark, reflecting on today's lesson and responding to the following prompts: <ol style="list-style-type: none"> 1. "Who did God create me to be?" 2. "How can I reflect God's love to my neighbors and my world?" Invite students into a closing circle by the bulletin board, bringing with them their completed bookmark. Read together the biblical foundation Scripture from John 13:34-35: "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." Invite all of the students to go around the circle, each reading their bookmark prompts to the group. Thank students for their reflections and close the learning plan in a prayer of blessing over the students, asking God to remind them of the role they play in the story He is writing. Ask for His wisdom, guidance, and strength to live God's story. 		