



Better Together

EXPEDITION TITLE

Better Together

Expedition Driving Question:

How do we form communities that lead to social transformation?

Expedition Deep Hope:

The deep hope is for us to be transformed by building relationships, both near and far, with people and organizations unlike ourselves.

Expedition Verse:

"Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ ..."
– 1 Corinthians 12:12-27

LEARNING PLAN TITLE

Where is the Love?

Learning Plan Number: 2

Learning Targets:

1. I can reflect on the ways I have experienced love so that ...
2. I can come to appreciate God's love and love others in return.

Habit(s) of Learning:

Joy-filled Collaborating: We are grateful, playful and reflective

CUMULATIVE TIME



70-80 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
Bible Reading <i>Engage the Learning Targets (ELT)</i>	 10 min	<input type="checkbox"/> 10.2.a Student Material: I Corinthians
<ul style="list-style-type: none"> Have students seated in groups of three to four. Hand out a copy of I Corinthians 12:12-27 to each student on a piece of paper they can write on. Explain that this piece of scripture will inform much of this unit and will be revisited in upcoming learning plans. Give the students four to five minutes to read the scripture. Have them underline or highlight one thing they notice about Jesus' words and one thing they wonder about Jesus' words. After five minutes, have students share their "wonder" and "notice" in their groups one at a time. When finished, ask if two to three students would share their "notice" and/or "wonder" with the class. 		

LEARNING ACTIVITIES

God's Love Reflection <i>Introduce the Learning Targets (ILT)</i>	 5-10 min	
<ul style="list-style-type: none"> Have a student volunteer read the learning targets. <ol style="list-style-type: none"> <u>I can reflect on the ways I have experienced love so that...</u> <u>I can come to appreciate God's love and love others in return.</u> Explain to the students that though most Christians have heard God loves them and they should love others many times, it can often be difficult to feel or understand this love in a tangible way. This learning plan hopes to engage both our hearts and minds as we explore God's love for us. This will be done through three learning activities working with experience, the Bible, and theology. 		
Our Experiences of Love  <i>Engage the Learning Targets (ELT)</i>	 10-15 min	<input type="checkbox"/> Small (roughly 3 x 6) piece of blank paper for each student, markers
<p>I John 4:7-12 teaches that God is love and that all love comes from God. Sometimes experiencing love in a tangible way helps us experience and grasp God's love for us.</p> <ul style="list-style-type: none"> Hand out a small piece of blank paper (roughly 3 x 6) and some markers. Ask the students, "In what parts of your life have you experienced love?" Sharing an experience from your own life would help students get in the right mindset (for instance, with family, a pet, in the woods, the kindness of a stranger, etc.). Give students two to three minutes to think silently. On part of the piece of paper, have students either sketch or write a word/phrase that describes this experience of love. Students should partner up to share their experience with another member of the class. Repeat this process two more times. Ask two to three students share their experience with the whole class. 		



A Biblical Word Study of Love

Engage the Learning Targets (ELT)



15-20 min

☐ The Bible Project video
<https://www.youtube.com/watch?v=slyevQILW7A>

- Watch the following video from “The Bible Project” on how the word “agape” is used in the New Testament. When the video is finished, display the following quote from the video on the board via a presentation slide:
- “Christian faith involves trusting that at the center of the universe is a Being overflowing with love for his world. Which means that the purpose of human existence is to receive this love that has come to us in Jesus and then to give it back out to others.” (This is at the four-minute mark in the video.)
- Students will follow a very similar process as above in reflecting on the video:
 1. Ask the students, “In what parts of your life have you loved someone?” Again, sharing an experience from your own life would help students get in the right mindset. Alternatively, you could ask students where they think they could improve in this area. Give students two to three minutes of to think silently.
 2. On the same piece of paper, have students either sketch or write a word/phrase that describes this experience of love.
 3. Students should partner up and share their experience with another member of the class. Repeat this process two more times.
 4. Ask two to three students to share their experience with the whole class.

A Theological Perspective on Love

Engage the Learning Targets (ELT)



10-15 min


☐ 10.2.b Teacher Resources:
 “Who are we?”

In this activity we read a short section of Bryant Myers’ “Walking with the Poor.” It is a brief reflection on who we are as image bearers—created to be loved by God and to love others.

- Hand out a printed copy of the text.
- Students will do a “VIP” (Very Important Phrase) reading of this text. They should read through the document and highlight phrases they find important or insightful.
- When finished, students should choose a single phrase that they found most insightful in regard to appreciating God’s love and loving others in return. They should write this phrase on their piece of paper.
- Students should partner up to share their experience with another member of the class. Repeat this process two more times.
- Ask two to three students to share their experience with the whole class.



EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
Exit Ticket Activity <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	 10 min	<input type="checkbox"/> 10.2.c Student Material: Exit Ticket
<ul style="list-style-type: none"> Hand out the exit ticket for students to complete individually. The exit ticket includes the following information: Learning Targets: <ol style="list-style-type: none"> I can reflect on the <u>ways</u> I have experienced love so that... I can come to appreciate God's love and love others in return. Considering the above learning targets and the work we've done today in class, complete the following: <ol style="list-style-type: none"> What is one new thing you realized about God's love or loving others today? Of the three learning activities, which helped you best come to appreciate God's love and love others in return? Why do you think that is? What is a question you are left with in regard to God's love after today's class? Collect exit tickets for review. These can be used to help begin a discussion during the next class and determine anything that needs to be clarified. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
Collect the small papers from students at the end of class to post on the document panel. Part of the reason these papers were smaller in size was so that they could all fit in a grid pattern on the board. These will serve as a reminder of the ways we experience love in the world.		
OPPORTUNITY TO DEEPEN THE LEARNING		
Learning to love God and our neighbors is a lifetime process. One way to build on this learning plan's ideas is to get more tangible about ways we could love our neighbors. Brainstorm ways in which students can love their neighbors at school or have them research someone who embodied what it meant to "love your neighbor." Students can deepen their learning by reading "Dangerous Love" continuing onto chapter 2.		