



Love Restores

EXPEDITION TITLE

Love Restores

Expedition Driving Question:

How do I love God and my neighbors?

Expedition Deep Hope:

Be empowered by love to seek restorative transformation in broken relationships

Expedition Verse:

"We love because he first loved us." – 1 John 4:9

LEARNING PLAN TITLE

Relationships at Home: Plan

Learning Plan Number: 9

Learning Targets:

1. I can make a plan to seek restorative transformation in my community.
2. I can identify love for God and love for others in the actions of my class.

Habit(s) of Learning:

Courageous Designing

CUMULATIVE TIME



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>Relationships in Stories</i> <i>Engage the Learning Target (ELT)</i>	 5 min	
<ul style="list-style-type: none"> Choose a story that all students are familiar with. It may be a popular movie or a book you have read as a class. (i.e.: <i>The Lion King</i>) Tell students that stories have a problem and a solution, and we can think about that story structure in terms of broken and restored relationships. In pairs, have students try to identify the relationship that is broken and restored in the story. Share ideas together as a class. 		

LEARNING ACTIVITIES

<p><i>In this learning plan, students will seek restorative transformation by planning a community engagement project around a broken relationship. After dialoguing with four members of your community about various forms of poverty, students are aware of which relationships are working well and which are broken. This activity begins our “Community Engagement” project. From here on, part of almost every learning plan will be spent preparing for this project. For more guidance on how to design and implement your “Community Engagement” project, check out Appendix A: The Educator’s Guide to Community Engagement.</i></p>		
<i>Learning Target Sketches</i>  <i>Introduce the Learning Targets (ILT)</i>	 10 min	<input type="checkbox"/> Blank paper
<ul style="list-style-type: none"> Assemble students into groups of 2-3. Give each group three sheets of blank paper. On the first paper, have them write the phrase “make a plan” and sketch related images for one minute. Next, students repeat this process on the second and third sheets of paper with the phrases “restorative transformation” and “community.” Read the first learning target for this learning plan: <u>I can make a plan to seek restorative transformation in my community.</u> Invite students to compare their drawings with this learning target. Ask a volunteer to put the learning target in his or her own words. Read the second learning target: <u>I can identify love for God and love for others in the actions of my class.</u> Tell students to be looking for ways their classmates demonstrate love through their actions during this learning plan. At the end, they will get a chance to reflect on their observations. Add the learning targets to the document panel. 		



ACTIVITY TITLE	TIME	RESOURCES
<i>Thriving Relationships in Our Community</i> Engage the Learning Targets (ELT)	15min	<input type="checkbox"/> 4.9.a Student Material: Thriving Relationships in Our Community
<p>In groups of three or four, have students work together to complete the “Thriving Relationships in Our Community” checklist. They should reflect on the information gathered from the four local community members who dialogued with the class about whether or not the community has the elements from the checklist. If anything is left unchecked, it will provide a discussion point later on. Students can add any additional information they learned that may be relevant in the notes section.</p>		
<i>Poverty in Our Community</i> Engage the Learning Targets (ELT)	15min	<input type="checkbox"/> 4.9.b Student Material: Poverty in Our Community
<p>Pass out the “Poverty in Our Community” graphic organizer. This tool will guide students as they choose one relationship that is broken in their community and begin to seek restorative transformation. You may choose to have students complete part of this graphic organizer in groups and then discuss it as a class, or complete the whole page together.</p>		
<i>Community Engagement Plan</i> Engage the Learning Targets (ELT)	30 min	<input type="checkbox"/> 4.9.c Student Material: Community Engagement Plan
<p>After identifying one broken relationship in the community, this tool will guide students to fine tune a plan for their community engagement. Complete this plan together as a whole class.</p>		

EXIT EVENT

<i>Reflecting on Love</i> Engage, Reflect and Assess the Learning Targets (ELT, RLT, ALT)	5 min	
<ul style="list-style-type: none"> Have a student reread the first learning target for this learning plan: <u>I can make a plan to seek restorative transformation in my community.</u> Ask students to show you the degree to which they feel they accomplished this learning target with a “thumb-o-meter”: with a thumbs down, up, or in between. Remind students of the second learning target: <u>I can identify love for God and love for others in the actions of my class.</u> Ask for volunteers to share examples of love in action they saw during this learning plan. Add quotes, photos, or other artifacts to the document panel that represent evidence of love in action. 		



LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN
ADD TO DOCUMENT PANEL

- Learning plan 9 learning targets
- Learning plan 9 artifact: evidence of love in action

OPPORTUNITY TO DEEPEN THE LEARNING

- In this learning plan, students identified a broken relationship in their community. Research the communities of your sponsor children to find out if similar broken relationships exist there.
- Write thank you cards for the four local guests you dialogued with in class, and tell them about the community engagement you have planned.
- Did students identify more than one broken relationship in your community? What else could students do, as a class or at home, to seek restorative transformation in that relationship?