



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

Social Poverty

Learning Plan Number: 5

Learning Targets:

1. I can analyze broken relationships in social poverty, and the need for restoration with others.
2. I can begin to seek restorative transformation in social poverty.

Habit(s) of Learning:

Gracious Communicating

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>The Importance of Community</i> Engage the Learning Targets (ELT)	 5 min	
<ul style="list-style-type: none"> Have students form a large circle. Invite them to use their whole bodies to create a tree. Give them 10 seconds to strike a pose, using their arms, legs, and body to look like a tree. Have students find a partner and give them 10 seconds to create a bird with their bodies. Both people must participate to create one bird. Have pairs of students group up with another pair of students, and give them 10 seconds to create a house with their bodies, using every person. Repeat this process with larger groups until you use the whole class. Objects could include a car, unicorn, strawberry, etc. End by explaining that just like this game illustrates, people were created to need each other. God's idea of right relationships includes people living in unity with one another. 		



LEARNING ACTIVITIES

<i>Learning Target: Fill in the Blank</i> Introduce the Learning Targets (ILT)	 10 min	
<ul style="list-style-type: none"> Write the following learning target on the board with words intentionally left out: <i>I can analyze broken relationships in _____, and the need for restoration with _____.</i> Ask students if this learning target looks familiar. Yes! It looks like our learning target from the last learning plan. Tell students that this learning plan will focus on a different kind of poverty: social poverty. Add "social poverty" to the first blank in the learning target. Ask, "What do you think social poverty might be?" Guide students to the idea that social poverty is broken relationships between people. Write "others" in the second blank. Write the second learning target on the board with the last phrase intentionally left out: <i>I can begin to seek restorative transformation in _____.</i> Invite students to predict what might go in this blank, based on the pattern in the last learning plan's learning targets. Write "social poverty" in the blank. Add these learning targets to the document panel. 		




ACTIVITY TITLE	TIME	RESOURCES
Social Poverty Engage the Learning Targets (ELT)	10 min	<input type="checkbox"/> 4.4.a Teacher Resource: Relationship Model cards (from previous learning plan)
<ul style="list-style-type: none"> Direct students to the Relationships Model from the last learning plan on the document panel. Ask, “If spiritual poverty is broken relationships between us and God, and this is how we represented spiritual poverty on our document panel, how might we represent social poverty?” Introduce the “Others” card and place it on the document panel, connecting it to the “Me” card with string. Remind students that the “Me” card represents us, as individuals, and tell them the “Others” card represents people in our community and wider world—everyone, including those we get along with and those we do not. The string is our relationship with them. Ask students, “What does having a right relationship with others look like?” Add the “Social Poverty” card over the top of the string in the middle of the “Me” and “Others” cards. Explain to students that social poverty is what happens when our relationship with others is broken. Ask, “What causes broken relationships between us and others?” Remind students of the Biblical foundation for this learning expedition: 1 John 4:9. Ask, “Why does it matter if we have broken relationships with others?” Remind students of learning plan 2: our love for others overflows from God’s love for us. Ask, “What does a restored relationship with others look like?” Ask students to think about social poverty in their sponsored child’s community. Ask, “What would it look like for your sponsored child to have a restored relationship with others?” 		
Write to Sponsored Children Engage the Learning Targets (ELT)	30 min	<input type="checkbox"/> My World Vision <input type="checkbox"/> https://www.worldvision.org/sponsor-a-child/support-center/email-sponsored-child
<ul style="list-style-type: none"> Tell students they will be writing a letter to their sponsored children today—it may be their first letter! Ask, “Why do you think it is important for us to write to our sponsored children?” Guide the discussion to include the idea of love and building relationships vs. breaking relationships. Then ask students, “Are there broken relationships in your sponsored child’s life?” and “Is there a need for restoration there?” Explain that letter writing is one way to seek restorative transformation: by building relationships with love. <ol style="list-style-type: none"> Remind students of the biblical foundation for this learning expedition, 1 John 4:9. We love because God first loved us. Also remind students of the driving question: <i>How do I love God and my neighbors?</i> Letter writing is one way we can love our neighbors. As a class, brainstorm possible topics or elements to include in their letters. (i.e.: greetings, information about your interests, questions about his or her life, etc.) Use the “How to Send an Email to Your Sponsored Child” article as a guiding resource. You may choose to either have students write emails to their sponsored children on worldvision.org, or send handwritten notes in the mail. You may also choose to read over students’ letters before sending them. 		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Dialogue with a Local City Official</i> </p> <p><i>Engage the Learning Targets (ELT)</i></p>	 20 min	
<ul style="list-style-type: none"> For this learning plan, invite a local city official to your classroom. Ask students to silently think about this question, “What kind of social poverty exists in our community?” Tell students you have invited a guest to talk with the class about this question. Use the following questions to guide your dialogue with the local city official. Students may take notes on the information you discuss. <ol style="list-style-type: none"> In our community, what relationships between people do you see working well? In our community, what relationships between people do you see not working well? What do you think could be done to restore those relationships? 		

EXIT EVENT

<p><i>Exit Ticket</i></p> <p><i>Reflect on the Learning Targets (RLT)</i></p> <p><i>Assess the Learning Targets (ALT)</i></p>	 5 min	<input type="checkbox"/> 4.5.a Student Material: Exit ticket
<ul style="list-style-type: none"> Reread the learning targets for this learning plan: <ol style="list-style-type: none"> <u>I can analyze broken relationships in social poverty, and the need for restoration with the others.</u> <u>I can begin to seek restorative transformation in social poverty.</u> Pass out the Social Poverty exit ticket and have students complete it individually. 		



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

- Learning plan 5 learning targets
- Learning plan 5 artifact: Relationships Model pieces

OPPORTUNITY TO DEEPEN THE LEARNING

- Read and discuss the following articles
 1. "Hope in hard places: Pray for Syria"
<https://www.worldvision.org/refugees-news-stories/pray-for-syria>
 2. "Behind the curtain: Best, worst places in the world to be a girl"
<https://www.worldvision.org/gender-equality-news-stories/behind-the-curtain>
- Spend some time together in prayer as a class. Pray for a restored relationship with others for your community and the communities of your sponsored children.
- Using the information gathered from your dialogue with a local city official, brainstorm ways your class could seek to bring restorative transformation to relationships with others in your community.