



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 Matter

Learning Plan Number: I

Learning Targets:

1. I can begin to explore poverty as broken relationships
2. I can begin to relate the love God has for me with the love I show to others.

Habit(s) of Learning:

Curious Thinking

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>Student Connection</i> <i>Engage the Learning Targets (ELT)</i>	 15 min	<input type="checkbox"/> Sticky notes
<p>Invite students to think of a time in their lives when something was broken and then later fixed. (You may leave this prompt intentionally open ended for students to interpret. Was the broken thing a physical object, or something non-physical like a person's feelings?)</p> <ul style="list-style-type: none"> Ask students to write or draw a representation of what happened on a sticky note. Write the words, "restorative transformation" on the board. Have students post sticky notes around this phrase. Guide a brief discussion on what this term means. <ol style="list-style-type: none"> The word restorative means that something was restored—it was fixed, mended, made new again. The word transformation means change. Reflecting on their sticky note, ask students to consider, "What was restored in your situation?" and "What happened that caused this change?" Invite several students to share their thinking. 		

LEARNING ACTIVITIES

<i>Scripture Exploration</i> <i>Engage the Learning Targets (ELT)</i>	 20 min	<input type="checkbox"/> NIV Bibles <input type="checkbox"/> 4.1.a Student Material: I John 4: 7-21
<p>Have students find and read I John 4:7-21 (NIV) in Bibles individually, then read the passage with a small group. As they read, they should underline one word, one phrase and one sentence that stands out to them.</p> <ul style="list-style-type: none"> As a class, form a large circle. Invite students to read the sentence they underlined one at a time, going around the circle. When everyone has shared, repeat the process with phrases, and then words. Ask students, "What is this passage about?" "What does it teach us?" Guide the discussion to include: <ol style="list-style-type: none"> Love comes from God—God is Love God showed his love for us through Jesus We should love God and others because of this love 		





ACTIVITY TITLE	TIME	RESOURCES
Begin Document Panel  Engage the Learning Targets (ELT)	 15 min	<input type="checkbox"/> Document panel elements ready to display
<ul style="list-style-type: none"> Display the Biblical foundation for this learning expedition on the document panel: “We love because he first loved us.” 1 John 4:9. Display the learning expedition driving question: <i>How do I love God and my neighbors?</i> <ol style="list-style-type: none"> Explain to students: the Bible tells us about God’s love and invites us to love him and others—our neighbors. How do we do that? This is the driving question we will seek to answer in this expedition. Display the learning expedition deep hope: Be empowered by love to seek <i>restorative transformation in broken relationships</i>. <ol style="list-style-type: none"> Ask students to consider the individual words in this deep hope. What do these words mean? What are some synonyms for them? Write these ideas as notes around the deep hope in a different color. Explain to students that this “deep hope” is the main idea we will focus on in this expedition—it is what we deeply hope for ourselves and our classmates through this expedition. 		
What is Poverty? Introduce the Learning Targets (ILT)	 5 min	
<ul style="list-style-type: none"> Ask students to share words that come to mind when they hear the word “poverty.” List them on the board. Themes of deprivation and human suffering should emerge. Display the learning targets for this learning plan on the document panel: <ol style="list-style-type: none"> <u>I can begin to explore poverty as broken relationships</u> <u>I can begin to relate the love God has for me with the love I show to others.</u> Direct students’ attention to the first learning target: I can begin to explore poverty as broken relationships. Explain that we’ll be exploring poverty in this expedition. We can think of poverty simply as broken relationships—between God, people, the environment and ourselves. 		
Poverty is Broken Relationships Engage the Learning Targets (ELT)	 5 min	<input type="checkbox"/> Ball of string <input type="checkbox"/> Scissors <input type="checkbox"/> 4.1.b Teacher Resource: Relationship cards
<ul style="list-style-type: none"> Have students sit in a large circle around the pile of relationship cards. Holding the ball of string, grab a card from the pile and show the class (i.e. the card reads “school”). Then, hold the end of string and toss the ball to someone across the circle. This new person should now choose a card from the pile that relates to the previous card, and tell the class why they chose it (i.e. a father relates to a school because he pays for his children to attend it). The person will then hold his or her part of the string and toss the ball across the circle. The new person will repeat the process by choosing a card that relates to the previous card. 		

Continued ...



- Once everyone has had a turn and is holding part of the string, have everyone gently move back to tighten the web that was created. Explain that the world is full of relationships – between people, God, communities, the environment, etc.
- Use scissors to cut part of the web of string. Give an example of how a relationship might break (i.e. the father can no longer send his son to school because he lost his job and can't afford tuition). Ask students, "What happens when a relationship is broken?" and "Who does it affect?"

EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
Love Restores  <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	 10 min	<input type="checkbox"/> Pieces of string <i>(about 2 feet in length)</i> <input type="checkbox"/> Scissors
<ul style="list-style-type: none"> • Have students find a partner and stand back-to-back. Ask, "What is poverty?" and give students about 15 seconds to silently consider the answer. Then have students turn and face their partner and share their responses. • After about 30 seconds, ask students to find a new partner and ask, "Why do we love God? Why do we love others?" Once again, give students about 15 seconds to silently consider the answer. Then have students turn and face their partner and share their responses for about 30 seconds. • Each pair of students needs scissors and a piece of string. Instruct students to each hold one end of their string and explain that this piece of string represents a relationship. Have students cut the string – this represents the relationship being broken. Then, have students tie the string together again – this is restorative transformation. • Add one group's tied strings to the document panel next to the learning targets for learning plan one. • Read the learning targets aloud again. Then have volunteers share answers to the questions, "What is poverty?" (broken relationships) and "Why do we love?" (1 John 4:9). Introduce the name of the expedition to the class: Love Restores. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> • Biblical foundation, driving question, deep hope • Learning plan learning targets • Learning plan artifact: cut, tied string 		
OPPORTUNITY TO DEEPEN THE LEARNING		
<ul style="list-style-type: none"> • Have students write about a time when they felt loved. Who showed them love? What did that person do? How did it make them feel? • Write the learning expedition deep hope on large paper and have students create illustrations for each word. • Have students write and perform skits about people experiencing restorative transformation. 		