



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

Looking Back and Looking Forward

Learning Plan Number: 15

Learning Targets:

1. I can seek restorative transformation in broken relationships.
2. I can be empowered by love.

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>Farther Together</i> <i>Engage the Learning Targets (ELT)</i>	 5 min	
<ul style="list-style-type: none"> Write the following African proverb on the board: "If you want to go fast, go alone. If you want to go far, go together." Have students find a partner and stand back-to-back. Ask, "What do you think the first part of the proverb means: 'If you want to go fast, go alone?'" and give students about 15 seconds to silently consider the answer. Then have students turn to face their partner and share their responses. After about 30 seconds, ask students to find a new partner and ask, "What do you think the second part of the proverb means: 'If you want to go far, go together?'" 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. Ask the whole class, "What do you think this proverb means?" Discuss students' ideas. 		


LEARNING ACTIVITIES

<i>Learning Target Connections</i> <i>Introduce the Learning Targets (ILT)</i>	 5 min	
<ul style="list-style-type: none"> Add the learning targets for this learning plan to the document panel. Invite two students to read them aloud. Ask, "Where else have you seen this language?" (It's our deep hope!) Ask several students to put each learning target into his or her own words. Remind students that this deep hope has been at the root of all our learning in this expedition. 		
<i>Future Facing</i>  <i>Engage the Learning Targets (ELT)</i>	 20 min	<input type="checkbox"/> Three large poster-sized sheets of paper <input type="checkbox"/> 4.15.a Teacher Resource: Restorative Transformation Posters example
<ul style="list-style-type: none"> Write the term "restorative transformation" on the board. Ask one student to summarize what this term means in his or her own words. Underneath, write the words "right → broken → restored," with arrows pointing to the next word. Ask three students to define these kinds of relationships in their own words. 		


Continued ...



- Remind students that during this learning expedition, we have discussed restorative transformation in three contexts: in God's story of creation, fall, redemption, and restoration, in our community, and in our sponsored children's communities.
- Explain that restorative transformation takes time (sometimes a very long time), endurance (keeping up a strong effort), and sacrifice (giving something up to get something in return). As we continue to seek restorative transformation in our lives, it's going to take guts and grit. Invite students to look to the past at how God has provided in order to look toward future challenges with confidence and perseverance.
- Set up three stations around the room with posters labeled according to the "Restorative Transformation Posters Example" document. Explain that students will rotate through these stations as they consider restorative transformation in each context. Ask, "Where do you see time, endurance, and sacrifice in God's story? ... in our community? ... in our sponsored children's communities?"
- Divide students into three groups and have them rotate through the stations, recording their thoughts on the posters with markers.
- When students have completed the stations, take a photo of the posters to put on the document panel next to the learning targets for this learning plan.

ACTIVITY TITLE	TIME	RESOURCES
<i>We Are Leaders</i> <i>Engage the Learning Targets (ELT)</i>	 25 min	<input type="checkbox"/> 4.15.b Student Material: Jesse's Story graphic organizer, https://www.worldvision.org/charitable-giving-news-stories/teenager-gives-treasure-help-family-gift-catalog
<ul style="list-style-type: none"> • In pairs or as individuals, have students read the article "A teenager gives his treasure to help a family from the gift catalog," and fill out the Jesse's Story graphic organizer, recording examples of time, endurance, and sacrifice. • Have students complete the question about how they can lead in love on the backside of the graphic organizer individually. 		

EXIT EVENT

<i>Deep Hope Reflection</i> <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	 25 min	
<ul style="list-style-type: none"> • Have three students read the learning expedition's biblical foundation, driving question, and deep hope posted on the document panel. • Write this question on the board: "How have you been empowered by love to seek restorative transformation in broken relationships?" Ask students to reflect on their learning from throughout this expedition. Invite them to write a thoughtful response to this question. • Post these reflections in a prominent location to celebrate the transformation that has taken place within each student throughout this learning expedition. 		



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

- Learning plan 15 learning targets
- Learning plan 15 artifact: photo of restorative transformation posters

OPPORTUNITY TO DEEPEN THE LEARNING

- Share your deep hope reflections aloud both within the classroom and with an audience beyond the classroom walls.
- Discuss as a class, “How can we empower others in our school to love God and our neighbors?” Implement your ideas.
- Identify additional opportunities for restorative transformation in your homes, school, and community.