



# 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: Reflect

#### Learning Plan Number: 11

#### Learning Targets:

1. I can reflect on how God is bringing restorative transformation to my community.
2. I can identify love for God and love for my neighbors 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"> <li>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.: WALL-E)</li> <li>Remind students that stories have a problem and a solution, and we can think about that story structure in terms of broken and restored relationships.</li> <li>In pairs, have students try to identify the relationship that is broken and restored in the story.</li> <li>Share ideas together as a class.</li> </ul>		

## LEARNING ACTIVITIES


<i>Compare Learning Targets</i>  <i>Introduce the Learning Targets (ILT)</i> <i>Engage the Learning Targets (ELT)</i>	 10 min	<input type="checkbox"/> Bible
<ul style="list-style-type: none"> <li>Read the first learning target for this learning plan: <u>I can reflect on how God is bringing restorative transformation to my community.</u> Ask, “What is the same about this learning target and the first learning target from our last learning plan? What is different?”</li> <li>Read and discuss Ephesians 2:8-10. Explain that we have “practiced love by seeking restorative transformation,” however it is God who does the restorative work and he has graciously invited us to help. God graciously offers salvation through faith and he is also the gracious author of our good works. We are his, our love is his, and our good works are his.</li> <li>Read the second learning target for this learning plan: <u>I can identify love for God and love for my neighbors in the actions of my class.</u> Tell students to once again be looking for ways classmates demonstrate love through their actions because you will reflect on the observations at the end of the learning plan.</li> <li>Add the learning targets for this learning plan to the document panel.</li> </ul>		



ACTIVITY TITLE	TIME	RESOURCES
<b>Recap Community Engagement</b>  Engage the Learning Targets (ELT)	 15 min	
<ul style="list-style-type: none"> <li>Have students observe the artifacts on the document panel for the last two learning plans to remind them of what works of love have been done.</li> <li>Explain that a community engagement is when we do real work that meets the real needs of real people. Write “real work,” “real need,” and “real people” on the board. Ask students to identify these three elements of the community engagement they participated in.</li> <li>Ask students, “What was the broken relationship we were seeking to restore?” and “What kind of poverty was this an example of?”</li> <li>Invite students to consider other kinds of poverty that may have been present as well. Ask, “Were there also broken relationships between people and God, others, the environment, or themselves?” List these ideas on the board. Ask, “How might someone seek to restore those relationships?”</li> </ul>		
<b>Relive Community Engagement</b>  Engage the Learning Targets (ELT)	 15 min	<input type="checkbox"/> Teacher observations typed and cut into strips of paper
<ul style="list-style-type: none"> <li>Have students participate in a “GoGoMo” (Give One, Get One, Move On). Prior to this activity, type, print, and cut out the observations you made during the community engagement. There should be a strip of paper for each student.</li> <li>Have students stand in an open space and pass out a strip of paper to each student. Explain that you recorded some observations during the community engagement and now you’d like to share them with the class. Give students a few seconds to silently read their paper, then explain that when you say “Move on!” they will mingle around the room to find a partner. When you say, “Give one, Get one!” partners will read their strips of paper to each other and share any related reflections. Partners will then swap papers. When you say, “Move on!” they will repeat this process and find a new partner. Over time, students will have a chance to read many or all of the strips of paper.</li> </ul>		
<b>Reflect on Community Engagement</b>  Engage the Learning Targets (ELT)	 30 min	<input type="checkbox"/> 4.11.a Student Material: Community Engagement Reflection
Pass out the “Community Engagement Reflection” and have students complete it, individually or with a partner, and then discuss as a class. You may also choose to complete the reflection as a class and discuss it together.		



## EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Reflect on Love</i>  Engage, Reflect and Assess the Learning Targets  (ELT, RLT, ALT)</p>	 5 min	
<ul style="list-style-type: none"> <li>Have a student reread the first learning target for this learning plan: <u>I can reflect on how God is bringing restorative transformation to my community.</u></li> <li>Ask students to show you the degree to which they feel they accomplished this learning target with a “silly smile”: a big, cheesy smile, a frown, or an in-between face.</li> <li>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></li> <li>Ask for volunteers to share examples of love in action they saw during this learning plan, or during the community engagement. Add quotes, photos, or other artifacts to the document panel that represent evidence of love in action.</li> </ul>		
<b>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</b> ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> <li>Learning plan II learning targets</li> <li>Learning plan II artifact: evidence of love in action</li> </ul>		
<b>OPPORTUNITY TO DEEPEN THE LEARNING</b>		
<ul style="list-style-type: none"> <li>Have students illustrate or write about a meaningful interaction that happened during the community engagement.</li> <li>Read and discuss John 3:16 and John 15:12.</li> <li>Did another broken relationship surface during the community engagement that your students are interested in restoring? Brainstorm ways as a class to take action.</li> </ul>		