



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

Spiritual Poverty

Learning Plan Number: 4

Learning Targets:

1. I can analyze broken relationships in spiritual poverty, and the need for restoration with God.
2. I can begin to seek restorative transformation in spiritual 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
<p><i>The Importance of God</i> Engage the Learning Targets (ELT)</p>	 5 min	<input type="checkbox"/> Lamp
<ul style="list-style-type: none"> Read students the following scenario: <i>Imagine you and a friend are getting ready to leave school for the day. You live next door to each other a short distance from the school, so you are going to walk home together. You pack your belongings in your backpack, say goodbye to your classmates, and head out the door of the school. You notice one thing immediately that causes you to stop. "It's completely dark outside!" your friend exclaims. You consider trying to walk home in the dark but decide it would be impossible without being able to see where you are going. "I have an idea!" your friend says as he runs to a nearby classroom. You wait patiently for him to return. A minute later he arrives back to you with a lamp in his hand. (Show students the lamp.) You wonder what it could be for. Finally, your friend explains his idea: "We can use this lamp to light our way home!"</i> Ask students, "What is wrong with the friend's idea?" The lamp won't work unless it is plugged in to an electrical outlet. Explain to students that this metaphor can help us understand the importance of God. We are like lamps that need to be connected to the electrical outlet, to God, to be able to work properly. Without being plugged in, without being connected to God, we are missing the point of the whole purpose. Plug the lamp in to show students the difference. 		

LEARNING ACTIVITIES

<p><i>Scaffolded Introduction to Learning Targets</i> Introduce the Learning Targets (ILT)</p>	 15 min	
<ul style="list-style-type: none"> Write the following on the board: I can analyze broken relationships and the need for restoration. This is a modified version of one of today's learning targets. Ask students to consider the individual words in the learning target. What do these words mean? What are some synonyms for them? Write these ideas as notes around the learning target in a different color. Now show students the full first learning target: <u>I can analyze broken relationships in spiritual poverty, and the need for restoration with God.</u> Ask, "What is different? What has been added?" Repeat this process with a second modified learning target: I can begin to seek restorative transformation in poverty. Remember we are defining poverty as broken relationships. Now show students the full second learning target: <u>I can begin to seek restorative transformation in spiritual poverty.</u> Ask, "What is different? What has been added?" Add this learning plan's learning targets to the document panel. 		





ACTIVITY TITLE	TIME	RESOURCES
<p><i>God's Story and Our Relationship with God</i> Engage the Learning Targets (ELT)</p>	 20 min	<input type="checkbox"/> Blank paper <input type="checkbox"/> Markers
<ul style="list-style-type: none"> Refer students to the story cards on the document panel which show four pictures representing creation, fall, redemption, and restoration. Ask four volunteers to summarize the parts of God's story. Divide the class into four groups. Group will create mini-posters about each of the four parts of God's story: one group will each be assigned to creation, fall, redemption, and restoration. Their mini-posters must include sketches that represent that part of God's story, along with three words that represent it – however, none of the words may be “creation,” “fall,” “redemption,” or “restoration.” You can provide students with this example: for the word “poverty” my three words might be “A relationship broken.” Invite students to prioritize their three words before drawing sketches for the most efficient use of time. Before beginning, invite students to think about the four parts of God's story through the lens of our relationship with God. <ol style="list-style-type: none"> Ask, “What is our right relationship with God supposed to be like?” Refer to creation. Ask, “How has our relationship with God been broken?” Refer to the fall. Ask, “How did Jesus make healing possible? How did he redeem (save) us?” Refer to redemption. Ask, “What healing still needs to happen in our relationships with God? What is God doing now?” Refer to restoration. Have students work in their groups to create their mini-posters, and then share with the whole group about the three words they have chosen to represent their part of the story. You may wish to display these mini-posters somewhere in the room. 		
<p><i>Spiritual Poverty</i>  Engage the Learning Targets (ELT)</p>	 15 min	<input type="checkbox"/> 4.4.a Teacher Resource: Relationships Model cards <input type="checkbox"/> String
<ul style="list-style-type: none"> Over the next four learning plans, you will create a relationships model on the document panel. It will consist of four main cards (“Me,” “God,” “Others,” and “Environment”) which you can connect together using string to make straight lines, and four poverty cards (“Spiritual Poverty,” “Social Poverty,” “Physical Poverty,” and “Mental Poverty”). The cards will be assembled together to provide a model for how poverty works among relationships. See the Relationships Model Example for what it will look like by the end of learning plan 7. Remind students of the first learning target for this learning plan: <u>I can analyze broken relationships in spiritual poverty, and the need for restoration with God.</u> Introduce the “Me” and “God” cards, placing them on the document panel and connecting them with string. Explain that the “Me” card represents us individually and the “God” card represents God – the string is our relationship. Ask students, “What does having a right relationship with God look like?” 		


Continued ...



- Add the “Spiritual Poverty” card over the top of the string in the middle of the “Me” and “God” cards. Explain to students that Spiritual Poverty is when our relationship with God is broken. Ask, “What causes broken relationships between us and God?”
- Explain to students that we need a restored relationship with God, and Jesus is the one who redeems us and restores our broken relationship with God. Refer to the creation, fall, redemption, and restoration mini-posters. Place the cross card on the string between the “Me” and “God” cards. Ask, “What does a restored relationship with God look like?”
- Ask students to think about spiritual poverty in their sponsor child’s community. Ask, “What would it look like for your sponsored child to have a restored relationship with God?”

ACTIVITY TITLE	TIME	RESOURCES
<i>Dialogue with a Pastor</i>  <i>Engage the Learning Targets (ELT)</i>	 20 min	
<ul style="list-style-type: none"> • In learning plans 4-7, guests will come into your classroom to dialogue with students. These guests will have expertise related to the kind of poverty the class is learning about. If guests are unable to come to the classroom, another option would be video chatting with them instead. For this learning plan, invite a local pastor to your classroom. • Ask students to silently think about this question, “What kind of spiritual 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 pastor. Students may take notes on the information you discuss. <ol style="list-style-type: none"> 1. In your church and larger community, what relationships with God do you see working well? 2. In your church and larger community, what relationships with God do you see not working well? 3. What do you think could be done to restore those relationships? 		

EXIT EVENT

<i>Exit Ticket</i> <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	 5 min	<input type="checkbox"/> 4.4.b Student Material: Exit Ticket
<ul style="list-style-type: none"> • Reread the learning targets for this learning plan: <ol style="list-style-type: none"> 1. <u>I can analyze broken relationships in spiritual poverty, and the need for restoration with God.</u> 2. <u>I can begin to seek restorative transformation in spiritual poverty.</u> • Pass out the spiritual poverty exit ticket and have students complete it individually. 		



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

- Learning plan 4 learning targets
- Learning plan 4 artifact: Relationships Model pieces

OPPORTUNITY TO DEEPEN THE LEARNING

- Watch and discuss the video, “The Importance of Spiritual Nurture.”
<http://church.worldvision.org/global-issues/christian-witness.html> (video on page)
- Spend some time together in prayer as a class. Pray for a restored relationship with God for your community and the communities of your sponsored children.
- Using the information gathered from your dialogue with a pastor, brainstorm ways your class could seek to bring restorative transformation to relationships with God in your community.