



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

Mental Poverty

Learning Plan Number: 7

Learning Targets:

1. I can analyze broken relationships in mental poverty, and the need for restoration within ourselves.
2. I can begin to seek restorative transformation in mental 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 Mental Health</i></p> <p><i>Engage the Learning Targets (ELT)</i></p>	 5 min	
<ul style="list-style-type: none"> Tell students you are going to play a game called, “What Would You Do?” You will give them a situation and they should think of an appropriate response. You’ll call on volunteers to provide answers. Ask, “What would you do if...” <ol style="list-style-type: none"> “You fell off your bicycle and scraped your knee?” “You felt nauseous on the bus ride home from school?” “You broke your arm?” “You had a fever and felt achy?” Tell students that just as it is important for people to take care of their physical bodies, people also need to take care of their minds. Taking care of your body is called physical health and taking care of your mind is called mental health. 		



LEARNING ACTIVITIES

<p><i>Learning Target:</i></p> <p><i>Fill in the Blank</i> </p> <p><i>Introduce the Learning Targets (ILT)</i></p>	 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> Tell students that this learning plan will focus on a fourth and final kind of poverty: mental poverty. Add “mental poverty” to the first blank in the learning target. Ask, “What do you think mental poverty might be?” Tell students that mental poverty is what happens when there is a broken relationship between a person and themselves. Explain that the Bible tells us we were made in the image of God. God sees us as image reflectors, but sometimes we don’t see ourselves the way God sees us. Write “ourselves” in the second blank. Ask one volunteer to read the second learning target and ask another to restate the learning target in his or her own words. Add these learning targets to the document panel. 		




ACTIVITY TITLE	TIME	RESOURCES
Mental 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 Relationship Model on the document panel. Ask, “How might we represent mental poverty in our relationships model?” For this type of poverty, we don’t have a new card to introduce since we already have the “Self” card. Ask students, “What does having a right relationship within ourselves look like?” Guide students to consider how God might describe who he made them to be: kind, hardworking, respectful, honest, beautiful, etc. Having a right relationship within ourselves means seeing ourselves the way God sees us. It means living into who God made us to be. Add the “Mental Poverty” card next to the “Self” card. Explain to students that mental poverty is what happens when our relationship within ourselves is broken—when we don’t see ourselves the way God sees us. Ask, “What causes people to stop seeing themselves the way God sees them?” Students will likely offer suggestions around kindness and peer interactions. Briefly explain that sometimes our brains get sick, just like the rest of our bodies, and this can make it more difficult for some people to experience positive mental health. We call these mental disorders. Remind students of the driving question for this learning expedition: <i>How do I love God and my neighbors?</i> Explain that in order to fully show love to God and others, we first need to have a restored understanding of who we are in Christ and to work toward positive mental health. Ask, “What does a restored relationship within ourselves look like?” Ask students to think about mental poverty in their sponsor child’s community. Ask, “What would it look like for your sponsored child’s community to have positive mental health?” 		
Hear Your Positive Self-Talk Engage the Learning Targets (ELT)	 30 min	<input type="checkbox"/> 4.7.a Student Material: Positive Self Talk worksheet
<ul style="list-style-type: none"> Explain to students that self-talk is what we say to ourselves in our heads—it’s the thoughts we have about ourselves. We speak to ourselves with self-talk all the time, whether we realize it or not. For example, when you miss a basketball shot you might say, “I should have made that” (negative) or “I will shoot a little more to the left next time” (positive). It is important to listen to what kinds of things we are saying to ourselves in our minds. Then we can encourage and practice positive self-talk and minimize negative self-talk. Having positive self-talk is critical to having good mental health. Pass out the Self-Talk Practice worksheet and have students complete the first three prompts individually. Have students form groups of four. In their groups, have each student spend two minutes telling the group about what he or she wrote. The members of the group who are listening to the speaker will take notes in one of the boxes on the bottom half of the Self-Talk Practice worksheet. Tell students it is important to be respectful, kind listeners when hearing about their classmate’s thoughts about himself or herself—they should not make any comments. Tell students they will now get a chance to hear their own examples of positive self-talk. Usually we only hear our self-talk in our heads, but in this activity, we get to hear our own words being spoken by others. Have students take turns listening while the others in the group say back to the student what he or she told them about himself or herself, using the notes they have written. (Example: “You are ...” “You were so kind when ...” and “You worked hard when you ...”) Encourage students to pay attention to the thoughts they have today about themselves, and to focus on using positive self-talk. 		



ACTIVITY TITLE	TIME	RESOURCES
<i>Dialogue with a Local Mental Health Professional</i>  Engage the Learning Targets (ELT)	 20 min	
<ul style="list-style-type: none"> For this learning plan, invite a local mental health professional to your classroom. Ask students to silently think about this question, “What kind of mental 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 mental health professional. Students may take notes on the information you discuss. <ol style="list-style-type: none"> In our community, what is working well with the relationships people have with themselves—their mental health? In our community, what is not working well with the relationships people have with themselves—their mental health? What do you think could be done to restore those relationships? 		

EXIT EVENT

<i>Exit Ticket</i> Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)	 5 min	<input type="checkbox"/> 4.7.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"> <u>I can analyze broken relationships in mental poverty, and the need for restoration within ourselves.</u> <u>I can begin to seek restorative transformation in mental poverty.</u> Pass out the mental poverty exit ticket and have students complete it individually. 		



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

- Learning plan 7 learning targets
- Learning plan 7 artifact: Relationships Model pieces

OPPORTUNITY TO DEEPEN THE LEARNING

- Read and discuss the following articles
 1. "Poverty puts families in prison"
<https://www.wvi.org/albania/article/poverty-puts-families-prison>
 2. "Mental health, at home and abroad"
<https://www.worldvision.org.uk/news-and-views/blog/2016/october/mental-health-home-and-abroad/>
- Spend some time together in prayer as a class. Pray for a restored relationship within individuals in your community and the communities of your sponsored children.
- Using the information gathered from your dialogue with a local mental health professional, brainstorm ways your class could seek to bring restorative transformation to relationships within individuals in your community.