



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

Physical Poverty

Learning Plan Number: 6

Learning Targets:

1. I can analyze broken relationships in physical poverty, and the need for restoration with the environment.
2. I can begin to seek restorative transformation in physical 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 the Environment</i> Engage the Learning Target (ELT)</p>	 5 min	
<ul style="list-style-type: none"> Ask, “What are some things that God created?” As students provide answers, write them around the board (not in a list). Ideas should include a variety of answers such as plants, animals, landforms, etc. Invite a student to come draw a line between two of the words and explain how the two things are connected. For example, a student may draw a line between “nest” and “tree” because birds build nests in trees. Invite other students to draw more lines creating connections between words. Explain that God created everything to work together. Each part of his creation was ordered a certain way, and each part is important. People need right relationships with all elements of creation: water, food, air, etc. 		




LEARNING ACTIVITIES

<p><i>Learning Target: Fill in the Blank</i> Introduce the Learning Targets (ILT)</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> Ask, “What words we have already placed in the blanks and learned about?” Tell students that this learning plan will focus on a third kind of poverty: physical poverty. Add “physical poverty” to the first blank in the learning target. Ask, “What do you think physical poverty might be?” Tell students that physical poverty is also known as material poverty. This is the kind of poverty most people think of when they hear the word “poverty.” Physical poverty is broken relationships between people and the environment. Write “the environment” in the second blank. Ask a volunteer to read the second learning target, and ask another volunteer to restate the learning target in his or her own words. Add these learning targets to the document panel. 		




ACTIVITY TITLE	TIME	RESOURCES
Physical Poverty  <i>Engage the Learning Targets (ELT)</i>	 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 relationships model on the document panel. Ask, “How might we represent physical poverty in our relationships model?” Introduce the “Environment” card and place it on the document panel, connecting it to the “Me” card with string. Remind students that the “Me” card represents us, as individuals, and tell them the “Environment” card represents the physical things God has created around us. People need clean water, air, food, shelter, and an environment that supports life. Ask students, “What does having a right relationship with the environment look like?” Add the “Physical Poverty” card over the top of the string in the middle of the “Me” and “Environment” cards. Explain to students that physical poverty is what happens when our relationship with the environment is broken. Ask, “What causes broken relationships between us and the environment?” Remind students of the driving question for this learning expedition: How do I love God and my neighbors? Explain that we love God by putting him first and we can love our neighbors by maintaining right relationship with the physical things in our world. Ask, “What does a restored relationship with the environment look like?” Ask students to think about physical poverty in their sponsored children’s community. Ask, “What would it look like for your sponsored child’s community to have a restored relationship with the environment?” 		
Video Exploration <i>Engage the Learning Targets (ELT)</i>	 10 min	<input type="checkbox"/> 4.6.a Student Material: “Relationships with the Environment” <input type="checkbox"/> “Clean Water” video: https://youtu.be/7hZluhyA2wo <input type="checkbox"/> “Hunger isn’t just a stomach thing” video: https://youtu.be/L3abZswA5XY <input type="checkbox"/> “How Chickens can Change a Life” video: https://youtu.be/jaZt9rbUs80
<ul style="list-style-type: none"> Pass out the “Relationships with the Environment” graphic organizer and tell students they will watch three videos that describe peoples’ relationships with the environment. As they watch the videos, they will look for right relationships, broken relationships, and restored relationships. Play the three videos while students complete the graphic organizer. <ol style="list-style-type: none"> “Clean water: empowering young women in Kenya” “Hunger isn’t just a stomach thing” “How chickens can save a life” After watching the videos, ask students to briefly share what they recorded in their graphic organizers. 		



ACTIVITY TITLE	TIME	RESOURCES
Article Exploration Engage the Learning Targets (ELT)	 15 min	<input type="checkbox"/> “Global Poverty” article https://www.worldvision.org/sponsorship-news-stories/global-poverty-facts
<ul style="list-style-type: none"> Read the following article to explore physical poverty further: “Global poverty: Facts, FAQs, and how to help.” You may choose to have students read the article as a class, in pairs, or individually. As they read, have students pay particular attention to right relationships (annotate with a smiley face), broken relationships (annotate with a sad face), and restored relationships (annotate with a star or plus sign). 		
Dialogue with a Local Ecologist  Engage the Learning Targets (ELT)	 20 min	
<ul style="list-style-type: none"> For this learning plan, invite a local ecologist to your classroom. Ask students to silently think about this question, “What kind of physical 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 ecologist. Students may take notes on the information you discuss. <ol style="list-style-type: none"> In our community, what relationships between people and the environment do you see working well? In our community, what relationships between people and the environment do you see not working well? What do you think could be done to restore those relationships? 		

EXIT EVENT

Exit Ticket Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)	 5 min	<input type="checkbox"/> 4.6.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 physical poverty, and the need for restoration with the environment.</u> <u>I can begin to seek restorative transformation in physical poverty.</u> Pass out the Physical Poverty exit ticket and have students complete it individually. 		



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

- Learning plan 6 learning targets
- Learning plan 6 artifact: Relationships Model pieces

OPPORTUNITY TO DEEPEN THE LEARNING

- Read and discuss the following articles
 1. "U.S. Poverty Myths"
<https://www.worldvision.org/our-work/poverty-in-america#1470869887604-2b2a7064-3ed2>
 2. "East Africa hunger, famine: Facts, FAQs, and how to help"
<https://www.worldvision.org/hunger-news-stories/east-africa-hunger-famine-facts>
 3. "Betsy King and Debbie Quesada"
<https://www.worldvisionphilanthropy.org/betsy-debbie>
 4. "Aimee and Dan F."
https://www.worldvisionphilanthropy.org/dan_aimee
- Spend some time together in prayer as a class. Pray for a restored relationship with the environment for your community and the communities of your sponsored children.
- Using the information gathered from your dialogue with a local ecologist, brainstorm ways your class could seek to bring restorative transformation to relationships with the environment in your community.