



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

God's Story

Learning Plan Number: 3

Learning Targets:

1. I can describe the right relationships God intended for the world.
2. I can recognize the love God has for me within the story of creation, fall, redemption, and restoration.

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>A Perfect World</i> Engage the Learning Targets (ELT)	 5 min	
<ul style="list-style-type: none"> Have students close their eyes and ask them to picture the classroom they are in. Say, “Imagine this is the most perfect classroom there could ever be.” Ask questions such as, “What does it look like? What is in it? Who is in it? Where is it?” Invite students to consider silly ideas like water slides and candy, but also meaningful ideas such as all friends getting along. Write the phrase, “Right Relationship” on the board. <ol style="list-style-type: none"> Explain that God has an idea of a perfect world – it’s actually the world he created in the very beginning! God’s idea of perfect may be different than what we think would be perfect, but his idea is better than anything we could actually imagine. Explain that we use the term “Right Relationship” to describe how things work in God’s perfect world. We have already learned that the world is made up of relationships, so when those relationships are working perfectly, we call that “right relationship.” 		

LEARNING ACTIVITIES


<i>Learning Target Connection</i> Introduce the Learning Targets (ILT)	 5 min	
<ul style="list-style-type: none"> Add the learning targets for this learning plan to the document panel. Read the first learning target aloud: <u>I can describe the right relationships God intended for the world.</u> Direct students to the deep hope displayed on the document panel and ask, “Which words in this learning target are similar to the words in our deep hope?” “What do you think this learning target means?” Discuss answers with students. 		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>God's Story of the World</i> </p> <p><i>Engage the Learning Targets (ELT)</i></p>	 50 min	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Bible Storybook: God's Love For You</i> <input type="checkbox"/> 4.3.a Student Material: Graphic Organizer <input type="checkbox"/> 4.3.b Teacher Resource: Story cards
<p>Read the following passages from <i>Bible Storybook: God's Love For You</i>. These passages narrate God's story of the world told in the Bible: creation, fall, redemption, and restoration. While you read, have students use the Relationships in God's Story graphic organizer to record evidence of right relationships, broken relationships, and restored relationships in the story. While you read, point out which part of the story is taking place (creation, fall, redemption, or restoration). Write these words on the board as they take place.</p> <ul style="list-style-type: none"> • Creation <ul style="list-style-type: none"> "God's Wonderful Creation Plan" (pg. 14-15) "God Made People to Be Like Him" (pg. 16-17) • Fall <ul style="list-style-type: none"> "The Beginning of Sin" (pg. 20-21) • Redemption <ul style="list-style-type: none"> "Jesus is Born" (pg. 130-131) "Good Friday" (pg. 220-221) "Jesus is Alive" (pg. 222-223) • Restoration <ul style="list-style-type: none"> "Sharing the Truth About Jesus" (pg. 226-227) "The King Returns" (pg. 266-267) "Doing God's Work While We Wait" (pg. 268-269) • Ask four student volunteers to summarize the four parts of God's story (creation, fall, redemption, restoration) to check for understanding of this language, as some of the terms may be new for them. Have the volunteers choose an image on a story card that they think represents each part of the story and add the cards with corresponding labels to the document panel next to this learning plan's learning targets. • Read the second learning target: <u>I can recognize the love God has for me within the story of creation, fall, redemption, and restoration.</u> • Ask students, "What happens in the first part of the story, creation, that helps you know God loves you?" Continue asking this question for each of the four parts. When discussing the fall, guide students to think about God lovingly letting us make a genuine choice to love him back. 		



EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Right Relationships in God's Story</i> Engage, Reflect and Assess the Learning Targets (ELT, RLT, ALT)</p>	 20 min	<input type="checkbox"/> 4.3.c Student Material: Right relationships
<ul style="list-style-type: none"> Reread the first learning target with students: <i>I can describe the right relationships God intended for the world.</i> Ask students, "Which parts of God's story have right relationships?" (Answers should focus on creation and restoration) Pass out the Right Relationships worksheet and work through it together as a class. <ol style="list-style-type: none"> Ask students to consider what right relationship would look like between themselves and God and then write their ideas in the box. Remind students of God's love for them and desire to be with them. Next ask students to consider what right relationship would look like between themselves and others. What would two people in right relationship act like? What would they feel? Ask students to consider what right relationship would look like between themselves and the environment. Would there be pollution? Would they have enough food to eat? Lastly ask students to consider what right relationship would look like within themselves. Encourage students to think about the thoughts they have about themselves: "I'm not good enough" vs. "I like that I try hard at math" Turn to the backside of the page and repeat the process imagining what right relationships would look like for their sponsor children. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> Learning plan 3 learning targets Learning plan 3 artifact: story cards 		
OPPORTUNITY TO DEEPEN THE LEARNING		
<p>In <i>Bible Storybook: God's Love For You</i>, read the corresponding World Vision story pages from the sections already read in this learning plan (pg. 18, 22, 132, 224, 228, 270). Have students identify right relationships, broken relationships, and restored relationships in the stories.</p>		