



Love Restores

Introduction

This learning expedition centers around three things:

- 1 The Driving Question**
How do I love God and my neighbors?
- 2 The Deep Hope**
That we would be empowered by love to seek restorative transformation in broken relationships.
- 3 The Biblical Foundation Verse**
1 John 4:19 (NIV) *"We love because He first loved us."*

Summary

This Ignite six-lesson learning unit expresses many themes that form the heart of World Vision. Students will explore a new understanding of poverty defined by broken relationships, and practice restorative transformation of those relationships through the lens of love. Students are invited into God's restorative work that leads to positive transformation of physical, spiritual, social and mental causes of poverty.

Foundational to Ignite, at every stage of learning, is understanding God's love for all people and responding in love to our neighbors. All students can participate regardless of age, achievement, or ability.

All the Law and the Prophets hang on these commandments of love. They hold the key to a transformed world: "Your kingdom come . . . on earth as it is in heaven" (Matthew 6:10, NIV). When we help students gain a deeper understanding of God's love and empower them to act on it, they become ready to pursue a world that's transformed and in right relationship.






It's an honor, as educators and adults, to empower children and young people to take their place in God's transformation story. It's igniting kids to reach their full potential for experiencing a productive and fulfilling life; not separated from the story of God, but deeply a part of it.

We hope that God will ignite the hearts of your students, the future leaders of the world. We pray that they may experience defining moments of transformation and learn to rewrite stories of injustice to justice, sorrow to joy, and brokenness to restoration.

These lessons were adapted from the 4th grade Ignite 15-lesson curriculum. Further activities focused on this unit's theme can be found here: worldvision.org/ignite/curriculum-info/.



Curriculum overview

Lesson 1: Relationships Matter	 30-50 min
<ol style="list-style-type: none"> 1. Student Connection (5-10 min) 2. Getting Started (10-15 min) 3. What is Poverty? (10-15 min) 4. A Perfect World (5-10 min) 5. Optional Activity: Sponsored Child Connection (20-30 min) 	
Lesson 2: God's Story	 30-45 min
<ol style="list-style-type: none"> 1. God's Story of the World (10-15 min) 2. Spiritual Causes of Poverty (10-15 min) 3. Social Causes of Poverty (10-15 min) 	
Lesson 3: Physical Causes of Poverty	 30-45 min
<ol style="list-style-type: none"> 1. Physical Causes of Poverty (10-15 min) 2. Video Exploration (10-15 min) 3. Deep Hope Focus (10-15 min) 	
Lesson 4: Mental Causes of Poverty	 45-55 min
<ol style="list-style-type: none"> 1. Leonardo's Story (5 min) 2. The Importance of Mental Health (5 min) 3. Mental Causes of Poverty (10-15 min) 4. Hear Your Positive Self-Talk (25-30 min) 	
Lesson 5: Relationships in the Wider World	 30-45 min
<ol style="list-style-type: none"> 1. Communities in the Wider World (10-15 min) 2. Poverty Up-Close (15-20 min) 3. Kit's Story (5-10 min) 	

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Lesson 6: Looking Back and Looking Forward


30-40 min

1. Farther Together (5 min)
2. Future Facing (15-20 min)
3. Unit Reflection (10-15 min)

Overview of grade 4 learning targets

LESSON	LEARNING TARGETS
4.1.1	I can begin to explore poverty as caused by broken relationships.
4.1.2	I can begin to relate God's love for me with the love I show to others.
4.2.1	I can describe the right relationships God intended for the world.
4.2.2	I can analyze broken relationships in spiritual and social causes of poverty.
4.3.1	I can analyze broken relationships in physical causes of poverty, and the need for restoration with the environment.
4.3.2	I can begin to seek restorative transformation in the physical causes of poverty.
4.4.1	I can analyze broken relationships in mental causes of poverty, and the need for restoration within ourselves.
4.4.2	I can begin to seek restorative transformation in mental causes of poverty.
4.5.1	I can widen my awareness of broken and restored relationships around the world.
4.6.1	I can seek restorative transformation in broken relationships.
4.6.2	I can be empowered by love.



Materials needed

Lesson 1:

- ☐ Sticky notes
- ☐ Ball of yarn or string

Lesson 2:

- ☐ Yarn or string

Lesson 5:


- ☐ Piece of thick rope (about 1 foot in length)


Lesson 6:

- ☐ Sticky notes





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LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Relationships Matter</i>	 30-50 min
<p>Learning plan number: 1</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can begin to explore poverty as caused by broken relationships.</u> 2. <u>I can begin to relate God's love for me with the love I show to others.</u> 	

ACTIVITY TITLE	TIME	RESOURCES
<i>Student Connection</i>	 5-10 min	<input type="checkbox"/> Sticky notes
<ul style="list-style-type: none"> • Invite students to think of a time in their lives when something was broken and then later fixed. (You may leave this prompt intentionally open-ended for students to interpret. You can also ask: "Was the broken thing a physical object, or something nonphysical like a person's feelings?") • Ask students to write or draw on a sticky note a representation of what happened. • Write the words, "restorative transformation" on the board. Have students post sticky notes around this phrase. • Guide a brief discussion on what this term means. Explain: <ol style="list-style-type: none"> 1. "The word 'restorative' means that something was restored—it was fixed, mended, made new again." 2. "The word 'transformation' means change." • Reflecting on their sticky note, ask students to consider: "What was restored in your situation?" "What happened that caused this change?" • Invite several students to share their responses with the class. 		





ACTIVITY TITLE	TIME	RESOURCES
<i>Getting Started</i>	 10-15 min	<input type="checkbox"/> 4.1.A Teacher resource: Bulletin board elements <input type="checkbox"/> 4.1.B Student material: 1 John 4:7-21 (NIV)
<ul style="list-style-type: none"> Read 1 John 4:7-21 (NIV) as a class. Ask: "What is this passage about?" and "What does it teach us?" Guide the discussion to include the following statements: <ol style="list-style-type: none"> "Love comes from God—God is love." "God showed His love for us through Jesus." "We should love God and others because of this love." Say: "A verse from the passage will be our key verse during this World Vision Ignite unit: 'We love because he first loved us'" (1 John 4:19). Display the learning unit driving question: How do I love God and my neighbors? Explain: "The Bible tells us about God's love and invites us to love him and others—our neighbors. How do we do that? This is the driving question we will seek to answer in this unit." Display the unit's deep hope: Be empowered by love to seek restorative transformation in broken relationships. <ol style="list-style-type: none"> Ask students to consider the individual words in this deep hope: "What do the words mean? What are some synonyms for them?" As students share their answers, write these ideas as notes around the deep hope on the bulletin board in a different color. Explain: "This 'deep hope' is the main idea we will focus on in this unit—it is what we deeply hope for ourselves and for our classmates through this expedition." 		
ACTIVITY TITLE	TIME	RESOURCES
<i>What is Poverty?</i>	 10-15 min	<input type="checkbox"/> Ball of yarn or string <input type="checkbox"/> 4.1.C Teacher resource: Relationship cards
<ul style="list-style-type: none"> Ask students to share the words that come to mind for them when they hear the word "poverty." List their responses on the board. Themes of deprivation and human suffering should emerge. Have students sit in a large circle around the pile of relationship cards. Holding the ball of string, grab a card from the pile and show the class (e.g., the card reads "school"). While holding the end of the string, toss the ball to someone across the circle. This person now chooses a card from the pile that relates to the previous card, and shares their reason for choosing it (e.g., a father relates to a school because he pays for his children to attend it). The person will then hold their part of the string while tossing the ball across the circle. The new person who catches the ball will repeat the process by choosing a card that relates to the previous card. After each student has had a turn and is holding part of the string, bring everyone gently back to tighten the web of string that was created. Explain that the world is full of relationships—among people, God, communities, the environment, etc. 		

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- Use scissors to cut part of the web of string while providing an example of how a relationship might break (e.g., the father can no longer send his son to school because he lost his job and can't afford tuition).
- Ask: "What happens when a relationship is broken?" and "Who does it affect?"
- Say: "Throughout our time in this unit, we are going to look at broken relationships and what part we can play in restoring them—in ourselves, our communities, and in partnership with our friends around the world."

ACTIVITY TITLE	TIME	RESOURCES
<i>A Perfect World</i>	 5-10 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. • Explain: "God has an idea of a perfect world—it's the world He created in the very beginning! God's idea of perfect may be different than ours, but His idea is better than anything we could ever think of." • Explain that we use the term "Right Relationship" to describe how things work in God's perfect world. Say: "We have already learned that the world is made up of relationships, so when those relationships are working perfectly, we call that being in 'Right Relationship.'" • Encourage students to pay attention in the coming weeks to broken relationships and right relationships in the world around them. (Provide a place in the classroom for a list where students add the relationships that they notice.) 		
ACTIVITY TITLE	TIME	RESOURCES
<i>Optional Activity: Sponsored Child Connection</i>	 20-30 min	<input type="checkbox"/> World Vision child sponsorship video: youtu.be/Juu7pT9fdco <input type="checkbox"/> My World Vision account: myworldvision.org
<ul style="list-style-type: none"> • Encourage students to be curious thinkers as they learn more about their global neighbors. Have students watch the World Vision video (youtube.com/watch?v=JOx9j6IL0_A) about how they can grow richer by giving freely (and share that one way they can do this is through World Vision's sponsorship program). • Now it's time for students to get acquainted with their global neighbor—their World Vision sponsored child/children. Take your class to My World Vision (worldvision.org/my) and sign in using your email address and password (provided by your Ignite partnership manager) to view your sponsored child's/children's page(s). Take a few minutes to explore the different sections together, including updates on their community. 		


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- Work together or individually to write a letter/letters to your sponsored child/children using the “Email My Child” template on My World Vision (worldvision.org/my). Include information about the class and your school. Include several questions/wonderings the students expressed about their sponsored child/children and respond to any questions the sponsored child may have asked in previous letters. You can also upload a photo of your class or create an encouraging drawing to upload.
- Bulletin board element: Create a new section on the bulletin board and invite students to post a picture of their global neighbor—their World Vision sponsored child/children.



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LEARNING PLAN TITLE	CUMULATIVE TIME
<i>God's Story</i>	 30-45 min
<p>Learning plan number: 2</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can describe the right relationships God intended for the world.</u> 2. <u>I can analyze broken relationships in spiritual and social causes of poverty.</u> 	

ACTIVITY TITLE	TIME	RESOURCES
<i>God's Story of the World</i>	 10-15 min	<input type="checkbox"/> 4.2.A Student material: Relationships in God's Story graphic organizer <input type="checkbox"/> 4.2.B Teacher resource: Story cards <input type="checkbox"/> "The Big Story" video: youtu.be/OvoYMvJDXg0
<ul style="list-style-type: none"> • Share the graphic organizer with students and talk about the three different relationships listed at the top of the columns: right relationships, broken relationships, and restored relationships. • Ask students to pay attention to these different types of relationships while you watch a summary of the story of the Bible together. • Watch "The Big Story" (youtu.be/OvoYMvJDXg0) as a class. Pause as needed to ask students the questions on their organizer or to point out the four major sections in God's story: creation, fall, redemption, and restoration. • While you watch, have students use the Relationships in God's Story graphic organizer to record evidence of right relationships, broken relationships, and restored relationships. 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. • After watching the short video, ask: "What other stories from the Bible could fit into these categories of right relationships, broken relationships, and restored relationships?" As students share ideas, have the class add them to their graphic organizers. • 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 they think represents each part of the story, and then add the cards with corresponding labels to the bulletin board. 		

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- Ask: "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 allowing us to make a genuine choice to love him back through obedience.

ACTIVITY TITLE	TIME	RESOURCES
<i>Spiritual Causes of Poverty</i>	 10-15 min	<input type="checkbox"/> 4.2.C Teacher resource: Relationships Model cards <input type="checkbox"/> String
<ul style="list-style-type: none"> • Over the next several lessons, you will create a relationships model on the bulletin board. It will consist of four main cards ("Me," "God," "Others," and "Environment"), which you can connect using string to make straight lines, and four poverty cards ("Spiritual causes of poverty," "Social causes of poverty," "Physical causes of poverty," and "Mental causes of poverty"). The cards will be assembled to create a model showing how poverty works among and across relationships. • Introduce the "Me" and "God" cards, placing them on the bulletin board and connecting them with string. Explain that the "Me" card represents each of us, individually while the string represents our relationships with Him. Ask: "What does having a right relationship with God look like?" • Add the "Spiritual causes of poverty" card over the top of the string between the "Me" and "God" cards. Ask: "What causes broken relationships between us and God?" • Explain: "We need a restored relationship with God, and Jesus is the one who redeems us and restores our broken relationship. What does a restored relationship with God look like?" • Say: "When Jesus died on the cross, He restored the relationship between us and God." Draw a cross on the "Spiritual causes of poverty" card. 		
ACTIVITY TITLE	TIME	RESOURCES
<i>Social Causes of Poverty</i>	 10-15 min	<input type="checkbox"/> 4.3.C Teacher resource: Relationships Model cards
<ul style="list-style-type: none"> • Direct students to the relationships model from the last learning plan on the bulletin board. Ask: "If the spiritual cause of poverty is broken relationships between us and God, and this is how the spiritual causes of poverty look on our bulletin board, how might we represent the social causes of poverty?" • Introduce the "Others" card and place it on the bulletin board, connecting it to the "Me" card with string. Remind students that the "Me" card represents each of us, as individuals, and tell them the "Others" card represents people in our community, the wider world, everyone—including those with whom we get along and those we do not. The string represents our relationship with them. Ask: "What does having a right relationship with others look like?" • Add the "Social causes of poverty" card over the top of the string in the middle of the "Me" and "Others" cards. Explain: "The social causes of poverty are broken relationships between ourselves and others. What causes broken relationships between us and others?" • Remind students of the biblical foundation for this learning unit: 1 John 4:19. Ask: "Why does it matter if we have broken relationships with others?" As students consider their possible answers, remind them, "Our love for others is an outflowing of God's love for us. What does a restored relationship with others look like?" 		



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LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Physical Causes of Poverty</i>	 30-45 min
<p>Learning plan number: 3</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can analyze broken relationships in physical causes of poverty, and the need for restoration with the environment.</u> 2. <u>I can begin to seek restorative transformation in the physical causes of poverty.</u> 	


ACTIVITY TITLE	TIME	RESOURCES
<i>Physical Causes of Poverty</i>	 10-15 min	<input type="checkbox"/> 4.2.C Teacher resource: Relationships Model cards
<ul style="list-style-type: none"> • Direct students to the relationships model on the bulletin board. Ask: "How might we represent physical causes of poverty in our relationships model?" • Introduce the "Environment" card and place it on the bulletin board, connecting it to the "Me" card with string. • Remind students that the "Me" card represents each of us, as individuals, and tell them the "Environment" card represents the physical things God has created around us. Say: "People need clean water, air, food, shelter, and an environment that supports life. What does having a right relationship with the environment look like?" • Add the "Physical Causes of Poverty" card over the top of the string in the middle of the "Me" and "Environment" cards. Explain that physical causes of poverty are broken relationships with us and the environment. • Ask: "What causes broken relationships between each of us and the environment?" • Remind students of the driving question for this learning expedition: How do I love God and my neighbors? • Explain: "We love God by putting Him first, and we can love our neighbors by maintaining right relationship with the physical things in our world. What does a restored relationship with the environment look like?" 		






ACTIVITY TITLE	TIME	RESOURCES
<i>Video Exploration</i>	 10-15 min	<input type="checkbox"/> 4.3.A Student material: Relationships with the Environment graphic organizer <input type="checkbox"/> "Water – Women's Empowerment Film" video: vimeo.com/showcase/2832974/video/389783261 <input type="checkbox"/> "Hunger Isn't Just a Stomach Thing" video: youtube.com/watch?v=L3abZswA5XY <input type="checkbox"/> "Why Trees for Small Farmers are a Big Solution" video: vimeo.com/showcase/3869100/video/539319833
<ul style="list-style-type: none"> • Pass out the Relationships with the Environment graphic organizer and tell students they will watch three videos (or however many that time allows) that describe different relationships with the environment. As they watch, tell them to look for right relationships, broken relationships, and restored relationships, and ask them to write their observations on the graphic organizer. • Play the three videos: <ol style="list-style-type: none"> 1. "Water – Women's Empowerment Film" 2. "Hunger Isn't Just a Stomach Thing" 3. "Why Trees for Small Farmers are a Big Solution" • After watching the videos, ask students to briefly share what they recorded in their graphic organizers. 		
ACTIVITY TITLE	TIME	RESOURCES
<i>Deep Hope Focus</i>	 10-15 min	<input type="checkbox"/> 4.4.A Student material: Deep Hope Focus worksheet
<ul style="list-style-type: none"> • Remind students of the driving question for this learning expedition: How do I love God and my neighbors? Remind students that the biblical foundation verse (1 John 4:19) speaks to this. • Pass out the Deep Hope Focus worksheets. Explain that you will read the verses, but while you read, they should draw a heart next to words and phrases about "love" and a star next to words and phrases about "restorative transformation." • Read the verses aloud, pausing when appropriate to give students time to mark verses about love or restorative transformation. • Ask students to share their connections with the words "love" and "restorative transformation." • Explain: "God has shown us great love by rescuing us from sin. Our love for God in return is shown in our actions: When you love someone, you show it! One way we show love to God is by loving those He loves—our neighbors. Not showing love to our neighbors is sinning, and because of Jesus' death on the cross, we no longer need to live in sin. We are free to love others with the love that ultimately came from God himself." • Add a copy of these Scripture passages with the hearts and stars to the bulletin board. 		





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LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Mental Causes of Poverty</i>	 45-55 min
<p>Learning plan number: 4</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can analyze broken relationships in mental causes of poverty, and the need for restoration within ourselves.</u> 2. <u>I can begin to seek restorative transformation in mental causes of poverty.</u> 	


ACTIVITY TITLE	TIME	RESOURCES
<i>Leonardo's Story</i>	 5 min	 "Leonardo's Story" video: youtu.be/a2XBaV1z77g
<ul style="list-style-type: none"> • Invite students to watch the video, "Leonardo's Story" (youtu.be/a2XBaV1z77g). • Ask, "What examples of loving God and loving neighbors did you see in this video?" 		
ACTIVITY TITLE	TIME	RESOURCES
<i>The Importance of Mental Health</i>	 5 min	
<ul style="list-style-type: none"> • Tell students you are going to go through a few "What Would You Do?" scenarios. 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..." and read the following prompts, allowing time for students to respond after each: <ol style="list-style-type: none"> 1. "You fell off your bicycle and scraped your knee?" 2. "You felt sick on the ride home from school?" 3. "You broke your arm?" 4. "You had a fever and felt achy?" • Tell students: "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.'" 		




ACTIVITY TITLE	TIME	RESOURCES
<i>Mental Causes of Poverty</i>	 10-15 min	<input type="checkbox"/> 4.2.C Teacher resource: Relationships Model cards
<ul style="list-style-type: none"> Direct students to the Relationships Model on the bulletin board. Ask: “How might we represent mental causes of poverty in our relationships model?” Say: “For this type of poverty, there isn’t a new card to introduce because we already have the ‘Self’ card. What does having a right relationship within ourselves look like?” Guide students to consider how God might describe who He created them to be; (suggest responses like kind, hardworking, respectful, honest, beautiful, etc.) Say: “Having a right relationship with ourselves means seeing ourselves the way God sees us. It means leaning into the person God made us to be.” Add the “Mental causes of poverty” card next to the “Self” card. Explain: “Mental causes of poverty result when our relationship within ourselves is broken—when we don’t see ourselves the way God sees us. What causes people to stop seeing themselves the way God sees them?” Students will likely offer suggestions around kindness and peer interactions. Briefly explain: “Just like our bodies, a person’s self-image can become distorted. This can make it more difficult for some people to experience a positive self-image.” Remind students of the driving question for this learning expedition: How do I love God and my neighbors? Explain: “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 thinking about ourselves. What does a restored relationship with ourselves look like?” 		
ACTIVITY TITLE	TIME	RESOURCES
<i>Hear Your Positive Self-Talk</i>	 25-30 min	<input type="checkbox"/> 4.3.B Student material: Positive Self-Talk Practice
<ul style="list-style-type: none"> Say: “Self-talk is what we say to ourselves—these are the thoughts we have about ourselves. Throughout each day, we use self-talk, 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 how you speak to yourself. We should encourage and practice positive self-talk and minimize negative self-talk. Increased positive self-talk will help us see ourselves as God sees us.” Pass out the Positive Self-Talk Practice worksheet and ask students to complete the first three prompts individually. Remind students to focus on choosing positive words for this activity. Have students form groups of three or four. Each student in the group will spend two minutes sharing what they wrote. While listening, group members will take notes in a box on the bottom half of the Positive Self-Talk Practice worksheet. Tell them it is important to be respectful, kind listeners when their classmates share their thoughts. Emphasize that no one should make any comments about what is shared during their time together in the group or any time thereafter. Tell students they will now have the opportunity to hear their examples of positive self-talk as they listen to their own words spoken by others. As one student listens, others in the group will repeat the positive self-talk to the student, 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 expressed today about themselves and to focus on using positive self-talk. 		





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LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Relationships in the Wider World</i>	 30-45 min
<p>Learning plan number: 5</p> <p>Learning targets:</p> <p>1. <u>I can widen my awareness of broken and restored relationships around the world.</u></p>	


ACTIVITY TITLE	TIME	RESOURCES
<i>Communities in the Wider World</i>	 10-15 min	<p>□ “Worship and Praise” article: worldvision.org/economic-empowerment-news-stories/thanksgiving-celebrating-abundant-harvests-around-world</p>
<ul style="list-style-type: none"> Explain to students that in previous learning plans, they focused on broken and restored relationships in their home community. Now they will be investigating relationships in the wider world by considering three things. Ask: “What have we learned so far about poverty in other places around the globe?” Explain that some communities in other countries experience something called “extreme poverty.” Extreme poverty is when broken relationships (from all four causes of poverty) make it difficult to even survive. On the board, write: “1.) extreme poverty.” Say, “Our sponsored children may live in some of these communities.” Explain: “World Vision staff and sponsors do not ‘bring’ children out of poverty. We can help love and empower people, but restorative transformation is not something done ‘to’ people—it is done ‘with’ people. And ultimately, it is done by God himself. Just as God invites us into faith by letting us make choices for ourselves, we show love and respect to others by coming alongside them to help and not simply telling them what to do. This is called respecting human dignity.” On the board, write “2.) respect.” Ask: “What would life be like if there were no beauty, fun, art, parties, songs, or laughing?” Let students respond. Then explain: “We have a creative, joyful, beautiful God who made us in his image. These are all very important elements of being human. We should not forget about this when focusing on people’s physical needs like food, water, and shelter. People need beauty, too.” On the board, write “3.) beauty.” Show students photos featuring images of worship and thanksgiving from around the world. Invite them to look for beauty in the photographs. 		




ACTIVITY TITLE	TIME	RESOURCES
<i>Poverty Up-Close</i>	 15-20 min	<input type="checkbox"/> 4.5.A Student material: Poverty Up-Close graphic organizer <input type="checkbox"/> "Inside Patricia Heaton's Humanitarian Trip to Kenya" video: etonline.com/inside-patricia-heatons-humanitarian-trip-to-kenya-exclusive-191415
<ul style="list-style-type: none"> • Watch "Inside Patricia Heaton's Humanitarian Trip to Kenya" (etonline.com/inside-patricia-heatons-humanitarian-trip-to-kenya-exclusive-191415). • Have students look for examples of extreme poverty, respect, and beauty and record their observations on the Poverty Up-Close graphic organizer. • After the video, review what students recorded in their graphic organizer. 		
ACTIVITY TITLE	TIME	RESOURCES
<i>Kit's Story</i>	 5-10 min	<input type="checkbox"/> "Kit's Story" video: youtu.be/-8Rk3gMnh2Y <input type="checkbox"/> Piece of thick rope
<ul style="list-style-type: none"> • Tell students: "There are four words that represent God's story—the story of the world: creation, fall, redemption and restoration." Explain that your life and the lives of others are all stories too, and these stories are all part of God's story. • Show students a piece of thick rope. Say: "This rope represents many, many stories—our stories—woven together in God's larger story." • Watch "Kit's Story" (youtu.be/-8Rk3gMnh2Y). • Ask: "How is Kit's story part of God's story?" "Is it part of your story? How?" • Add the piece of rope to the bulletin board as an example for how our stories are connected. 		





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LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Looking Back and Looking Forward</i>	 30-40 min
<p>Learning plan number: 6</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can seek restorative transformation in broken relationships.</u> 2. <u>I can be empowered by love.</u> 	

ACTIVITY TITLE	TIME	RESOURCES
<i>Farther Together</i>	 5 min	
<ul style="list-style-type: none"> • Write the following African proverb on the board: "If you want to go fast, go alone. If you want to go far, go together." • Have students find a partner and stand back-to-back. Ask: "What do you think the first part of the proverb means: 'If you want to go fast, go alone'?" Give them about 15 seconds to silently consider the answer. Then have students turn to face their partner and share their responses. • After about 30 seconds, tell them to find a new partner. Ask: "What do you think the proverb's second part means: 'If you want to go far, go together'?" Give students about 15 seconds to silently consider the answer. Then have students turn to face their partner and share their responses for about 30 seconds. • Ask the class: "What do you think this proverb means?" Discuss their ideas. 		



ACTIVITY TITLE	TIME	RESOURCES
<i>Future Facing</i>	 15-20 min	<input type="checkbox"/> 4.6.A Teacher resource: Restorative Transformation posters example
<ul style="list-style-type: none"> Write the term “restorative transformation” on the board. Ask one student to summarize what this term means in their own words. Write the words “right → broken → restored,” with arrows between them pointing to the next word. Ask three students to define these kinds of relationships in their own words aloud to the class. Say: “During this learning expedition, we have discussed restorative transformation in three contexts:” <ol style="list-style-type: none"> “In God’s story of creation, fall, redemption, and restoration.” “In our community.” “In Leonardo and Sailin’s communities.” Say: “Restorative transformation takes time (sometimes a very long time), endurance (keeping up a strong effort), and sacrifice (giving something up to get something in return). As we continue to seek restorative transformation in our lives, it’s going to take guts and grit.” Invite students to look to the past at how God has provided, in order to look toward future challenges with confidence and perseverance. Create four stations around the room with posters labeled according to the Restorative Transformation posters example document. Explain that students will rotate through these stations as they consider what restorative transformation is present in each context. Ask: “Where do you see time, endurance, and sacrifice in God’s story? In our community? In your story?” Divide students into three or four groups and have them rotate through the stations, using markers to record their thoughts on the posters. When students have completed the stations, take a photo of the posters and add to the bulletin board next to the learning targets for this learning plan. 		
ACTIVITY TITLE	TIME	RESOURCES
<i>Unit Reflection</i>	 10-15 min	<input type="checkbox"/> Sticky notes
<ul style="list-style-type: none"> Have three students read the unit’s verse, driving question, and deep hope posted on the bulletin board. Write this question on the board: “How have you been empowered by love to seek restorative transformation in broken relationships?” Give sticky notes to students and ask them to reflect on their learning from throughout this expedition. Invite them to write a thoughtful response to this question. Ask students to share their reflections as they feel comfortable. Post these reflections in a prominent location to celebrate the transformation that has taken place within each student throughout this learning unit. Take time as a class to pray that each of your students would continue to see opportunities to love the world around them and to continue being a part of God’s story of restorative transformation. 		