



Giving Freely to Grow Richer

EXPEDITION TITLE

Giving Freely to Grow Richer

Expedition Driving Question:

What action can we take to restore broken relationships with water, both locally and globally?
How does 'giving freely to grow richer' impact my relationships?

Expedition Deep Hope:

That we become grateful stewards of the things that meet our physical needs while taking an active role in helping restore our broken relationship with the physical world.

Expedition Biblical Foundation Verse:

"One gives freely, yet grows all the richer; another withholds what he should give, and only suffers want." —Proverbs 11:24

LEARNING PLAN TITLE

Restored and Broken Relationships with Water

Learning Plan Number: 5

Learning Targets:

1. I can see the restored and broken relationship I have with water.
2. I can more deeply know and have empathy for our global neighbor Marie's relationship with water.

Habit(s) of Learning:

Gracious Communicators

CUMULATIVE TIME



65-80 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.




Note: These activities are designed to continue to deepen the students' understanding of their personal relationship with water by looking at broken relationships and restored relationships with water. They will also look more closely at our global neighbor Marie's relationship with water.

ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Reflect on the Document Panel</i> <i>Reflect on the Learning Targets (RLT)</i> <i>Engage the Learning Targets (ELT)</i></p>	 15-20 min	
<p>Note: Before beginning this learning plan, add an arrow to the word 'want' from the Bible verse to the Growing Richer? section of the document panel.</p> <ul style="list-style-type: none"> Have the students gather around the document panel in a circle and read together the deep hope for our learning expedition. Ask for students to share any words from the deep hope that they are still finding hard to understand. If needed, invite a class discussion to unpack what some of these puzzling words mean. Ask if anyone notices the one new thing that was added to our document panel (the arrow from the word 'want' to the Growing Richer? section). Remind them of the needs versus wants expedition and ask them to be curious thinkers about why this arrow is here (help students arrive at the conclusion that it is because many of the ways they identified as wanting to 'grow richer' are really wants, and not needs). Go around the circle and ask each student to share something they personally need and something they personally want. As in other circle shares, students are invited to pass if needed. Go around the circle again with a new prompt. Ask the students to make a guess as to one need our global friend Marie might need and something Marie might want (invite students to pass if needed). 		


LEARNING ACTIVITIES

<p><i>Facial Expressions</i> <i>Introduce the Learning Targets (ILT)</i></p>	 10 min	
<ul style="list-style-type: none"> Share how today we will be deepening our understanding of our personal relationship with water and will learn more about our global neighbor Marie's relationship with water. Put the learning targets on the board and read them together. <ol style="list-style-type: none"> I can see the restored and broken relationship I have with water. I can more deeply know and have empathy for our global neighbor Marie's relationship with water. 		

Continued ...





- Remind students that we can express a lot of thinking and ideas using only our facial expressions and our silent bodies. Read the key words in the targets and have students show with their facial expressions and body gestures what that word means to them (silently). Suggested target words to read are: restored, broken, water, empathy, global neighbor.

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Broken to Restored Relationships with Water</i> 📄</p> <p><i>Engage the Learning Targets (ELT)</i></p>	 20-25 min	<p>☐ 3.5.a Student Material: World Vision photos</p> <p><i>Print one copy of each photo for every group and one extra for the document panel. Cut these out in advance so each picture is separate.</i></p>
<ul style="list-style-type: none"> Group the students into small groups of three to four. Explain that in their groups, they will sort the pictures into what they think is a broken relationship with water and what they think is a restored relationship with water. Some of these pictures will come from our global neighbor Marie and some will come from other places. Before the groups begin, show students an example of a photo and ask the class to decide together: Do we think this is a broken relationship with water or a restored relationship with water? Once the groups have sorted their pictures, let them send one 'spy' to go see how another group is sorting their pictures and ask questions about why. That 'spy' can go back to their group and the group and change their sorting if they'd like. After all groups have finished sorting, 'spying', and sorting, explain that they have a new challenge: sort the photos in a line from MOST broken to MOST restored. For example, students may have put a photo of dirty water and a photo of a broken tap that in broken. They need to decide which one is more broken. Model this on the board by drawing a line with the word MOST broken on the left side of the line and the word MOST restored on the right side of the line. Choose a picture and have the class decide together where they may place this on the line (middle? end?). Remind students to be gracious communicators as they are allowed to disagree but need to be kind with each other. There is not one exact 'right' answer! Allow all of the students to go be 'spy's' (for a couple minutes) and look at how other groups sorted their photos. <p><i>Note: While students are 'spying', put the words MOST broken and MOST restored on your document panel. You will be putting these images up on the panel together as a class next.</i></p> <ul style="list-style-type: none"> Moving the class over to the document panel, show them the words MOST broken and MOST restored that are on the panel. Explain that as a class community, we are going to sort the pictures from MOST broken to MOST restored. Remind them to be gracious communicators. If there are different opinions, allow for students to share their reasons for why a photo should go in a certain order. Take a vote, if needed, and go with the majority. Start with most broken and work your way up to most restored. Share out some notices/wonderings from the groups. Start by asking general questions like, 'What did you notice?' and 'What did you wonder?' Also, ask 'Which pictures show your relationship with water?'. 		



EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
Take Action  <i>Assess the Learning Targets (ALT)</i> <i>Reflect on the Learning Target (RLT)</i>	 5-10 min	<input type="checkbox"/> 3.5.b Student Material: Exit ticket
<ul style="list-style-type: none"> Before today's exit ticket, read the first essential driving question as a class community, "What action can we take to restore broken relationships with water, locally and globally?". Explain how we have not yet talked much about how we can take action but we have been learning about the broken relationships with water, locally and globally. Encourage them that God wants us to play an active role in helping restore relationships with water. Share how we will be having some future learning work that invites us into helping restore the brokenness. Exit ticket: Which of today's pictures shows your relationship with water? How is Marie's relationship with water both broken and restored? How is your relationship with water both broken and restored? 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> Continuum of photos from MOST broken to MOST restored for document panel. 		
OPPORTUNITY TO DEEPEN THE LEARNING		
<ul style="list-style-type: none"> Have each student study an area of broken relationship with water as identified from the pictures. Students can research about this area of brokenness and look for an understanding of its root causes. Students can interview others and ask them about this issue and how they feel it could be solved. Ask students to take pictures of places they see a broken relationship with water and a restored relationship with water in their home and local community. Have them bring these photos to school and create another sorted continuum with the student photos. 		