



# 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

### *Grateful Stewards*

Learning Plan Number: 12

#### Learning Targets:

1. We can be grateful stewards of our water.
2. We can value each other and our time as we work today to help restore brokenness with our water.

#### Habit(s) of Learning:

Courageous Designers

## CUMULATIVE TIME



60-80 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:** The previous eleven learning plans were designed to equip students to become active restorers of water in their local community. Today's learning plan hopes to give students a framework from which to carry out their important role in God's story. Learning plans are designed to maintain classroom rhythms and assessment practices, as well as to provide working time for students to implement ways they can help restore broken relationships with water.

## ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>After We Go!</i>  <i>Reflect on the Learning Targets (RLT)</i>  <i>Engage the Learning Targets (ELT)</i></p>	 10-15 min	<p><input type="checkbox"/> Chart Paper  <input type="checkbox"/> 3.11.b Student Material: Assessing Needs of Community template</p>
<p><b>Note:</b> Before the start of this learning plan, have a version of your Assessing Community Needs template from learning plan 11 in a format that students will be able to easily refer to. This could be typed up and projected, or filled in and printed out on large paper. The students will be referring to this template throughout the next three learning plans. You can also prepare your chart paper in advance by writing your six questions on the chart paper, one question on each piece. You will also need the World Vision pollution photos from learning plans 8 and 11. It may also be helpful to look at the Optional Teacher Resource template on ways to restore water brokenness before leading students through their voting process</p> <ul style="list-style-type: none"> <li>• Invite students to come sit in a circle by the document panel. Read the driving Bible verse together. Ask the students: How might we 'grow richer' by doing this work to help our water? Take two to three student volunteers to share their thoughts.</li> <li>• Share with students the filled out Assessing Community Needs template from learning plan 11. Read through it together, inviting students to share their questions, feelings, and thoughts at any time. When a question, feeling, or thought is shared, write it in the bottom right hand box of the template.</li> <li>• After the template has been read through, have students turn and talk to a partner for a minute about the question: Based on what we've learned, how should we help restore brokenness with water?</li> </ul>		

## LEARNING ACTIVITIES

<p><i>Pick a Word</i>  <i>Introduce the Learning Targets (ILT)</i></p>	 5-10 min	
<ul style="list-style-type: none"> <li>• Read today's first learning target with the students and have both learning targets written visibly on a board.             <ol style="list-style-type: none"> <li><u>We can be grateful stewards of our water.</u></li> </ol> </li> <li>• Still sitting in a circle, have each student say one word of the learning target, going around the circle until the whole target is read. Then, ask every student to share the word they think is going to be most important for them today as they decide on their Community Engagement together. Invite students to pass, if needed.</li> </ul>		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Community Engagement Project Vote</i> </p> <p><i>Engage the Learning Targets (ELT)</i></p>	 15-20 min	<ul style="list-style-type: none"> <li><input type="checkbox"/> 3.12.a Student Material: Voting Slip template</li> <li><input type="checkbox"/> 3.8.a Student Material: World Vision Pollution Cards</li> </ul>
<ul style="list-style-type: none"> <li>• After their partner discussion, hand out small slips of ‘voting’ paper to every student. Take out the World Vision pollution cards that the expert identified as a problem and put these around the room. Share that the students will silently look at the pollution cards and can fill in their voting slip template and place it by the pollution card that they’d like to help restore. Share that every student is allowed one vote so they will each be given one voting slip.</li> <li>• Once students have individually placed their votes, have the students go over to the different voting options to see how many votes were cast at each pollution place. Read the voting cards to the class. Share any patterns or trends you see emerging. Together with the students, identify which form of local water pollution you will be working as a class to help restore.               <ol style="list-style-type: none"> <li>1. This voting activity empowers students to have voice in the Community Engagement. As the teacher, you are still able to guide the direction of this engagement.</li> <li>2. It may be helpful to remind students of the learning expedition and what we learned from the expert about our local water problems. If discussion becomes off-track, remind students of the deep hope. Will this Community Engagement help us reach our deep hope? Does this Community Engagement help address the root causes and long-term solutions? Will we be taking care of water by doing this Community Engagement?</li> </ol> </li> </ul>		
<p><i>Chalk Talk</i> </p> <p><i>Engage the Learning Targets (ELT)</i></p>	 20-25 min	
<ul style="list-style-type: none"> <li>• In advance, write the following six prompts on the chart paper: one prompt on each piece of paper. Place the papers around the room so they are accessible for all students.</li> <li>• Prompts:               <ol style="list-style-type: none"> <li>1. What is harmful about this pollution?</li> <li>2. Where do you see this pollution in our school?</li> <li>3. Where do you see this pollution outside of our school?</li> <li>4. What could we do in our school to help with this pollution?</li> <li>5. What could we do OUTSIDE of our school to help with this pollution?</li> <li>6. Who needs to hear what we’ve learned!</li> </ol> </li> <li>• Create norms for the activity (working silently, being respectful of other people’s ideas, working the entire time period, writing a comment and responding to one to three other people’s comments, etc.).</li> <li>• Ask for clarifying questions. Each student will use a different color marker during the activity.</li> <li>• As the students begin working, move around the classroom, silently guiding students.</li> </ul>		



Continued ...



- At the conclusion of the time period, the silent time is up and the students should pair up to record similarities and differences, wonderings, and things they notice. Then, have the class sit in a circle with the six pieces of chart paper in the middle of it. Lead a discussion on what our Community Engagement should be, using these prompts and highlighting students' responses.

**Note:** The Chalk Talk questions are written in a way to help students imagine their Community Engagement taking place outside of their classroom and having an effect beyond the school community and being of service to the world

## EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<b>Journal Write</b>  <i>Assess the Learning Targets (ALT)</i>	 10 min	<input type="checkbox"/> 3.11.c Student Material: Second Steward Definition template
<ul style="list-style-type: none"> <li>Have each student write a brief response (three to five sentences) about how they are feeling about our Community Engagement. Have them include at least one example of how they valued each other and their time today.</li> <li>Through this process, students and teachers are coming up with their action plan for their Community Engagement. The next two learning plans will be devoted to 'work' time, with a few rhythms, targets, and assessment check-ins along the way. As an example, these will be written as if students choose plastic water pollution as their local problem. This lesson could also be adapted to not include the voting activity and instead use the Chalk Talk activity after you have explained that we will be working on a Community Engagement about plastic water pollution. In the following example of water pollution, there will be themes that emerged from the discussion. This example will be written as if there were four to five small groups each working on an aspect of tackling the problem of plastic straw pollution.</li> </ul>		
<b>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</b> ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> <li>Take a picture of the chart papers to put on the document panel. Beside it, place the World Vision water pollution card that the Community Engagement will be working to restore.</li> </ul>		
<b>OPPORTUNITY TO DEEPEN THE LEARNING</b>		
<ul style="list-style-type: none"> <li>Continue exploring of Cheru's story and World Vision's efforts toward restoration in her community's relationship with water through World Vision's efforts. Students can draw connections to Cheru's story and Marie's story. How is this story similar? What makes it different?</li> <li>Another article with links and photos:  <a href="https://www.worldvision.org/clean-water-news-stories/cheru-kenya-community-awash-hope-clean-water">https://www.worldvision.org/clean-water-news-stories/cheru-kenya-community-awash-hope-clean-water</a> </li> <li>Global 6k with Cheru: <a href="https://www.youtube.com/watch?v=lg7n42Dvw-I">https://www.youtube.com/watch?v=lg7n42Dvw-I</a></li> <li>Water in Cheru's community video: <a href="https://www.youtube.com/watch?v=u9lw3gKXkts">https://www.youtube.com/watch?v=u9lw3gKXkts</a></li> </ul>		