



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

Curious Thinkers

Learning Plan Number: 8

Learning Targets:

1. I can become more aware of local and global water pollution.
2. I can express gratitude for the people in my community who help us with our clean water.

Habit(s) of Learning:

Gracious Communicators

CUMULATIVE TIME



70-80 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 help students build awareness of water pollution and to deepen their gratitude for the people and systems in their community that help them with their clean water.



ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Reflect on the Document Panel</i> <i>Reflect on the Learning Targets (RLT)</i></p>	 10 min	
<ul style="list-style-type: none"> Have the students gather around the document panel in a circle and take a moment to pause and reflect on our learning journey. Have a student volunteer share out a sentence or two about what's on the document panel from the beginning of your expedition. Continue with different student volunteers for learning plans 2-7. Explain that we will be reading our deep hope together while giving a round of applause. When you feel like a part of the deep hope has been practiced very well in our learning expedition, clap loudly. If you feel like a part of the deep hope has been practiced a bit well, clap softly. If you feel we haven't really done much with that part of the deep hope yet, then do not clap. Read the deep hope together, clapping where appropriate. For example, the word <i>stewards</i> may not yet get a lot of applause nor may <i>restore our broken relationship with things that meet our physical needs</i>. Share that these are things we will be continuing to live into for our learning expedition. 		

LEARNING ACTIVITIES

<p><i>3-2-1</i> <i>Introduce the Learning Targets (ILT)</i></p>	 10 min	<input type="checkbox"/> Index card or small piece of paper
<ul style="list-style-type: none"> Explain that today we will be learning more about water pollution and will have an opportunity to express our gratitude for the people and systems in our community that help us with our clean water. Put the learning targets on the board and read them together. <ol style="list-style-type: none"> <u>I can become more aware of local and global water pollution.</u> <u>I can express gratitude for the people in my community who help us with our clean water.</u> Ask students to write the following questions and their responses on an index card. Collect these cards afterwards. <ol style="list-style-type: none"> Things I know about water pollution. Questions I have about water pollution. Way I can express gratitude. 		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Pollution in Our Water</i> Engage the Learning Targets (ELT)</p>	 20-25 min	<ul style="list-style-type: none"> <input type="checkbox"/> 3.8.a Student Material: Photo and quote cards Cut into individual cards. <input type="checkbox"/> 3.8.b Teacher Resource: Safe 'pollutants' list
<p><i>Note:</i> In this activity, students will be 'polluting' a small source of water to more easily imagine the effects of water pollution. Every student will be given a small card that has a picture of water pollution on the front, with a few sentences on the back explaining more (where this is from, a quote with the person's name, and how this water pollution affects them).</p> <ul style="list-style-type: none"> Have the students sit in a circle and put a pitcher of clean water in the middle of the circle. Go around the circle and ask everyone to share one word about this water. If they hear the same word they are thinking, encourage them to share it again. Remind them of how easy it was to access this clean water. Share that today, we will be learning more about a form of brokenness with water pollution. Give each student a card with an image of water pollution and a few sentences. Also, give each student a small container of a safe 'pollutant.' Invite the students one at a time to show their picture to the group and read the card. After they read the card, invite them to open their 'pollutant' container and add it to the pitcher of water. <p><i>Note:</i> This has been designed for the student to more closely experience pollution by putting the 'pollutant' in themselves. Alternatively, you can have one container/bag of safe 'pollutants' and put these in yourself after each share.</p> <ul style="list-style-type: none"> Repeat until all students have read their card and put in their 'pollutants.' Go around the circle and ask everyone to share one word about this water. If they hear the same word they are thinking, encourage them to share it again. Ask the students to consider: "If we have a lot of this pollution here in our local community, too, why do we have clean water?" Give them 20 seconds to think on their own and then have them turn to a partner and discuss. Take a few student volunteers to share their answers afterwards. Help guide their discussion to remember their time at the water treatment facility if needed. 		
<p><i>Expressing Our Gratitude for Clean Water</i> 🧺 🧺 Engage the Learning Targets (ELT)</p>	 25-30 min	
<ul style="list-style-type: none"> As a class, read the essential driving questions on the document panel. Share that, in response to what we have learned about water pollution today, we will get an opportunity to show our gratitude to the people who work so hard to keep our local water clean and safe to drink. Students should include on their gratitude some knowledge of water pollution. 		


Continued ...



- Share the list students created in a previous learning plan about how they can show gratitude. If needed, add more specific ideas to this list. Have students work as a community to create this expression of gratitude (ideas may include creating a poem, creating a piece of art, designing a thank you card, or writing a commitment to help them with their work). This expression of gratitude will be given to the water treatment facility in a future learning plan.

Note: At the end of this learning plan, while working on gratitude response to community worker for clean water, brainstorm questions for a follow up conversation. Such as: what is the biggest pollution problem for our local water treatment facility?

EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Exit Video 'Teaser'</i> Assess the Learning Targets (ALT)</p>	 5 min	<p><input type="checkbox"/> World Vision water video: https://vimeo.com/263948569</p>
<ul style="list-style-type: none"> • Share this video to build excitement and mystery for the next learning experience. After the video, as their exit ticket on their way out the door, have students share a one- or two-word guess as to what we may be experiencing next. 		
<p>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL</p>		
<ul style="list-style-type: none"> • Have the students post to the document panel their expressions of gratitude for the experts at the water treatment facility (ideally this will not be individual expressions of gratitude but will be a collaborative effort). This will go temporarily between the "Growing Richer?" display and the "Global Neighbors" display. You will give it to the experts during learning plan II, and will fill its place on the document panel with a photo of the students expressing this gratitude. 		
<p>OPPORTUNITY TO DEEPEN THE LEARNING</p>		
<ul style="list-style-type: none"> • Have students complete a research project on different areas of water pollution. Have them focus on the root causes and long-term solutions. Allow students to imagine what the world would be like if we did not have this type of water pollution. • Have them design an image to share a truth about this form of water pollution with others. 		