



# 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

### *Where is There Local Brokenness with Water?*

Learning Plan Number: 11

#### Learning Targets:

1. We can partner with our local water treatment experts to identify the brokenness with our water.
2. We can be inspired by hope and begin to form a restoration plan.

#### Habit(s) of Learning:

Courageous Designers

## 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.




**Note:** These activities are designed for the class community to partner with the local expert at the water treatment facility and compile an assessment of needs with them. What local brokenness do we have here with water? What might be the root causes of this? What might some long-term solutions be? How can we partner together to help bring restoration?

Before the start of this learning plan, make arrangements for the class community to partner again with the expert at the local water treatment facility by visiting the facility again. You will also need the pollution images cards from learning plan 8.

## 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>	 10 min	<p><input type="checkbox"/> 3.11.a Student Material: "Definition of Steward"</p>
<ul style="list-style-type: none"> <li>Have the students gather around the document panel in a circle. Ask them to find any pictures, words, or experiences on the document panel that show gratitude or being thankful. Ask for two to three volunteers to share their thoughts, pointing to the document panel for their example. Read the deep hope together again, emphasizing how much work we have done already on being grateful and ask them if they know what the word 'steward' means. Share that we will do a quick activity that will help us unpack this word.</li> <li>Use the resource template that has a definition of the word 'steward' for our context. Cut it up so every word is on its own smaller piece of paper.</li> <li>While the students are still in a circle, hand the small pieces of paper to ten different students in the circle. As a class community, try to order them so they tell us what 'steward' means.</li> </ul> <p><b>Note:</b> There may be a few possible answers but the template has been designed for a definition. Help guide students to a solution if needed, asking questions before telling them what to do (i.e.: 'I notice a capital letter on this word' not 'This one goes first').</p>		





## LEARNING ACTIVITIES

<p><i>Brokenness and Restoration</i>  <i>Introduce the Learning Targets (ILT)</i></p>	 10 min	
<ul style="list-style-type: none"> <li>Together with the students, read today's learning targets and have them written up visibly on a board. Underline the words 'brokenness' and 'restoration.'</li> <li>1. <u>We can partner with our local water treatment experts to identify the brokenness with our water.</u></li> <li>2. <u>We can be inspired by hope and begin to form a restoration plan.</u></li> <li>Draw a large chart on the board with the words 'brokenness' and 'restoration' on either side. Tell students that we are going to see how many examples of brokenness and restoration we can come up with in two minutes.</li> <li>Have students line up into two lines (one for brokenness and one for restoration). At the front of the line they will have a marker for writing on the chart under their column.</li> </ul>		

Continued ...





- Explain that once they have written down one thing on the chart, they need to go to the back of the OTHER line. Time the activity, and after two minutes, stop the brainstorm and have the class read through all of the examples they came up with. Add them up and celebrate how many we came up with!
- Ask the students which was harder to write: brokenness or restoration?

ACTIVITY TITLE	TIME	RESOURCES
<b>Assessing Local Water Needs</b>  Engage the Learning Targets (ELT)	 10 min	<input type="checkbox"/> 3.11.b Student Material: "Assessing Local Community Needs" <input type="checkbox"/> Bring with you: 3.8.a Student Material: "Pollution cards"
<ul style="list-style-type: none"> <li>• Explain that today we will be going on a fieldwork experience back at the local water treatment facility. Share that we will be going as curious thinkers to ask our experts what brokenness they see with our local water. We want to see what the needs are here so we can take action to help restore them!</li> <li>• Next, display a copy of the Assessing Local Community Needs template. Ideally, this can be projected so it will be large or it can be printed on large paper. Read through this template together, stopping for clarifying questions as needed. Use a 'thumbs up, to the side, or thumbs down' to ask students if they understand what to do for each part.</li> <li>• As a class community, complete the first part of the template together (the part labeled, BEFORE WE GO).</li> <li>• Remind students about our expressions of gratitude from learning plan 8 that are on the document panel. Share that today we will give these as gifts to our expert at the local treatment facility.</li> <li>• You will need to bring three things with you to this fieldwork. The assessing needs template, the water pollution pictures from learning plan, and your expressions of gratitude.</li> <li>• Take a picture (or a couple pictures) of this fieldwork experience for the document panel. Specifically take a picture of the students' giving their expressions of gratitude to the local expert. This will be displayed on the document panel after this learning plan.</li> </ul>		
<b>Fieldwork Activity</b>  Engage the Learning Targets (ELT)	 45 min	
<ul style="list-style-type: none"> <li>• During their time today at the water treatment facility, use the template to guide the questions during your interview conversation with the expert. First, ask the expert questions that the students expressed earlier this learning plan (this will be at the top of the template) and capture some of his/her answers on the template. Next, invite the students to each share one World Vision pollution card. Ask the expert which forms of water pollution are most broken here locally; record this on their Assessing Community Needs template.</li> <li>• When it's time to leave, express gratitude for this partnership and the expert's work to keep local water clean. Have students give their expressions of gratitude and share some specific ways this expert has helped the students grow into the deep hope.</li> </ul>		



## EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>We are Stewards</i> </p> <p><i>Engage the Learning Targets (ELT)</i></p>	 5 min	<p><input type="checkbox"/> 3.11.c Student Material: “Second Steward Definition” template</p>
<ul style="list-style-type: none"> <li>Sit in a circle again by the document panel. Cut up the refined definition of the word steward (slightly modified to add, we are stewards because ...) so every word is on its own smaller piece of paper.</li> <li>While students are still in a circle, hand out the small pieces of paper to different students. As a class community, try to order the papers so they say a bit about who we are as a class community.</li> <li>After this has been sorted, post these words up unto the document panel over top of where the expressions of gratitude were before.</li> </ul>		
<p><b>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</b> ADD TO DOCUMENT PANEL</p>		
<ul style="list-style-type: none"> <li>Today, the expressions of gratitude from learning plan 8 will be taken down (given away) and replaced with photos of the students’ demonstrating this gratitude towards the local water treatment facility.</li> <li>“We are stewards because we ...” ordered slips of paper will be displayed on the document panel with the photos of today’s fieldwork.</li> </ul>		
<p><b>OPPORTUNITY TO DEEPEN THE LEARNING</b></p>		
<ul style="list-style-type: none"> <li>Invite the students to experience another World Vision story about a young girl named Cheru. Explore the videos and articles about how her community was transformed with clean water access through World Vision’s efforts.</li> <li>Two five year old’s walk for water: <a href="https://www.worldvision.org/clean-water-news-stories/compare-walk-for-water-cheru-kamama">https://www.worldvision.org/clean-water-news-stories/compare-walk-for-water-cheru-kamama</a></li> <li>Cheru’s community is awash in hope: <a href="https://www.worldvision.org/clean-water-news-stories/howd-they-do-that-transforming-lives-cheru-clean-water">https://www.worldvision.org/clean-water-news-stories/howd-they-do-that-transforming-lives-cheru-clean-water</a></li> </ul>		