



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 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

My Sponsored Child's Restored & Broken Relationships with Water

Learning Plan Number: 6

Learning Targets:

1. I can know more deeply and have empathy for my sponsored child's relationship with water.
2. I can see this relationship as one way I can grow richer and restore brokenness.

Habit(s) of Learning:

Curious Thinkers

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 get a glimpse into the lives of their sponsored children and make inferences about their relationship with water. This will be connected to the Bible verse and their opportunity to grow richer by giving freely to their sponsored child. How has this partnership allowed their sponsored child to have a more restored relationship with water?

ENTRY EVENT



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Reflect on the Document Panel</i></p> <p><i>Assess the Learning Targets (ALT)</i></p> <p><i>Engage the Learning Targets (ELT)</i></p>	 15 min	
<p>Note: Before beginning this learning plan, add an arrow connecting the Fall image students created in learning plan 2 with the images from learning plan 5 in the MOST broken area. Add an arrow connecting the Restoration image students created in learning plan 2 with the images from learning plan 5 in the MOST restored area.</p> <ul style="list-style-type: none"> Have students gather around the document panel in a circle and invite them to find what has been added to our document panel. If students need a clue (now that it's getting full), tell them to look for a new arrow connecting something. Explain that we're going to read together our two essential driving questions, one at a time. Remind students where these are on the document panel. Explain that they will put a thumbs down when we read a part of it that they do not yet understand. They will put their thumb to the side when we read a part that they understand a bit. They will put a thumbs up when we read a part that they understand really well. Read the first essential driving question out loud slowly, asking students to show their thumbs to communicate their understanding. Pause slightly after natural breaks in the question (i.e. "What action can we take – pause – to restore broken relationships with water – pause – locally – pause – and globally?"). Repeat this with the second essential driving question. Go around the circle and ask each student to share something you can do when something needs fixing. As in other circle shares, students are invited to pass if needed. Go around the circle again with a new prompt. Ask students to make a guess as to one thing their global friend (their World Vision sponsored child) might do when something needs fixing (invite students to pass if needed). 		





LEARNING ACTIVITIES

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Unpack the Learning Targets</i> <i>Introduce the Learning Targets (ILT)</i></p>	 10 min	<ul style="list-style-type: none"> <input type="checkbox"/> Device with internet access for each student <input type="checkbox"/> 3.1.b Teacher Resource <p><i>May refer to the Unpacking the Learning Targets resource from learning plan 1 if needed</i></p>
<ul style="list-style-type: none"> • Explain that today we will be learning more about our sponsored child's relationship with water. We will also be learning more about how our connection to our sponsored child is one way we can give freely to grow richer. • Put the learning targets on the board and read them together. <ol style="list-style-type: none"> 1. <u>I can know more deeply and have empathy for my sponsored child's relationship with water.</u> 2. <u>I can see this relationship as one way I can grow richer and restore brokenness.</u> • Unpack the learning targets together on the board, underlining key words and adding examples for what they mean based on our previous learning. 		
<p><i>My Sponsored Child's Relationship With Water</i>  <i>Engage the Learning Targets (ELT)</i></p>	 20-25 min	<ul style="list-style-type: none"> <input type="checkbox"/> 3.6.a Student Material: Notice/Wonder Template <p><i>Students can write words or draw pictures to help show their thinking; print double sided.</i></p>
<p>Note: <i>Students should have technology access so that each student can explore their sponsored child's unique World Vision website.</i></p> <ul style="list-style-type: none"> • Invite students to deepen their understanding of their sponsored child's life by looking at his or her website. As a class, share an example of the World Vision sponsored child website (or take a student volunteer to share their sponsored child's website). Invite students to look for pictures, videos, and stories that help them see their sponsored child's relationship with water. Ask them to write down in their note-catcher the things that they notice and wonder about their sponsored child's relationship with water. Students can use the mini checklist on their template for questions that may guide their noticing/wondering. • After about five to ten minutes of individual exploring, ask the students to share with their neighbor what they are noticing and wondering so far. Is their relationship with water similar to yours? Then let them continue noticing and wondering on their own, capturing their thoughts in the note-catcher. 		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Giving Freely to Grow Richer Letters</i> </p> <p><i>Assess the Learning Targets (ALT)</i> <i>Reflect on the Learning Targets (RLT)</i></p>	 20-25 min	<input type="checkbox"/> 3.6.b Student Material: "Bible Verse Letter" template
<p><i>Remind them about our learning targets and our Bible verse. We have an opportunity to grow richer from our relationship with our sponsored child.</i></p> <ul style="list-style-type: none"> • Give each student a letter or two (so all of the letters are shared amongst the students). • Invite them to use their sponsored child's World Vision website as inspiration to beautifully decorate their letter. Have the students write key words, draw images, and design their letter to try to capture who their global friend is. It should be a high-quality letter when they are finished. Have the student cut out their letter. • Once all of the letters are finished, they will be going up to spell out the Bible verse. Let students know this and remind them to make their work very high quality (must include outline/color, careful printing, etc.). 		

EXIT EVENT

<p><i>Exit Ticket</i> </p> <p><i>Assess the Learning Targets (ALT)</i> <i>Reflect on the Learning Targets (RLT)</i></p>	 5 min	<input type="checkbox"/> 3.6.c Student Material: Exit Ticket
<ul style="list-style-type: none"> • Before students complete today's exit ticket, read the foundational Bible verse as a class. Have students think about how their relationship with their World Vision sponsored child as an opportunity to 'grow richer.' Have them complete the same exit template from learning plan 3. When they are finished, they should post this on the document panel on top of their previous exit ticket. 		
<p>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL</p>		
<ul style="list-style-type: none"> • Post the GIVING FREELY TO GROW RICHER letters on the document panel. You can have students each put up their own by calling them in order; you could have a small group of students put up all of the letters for the group, or you could put them up yourself after the learning plan. • Students' exit tickets will be posted up on the document panel on top of their previous exit tickets. 		
<p>OPPORTUNITY TO DEEPEN THE LEARNING</p>		
<ul style="list-style-type: none"> • Have the students write another letter to their sponsored child now that they have a deeper understanding of who they are. Encourage them to include things that they notice and wonder from today's learning. 		