



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

Broken Relationships and Physical Needs

Learning Plan Number: 10

Learning Targets:

1. I can identify other physical needs (besides water) that God designed us to have a good relationship with.
2. Through the design of a beautiful leaf, I can express gratitude for those things that meet my physical needs.

Habit(s) of Learning:

Curious Thinkers: critical and creative

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 demystify the belief that people in poverty only have broken relationships (specifically with material needs). There will be many positive aspects to their relationships, especially as it relates to responsibility, respect, and gratitude. While we want our own students to see how they have many positive aspects to their relationships (such as abundance, clean access, increased safety, access to education), we also want our students to identify that they too have brokenness (i.e. pollution, lack of gratitude, wastefulness, empathy). There will be opportunity for reflection as well as practicing showing gratitude in this learning plan.



Before you begin, take the Bible verse from learning plan 4 down from the document panel. In its place, post the tree trunk with the Bible verse on it. See Teacher Resource 3.10.c.

ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Title the Chart</i> Engage the Learning Targets (ELT)</p>	 10-15 min	<p><input type="checkbox"/> 3.10.a Teacher Resource: "Broken Relationships"</p>
<p>Note: Use the teacher resource to facilitate the game you will lead students through. Do not show students this resource.</p> <ul style="list-style-type: none"> • Draw three columns on a board or large piece of chart paper and leave the chart column titles blank. • One item at a time, fill in the chart with the descriptors on the resource (you could also draw pictures that go with the words). The goal is for students to use the items as the chart fills up as 'clues' to decide what the category titles might be and what else could go in the same column. Continue filling in until all the clues are given (you can pause for explanation at any time). • Invite students to add in an idea or picture to the chart paper or board under the column where they think it would fit. Give students feedback if you think their idea doesn't fit under this column. • After all the clues are filled in, have the class come up with titles for the columns. Share what the column titles were and review what 'broken relationship' and 'restored relationship' means from previous lessons. 		




LEARNING ACTIVITIES

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Unpack the Learning Targets</i> <i>Introduce the Learning Targets (ILT)</i></p>	 10-15 min	<p><input type="checkbox"/> 3.1.b Teacher Resource</p> <p><i>Sample unpacking of Learning Target Resource from learning plan 1, if needed</i></p>
<ul style="list-style-type: none"> Together with the students, read today's first learning target and have both targets written visibly on a board. <ol style="list-style-type: none"> <u>I can identify other things that meet my physical needs (besides water) that God designed us to have a good relationship with.</u> 'Unpack' the language in the target by looking for key words in it and asking the students what those words mean, while adding pictures or descriptions around the target (see sample unpacking of Learning Target Resource for an example). Ask the students to identify other things that meet their physical needs besides water. Write these down by the learning target. Some physical needs examples may be a home, food, clothes, transportation, or air ... If a student presents a want (such as a TV or iPad) ask the students to evaluate if it fits into what we've previously learned about wants and needs. Read out today's second learning target. Ask the students if they notice anything different from the document panel today (the Bible verse was taken down and is not replaced by a tree trunk that has the Bible verse written in its trunk). Have them use the learning target and this visual as a clue to try to predict what from this learning plan will go on the document panel. 		
<p><i>Marie's Relationship with Food</i> <i>Engage the Learning Targets (ELT)</i></p>	 20 min	<p><input type="checkbox"/> Marie's Story video: https://www.youtube.com/watch?v=wNumTLDaZD0</p>
<ul style="list-style-type: none"> Watch the first three minutes of this video clip, which shows Marie's relationship with her food (restored and broken). Ask the students to look for ways that they think Marie has a restored relationship with food in this video. Ask the students to also look for ways that they think Marie has a broken relationship with food. Take some student responses and write them up on the board. <ol style="list-style-type: none"> Possible restored examples: Marie works hard, uses what's around her, has skills like starting a fire, doesn't complain, has something to eat daily, and her family is generous. Possible broken examples: lacks variety, food isn't nutritious, lives with hunger, and doesn't like the taste. Before playing the last minute of the video clip, ask the students to try to notice how Marie's relationship with food changes in the last minute of the video. Watch the remaining minute of the video. What changed? What about her relationship with food stayed the same? Write up student responses and add them to the board. Ask the following questions using think, pair, share. (Students think first about the question, and then turn to discuss their thoughts with a partner. Lastly, share responses as a whole group.) <ol style="list-style-type: none"> How does this relate to the start of our driving Bible verse: "one gives freely, yet grows all the richer"? How was this child 'rich' even when she didn't have much food? What can we learn from this child's relationship with her food? 		



EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p>Gratitude Tree 🍃</p> <p><i>Engage the Learning Targets (ELT)</i></p> <p><i>Reflect on the Learning Targets (RLT)</i></p> <p><i>Assess the Learning Targets (ALT)</i></p>	 25-30 min	<ul style="list-style-type: none"> <input type="checkbox"/> 3.10.b Student Material: "Leaf" template <input type="checkbox"/> 3.10.c Teacher Resource: "Gratitude tree trunk" <p><i>Teachers may also design their own or students could also design them.</i></p>
<p>Note: Students will design a leaf for a shared 'gratitude tree' visual that will be posted on the document panel. The base of the tree trunk will have the Proverbs Bible verse written on it.</p> <ul style="list-style-type: none"> Have the students think of things they are grateful for that help them meet their physical needs. Model this with a clear example or two (For example: I am grateful that I can turn the tap on and get clean water. I am grateful that my house keeps me safe and dry). Students design a gratitude leaf (using pictures/words) of one thing they are grateful for that helps them meet their physical needs. Encourage students to take their time and remind them of the learning target (designing a beautiful leaf ...). Students can cut out the leaves (or they can be pre-cut) and then post them on the tree trunk that has been put on the document panel. <p><i>Encourage students to add more gratitude leaves or create a class rhythm of expressing gratitude by adding leaves to the class tree (perhaps daily or weekly). The more students identify all the ways their physical needs are met, the more the gratitude tree will grow!</i></p>		
<p>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</p> <p>ADD TO DOCUMENT PANEL</p>		
<ul style="list-style-type: none"> You will display the class' Collaborative Gratitude Tree on the document panel (students are encouraged to continue this practice of gratitude by adding a leaf daily or weekly for the remainder of this Learning Expedition). 		
<p>OPPORTUNITY TO DEEPEN THE LEARNING</p>		
<ul style="list-style-type: none"> Watch the World Vision video a second time, asking the students to think about Marie's relationship to other things that meet her physical needs (besides food). Ask the following questions and have the students Think-Pair-Share: <ol style="list-style-type: none"> What are some ways that Marie has a good relationship with things that meet her physical needs? What are some ways that Marie has a broken relationship with things that meet her physical needs? What is my relationship with things that meet my physical needs? What is the same and different for my relationship with things that meet my physical needs and Marie's? Invite the students to add another leaf to their gratitude tree. 		