



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: 13

Learning Targets:

1. We can continue to be grateful stewards of our water.
2. We can continue to 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



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: Today's Learning Plan will continue to give students a framework for how they can carry out their important role in God's story. These learning plans will continue to have classroom rhythms, assessment practices, and work time for students to implement ways they can help restore brokenness in regard to water. These learning plans focus on plastic water pollution. One group will be researching about plastic straw waste and writing notes. A second group will be looking into local businesses near their school and are making a plan to contact them. A third group will be designing visuals/posters about plastic use (using the research group's findings). A fourth group will be working with the school community to reduce their plastic straw use. A fifth group will be writing a letter to local government officials to advocate for a ban of plastic straws. If your class is addressing a different local need for water, you can use the following framework as a guide for your students' personal exploration.



ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
<i>Ban on Plastic Waste</i> <i>Engage the Learning Targets (ELT)</i>	 15-20 min	 Vanatu Video: https://www.wvi.org/vanuatu/video/reducing-plastic-waste-vanuatu
<ul style="list-style-type: none"> Share with students the World Vision video about Vanuatu's ban on plastic waste. Use this video to connect to the Reflecting on the Document Panel activity. Have the students gather around the document panel in a circle and orient them to the photos/artifacts from the previous learning plan. Specifically, highlight the photos of the Chalk Talk from learning plan 12 and remind them of the framing focus before setting them to work in their groups. Ask the students to name one thing they hope to grow richer in today from today's work. Go around the circle, inviting them to pass if needed. Ask the students to name one thing they hope to give freely during today's work, again inviting them to pass if needed. 		


LEARNING ACTIVITIES

<i>Compare the Learning Targets</i> <i>Introduce the Learning Targets (ILT)</i>	 5 min	
<ul style="list-style-type: none"> Together with the students, read today's learning targets and have them written up visibly on a board. <ol style="list-style-type: none"> <u>We can continue to be grateful stewards of our water.</u> <u>We can continue to value each other and our time as we work today to help restore brokenness with our water.</u> In small groups, ask them to try to find what words have changed in today's learning targets from the last learning plan. After they've had a minute to discuss, take one to two student responses. If needed, guide them to see that everything has stayed the same except we have added the words, 'continue to.' Express that we will be continuing to be grateful stewards and will take action with our Community Engagement. 		



ACTIVITY TITLE	TIME	RESOURCES
Community Engagement Work  Engage the Learning Targets (ELT)	 45 min	<input type="checkbox"/> 3.13.a Teacher Resource: “Teacher Supporting Document on Community Engagement” (Plastic Straw example)
<ul style="list-style-type: none"> Share the five different Community Engagement groups with the students by writing each on the board and sharing a sentence or two about what this could look like. Have students vote for the option they’d like to work on by having them write their name under a column. If no one signs up for some spots, ask the students to reconsider until all columns have at least two people. Now that students have identified their Community Engagement project, allow time for them to work in their small groups. Facilitate this work by asking questions and connecting them to the artifact on the document panel, when helpful. Remind them to use every member of their group and to split up tasks that can be split up. Remind students of their timeline. Remind them that they are all working on the same brokenness and can help each other (the research group can share with other groups, for example). Take photos of the students’ work to put up on the document panel. It may be helpful to remind students of the learning expedition and what they’ve learned from the expert about our local water problems. If their work becomes off-track, remind students about the deep hope. Will this Community Engagement help us reach our deep hope? Does this Community Engagement help address root causes and long term solutions? Will we be taking care of water by doing this Community Engagement? Who is going to hear about this work? 		

EXIT EVENT

Parking Lot Assess the Learning Targets (ALT) Reflect on the Learning Targets (RLT)	 5-10 min	<input type="checkbox"/> Chart paper <input type="checkbox"/> Sticky Notes (2 different colors)
<ul style="list-style-type: none"> In advance, put up two large pieces of chart paper. On one, write, ‘What you need’ and on the other write, ‘What’s going well.’ Give every student two different colored sticky notes (i.e.: yellow and blue) and ask them to write one thing they need for our Community Engagement on the yellow sticky note (they may need more time, a phone number to contact, a trip to a store, a quieter space to write, art materials ...). On the other sticky note, ask them to write one thing that’s going well. When they are finished writing, have the students stick their sticky notes to each of the chart papers. Help the students sort where they go by putting the same colored sticky note on the two chart papers. Read these sticky notes carefully after the learning plan and try to meet the students’ needs as best as possible for the next learning plan. Keep this parking lot up for the next learning plan. 		



LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN
ADD TO DOCUMENT PANEL

- Take pictures of the students' work on the Community Engagement and display on the document panel.

OPPORTUNITY TO DEEPEN THE LEARNING

- As a class community, look at this article about how World Vision is helping tackle the plastic waste problem. Highlight how the article shares that the ultimate goal is to get people to reduce/re-think using plastic waste. Encourage the students as they are working on this!

<https://www.wvi.org/stories/creating-new-normal-how-world-vision-tackling-global-plastic-crisis>