



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

Needs Versus Wants

Learning Plan Number: 4

Learning Targets:

1. I can continue to examine my personal relationship with water.
2. I can identify and evaluate my needs versus wants with water.

Habit(s) of Learning:

Curious Thinking

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 continue to deepen the students' connection to the Bible verse and the second essential driving question: How does 'giving freely to grow richer' impact my relationships? They will be looking specifically at their relationship with water, categorizing it into needs and wants, restored and broken.

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>	 15-20 min	
<p>Note: Before beginning this learning plan, add the second essential driving question: "How does 'giving freely to grow richer' impact my relationships?" Also, add the end of the Bible verse to the first part of it ("another withholds what he should give, and only suffers want").</p> <ul style="list-style-type: none"> Have the students gather around the document panel in a circle and ask them to notice/wonder about the photos/artifacts from the previous learning experiences. Ask for one to two volunteers to identify what is 'new' to our document panel. Remind the students that God wants us to grow richer during this learning expedition. Ask them: Does that mean he wants us to grow richer with money? What does God want us to grow richer in? Go around the circle and ask each student to fill in the following prompt with something that does not have to do with growing richer in money. 'God wants me to grow richer in _____. Share an example with them first before starting. As in other circle shares, students are invited to pass if needed. Go around the circle again with a new prompt. Ask the students to each share one way that they use water. Encourage them to try to come up with new ways than what has been previously shared (invite students to pass if needed). 		
<p><i>Needs and Wants</i> <i>Introduce the Learning Targets (ILT)</i></p>	 10-15 min	
<ul style="list-style-type: none"> Explain that today we will be focusing on what our personal relationship to water is like and how we use water for our needs and our wants. Put the learning targets on the board and read the first one together. Ask students to share some of the ways our classmates use water from our opening circle. Write these down on the board by the first learning target. Explain that we will continue to unpack this learning target by going on a mini water scavenger hunt throughout our school. Read the second learning target together. Take student definitions of the difference between a need and a want. Explain that we will be doing an activity called 'need' or 'want'. Designate an area of the room to be 'Need' and a different area of the room to be 'Want'. You will share something and the students will decide if this is a need or a want by moving to a different part of the room. 		



LEARNING ACTIVITIES

ACTIVITY TITLE	TIME	RESOURCES
<p><i>School Water Scavenger Hunt!</i> </p> <p><i>Engage the Learning Targets (ELT)</i></p>	 20-25 min	<input type="checkbox"/> 3.4.A Student Material: "Needs Versus Want" template
<ul style="list-style-type: none"> In small groups, have the students go on a mini scavenger hunt (for five to ten minutes) around the school looking for water. Have them bring their template to capture and document where they have found water (and whether they'd call it 'clean' or 'dirty'). <p><i>Note: If a scavenger hunt throughout the school in small groups does not work for your students or school layout, bring them on a group scavenger hunt where they will travel together and complete the template instead of traveling in small groups.</i></p> <ul style="list-style-type: none"> When the groups have returned from their scavenger hunt, have them share some of the places they found water. While groups share, ask the following questions: <ol style="list-style-type: none"> Did your group categorize this as clean (restored) or dirty (broken)? Did your group categorize this as a need or want? Did any other groups find this use of water? Did any other groups categorize it differently? Take one of these scavenger hunt templates and post it on the document panel. 		

EXIT EVENT

<p><i>Marie's Needs and Wants</i></p> <p><i>Engage the Learning Targets (ELT)</i></p> <p><i>Assess the Learning Targets (ALT)</i></p> <p><i>Reflect on the Learning Target (RLT)</i></p>	 15-20 min	<input type="checkbox"/> Marie's Video: https://youtu.be/XQ2rce8I5QY <input type="checkbox"/> Exit Ticket
<ul style="list-style-type: none"> Watch the World Vision video clip about Marie, our global neighbor from the Democratic Republic of the Congo. As a class community, identify some of her needs and wants. As you come up with ideas, write these on the board. Discuss: <ol style="list-style-type: none"> How are her needs similar to ours? How are her wants similar to ours? What is different about her needs and wants? Read the Bible verse together, now that students have experienced more deeply the difference between a need and a want. As their exit ticket from today's learning experience, have students write something they are grateful for about their relationship with water. Also have them write their thoughts about what might it mean for someone to suffer want from not giving to others. 		



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

- Display a sample of the water scavenger hunt on the document panel. Add an arrow from this to the word physical needs from the deep hope.

OPPORTUNITY TO DEEPEN THE LEARNING

- Have students go on a similar water scavenger hunt in a new context. This could be as a class community somewhere else, or it could be in individual contexts, such as in their homes.
- Have students share out on their findings with their classmates. How did our use for water change or stay the same?
- Have students create their own scavenger hunt for younger siblings to find water. Instead of it being open-ended, have them create a specific list of water uses to find (such as: find clean drinking water in a bottle, find a place to wash your hands, find water used for cooking, find water used in art supplies, find water used to care for plants...).