



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: 14

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 carrying 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. In these learning plans, students will continue their group work from learning plan 13. 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
Notice/Wonder <i>Engage the Learning Targets (ELT)</i>	 15-20 min	<input type="checkbox"/> 3.14.a Student Material: Notice/Wonder template <input type="checkbox"/> Beating Plastic Pollution Article: https://www.wvi.org/article/beat-ing-plastic-pollution-desert
<ul style="list-style-type: none"> Show students the World Vision article and photo and have them write down three things they notice and two things they wonder on their Notice/Wonder template. <ol style="list-style-type: none"> Take some student volunteers to share what they've noticed and wondered with the class. Project/read the first two paragraphs of the World Vision article together, connecting it to our work here today and our learning expedition's deep hope. 		

LEARNING ACTIVITIES


What Went Well <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"> Invite all of the students to come up to the 'parking lot' and grab a sticky note on the 'What went well' chart (it does not need to be their own!). Take a few volunteers to read out their sticky note to the group and make connections to the learning targets, where possible. Express that we will be continuing to be grateful stewards and will take action with our Community Engagement. 		
Community Engagement Work  <i>Engage the Learning Targets (ELT)</i>	 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"> In their small groups from learning plan 13, students can continue their Community Engagement. This will be the last class time for them to work on their preparations. The next learning plan is designed for them to share/show their work and to reflect on their experience. Facilitate their work by asking questions and connecting them to the artifact on the document panel, when helpful. 		

Continued ...



- Remind students to use every member of their group and to split up tasks that can be split up. 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 on the document panel.
- It may be helpful to remind students of the learning expedition and what has 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

ACTIVITY TITLE	TIME	RESOURCES
<i>Parking Lot</i> <i>Assess the Learning Targets (ALT)</i> <i>Reflect on the Learning Targets (RLT)</i>	 5-10 min	<input type="checkbox"/> Chart paper <input type="checkbox"/> Sticky Notes (2 different colors)
<ul style="list-style-type: none"> • Give every student two different colored sticky notes 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. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> • Take pictures of the students' work on the Community Engagement and display on the document panel. 		
OPPORTUNITY TO DEEPEN THE LEARNING		
<ul style="list-style-type: none"> • 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 		