



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

Water Pollution

Learning Plan Number: 7

Learning Targets:

1. I can discover people in my local community who help us with our clean water.
2. I can show gratitude for the people in my community who help us with our clean water.

Habit(s) of Learning:

Curious Thinkers

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 help students discover the local people and systems which provide them with a clean water supply. Students will also be invited to express their gratitude for this restoration in their life. In future learning plans, students will assess local water needs by interviewing community experts, building an authentic relationship. What brokenness is there locally with water? How can students actively work to help restore the root causes of this?



ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
Imagine If Engage the Learning Targets (ELT)	 10-15 min	<input type="checkbox"/> Advocating for Clean Water video: https://www.youtube.com/watch?v=C4QN15WxbM8 (Works best if video is stopped at 1:08. Watch video in advance.) <input type="checkbox"/> 3.7.a Student Material: "Imagine If ..."
<ul style="list-style-type: none"> Ask students to close their eyes and try to imagine what it would be like if they did not have clean water. How would things change? Their cleaning? Their playing? Their drinking? Share these questions while students continue to close their eyes and silently imagine. Play the following World Vision video clip about what it might be like if they did not have clean water. Have the students each choose one word to describe what it would be like to not have clean water. Have them write this down on the template. Invite students to stand up and read their word, staying standing until everyone has read their word and is standing up. If more than one student chose the same word, still have the students share their word. 		


LEARNING ACTIVITIES

Turn and Talk  Introduce the Learning Targets (ILT)	 5-10 min	
<p>Note: Put the learning targets on the board and read them together. Explain that today we will be meeting some local community members who help us with our clean water.</p> <ul style="list-style-type: none"> Ask students to turn to a neighbor and discuss: Who are some local people who help us with clean water? Invite students to share their responses and write these ideas beside the learning target. Next, ask students to turn to back to their neighbor and discuss ways we could show gratitude for someone. Again, have them share and write these ideas beside the second learning target. You will need to keep these ideas written down for the end of this learning plan and the next learning plan. 		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Fieldwork Experience at Local Water Treatment Facility</i> </p> <p><i>Engage the Learning Targets (ELT)</i></p>	 50 min	<input type="checkbox"/> 3.7.b Teacher Resource: "Five 'Drivers' of Sustainability for Community Partnerships"
<p><i>Note: In preparation for today's learning experience, reach out to your local Water Treatment Facility and arrange a school tour of their site. Share your deep hope with them and your learning targets for this experience (I can discover people in my local community who help us with our clean water; I can show gratitude for the people in my community who help us with our clean water).</i></p> <ul style="list-style-type: none"> Having the students experience the local water treatment facility in person will have the most transformative effect on them. If, for some reason, this is not possible, arrange to bring in an expert from the local water treatment facility to interview/listen to their story. Explain that today we will be going on a fieldwork experience at the local water treatment facility. Ask the students to be curious thinkers as they listen well to what the experts share and to notice/wonder how our water becomes clean. Also, share that everyone is encouraged to show gratitude in some way to the experts who are sharing with us. Remind students of the list we came up with and highlight items that do not need advance preparations. This could be through a smile, a thoughtful question, genuine applause, listening well, saying thank you, sharing something they appreciate... <p><i>Note: Take a picture (or a couple pictures) of this fieldwork experience for the document panel.</i></p>		

EXIT EVENT

<p><i>Expressing Gratitude</i></p> <p><i>Assess the Learning Targets (ALT)</i></p>	 5 min	
<ul style="list-style-type: none"> For today's exit ticket, have students whisper to you the way they showed gratitude to the community expert(s) from today's fieldwork. 		
<p>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</p> <p>ADD TO DOCUMENT PANEL</p>		
<ul style="list-style-type: none"> Take a few pictures of the students during their fieldwork experience and post them on the document panel under by the deep hope. Add an arrow to the photos and the words 'grateful stewards' in the deep hope. 		
<p>OPPORTUNITY TO DEEPEN THE LEARNING</p>		
<ul style="list-style-type: none"> Have students write a journal reflection on their experience today at the water treatment facility. Invite students to create a graphic or comic strip about what would happen to them if for one whole day, the only water they had access to was dirty. 		