



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

The Water Around Me

Learning Plan Number: I

Learning Targets:

1. I can become aware of how much clean water I have around me.
2. I can begin to develop awareness and empathy for people who do not have as much clean water around them.

Habit(s) of Learning:

Joy-filled Collaborators

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: These activities are designed to help students see how accessible water is in their context and begin to notice how water is not yet accessible for all of God's people. The hope is students will gain a deeper awareness to clean water access and develop empathy for others who do not have the same relationship with water. In later learning plans, students will be challenged to see the brokenness in their relationship with water and explore how they are invited to be a part of God's restoration story in their local and global communities.

ENTRY EVENT


ACTIVITY TITLE	TIME	RESOURCES
<p><i>Water and the Bible</i> Engage the Learning Targets (ELT)</p>	 15-20 min	<ul style="list-style-type: none"> <input type="checkbox"/> 3.1.A Student Material: Scripture cards <input type="checkbox"/> Oceans (Where Feet May Fail) video: https://youtu.be/dy9nwe9_xzw <p>You can use any worship song about God's love and water.</p>
<p>Use the attached resource to facilitate this activity. Items will need to be cut into individual cards in advance.</p> <ul style="list-style-type: none"> Give each student a card and ask each student to privately read the card (in their head, to not share). Share that we all have words from the Bible on our cards. Explain that they will silently walk around the learning space, holding their card, while the music is playing. When the music stops, they will stop walking. Play a short section of the song (15-20 seconds) and then stop it, directing students to find a partner near them. With their first partner, have them read their cards to one another. Ask students to find one thing in common with that person (this could be a word or a theme). <u>The thing in common should not be that they are both from the Bible.</u> Repeat playing the song (15-20 more seconds) and have them walk and reflect on the words of the song and the words on their card. Stop the music again and have students find a new partner. With their second partner, have them read out their cards to one another. Ask them to find one thing in common with that person (this could be a word or a theme). Repeat playing the song (15-20 more seconds) and have students walk and reflect on the words of the song and the words on their card. With their third (and final) partner, have students share in their own words what their card says. Ask them to find things in common with their partner's card. Gather all of the students into a circle, directing them to bring their cards with them. Invite a few volunteers to share some of the things they found in common. Ask if we can find something that all of our cards have in common. Take a few student volunteers to read out their card and take volunteer suggestions for what connects us all together. If students need help seeing the connection to water, guide the discussion so students see that all of our cards are Bible verses about water. 		




LEARNING ACTIVITIES

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Unpack the Learning Targets</i> <i>Introduce the Learning Targets (ILT)</i></p>	 5-10 min	<p><input type="checkbox"/> 3.1.B Teacher Resource: “Unpacking Learning Targets”</p>
<ul style="list-style-type: none"> Together with the students, read today’s learning targets and have them written visibly on a board. You will be ‘unpacking’ these as a class, so leave space around them for you to add their thoughts and ideas. <ol style="list-style-type: none"> <u>I can become aware of how much clean water I have around me.</u> <u>I can begin to develop awareness and empathy for people who do not have as much clean water around them.</u> Ask the students where they can get clean water here at school and at home. Underline the words <u>clean water I have around me</u> and add their ideas beside/around this. Ideas may include a bathroom, kitchen sink, taps, rain water, shower, bath tub, laundry, fridge, or hose. <ol style="list-style-type: none"> Share that we will be playing a group challenge next to measure how easy it is for us to get clean water. 		
<p><i>Clean Water Timed Challenge</i>  <i>Engage the Learning Targets (ELT)</i></p>	 20 min	<p><input type="checkbox"/> 3.1.C Student Material: “It Took Us ...” template <i>Print one template for every group</i></p>
<ul style="list-style-type: none"> Divide students into small groups of four to five. Explain that each group will be racing each other in a challenge of ‘who can fill up a glass with clean water the fastest.’ Remind them to be joy-filled when they work together. Each team will be given a clear glass and asked to gather at the back of the classroom. Teams will race one at a time, with the other teams watching. When it’s their turn, students will need to collaborate as a team to fill their glass with clean water and will give it to their teacher when they are finished. Every member of the team needs to add some clean water to the glass. Time the challenge so each group can see how quickly they are able to get clean water. Write these times down on the board (with the names of the students beside their time). After each group has completed the challenge, have a volunteer fill out the attached template with how long it took them to get their clean water. Take a picture of each group with their water and this sign. After all groups have gone and times are on the board to compare, ask the students the following two questions and have them say ‘yes’ with a thumbs up and ‘no’ with a thumbs down. <ol style="list-style-type: none"> Could you drink this water? Could you water your plants with this water? Then, ask the following two questions to the class and take up a couple of volunteers to answer: <ol style="list-style-type: none"> What made this game easy? What would make this game more challenging? If this game was played somewhere other than our classroom, how might it be different? 		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Revisit the Learning Targets</i></p> <p><i>Engage the Learning Targets (ELT)</i></p> <p><i>Reflect on the Learning Targets (RLT)</i></p>	 20 min	
<ul style="list-style-type: none"> Revisit the first learning target again with the students by reading it out loud. <u>"I can become aware of how much clean water I have around me."</u> Ask them to give you a thumbs up if they feel that they are more aware now how much clean water is around them, a thumb to the side if they feel a bit more aware, and a thumb down if they do not feel more aware of water around them. Building on the previous discussion question about playing this game somewhere else, explain that it would be very different for a girl named Marie. Share that Marie is from a community in central Africa, in a country called the Democratic Republic of the Congo. She is the oldest child in her family and helps take care of her five younger brothers and sisters. Read out loud the second learning target (<u>I can begin to develop awareness and empathy for people who do not have as much clean water around them</u>). Highlight the words <i>awareness</i> and <i>empathy</i>. Share that awareness means learning something you didn't know before and empathy means that others matter to you. Explain that these words will come up again throughout our learning journey together. 		

EXIT EVENT

<p><i>Marie's Access to Clean Water</i> 📄</p> <p><i>Engage the Learning Targets (ELT)</i></p> <p><i>Assess the Learning Targets (ALT)</i></p>	 10 min	<ul style="list-style-type: none"> <input type="checkbox"/> Marie's Story video: https://youtu.be/XQ2rce815QY <input type="checkbox"/> 3.1.D Student Material: "Notice/Wonder" template <input type="checkbox"/> 3.1.E Student Material: "It Took Marie ..." template (Print one) <input type="checkbox"/> 3.1.F Student Material: Exit Ticket
<ul style="list-style-type: none"> Watch World Vision's three-minute video clip of Marie's story about water. This video highlights how long it takes her to access water and the challenges she faces (1/2 mile is about 10-15 minutes of walking). During this video, have students write two things they noticed about how Marie gets her clean water and one thing they wondered. Using the attached template, have a volunteer write how long it took Marie to get her clean water. Ask the following question and have the students respond on their exit ticket: <ol style="list-style-type: none"> What made getting water harder for Marie than it is for us? What was something positive about how Marie gets her water? 		



LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN

ADD TO DOCUMENT PANEL

- Photo of each group of students from the clean water challenge holding their handout which says 'It took us _____ to get clean water.' (The blank line will be filled in with how long it took the group to complete the challenge.)
- Photo of Marie (screenshot from clip watched) beside image that says, 'It took Marie _____ to get clean water.'
- Print the photos of each group's clean water challenge and display these on the document panel. Place these beside the photo of Marie and the template that shares how long it took her to get clean water.
- Post a few student exit ticket responses about what made getting water harder for Marie than it is for us and put these around the images.

OPPORTUNITY TO DEEPEN THE LEARNING

- Go back to the clean water challenge. Play the game one more time and add a new 'challenge' based on one of the students' ideas for making the game more challenging. You could also include your own challenge suggestion (such as blindfolding the person holding glass, making students get water from a different source outside the classroom, having them crawl to get the water, giving them a smaller container to hold the water and transfer it into the cup so they need to make multiple trips).