



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

Walking for Water

Learning Plan Number: 9

Learning Targets:

1. I can experience walking for water to better imagine what our global neighbors need to do every day.
2. I can work together with others in my local community to clean a dirty water source.

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 experience walking a longer way to get to a water source. They will also experience physically carrying it and trying a temporary solution to making dirty drinking water clean. This activity will involve a collaboration with high school students.


The activity is powerful and simple to follow. Watch the video for an example of what this process looks like, from collecting the water to purifying it.

In preparation for today's learning experience, reach out to a local chemistry class at a nearby high school. Ask if their class would be willing to join your class on a walk for water outside your classroom walls. You will be walking together outside your school to the nearest fresh water source (such as a lake, river, stream, pond). Share your deep hope with them and your learning targets for this experience (I can experience walking for water to grow more understanding for what our global neighbors need to do every day; I can work together with others in my local community to clean a dirty water source). Also, suggest that the high school students watch the "Water Purification" video in advance.


Resources:

- ☐ 3.9.a Teacher Resource: "Water Purification" video: <https://www.worldvision.org/ignite/resource/3-9-a/>
- ☐ P & G Purifier Packets



ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
<i>Marie's Walk for Water</i> <i>Engage the Learning Targets (ELT)</i>	 10-15 min	<input type="checkbox"/> Marie's Story Water video: https://youtu.be/XQ2rce8I5QY
<ul style="list-style-type: none"> Remind student of our global neighbor Marie and how long it takes her to walk for water. Ask students to share out what they remember about her relationship with water. What was broken? What was restored? Write these on the board. Play the video again for the students. Every time the students/you see something in the video that shows evidence of Marie's relationship, give that word a checkmark and call it out (for example, if the student said 'carry water in a pot' then when she does this, give those words a checkmark). 		


LEARNING ACTIVITIES

<i>Facial Expressions</i> <i>Introduce the Learning Targets (ILT)</i>	 5-10 min	
<ul style="list-style-type: none"> Put the learning targets on the board and read them together. Explain to the students that we are going to try to silently act out the learning targets. We can use our facial expressions, our gestures, and our movements to act out the learning targets as we read them again together. Read them out loud together, more slowly. You will model acting out the targets with the students. Explain that today we will be working with some local high school students to help us achieve our learning targets. 		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Walk for Water</i> </p> <p><i>Engage the Learning Targets (ELT)</i></p>	 50 min	<ul style="list-style-type: none"> <input type="checkbox"/> Buckets with handles <input type="checkbox"/> Scoop to collect water and pour into bucket <input type="checkbox"/> Spoons to stir water <input type="checkbox"/> Scientific safety materials such as coats and glasses. <input type="checkbox"/> Provided by World Vision: P&G Purifier packets, cotton t-shirt sample, strong rubber band <input type="checkbox"/> 3.9.b Student Material: Scientific Organizer" template <input type="checkbox"/> 3.9.c Student Material: "How to Use P & G Purifier Packets"
<ul style="list-style-type: none"> • Explain that today we will be walking outside our school to collect water. We will be collaborating with high school students who are going to join us on our walk. As students walk, remind them that Marie had to carry her own water source so today, the students will need to each carry the water buckets. The high school students will help us with the water purifying but will not be carrying our water. • Document the activity by taking photos along the way. Encourage students to walk partnered up with a high school student and encourage them to ask questions to get to know one another. • Once the students have carried their water back, have them place the buckets on their tables. Have them reflect on this experience by using the same discussion questions from learning plan 1. For each question, give students 20 seconds to think on their own before asking them to share their thoughts with their high school partner. <ol style="list-style-type: none"> 1. Could you drink this water? What might happen if you did? 2. How did you feel during this experience? 3. What is broken about this water? • Give the students a copy of the Scientific Organizer Template so they have a place to document their observations. Have them complete the top left corner of the page with a labeled picture of their collected water sample. • Have the high school student follow all needed safety precautions and use the P&G Purifier Packets. Share the P&G Purifier 'how to' video with the two classes of students so everyone feels comfortable with the directions. The high school student can also refer to the instructions on the back of the packets. While the high school student is using the packets, have the students continue to draw images with labels for the other three sections on the Organizer Template. <p><i>Note: Take a few pictures of this purifying experience for the document panel.</i></p>		

EXIT EVENT

<p><i>Exit Ticket</i></p> <p><i>Reflect on the Learning Targets (RLT)</i></p>	 5 min	
<ul style="list-style-type: none"> • For today's exit ticket, have students whisper to you one thing they learned and are feeling now after today's fieldwork. 		



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

- Take a few pictures of the students' during their fieldwork experience and post them on the document panel by the deep hope. Also, post a P&G Purifier of Water packet.

OPPORTUNITY TO DEEPEN THE LEARNING

- Have students write a journal reflection about their experience today walking for water.
- Invite students to create a step-by-step guide for how to use the P & G water treatment packet to treat dirty water. Make sure they include a comment about how this is a short-term solution to a problem, not a long-term solution.