



The Pursuit of Transformation

EXPEDITION TITLE

The Pursuit of Transformation

Expedition Driving Question:

How can we contribute to flourishing through physical transformation?

Expedition Deep Hope:

That we would feel compelled to join God in the pursuit of human flourishing by participating in the physical transformation of communities.

Expedition Verse:

"I know that the LORD secures justice for the poor and upholds the cause of the needy." –Psalm 140:12

LEARNING PLAN TITLE

Physical Transformation: Water

Learning Plan Number: 6

Learning Targets:

1. I can describe the ways in which World Vision joins God in the physical transformation of communities' access to water.
2. I can reflect on my own relationship with water – in gratitude and its brokenness.

Habit(s) of Learning:

Curious Thinking

CUMULATIVE TIME



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.



ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
<i>Bodies of Water</i> <i>Introduce the Learning Targets (ILT)</i>	 10 min	<input type="checkbox"/> 9.6.a Teacher Resource: "United States PowerPoint"
<ul style="list-style-type: none"> Post the learning targets in the room. Run through the PowerPoint of various ways we can think about the United States. Some of the images are meant to be thought provoking, others funny. You may choose to incorporate your own images, or if teaching in a different country find other images. Pause on the final slide entitled, "Bodies of Water." Explain: In modern society, we do not usually think of our country or even our communities in terms of the location of water. This is a gift – we are surrounded by so much clean water, most of the time we do not even have to think about it. Ask for a volunteer to read the first learning target: <ol style="list-style-type: none"> <u>I can describe the ways in which World Vision joins God in the physical transformation of communities' access to water.</u> With their elbow partner, answer the follow question: Why is water one of the first things World Vision addresses in a new community? Ask for a volunteer to read the second learning target: <ol style="list-style-type: none"> <u>I can reflect on my own relationship with water – in gratitude and its brokenness.</u> With their elbow partner, answer the following question: When was the last time you were extremely thirsty and could not immediately get access to water? 		



LEARNING ACTIVITIES

<i>Thinking about Water</i> <i>Engage the Learning Targets (ELT)</i> <i>Reflect on the Learning Targets (RLT)</i>	 25 min	<input type="checkbox"/> https://www.watercalculator.org/
<p>Note: The first activity is designed to get students thinking about water in their own lives and communities. In Western societies we rarely need to think about water and how our communities get water. The goal is to lead them to both gratitude for their circumstances as well as to consider their own use of water.</p> <ul style="list-style-type: none"> Ask the following questions one by one. They should discuss the answer with their elbow partners before you take guesses or responses from the class. <ol style="list-style-type: none"> What percentage of the world's water is usable? (Answer: Less than one percent. Most of the water is saltwater, underground, or frozen.) Where does our community's drinking water come from? (Answers may vary, but it's possible no students will know the answers to the following questions.) Where does our dirty water go to be treated? 		

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4. Where does water that is treated go?
 5. How many gallons of water does the average US citizen use a day? (Hold up a gallon for reference. Answer: about 80-100 gallons a day. Compare to poorer Central African nations that use less than five gallons a day per person).
- Ask students to log on to the “Water Calculator” and calculate their water footprint. Part of the goal of this calculator is for students to see the many ways they use water without thinking about it.
 - Lead a class discussion with the following questions in mind:
 1. What was something you didn’t consider when calculating your water usage?
 2. In what ways is our relationship with water broken? (Sample answers could include disposable water bottles, overuse, contamination, drought and fires, etc.)
 - **Conclude:** It is a gift in our society that we don’t often have to think about where water comes from or how we use it. This is a gift we should not abuse. This is not how most of the world experiences water.


ACTIVITY TITLE	TIME	RESOURCES
<p><i>World Vision and Water Transformation</i> </p> <p><i>Engage the Learning Targets (ELT)</i></p> <p><i>Reflect on the Learning Targets (RLT)</i></p> <p><i>Assess the Learning Targets (ALT)</i></p>	 30 min	<ul style="list-style-type: none"> <input type="checkbox"/> 9.6.b Student Material: Activity Sheet Articles: <ul style="list-style-type: none"> <input type="checkbox"/> Clean Water: https://www.wvi.org/clean-water-sanitation-and-hygiene-wash/clean-water <input type="checkbox"/> Sanitation: https://www.wvi.org/clean-water-sanitation-and-hygiene-wash/sanitation <input type="checkbox"/> Hygiene: https://www.wvi.org/clean-water-sanitation-and-hygiene-wash/hygiene Videos: <ul style="list-style-type: none"> <input type="checkbox"/> The Power of a Bar of Soap: https://youtu.be/aexcSJ8vAKo <input type="checkbox"/> Water Is Life: https://youtu.be/FK5Z-9sYtLo <input type="checkbox"/> Water for Zambia: https://vimeo.com/261552541
<ul style="list-style-type: none"> • Begin this activity with an explanation: <p>“If your community is relegated to drinking contaminated water, community development becomes impossible. People are actually dying from something as simple as diarrhea. Adults and children need to spend most of their day just walking to a spot where they can get even contaminated water. It has the potential to be a never-ending cycle of sickness and death—or, as we described it in earlier lessons, people get ‘trapped in a web.’ How can a person work or go to school if much of their day is walking to collect water?”</p> • If a community’s water supply gets cleaned, you cut a community’s child mortality rate in half. • There is no ‘one size fits all’ water solution, but there are general guidelines that can help any community that development agencies like World Vision use. It is called “WASH” because it focuses on three things: WATER, Sanitation and Hygiene). • In this activity we will be exploring each of those three avenues in more detail.” <ol style="list-style-type: none"> 1. Divide students into groups of three. Hand out the three separate articles that are provided in the resource section (one on clean water, one on sanitation, one on hygiene). 2. Each student should choose one article to read. While reading, they should fill out the “5 W’s and How” sheet provided. 		

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3. Afterwards, each student should share their answers with the other members of their group so that everyone has some insight into the three topics. Collect the sheets for review.
4. Conclude this activity by showing one or two of the videos provided. Each gives a perspective on World Vision's work on water in various parts of the world.

EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
Graphic Organizer <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	 15 min	<input type="checkbox"/> https://www.canva.com/ <input type="checkbox"/> 9.6.c Student Material: "Graphic Organizer" sheet <input type="checkbox"/> 9.6.d Student Material: Exit Ticket

Note: Learning plans 6-10 will each conclude with some time to work on a visual representation of key ideas from the class. This will give a chance for students to reflect on the learning targets from each learning plan and a chance for you to assess their learning. In learning plan 11, students will be able to share their graphic organizer as a printed poster with others in the class as a representation of their learning. This will take the place of their regular exit tickets for the next five learning plans.

In each learning plan, students will need to add three pictures along with a short description for each picture to their graphic organizer, based off the two learning targets. Each picture should be taken by the student using a phone or camera. If these are not available, pictures can be pulled off the internet—but optimally the pictures will be from their own lives. As mentioned, each picture needs a short description outlining its significance.

There are many free online resources to build posters and graphic organizers. "Canva" is an accessible, yet powerful design program if you are not familiar with any options. You will need to familiarize with a program in order to guide students in this work. As students design, they should keep in mind they will need sections for water, health, education, economic empowerment, and their sponsored child. As described above, each section will need space for three pictures and descriptions.

- Introduce this activity to the class by handing out the activity sheet and going over the information from above.
- Post the following 'picture' criteria for today's lesson:
 1. Add a picture that represents a way in which "World Vision joins God in the physical transformation of communities' access to water."
 2. Add a picture that represents something you are grateful for in terms of your access to water.
 3. Add a picture that represents a way you or your country has a broken relationship with water.
- For this lesson, students can begin the overall design process and familiarize themselves with the program. three pictures next lesson corresponding to the posted criteria. They will have time next lesson to add these pictures and descriptions to their graphic organizer.
- Hand out the brief exit ticket for students to fill out while students are working. For the next five lessons, these exit tickets will only ask students for a question related to the class material. You may address these questions individually or as a whole class in future lessons.



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

- Ask a student to create a visual of the “WASH” acronym for the document panel representing World Vision’s work. Connect this visual to the “How a Community is Transformed” poster already on the document panel using the same yarn as learning plan 4 and 5. This will represent the ways we can begin to untangle the web of poverty.

OPPORTUNITY TO DEEPEN THE LEARNING

- Ask students to read the following personal story of someone who grew up without access to clean water:
A Kenya Childhood: Growing up without clean water:

<https://www.worldvision.org/blog/kenya-childhood-without-clean-water>