



Giving Freely to Grow Richer

Introduction

This learning expedition centers around three things:

- 1 The Driving Question**
What action can we take to restore broken relationships with water, both locally and globally?
- 2 The Deep Hope**
We become grateful stewards of the things that meet our physical needs while taking an active role in helping restore our broken relationships with the physical world.
- 3 The Biblical Foundation Verse**
Proverbs 11:24 (ESV) *"One gives freely, yet grows all the richer; another withholds what he should give, and only suffers want."*

Summary

This Ignite six-lesson learning unit is an exploration of physical poverty focused on water. These activities are designed to debunk the belief that only people in poverty experience brokenness (specifically with material needs). Students will identify the many positive material relationships in their lives, while seeing that they also experience brokenness. This expedition leans into concepts of stewardship, gratitude, empathy, and seeking restoration as students unpack what it means to grow richer (Proverbs 11:24).

Foundational to Ignite, at every stage of learning, is understanding God's love for all people and responding in love to our neighbors. All students can participate regardless of age, achievement, or ability.

All the Law and the Prophets hang on these commandments of love. They hold the key to a transformed world: "Your kingdom come . . . on earth as it is in heaven (Matthew 6:10, NIV). When we help students gain a deeper understanding of God's love and empower them to act on it, they become ready to pursue a world that's transformed and in right relationship.








It's an honor, as educators and adults, to empower children and young people to take their place in God's transformation story. It's igniting kids to reach their full potential for experiencing a productive and fulfilling life; not separated from the story of God, but deeply a part of it.

We hope that God will ignite the hearts of your students, the future leaders of the world. We pray that they may experience defining moments of transformation and learn to rewrite stories of injustice to justice, sorrow to joy, and brokenness to restoration.

These lessons were adapted from the 3rd grade Ignite 15-lesson curriculum. Further activities focused on this unit's theme can be found here: worldvision.org/ignite/curriculum-info/.



Curriculum overview

Lesson 1: Water, Me, and Marie	 30-35 min
<ol style="list-style-type: none"> 1. Clean Water Timed Challenge (20-25 min) 2. Marie's Access to Clean Water (10 min) 	
Lesson 2: Engaging with Our Sponsored Child(ren)	 30-40 min
<ol style="list-style-type: none"> 1. Local and Global Neighbors (5-10 min) 2. Meet Global Neighbors (10-15 min) 3. Letter/Postcard Writing (15 min) 	
Lesson 3: Needs Versus Wants	 30-40 min
<ol style="list-style-type: none"> 1. God's Love and Learning His Story (20-25 min) 2. Needs and Wants (10-15 min) 	
Lesson 4: Relationships with Water	 30-40 min
<ol style="list-style-type: none"> 1. Marie's Needs and Wants (15-20 min) 2. Broken to Restored Relationships with Water (15-20 min) 	
Lesson 5: Understand our Water	 25-35 min
<ol style="list-style-type: none"> 1. How our Water Gets Clean (15-20 min) 2. Imagine If (10-15 min) 	
Lesson 6: End of Unit Activity – Water Walk	  60-65 min
<ol style="list-style-type: none"> 1. Walk for Water (50 min) 2. What Now? (10-15 min) 	



Overview of grade 3 learning targets

LESSON	LEARNING TARGETS
3.1.1	I can become aware of how much clean water I have around me.
3.1.2	I can begin to develop awareness and empathy for people who do not have as much clean water around them.
3.2.1	I can demonstrate what it means to have a local and global neighbor.
3.2.2	I can be invited into how God wants me to grow richer.
3.3.1	I can continue to examine my personal relationship with water.
3.3.2	I can identify and evaluate my needs versus wants with water.
3.4.1	I can more deeply know and have empathy for our global neighbor Marie and her relationship with water.
3.5.1	I can discover people in my local community who help us with our clean water.
3.6.1	I can experience walking for water to better imagine what our global neighbors need to do every day.
3.6.2	I can work individually and with others to restore brokenness in our relationships with water.



Planning ahead

Lesson 6 (Walking for Water):

- ☐ Identify the nearest local water source outside your school (ideally located within a 10–15-minute walk)
- ☐ Carefully read safety precautions on P&G Purifier packets
- ☐ Read the teacher tips before lesson 6
- ☐ Connect with nearby high school chemistry class to partner with them on this learning plan
- ☐ Watch the “Water Walk” video for a demonstration on water purification and suggest that the high school teacher (and chemistry students) do the same: Water Walk | World Vision USA ([youtube.com/watch?v=C8lzVDCZdjA](https://www.youtube.com/watch?v=C8lzVDCZdjA))

Materials needed

Lessons 4 and 6:


- ☐ Index cards or sticky notes


Lesson 6:

- ☐ Buckets with handles
- ☐ Scoop to collect water and pour into bucket
- ☐ Spoons to stir water
- ☐ Scientific safety materials such as coats and glasses
- ☐ Provided by World Vision: P&G Purifier packets, cotton T-shirt, sample, strong rubber band



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LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Water, Me, and Marie</i>	 30-35 min
<p>Learning plan number: 1</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can become aware of how much clean water I have around me.</u> 2. <u>I can begin to develop awareness and empathy for people who do not have as much clean water around them.</u> 	

ACTIVITY TITLE	TIME	RESOURCES
<i>Clean Water Timed Challenge</i>	 20-25 min	<input type="checkbox"/> 3.1.A Student material: "It Took Us ..." template (one per group)
<ul style="list-style-type: none"> • Together with the students, read today's learning targets and post or write them visibly on a board. You will be "unpacking" these as a class, so leave space around them for you to add students' thoughts and ideas. <ul 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 "clean water I have around me" and add students' ideas beside/around this. Ideas may include a bathroom, kitchen sink, taps, rainwater, shower, bathtub, laundry, fridge, or hose. • Share that they will be playing a group challenge next to measure how easy it is for them to get clean water. • Divide students into small groups of four or 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." Encourage 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 and watch each other when not racing. When it's their team's turn, students will need to collaborate as a team to fill their glass with clean water, and then give it to their teacher when they finish. 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 their times on the board (with the names of the students beside their time). Encourage groups to be creative (within parameters) with where they get their water. • After each group has completed the challenge, have a volunteer fill out the sign (see attached template), recording how long it took them to get their clean water. Take a picture of each group with their water and this sign. 		

Continued ...





- After all groups have gone and times are written on the board for comparison, ask the students the following two questions and have them say “yes” with a “thumbs up” or “no” with a “thumbs down.”
 - “Could you drink this water?”
 - “Could you water your plants with this water?”
- Then, ask the following questions of the class and ask a few volunteers to answer:
 - “What made this game easy?”
 - “What would make this game more challenging?”
 - “If this game were played somewhere other than our classroom, how might it be different?”
- Bulletin board element:** Calculate the average “It took us ...” time for the class and write that time on the template. Display this time on the bulletin board along with pictures of groups with their individual signs.
- Look at the first learning target with the students while reading it aloud. “I can become aware of how much clean water I have around me.” 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 “thumbs 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 this scenario 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 aloud the second learning target “I can begin to develop awareness and empathy for people who do not have as much clean water around them.”
- Highlight the words *awareness* and *empathy*. 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 their learning journey together.

ACTIVITY TITLE	TIME	RESOURCES
<i>Marie’s Access to Clean Water</i>	 10 min	<input type="checkbox"/> “Marie’s Story: Water” video: youtu.be/XQ2rce815QY <input type="checkbox"/> 3.1.B Student material: Notice/Wonder template <input type="checkbox"/> 3.1.C Student material: “It Took Marie ...” template (Print one)
<ul style="list-style-type: none"> Watch World Vision’s three-minute video clip, “Marie’s Story: Water.” This video highlights how long it takes Marie 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 notice about the way Marie gets her clean water, and one thing they wonder. Bulletin board element: Using the attached template, have a volunteer record how long it takes Marie to get clean water. Write this answer on the bulletin board next to the class average time from the activity. Ask the following questions and have the students respond with a partner: <ol style="list-style-type: none"> What made getting water harder for Marie than it is for us? What was something positive about the way Marie gets her water? 		





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LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Engaging with Our Sponsored Child(ren)</i>	 30-40 min
<p>Learning plan number: 2</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can demonstrate what it means to have a local and global neighbor.</u> 2. <u>I can be invited into how God wants me to grow richer.</u> 	


ACTIVITY TITLE	TIME	RESOURCES
<i>Local and Global Neighbors</i>	 10 min	
<ul style="list-style-type: none"> • Explain that today they will be focusing on their local and global neighbors and how they can grow richer by following the example God gave us in Jesus. God loves us, and it's from this place of love that we get to love others, too. • Explain that today, the hope is to grow richer! Ask students "How can you grow richer?" Say, "As a class, listen to each other's answers and comment as needed." • After students have shared a few examples, read the first part of the driving Bible verse for the learning expedition. "One gives freely, yet grows all the richer." –Proverbs 11:24 (ESV) • Ask students: "How could it be possible to grow richer by giving freely? What are we supposed to grow richer in? Money? Patience? Love for others?" • Write the learning targets on the board and read them aloud together. <ul style="list-style-type: none"> • <u>I can demonstrate what it means to have a local and global neighbor.</u> • <u>I can be invited into how God wants me to grow richer.</u> • Underline the words "local" and "global" and ask students to describe what they mean. Encourage them to think back to their discussion and ask a few volunteers to add personal names beside either a "local" or "global" neighbor. <i>It is likely that students will be able to come up with more examples for local neighbors than global neighbors. Use this as a launching point for introducing students to their World Vision sponsored child, their global neighbors! This sponsored child may be individual or shared based on the model used for Ignite. Explain that by loving their World Vision sponsored child, they will be growing richer. Allow them to ponder that idea for a moment and possibly be a bit puzzled.</i> 		




ACTIVITY TITLE	TIME	RESOURCES
<i>Meet Global Neighbors</i>	 10-15 min	<input type="checkbox"/> When you write to your sponsored child, watch “Your Letter’s Journey” video: youtube.com/watch?v=JOx9j6IL0_A <input type="checkbox"/> 3.2.A Student material: Notice/Wonder template
<ul style="list-style-type: none"> Encourage students to be curious thinkers as they learn more about their global neighbors. Have the students watch the World Vision video (youtube.com/watch?v=JOx9j6IL0_A) about how they can grow richer by giving freely (and share that one way they can do this is through World Vision’s sponsorship program). Remind students about the first part of the driving Bible verse for the learning expedition: “One gives freely yet grows all the richer.” Now it’s time for students to get acquainted with their global neighbor—their World Vision sponsored child. Together with your class, go to My World Vision (worldvision.org/my) and sign in using your email address and password (provided by your Ignite partnership manager) to view your sponsored child’s page. Take a few minutes to explore the different sections together, including updates on your sponsored child’s community. Students will use the Notice/Wonder template to capture at least three things they notice about this sponsored child and one thing they wonder. Encourage students to focus on what water resources the community has and challenges around the topic of water that are mentioned on the “My Community” page. 		
ACTIVITY TITLE	TIME	RESOURCES
<i>Letter/Postcard Writing</i>	 10-15 min	<input type="checkbox"/> 3.2.B Student material: Optional letter template
<ul style="list-style-type: none"> Work together or individually to write a letter/letters to the students’ sponsored child/children using the “Email My Child” template on the My World Vision website (worldvision.org/my). Include information about the class and your location. Include several questions/wonderings the students expressed about their sponsored child/children and respond to any questions that the sponsored child asked in previous letters, if applicable. You can also upload a photo of your class or create an encouraging drawing to upload. Bulletin board element: Create a new section on the bulletin board and invite students to post a picture of their global neighbor—their World Vision sponsored child. 		




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LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Needs Versus Wants</i>	 30-40 min
<p>Learning plan number: 3</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can see how deeply I am loved by God from how He created things to be and His rescue plan.</u> 2. <u>I can continue to examine my personal relationship, as well as my needs versus wants, with water.</u> 	


ACTIVITY TITLE	TIME	RESOURCES
<i>Loved by God and Learning His Story</i>	 20-25 min	<input type="checkbox"/> 3.3.A Student material: Bible passages <input type="checkbox"/> 3.3.B Student material: Creation, Fall, Redemption, Restoration <input type="checkbox"/> 3.3.C Student material: The Story Note Catcher template
<ul style="list-style-type: none"> • Explain that today students will be focusing on how much God loves us and His amazing design and plan for water. Put the learning targets on the board and read them together: <ul style="list-style-type: none"> • <u>I can see how deeply I am loved by God from how He created things to be and His rescue plan.</u> • <u>I can continue to examine my personal relationship, as well as my needs versus wants, with water.</u> • Select verses from the resource (3.3.B) to be read by various students. Use these verses to answer the following: "How do we know that God loves us based on these verses?" • Explain that students will be split into four groups for the next activity and will share their work with the class. Each group will be given a focus area (Creation, Fall, Redemption, Restoration) with a few written sentences and a question to answer (3.3.B). The groups will write down key words and draw images to share with the class about their part in God's story. • Give students 5 to 10 minutes of work time and then invite them to share what their group focused on in His story, sharing in order of Creation, Fall, Redemption, Restoration. Before the groups present, hand out a note catcher (3.3.C) and invite students to capture a few images/words that jump out at them as powerful or meaningful while the other groups present (have them fill out the note catcher for their own group, too). 		




ACTIVITY TITLE	TIME	RESOURCES
<i>Needs and Wants</i>	 10-15 min	<input type="checkbox"/> 3.3.D Student material: Needs Versus Wants examples
<ul style="list-style-type: none"> Now that your students understand more about the bigger story that they are a part of, explain that today the activity will focus on their personal relationships with water and how they use water for their own needs and wants. Look at the learning targets on the board again and reread the first one aloud together. Ask students to share some of the ways their classmates use water. Write their responses on the board near the first learning target. Read the second learning target aloud together. Ask for student definitions of the difference between a need and a want. Explain that they will be doing an activity called “need” or “want.” Designate an area of the room to be “need” and a different area of the room to be “want.” Using the resource (3a.3.D), share something that is listed and ask the students to decide if this is a need or a want by moving to a different part of the room. (For an alternative activity, have students sort cards in small groups, or as a class, classifying “needs” and “wants” on the board.) Bulletin board element: Use a portion of the bulletin board to show how the examples in the resource were categorized into needs and wants. 		




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LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Relationships with Water</i>	 30-40 min
<p>Learning plan number: 4</p> <p>Learning target(s):</p> <p>1. <u>I can more deeply know and have empathy for our global neighbor Marie and her relationship with water.</u></p>	


ACTIVITY TITLE	TIME	RESOURCES
<i>Marie's Needs and Wants</i>	 15-20 min	<input type="checkbox"/> "Marie's Story: Water" youtube.com/watch?v=XQ2rce815QY <input type="checkbox"/> Index cards or sticky notes
<ul style="list-style-type: none"> Remind students of the Needs and Wants activity from the previous lesson, asking students to share examples from each category. Rewatch the World Vision video clip about Marie (youtube.com/watch?v=XQ2rce815QY), our global neighbor from the Democratic Republic of the Congo. As a class community, identify some of Marie's needs and wants. As you come up with ideas, write them on the board. Discuss: <ol style="list-style-type: none"> "How are her needs similar to yours?" "How are her wants similar to yours?" "What is different about her needs and wants?" Read the unit Bible verse together now that students have experienced the difference between a need and a want at a deeper level. Using sticky notes or index cards, have students write something they are grateful for about their relationship with water. Also have them write their thoughts about what might it mean for someone to suffer want from not giving to others ("suffer want" is sometimes translated as "come to poverty," in this case having to do with suffering as a result of broken relationships like not being a good friend or a good neighbor). These notes or cards can be used as a border for the bulletin board if desired. 		




ACTIVITY TITLE	TIME	RESOURCES
<p><i>Broken to Restored Relationships with Water</i></p>	 15-20 min	<p><input type="checkbox"/> 3.4.A Student material: World Vision photos <i>Print one copy of each photo for every group and one extra for the bulletin board. Cut out these photos in advance so each picture is separate.</i></p>
<ul style="list-style-type: none"> Ask students if they remember what it means for something to be broken. (For example if it doesn't work, doesn't do what it was made to do, is not whole). Follow up by asking students what they think it means for a person's relationship with water to be broken. (For example, it's hard to access to water, water hurts the person, etc.) Divide the students into small groups of three or four. Explain that in their groups, they will be sorting pictures into two categories: pictures that could represent a broken relationship with water, and pictures that could represent a restored relationship with water. Some of these pictures will come from our global neighbor Marie, and some will come from other places. Before they begin, show students an example of a photo and ask the class to decide together: "Do we think this is a broken relationship with water or a restored relationship with water? Why?" Once the groups have sorted their pictures, ask them to send one "ambassador" to watch how another group sorts their pictures and encourage them to ask questions about why they chose the way they did. That "ambassador" can return to their group and change their sorting if they'd like. After all the groups have finished initial sorting, visiting other groups, and final sorting, explain that they have a new challenge: to sort the photos in a line from MOST broken to MOST restored. For example, students may have placed a photo of dirty water and a photo of a broken tap in the "broken" category. They need to decide which one is more broken. Model this on the board by drawing a line with the words "MOST broken" on the left side of the line and the words "MOST restored" on the right side of the line. Use the sample picture from earlier and have the class decide together where they may place this on the line (middle? end?). Remind students to be gracious communicators, as they are allowed to disagree but need to be kind toward each other. There isn't one exact "right" answer! Allow all the students to be "ambassadors" (for a few minutes) and look at how other groups sorted their photos. <p>Note: While students are visiting other groups, put the words "MOST broken" and "MOST restored" on your bulletin board. You will be posting these images on the panel together as a class next.</p> <ul style="list-style-type: none"> Moving the class over to the bulletin board, show them the words "MOST broken" and "MOST restored" on the panel. Explain that as a class community, they are going to sort the pictures from "MOST broken" to "MOST restored." Remind them to be gracious communicators. If there are different opinions, allow for students to share their reasons for why a photo should go in a certain order. Take a vote, if needed, and go with the majority. Start with "MOST broken" and work your way up to "MOST restored." Share out some notices/wonderings from the groups. Start by asking general questions like, "What did you notice?" and "What did you wonder?" Also, ask "Which pictures show your relationship with water?" 		




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LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Understanding Our Water</i>	 20-25 min
<p>Learning plan number: 5</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can discover people in my local community who help us with our clean water.</u> 2. <u>I can become more aware of local and global water pollution.</u> 	


ACTIVITY TITLE	TIME	RESOURCES
<i>Marie's Needs and Wants</i>	 15-20 min	<input type="checkbox"/> "Tour LOTT's Wastewater Treatment Plant" video: youtube.com/watch?v=zQz3f5YAKxM <input type="checkbox"/> 3.5.A Student material: Video notes format
<ul style="list-style-type: none"> • Ask students to turn to a neighbor and discuss: <ol style="list-style-type: none"> 1. "Do we have access to clean water?" 2. "Who are some local people/places who help us with clean water?" • Share with students that today they are going to watch a video about how the water in one area of Washington State is cleaned before going back into the ocean. Tell the students to be thinking about the following questions (and give them 3.5.A if you would like them to take notes during the video about those questions): <ul style="list-style-type: none"> • "What is something interesting that you learned from the video?" • "What is something challenging that you learned from the video?" • "What can you do (at school or at home) to help keep our water clean?" • Watch the video (stopping at 11:50 if your time is limited). • Give students a minute or so to finish their individual notes page. • As a class, discuss the following: <ol style="list-style-type: none"> 1. "What was interesting in the video?" 2. "What was challenging in the video?" 3. "When we turn on the taps in our school, is the water clean or dirty? Why?" 		




ACTIVITY TITLE	TIME	RESOURCES
<i>Imagine If</i>	 10-15 min	<input type="checkbox"/> "Advocating for Clean Water" video youtube.com/watch?v=C4QNI5WxbM8 <input type="checkbox"/> 3.5.B 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 in their houses or in our school. How would things change? Their cleaning? Their playing? Their drinking? Share these questions while students continue to close their eyes and silently imagine. • Play "Advocating for Clean Water" video clip (youtube.com/watch?v=C4QNI5WxbM8) about what it might be like with no clean water. Stop video at 1:08. (Be sure to preview the video in advance so you are prepared for the conversation that follows.) • Have students each choose one word to describe what it would be like with no clean water. Have them write down the word they chose on the template. Invite students to stand and read their word aloud, and then remain standing until everyone has read their word and everyone is standing. Even if more than one student chooses the same word, have the students share their word anyway. • Ask students, "What is something we can do differently to better take care of and use our water, now that we know more about where our water comes from?" • Explain to students that today they learned about clean water in their communities and imagined what it could be like if their water weren't clean when it came out of their taps. Tell them that tomorrow they'll be putting themselves in the shoes of their friends on the other side of the world, and experiencing what it would be like if they had to get their own water. 		



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LEARNING PLAN TITLE	CUMULATIVE TIME
<i>Water Walk</i>	 60+ min
<p>Learning plan number: 6</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. <u>I can experience walking for water to better imagine what our global neighbors need to do every day.</u> 2. <u>I can work individually and with others to restore brokenness in our relationships with water.</u> <p>Note: These activities are designed to help students experience walking a longer way to get to a water source. They will also experience what it's like to physically carry water for a long distance, as well as trying a temporary solution to make dirty drinking water clean. This activity will involve collaborating with high school students.</p> <p>This 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.</p> <p>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, etc.). Share your deep hope with your students along with 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.</p> <p><input type="checkbox"/> 3.9.A Teacher resource: "Water Purification" video: https://www.worldvision.org/ignite/resource/3-9-a/</p> <p><input type="checkbox"/> P & G Purifier packets</p>	


ACTIVITY TITLE	TIME	RESOURCES
<i>Walk for Water</i>	 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"/> 3.6.A Student material: Water Walk notes <input type="checkbox"/> 3.6.B Teacher resource: Water Walk tips

Continued ...



- Explain that today students will be walking outside their school to collect water. They will be collaborating with high school students who will join them on their walk. As students walk, remind them that Marie had to carry her own water source, so today, each student will need to carry a water bucket. The high school students will help with the water purifying process but will not be carrying any water.
- Document the activity by taking photos along the way. Encourage students to walk with a high school student as their partner and encourage them to ask questions to get to know one another.
- Once the students have returned with their water, have them place the buckets on their tables. Ask them to reflect on this experience by using the same discussion questions from lesson one. For each question, give students 20 seconds to think on their own before asking them to share their thoughts with their high school partner.
 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 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.
- Instruct the high school students to follow all needed safety precautions and use the P&G Purifier packets. Share the P&G Purifier "how to" video with your students along with the high school students so everyone feels comfortable with the directions. The high school students can also refer to the instructions on the back of the packets. While the high school students use the packets, have your students continue to draw images with labels for the other three sections on the organizer template.

Note: Take a few pictures of this purifying experience for the bulletin board.

ACTIVITY TITLE	TIME	RESOURCES
<i>So What Now?</i>	 10-15 min	<input type="checkbox"/> "Global 6K for Water" video: youtube.com/watch?v=-xE4U6Ik9s4 <input type="checkbox"/> Index cards
<ul style="list-style-type: none"> • Tell the students that they've all learned a lot about water in the last few lessons, and that today they were able to experience what life might be like if they had to walk to get the water they needed for all aspects of their family's lives. • A few questions to ask the class and discuss: <ol style="list-style-type: none"> 1. "How would your life be different if we didn't have access to clean water and had to walk to get it each day?" 2. "We've said that not being able to access clean water is a form of brokenness. What could we do to change that (individually or as a class)?" • Give students time to brainstorm ideas (being mindful of our water use, trying to lower our water pollution footprint, etc.), then share with them about World Vision's "Global 6k for Water." Watch the "Global 6k for Water" video (youtube.com/watch?v=-xE4U6Ik9s4). End the unit by asking students to write down one prayer about water for this broken world and one goal they could make to reduce/be mindful of their water use (turn off faucet while brushing teeth, run in the Global 6K for Water, etc.). Post them on the bulletin board. Display the bulletin board for a few weeks for reference to remind students of what they have learned, and as a focal point as your class discusses their progress on meeting their water-usage goals. • Suggested final activity: Have the class write a letter to their sponsored child/ren that includes a message or prayer about their water (keeping in mind that we don't know the specifics of their water situation). (For example: prayers for their sponsored children to have access to clean water near their homes soon if they don't already; prayers for improved health from the water they drink, etc.) 		