



Hearts + Hands = Hugs

EXPEDITION TITLE

Hearts + Hands = Hugs

Expedition Driving Question:

How can we reflect the love of God (give hugs) to nearby neighbors and those across the world?

Expedition Deep Hope:

Because we are made in HIS IMAGE, and deeply loved (**heart**) by our God, we can show his love (**hands**) to our neighbors nearby and across the world (**hugs**).

Expedition Verse:

"We love because he first loved us." – 1 John 4:19

LEARNING PLAN TITLE

We Are Connected

Learning Plan Number: 7

Learning Targets:

1. I can begin to explore the community and lifestyle of my sponsored friend.
2. I can joyfully celebrate having a neighbor who is different but the same.

Habit(s) of Learning:

Curious Thinking

CUMULATIVE TIME



65-75 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>God Made Me and You</i> <i>Engage the Learning Targets (ELT)</i>	 10 min	<input type="checkbox"/> “God Made Me and You” video https://www.youtube.com/watch?v=EGyRAQrum4A
<p><i>If possible, play the song for this entry event in the classroom a few times before today’s learning plan: consider snack time, free play periods, or transitions. Familiarizing them with the music will make for a richer learning plan.</i></p> <ul style="list-style-type: none"> Have students listen to the song, “God Made Me and You” by Shai Linne. While the verses are wordy, the students should begin to pick up the chorus. Encourage them to move their bodies and sing along. Take a few moments to unpack the words of the song <ol style="list-style-type: none"> “Though we all have a different story” – relate to the previous learning plan about similarities and differences “For our joy and for his glory” – I wonder how having different people in the world brings JOY to us and to God? 		



LEARNING ACTIVITIES

<i>Far Away Neighbors</i> <i>Introduce the Learning Targets (ILT)</i>	 5 min	
<ul style="list-style-type: none"> Write “I can explore a far away neighbor’s community” on the board. Read to/with the students. Draw students’ attention to the world map on the document panel. Remind students where their friend’s name (or another indicator) is on the map. Ask “does the map show what our friends’ neighborhoods look like? How about their schools? I wonder how we could learn more about where our friends live?” 		
<i>Explore Our Far Away Neighbors</i>  <i>Engage the Learning Targets (ELT)</i>	 20-30 min	<input type="checkbox"/> World Vision website
<p>Note: Ideally for this learning plan, students will each would access their World Vision page and find information about their sponsored friend. However, doing so would prove extremely difficult in a kindergarten classroom. The following learning plan is intended to bring awareness, make information accessible to the students, and provide a practical platform for the teacher. Feel free to modify as necessary for your situation.</p> <ul style="list-style-type: none"> Project the worldvision.org website. Click on “our work” and use the drop-down menu to choose a country of a sponsored child in your classroom. Using the pictures, videos, and facts available, encourage students to imagine how these communities/families/schools/ etc. are the same and different from their own. Be sure to scroll down and mention prayer requests that are listed for each country. 		


Continued ...



- While viewing the photos, wonder with the students about what they see. They will easily note differences. Be sure to help them discover similarities.
- The number of countries represented in your classroom will determine how deeply the classroom can explore. Any exposure will be helpful in familiarizing students with their neighbors across the globe. Continue as long as students stay engaged.

ACTIVITY TITLE	TIME	RESOURCES
Puzzle Piece Part 2  Engage the Learning Targets (ELT) Assess the Learning Targets (ALT)	 20-25 min	<input type="checkbox"/> World Vision welcome kits <input type="checkbox"/> K.7.a Student Material: Puzzle piece
<ul style="list-style-type: none"> Pass out each students' World Vision folder. Explore the folders together noting that the child's age, flag, and information that can be gleaned from pictures (clothing, landscape, housing, etc.). Point out the "favorites" listed next to the child's inside photograph. Model the completion of the sponsored child's puzzle piece. <ol style="list-style-type: none"> Write the sponsored friend's name and draw a picture of him/her using correct color for skin and hair. Brainstorm ideas for drawings to add around the picture relating to the country exploration and the World Vision folder (i.e.: flag, clothing, homes, schools, favorites, etc.). Cut puzzle piece out As students work, circulate to read information on folders and assess students early understanding of their sponsored friend's world. Demonstrate for students how their piece will fit with their sponsored friend's piece, showing that they are connected! Joyfully sing "God made me and you" one more time. 		

EXIT EVENT

Popcorn Prayer Reflect on the Learning Targets (RLT)	 5 min	
<p>Close the learning plan with a popcorn prayer as follows:</p> <ul style="list-style-type: none"> Have each child think of one thing they can thank God about or ask God for in relation to their sponsored friend. Tell students that you will give them time to say their prayer in a talking voice, a whisper voice, or inside their heads during prayer time. Tell them that it is okay if their voices bump into each other during the prayer ... it will sound like popcorn popping! Let them know that although you cannot hear or understand when everyone talks at the same time, God can! Teacher begins prayer: "Dear Jesus, thank you for listening to our prayers today ..." allow space for prayers to "pop". Silence is okay. When prayers have stopped or enough silence has been given, teacher closes prayer. 		



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

- Post the matching pieces together around the border of the document panel.

OPPORTUNITY TO DEEPEN THE LEARNING

- Continue exploring communities and/or individual sponsored friends on [worldvision.org](https://www.worldvision.org).
- “God Made Me and You”, by Shai Linne (a companion book to the song used in the learning plan).