



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:

“‘Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.’
The second is this: ‘Love your neighbor as yourself.’ There is no commandment greater than these.” – Mark 12:30-31

LEARNING PLAN TITLE

A Kind Design

Learning Plan Number: I4

Learning Targets:

1. I can continue designing a picture of hugging my neighbors.
2. I can show concern when giving feedback to others.

Habit(s) of Learning:

Joy-filled Collaborating

CUMULATIVE TIME



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>Plan into Action!</i> <i>Engage the Learning Targets (ELT)</i>	 10 min	<input type="checkbox"/> Book plan, 9x12 paper for painting, pencils, erasers, black Sharpie markers, watercolor paint, <i>Optional:</i> letter stickers <input type="checkbox"/> “God’s Love For You”, Stearns
<ul style="list-style-type: none"> Show with excitement the variety of materials needed for this learning plan: The book plan, paper, pencils, erasers, sharpies, and paint. <ol style="list-style-type: none"> Tell students that today they will put their plan into action! Read pages 114-116 of “God’s Love For You”. Draw students’ attention to the purple words on page 115, “People working together can accomplish great things!” Tell students that although they are not building a wall today, they are making something very special together. Wonder: “I wonder how will we need to work together? I wonder how we should treat our friends if we are working together? I wonder why working together is a good idea?” 		

LEARNING ACTIVITIES

<i>Kind Designers</i> <i>Introduce the Learning Targets (ILT)</i>	 5 min	<input type="checkbox"/> Index cards
<ul style="list-style-type: none"> Write the following on the board: “I can be a kind designer.” Read the learning target to/with the students. <ol style="list-style-type: none"> Invite students to explain what a “designer” is. Lead students to discover that they are designers of the book they are making. Refer back to the story of Nehemiah asking, “What happened when some of Nehemiah’s designers were not kind?” Have students repeat the learning target to everyone at their table/group, promising to be a “kind designer” as they work together. 		
<i>Making a Book</i>  <i>Engage the Learning Targets (ELT)</i>	 60 min	<input type="checkbox"/> K.14.a Teacher Resource: Making a Book Page
<ul style="list-style-type: none"> Using the visual, explain that designing the book page will have five parts and they will work through the parts together. Demonstrate part number one. <ol style="list-style-type: none"> Using a pencil, put uppercase and lowercase letter in the top left corner. Alternately, consider using a letter sticker. Using pencil, write the words that go with your “hug.” Using pencil, lightly draw the picture. Encourage filling the page, not covering the words, and making parts of the picture large enough to paint. 		

Continued ...



Note: Do not move on to part two until everyone is finished with this first draft. You may wish to plan activities for those who finish early or have them complete “hug” pages that have not been assigned.

- Bring students to discussion area with their drawings. Remind them to be gentle and careful with their papers! Model how to engage in peer feedback (part two).
 1. Students are to be kind and helpful.
 2. Students start one sentence with, “I like that you ...”
 3. Students start one sentence with, “I wonder if you could ...”
 4. Pair students up to give feedback. Be sure to state who goes first.

Note: Peer feedback is difficult at any level, however, starting early with careful perimeters is valuable, helpful, and growing for both students. Model a few times and let students model as well. Consider modeling what is NOT helpful (I like that you drew it, I wonder if you should color it). When all are feeling comfortable, move to pairing up the students. Do not be tempted to skip this step and do not expect it to go perfectly!

- Model steps three and four as follows:
 1. Revise drawings by erasing and fixing any parts identified.
 2. Trace drawing with a black Sharpie marker ... be careful!
 3. Paint drawing with watercolor paints, being careful to swish brush in water before changing colors.

Note: Consider setting up a painting station for students to work at when they are ready. This need not be done all in one day.

- Collect finished paintings for drying. When dry, pages may need to be pressed for a day or two under a stack of heavy books.
- Teacher finishes the book in the following way:
 1. Take pictures of each child’s page. An iPhone or iPad is great for this task.
 2. Upload photos to a photo book site (Shutterfly, Snapfish, local photo center).
 3. Create book!

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

- Post pictures of students working on their pages on the document panel.

OPPORTUNITY TO DEEPEN THE LEARNING

- Practice peer feedback with other learning projects.
- Invite volunteer students to draw/make supporting book pages: cover, author page listing names of classmates, page of deep hope visuals, etc.
- Consider making copies of the book available for families to purchase.