



# 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

### God's Great Big Love

#### Learning Plan Number: 2

#### Learning Targets:

1. I can begin to articulate the deep hope (heart + hands = hugs) in my own words.
2. I can celebrate God's great big love for me and my sponsored friend.

#### Habit(s) of Learning:

Courageous Designing

## 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
<b>Hey There, Neighbor!</b> Engage the Learning Targets (ELT)	 10 min	<input type="checkbox"/> K.I.a Teacher Resource: “Hey There, Neighbor” video
<p>Engage the students by singing “Hey There, Neighbor” in a circle. The second time around have students pair up, face their partner and sing the song again doing the motions WITH their partner as indicated in video.</p> <ul style="list-style-type: none"> <li>Have students thank their partner, high five, and find a new partner. Repeat song. Continue finding new partners and singing as long as desired.</li> <li>Draw students’ attention to the document panel indicating the heart letter and book cover. Pose the question, “what do these remind you of?” Have students Think-Pair-Share the answer to the question in the following way: <ol style="list-style-type: none"> <li>Think quietly about question until teacher tells students to pair</li> <li>Tell thoughts/answers to preassigned partner (elbow/shoulder partners work great here)</li> <li>When teacher prompts, raise hand to share thoughts with the whole group</li> </ol> </li> </ul>		

## LEARNING ACTIVITIES

<b>God’s Love for Me</b> Introduce the Learning Targets (ILT)	 5 min	
<ul style="list-style-type: none"> <li>Write the following on the board. “❤️ = God’s love for me”</li> <li>Read the above to/with the students telling them that today they will learn more about how much God loves them.</li> <li>Have students look around the room to find another “❤️ = ____”</li> <li>Lead students to wonder about why the heart and = sign are on the document panel.</li> </ul>		
<b>God’s Good Idea</b> Engage the Learning Targets (ELT)	 20 min	<input type="checkbox"/> “God’s Very Good Idea” by Trillia Newbell
<ul style="list-style-type: none"> <li>Refer to the document panel and ask “what picture reminds you of love? ”</li> <li>Continue wondering together, taking responses if desired, or just let students think. <ol style="list-style-type: none"> <li>Who do you love?</li> <li>Who loves you?</li> <li>I wonder what this heart is for?</li> <li>I wonder what the other pictures are for?</li> </ol> </li> </ul>		

Continued ...



- Continue reading, stopping as desired to expand on the story and notice pictures. When finished lead a discussion Read together God's Very Good Idea stopping to wonder as follows:
  - Pages five and six (yellow page with faces) after reading, repeat the final sentence and say, "I wonder what that means?"
  - Pages 11, 12 (park with variety of people) recognize that all people are different, all the same and valuable because he made them. (\*Note: The idea of being made in God's image will be explored more fully in learning plan 4.)
  - Pages 13, 14 (park that is darkly colored) "I wonder why this page looks so dark?"
  - Pages 19,20 (bright colored with Jesus's miracles) "I wonder if Jesus still loves people? I wonder if Jesus loves you?"
  - Pages 24 (colored circles with examples of loving) Examine pictures and wonder, "How does Jesus help us to love each other?"
  - Page 30 (people sitting at table) "Did you hear God's very good idea?" Reread the sentence "Lots of different people enjoying loving God and loving each other" Invite the students to repeat the sentence together.

### Celebrate God's Love

Engage the Learning Targets (ELT)



5 min

- Celebrate God's love for us by singing together:
  - "Jesus Loves Me"
  - "Jesus Loves the Little Children"

### God's Good Idea

Engage the Learning Targets (ELT)



35 min

- ☐ 10 inch elastic cords with anchor pony beads tied to one end
- ☐ Letter beads
- ☐ Red heart beads
- ☐ Pony beads (any color)


- Say, "God loves us so much! I wonder if he loves our sponsored friend as well? Let's make something to show ourselves and our sponsored friends that God loves us all"
- Each child will make two "God loves you" bracelets. If your sponsored children live in a religiously sensitive community, consider using the phrase "You are Loved" instead.
- Model the building of the bracelet before letting students work independently.
 

**Note:** To make the project easier, consider presorting the letter beads each child needs into Ziplock bags and/or using only one color of pony beads.

  - On an elastic cord with an anchor bead, string your own name using letter beads. Follow with a heart bead and then the sponsored child's name. Use name cards from learning plan one to know how to spell names. Next add pony beads until the string has 25 total beads.
  - Collect strings as students finish and tape the un-beaded end to a clipboard or other sturdy surface. Finish bracelets for students when time allows.
  - To finish bracelets, clip off the anchor bead and tie cord ends together with a double knot. The bracelet should be stretchy enough to fit over the student's hand.
  - While children work, circulate and assist as necessary. Take a few photographs of children working to put on document panel.



## EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Reflect on the Learning Targets</i></p> <p><i>Reflect on the Learning Targets (RLT)</i></p> <p><i>Assess the Learning Targets (ALT)</i></p>	 5 min	
<ul style="list-style-type: none"> <li>Refer students' attention back to the posted learning target and the heart on the document panel. Wonder together what the heart on the board stands for. Wonder together about why there are heart beads on their bracelets. Listen to responses and take note of "aha" moments.</li> <li>Pray together thanking God for his love for us and for our neighbors near and far.</li> </ul>		
<p><b>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</b></p> <p><i>ADD TO DOCUMENT PANEL</i></p>		
<ul style="list-style-type: none"> <li>Post pictures of students making bracelets on the document panel. Post a bracelet made by teachers spelling out "God loves me" using heart beads to divide the words.</li> </ul>		
<p><b>OPPORTUNITY TO DEEPEN THE LEARNING</b></p>		
<ul style="list-style-type: none"> <li>Learn and enjoy the active song "God loves you and me" <a href="https://www.youtube.com/watch?v=TsCZRr_6T7I">https://www.youtube.com/watch?v=TsCZRr_6T7I</a></li> <li>"God's Great Love For You", by Rick Warren</li> </ul>		