



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

Different, But the Same

Learning Plan Number: 6

Learning Targets:

1. I can recognize that all people have similarities and differences.
2. I can thank God for the special way he made me.

Habit(s) of Learning:

Gracious Communicating

CUMULATIVE TIME



70 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
Story Reading Engage the Learning Targets (ELT) Reflect on the Learning Targets (RLT)	 10 min	<input type="checkbox"/> "Just in Case You Ever Wonder," by Max Lucado
<ul style="list-style-type: none"> Read aloud <i>Just in Case You Ever Wonder</i> by Max Lucado. Before reading, tell students that the book is a story about what a mom or dad would say to their child. But some of the same words could be said by a God, a grandparent, or a teacher. After enjoying the beauty of the story, reread pages five and six (Dad with baby; girl in bedroom), and remind students of what they learned in learning plan 4. <ol style="list-style-type: none"> I am created in God's image. I am special because God created me with love. 		

LEARNING ACTIVITIES

Same and Different Introduce the Learning Targets (ILT)	 5 min	
<ul style="list-style-type: none"> Write the words "We are the same and different" on the board. Read to/with the students pointing to each word as it is said. Have one student circle the word "same." Challenge one student to find two objects in the classroom that are the same. Have one student circle the word "different." Challenge one student to find two objects that are different. Ask a volunteer to explain the learning target in his/her own words. 		
Find Similarities and Differences Engage the Learning Targets (ELT)	 20 min	
<ul style="list-style-type: none"> Pair students up and have them stand face to face. Tell students that they are going to find out ways they are the same. <ol style="list-style-type: none"> Have them talk and look to find three ways they look the same. Have them talk to find three things they both like to do. Have them talk to find three things they are both good at. Repeat the process but with differences. Have students high five or fist bump their partners and thank them for being a good partner. 		

Continued ...



- Return to discussion area and wonder together:
 - I wonder if it was easier to find things that were the same or things that were different?
 - I wonder if it's better to have things that are the same or better to have differences?
 - I wonder why God made us the same, but different?
- Tell students that being different is one way that God makes us special. "We are not like anyone else. Being all the same would be really boring!"

ACTIVITY TITLE	TIME	RESOURCES
Puzzle Piece Part 1 <i>Engage the Learning Target (ELT)</i>	20 min	<input type="checkbox"/> K.6.a Student Material: Puzzle piece
<ul style="list-style-type: none"> Using Think-Pair-Share strategy, have students brainstorm interests, talents, and attributes that make them special. Show the puzzle pieces and model to students how to complete. <ol style="list-style-type: none"> Put name in neatly on the line. With crayons or colored pencils, make small drawings of interests, likes, and/or attributes on the puzzle piece. (i.e.: – a soccer ball, book, curly hair, dog, dancing, running, paintbrush, age, etc.) Suggest a goal of five drawings on the puzzle piece, adjusting as necessary. Cut out puzzle piece. <p>Note: Kindergartners often struggle with difficult cutting. Encourage going slowly, doing your best, and celebrate bravely doing a "hard thing." This project is about the process, not the product.</p>		

EXIT EVENT

Closing Circle <i>Reflect on the Learning Targets (RLT)</i> <i>Assess the Learning Targets (ALT)</i>	15 min	
<ul style="list-style-type: none"> Have students take their completed puzzle piece to the discussion area and sit in a circle. Have each student share one thing on their puzzle piece that makes them special. Close the discussion by teaching the following fingerplay: <p> We are all different (<i>arms and hands out</i>) We are all the same (<i>clasp hands in front of chest</i>) God made us special (<i>point up to God</i>) He knows our name (<i>point to both temples</i>) Everyone around us (<i>spread arms wide</i>) Is very special too (<i>nod head</i>) Thank you, God, for making us (<i>fold hands and bow head in prayer</i>) We love you! (<i>make heart with hands</i>) </p> 		



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

- Puzzle piece

OPPORTUNITY TO DEEPEN THE LEARNING

- Examine hands and fingers with magnifying glass noticing that every student's palm lines and fingerprints are different. Make hand-prints by painting palm side with tempera paint and placing onto paper. Cut out when dry and put on document panel. Notice that although they are all hand-prints, they are all different.