



# 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

### Hugging My School

Learning Plan Number: 10

#### Learning Targets:

1. I can identify broken relationships in my school community.
2. I can form a plan to hug the people in my school community.

#### Habit(s) of Learning:

Joy-filled Collaborating

## CUMULATIVE TIME



60-70 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.




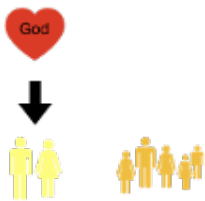


## ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
<b>Deep Hope Fingerplay</b>  <i>Engage the Learning Targets (ELT)</i>	 10 min	<input type="checkbox"/> K.10.a Student Material: Fingerplay visual <i>This works best if visual is printed and laminated for durability</i>
<ul style="list-style-type: none"> <li>Teach the following fingerplay:                Hearts and hands and hugs (<i>heart with fingers, show hands, hug self</i>)                What's it all about? (<i>both arms out showing confusion</i>)                Neighbors near and far (<i>point close to body, then far away</i>)                Will help us to find out. (<i>tap temple with finger</i>)                The heart is for God's love, (<i>heart with fingers, arms make x over chest</i>)                the hands show that we care, (<i>show hands palms out</i>)                together they can send (<i>clasp hands together</i>)                a hug to anywhere! (<i>hug own body then open arms indicating everywhere</i>)</li> <li>Practice a few times together and post on the document panel.</li> <li>Revisit the hug idea catcher, asking students to share hugs that they have given or noticed in the classroom. Add more hug ideas, if generated.</li> </ul>		

## LEARNING ACTIVITIES


<b>What is Broken?</b> <i>Introduce the Learning Targets (ILT)</i>	 10 min	<input type="checkbox"/> Broken objects
<ul style="list-style-type: none"> <li>Write "What is broken?" on the board and read to/with the students. Invite students to define the word "broken" and take their responses.</li> <li>Show a few broken things: pencil, toy, zipper, etc.</li> <li>Ask, "Do these work the way they are supposed to? Why or why not?"                "How do you feel when something is broken?"</li> <li>Today we are going to be investigators and discover what happens when the Path of Love is broken in our school.</li> </ul>		



ACTIVITY TITLE	TIME	RESOURCES
<b><i>Broken Paths</i></b> <i>Engage the Learning Targets (ELT)</i>	 30 min	<input type="checkbox"/> K.8.a Student Material: Path of Love cards
<ul style="list-style-type: none"> <li>Bring out the Path of Love cards and have students help arrange them on the board and retell the Path.</li> <li>Wonder together what might happen if the Path looked like this:</li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>Lead a discussion with the following prompts:             <ol style="list-style-type: none"> <li>What is missing from the Path?</li> <li>There are no arrows from us to God or from us to other people.</li> <li>The path is broken when we are not loving to God and not loving to other people.</li> <li>I wonder how a broken path makes God feel. How does it make people feel?</li> <li>Reintroduce the word “poverty” from the previous learning plan and help students to recognize that poverty comes from broken relationships with God and others.</li> </ol> </li> </ul>		
<b><i>Role Playing</i></b>  <i>Engage the Learning Target (ELT)</i>	 20 min	<input type="checkbox"/> K.10.b Student Material: “I can hug my school”
<ul style="list-style-type: none"> <li>Facilitate some role playing by having students act out brokenness that can be found in your school. Focus on actions/problems that happen in the wider school, outside of the classroom. Do not have students independently act. Rather tell students what to say and/or do. They will take their cues from you as you lead.</li> <li>Possible scenarios include: pushing someone off a swing, cutting in line, fighting about who goes first, dropping litter on the playground, slamming a door in someone’s face, taking something out of another’s locker, etc.</li> <li>As you role play, take ideas from the students about brokenness they may see at school. Talk together about how each scenario makes people feel, how it makes God feel.</li> <li>As each scenario is acted out, brainstorm a “hug” that could make the situation better. Write the hugs on the hug idea catcher as you go along (or record them and add to idea catcher later).</li> </ul> <p><b>Note:</b> You can use this activity to inform ideas for the “ABC’s of Hugging God’s World” project work later on.</p>		



## EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Respond with a Hug</i>  <i>Reflect on the Learning Targets (RLT)</i>  <i>Assess the Learning Targets (ALT)</i></p>	 25 min	<input type="checkbox"/> Chart paper
<ul style="list-style-type: none"> <li>Model how to complete the “I can hug my school” paper.               <ol style="list-style-type: none"> <li>Have students select one of two options: drawing a picture of “hugging” or drawing and writing about a hug. Choose what works best for your classroom.</li> <li>Allow time for volunteers to show and share their completed paper to the classroom.</li> </ol> </li> <li>Close the learning plan by reviewing the “Hearts and Hands and Hugs” fingerplay. Make this fingerplay a ritual in your classroom going forward.</li> </ul>		
<b>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</b> ADD TO DOCUMENT PANEL		
<ul style="list-style-type: none"> <li>Teacher’s example of a school hug, hug ideas added to the idea catcher, “Hearts, Hands, Hugs” fingerplay.</li> </ul>		
<b>OPPORTUNITY TO DEEPEN THE LEARNING</b>		
<ul style="list-style-type: none"> <li>Make a copy of the fingerplay for each student. Have a sight word hunt by having students find and highlight known words. Consider putting a copy in students book box, reading folder, or wherever your classroom keeps reading materials.</li> </ul>		