



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 Our World

Learning Plan Number: 12

Learning Targets:

1. I can identify the importance of being in a relationship with neighbors far away.
2. I can act upon my learning by sending a letter to my sponsored friend.

Habit(s) of Learning:

Curious Thinking

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.



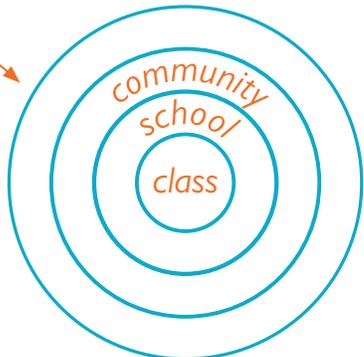
Learning activities that support your *community engagement project* are indicated by a community icon in the activity title.



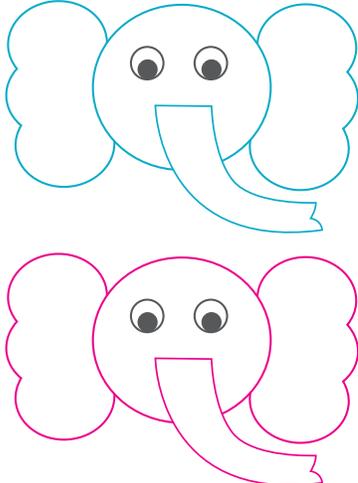
ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Deep Hope Fingerplay</i> Engage the Learning Targets (ELT)</p>	 5 min	<p><input type="checkbox"/> K.10.A Student Material: "Fingerplay Visual"</p>
<ul style="list-style-type: none"> Review the Hearts, Hands, Hugs fingerplay. Say together once. Repeat, trying NOT to say the words "hearts" "hands" or "hugs" aloud. Repeat again silently using only motions. 		

LEARNING ACTIVITIES

<p><i>Concentric Circles</i> Introduce the Learning Targets (ILT)</p>	 10 min	
<ul style="list-style-type: none"> Write the diagram (see right column) on the board: When you write in the word "class" say, "we have learned how to hug the people in our class." Do the same as you write in school. Wonder with the children about what the next circle might be. "Oh ... that makes sense, the school is bigger than our class and the community is bigger than our school. I wonder what the biggest circle might be?" Lead students to discover that "world" belongs in the largest circle. Invite them to guess the learning target by turning and talking to their partner and/or tablemates. When the target is discovered (with as much leading as necessary) invite a few students to share the pen and help write the following on the board: "I can hug my world." 		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Hugging Our World</i> </p> <p><i>Engage the Learning Targets (ELT)</i></p> <p><i>Assess the Learning Targets (ALT)</i></p>	 20 min	<ul style="list-style-type: none"> <input type="checkbox"/> Tilly and Norm video https://vimeo.com/228286013
<ul style="list-style-type: none"> • Reflect on the fact that hugging people you cannot see/touch is different than hugging someone nearby. <ol style="list-style-type: none"> 1. How have we already hugged our sponsored friend? 2. How does God feel when we hug another person? 3. Why is it important to give “hugs” to our sponsored friend? • Show the video “Tilly and Norm.” • Stop at 4:44 to wonder about where Tilly is going. • Stop at 6:50 to recognize the differences in where Tilly was before and where she is now. • When finished, use either Think-Pair-Share or Back to Back, Face to Face engaging students with the following prompts: <ol style="list-style-type: none"> 1. How were Tilly and Norm still friends even though they lived far apart? 2. What were some “hugs” in this story? 3. How can we hug our sponsored friend today even though we are very far away? 		
<p><i>Make Tilly and Norm</i>  </p> <p><i>Engage the Learning Targets (ELT)</i></p> <p><i>Assess the Learning Targets (ALT)</i></p>	 15-20 min	<ul style="list-style-type: none"> <input type="checkbox"/> K.12.a Student Material: Elephant template <input type="checkbox"/> Googly eyes <input type="checkbox"/> Pink and blue construction paper
<p>Note: Save Tillies and Norms to send to sponsored children.</p> <ul style="list-style-type: none"> • Model how to make a Tilly or Norm and allow students to work, assisting as needed. <ol style="list-style-type: none"> 1. Choose pink for Tilly or blue for Norm. Cut out and assemble using glue sticks. 2. Guide students to write a note on the back of their elephant based on their ability. Be sure to have students write their own names. 3. Add googly eyes with hot glue or Elmer’s glue after writing note on the back. • When elephants are finished, have students pair up and share their notes with a partner. Invite volunteers to share their notes with the class. • Wonder together: <ol style="list-style-type: none"> 1. I wonder how our sponsored friends will feel when they get our elephants? 2. I wonder if it is important to have far away neighbors? 3. Why do you think so? 4. Remind children that praying for others is a way to give them a hug. 		 <p><i>This works best if some are printed on light blue construction paper, and some printed on pink construction paper.</i></p>



EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Popcorn Prayer</i> Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)</p>	 5 min	
<p>Finish with a popcorn prayer:</p> <ul style="list-style-type: none"> • Have each child think of one thing they can thank God 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. 		
<p>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL</p>		
<ul style="list-style-type: none"> • Add teacher’s Tilly/Norm example to the document panel. 		
<p>OPPORTUNITY TO DEEPEN THE LEARNING</p>		
<ul style="list-style-type: none"> • Distribute addressed envelopes and allow children to prepare their letters for mailing. <ol style="list-style-type: none"> 1. Take photos of students holding their elephants to mail along to their sponsored friends. 2. Make two elephants, one to keep and one to send, as in the video of Tillie and Norm. 		