



# 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

### Who Is My Neighbor?

#### Learning Plan Number: 1

#### Learning Targets:

1. I can develop a new understanding of the word “neighbor.”
2. I can see that my sponsored friend is my neighbor, despite location.

#### Habit(s) of Learning:

Curious Thinking

## 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
<p><i>Hey There, Neighbor!</i> Engage the Learning Targets (ELT)</p>	 10 min	<input type="checkbox"/> K.I.a Teacher Resource: “Hey There, Neighbor” video
<ul style="list-style-type: none"> <li>• Introduce the song “Hey There, Neighbor”</li> <li>• Form a classroom circle and introduce the song, singing and showing the motions. Allow students to join along as they become comfortable. Enjoy the silliness of the song and repeat as desired.</li> </ul>		

## LEARNING ACTIVITIES

<p><i>Who is my Neighbor?</i> Introduce the Learning Targets (ILT)</p>	 5 min	
<ul style="list-style-type: none"> <li>• Write “Who is my neighbor?” on the board and read for/with the students.</li> <li>• Ask the question “Who is your neighbor?” referring back to the song. Invite student responses and lead the discussion to wonder together about whether neighbors have to live/be nearby.</li> <li>• Tell students that today they will be learning what God says about who their neighbor is.</li> </ul>		
<p><i>African Heartbeat</i>  Engage the Learning Targets (ELT)</p>	 15 min	<input type="checkbox"/> Heartbeat Sound video <a href="https://www.youtube.com/watch?v=rYt0SiGTZSw">https://www.youtube.com/watch?v=rYt0SiGTZSw</a> <input type="checkbox"/> “African Heartbeat” by Barb Christing
<ul style="list-style-type: none"> <li>• Play the sound of an excited heartbeat. Let children guess the sound. Explain that the heartbeat sound will be part of the story they will hear. Practice “boom bitty boom bitty boom” a few times.</li> <li>• Show the cover of the book <i>African Heartbeat</i>. Allow students to tell what they see on the cover. Begin reading the book together. Allow children to help with heartbeat sounds, adding the new sounds if desired.</li> <li>• Stop at pages three and four to help students discover that page three is in the United States (where we are) and page four is in Africa. Take time to define “sponsor” as being a friend to a child who lives far away. Allow students to recognize differences between the pages. Point out Katie and Neema before moving on.</li> </ul>		

Continued ...



- Continue reading, stopping as desired to expand on the story and notice pictures. When finished lead a discussion including the following wonder questions:
  1. I wonder if Katie and Neema neighbors?
  2. Why do you think that?
  3. I wonder if God thinks they are neighbors?
  4. I wonder if a neighbor is different than you thought before?
  5. I wonder if you could be a neighbor to someone far away?
- Lead students to recognize that a neighbor does not have to live nearby. Rather, a neighbor is another person that God puts in your path.

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Sponsored Child Introduction</i> </p> <p><i>Engage the Learning Targets (ELT)</i></p>	 20 min	<ul style="list-style-type: none"> <li><input type="checkbox"/> World Vision welcome packets</li> <li><input type="checkbox"/> K.I.b Student Material: Heart letter</li> <li><input type="checkbox"/> Individual photo of each student (cut to fit in the heart letter box)</li> </ul>
<ul style="list-style-type: none"> <li>• With excitement, tell students that they get to be a sponsor like Katie. They will be friends with a child who lives far away. Pass out World Vision welcome packets to students with great anticipation and excitement. This is a big moment! Walk through the packet and “introduce” each student to their friend by showing the picture, telling the name and country, and pointing out the special refrigerator magnet. Encourage students to take the magnet home and put on their refrigerator as a reminder to think about and pray for their sponsored friend.</li> <li>• Go back to page five in <i>African Heartbeat</i> to discover the first thing Katie did when she became Neema’s sponsored friend (write a letter). Say “today we will be like Katie and write a letter to our sponsored friend.”</li> <li>• Show the heart letter and model how to use the sponsored child’s name card to write his/her name on the top line, to trace the letters “we are neighbors,” and to write their own name at the bottom. Model how to glue their picture in the box and cut out the heart.</li> <li>• Allow students to work on their letter. Circulate and encourage beautiful, careful work. Allow them to color/draw on the back of the letter if desired. Collect letters when finished, reminding students that they will be sending them to their new sponsored friends.</li> </ul>		



ACTIVITY TITLE	TIME	RESOURCES
<p><i>Back to Back, Face to Face</i>            Reflect on the Learning Targets (RLT)            Assess the Learning Targets (ALT)</p>	 10 min	
<p>Use a Back to Back and Face to Face strategy to reflect and assess learning as follows:</p> <p><b>Note:</b> This strategy may be chaotic at first, but careful teaching and practice is valuable. Consider using very simple questions (what is your favorite color, what did you eat for breakfast, etc.) until children become familiar with how the strategy works. After they are comfortable, move to the relevant questions.</p> <ul style="list-style-type: none"> <li>• Pair students up and have them stand back to back with their arms at their sides. Tell them to think of their sponsored friend's name but not to say it aloud. Have them give you a “thumbs up” when they remember it. Give reminders as necessary.</li> <li>• When you say “face to face” have students turn, face their partners and take turns sharing the name of their sponsored friend. Have/help students find a new partner and stand back to back. Repeat with the sponsored child's name and the new partner.</li> <li>• Find new back to back partners. Pose the question, “What is a neighbor?” reminding students to think but not talk. Wait for “thumbs ups” before saying “face to face.” Allow students to share answers with their partners. Repeat the same question with a new partner.</li> <li>• Listen and observe answers to assess the learning. Continue for as long as engagement remains.</li> </ul>		

## EXIT EVENT

<p><i>Reflect on the Document Panel</i>            Reflect on the Learning Targets (RLT)</p>	 5 min	<input type="checkbox"/> K.I.c Teacher Resource: Document Panel Images
<ul style="list-style-type: none"> <li>• Refer to the document panel and point out the red heart. Tell students that the document panel will help them remember everything that they will be learning during this expedition. Post the teacher's heart letter example and a copy of the African Heartbeat cover.</li> </ul>		
<p><b>LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN</b>            ADD TO DOCUMENT PANEL</p>		
<ul style="list-style-type: none"> <li>• Teacher demo of letter, Copy of African Heartbeat cover</li> </ul>		
<p><b>OPPORTUNITY TO DEEPEN THE LEARNING</b></p>		
<ul style="list-style-type: none"> <li>• Read to your class <i>Who is My Neighbor, Levine and Sasso</i></li> </ul>		