



# 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 Classroom

#### Learning Plan Number: 9

#### Learning Targets:

1. I can begin to understand that poverty comes from broken relationships.
2. I can communicate ideas of how to hug my fellow classmates.

#### Habit(s) of Learning:

Joy-filled Collaborating

## CUMULATIVE TIME



65 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
<i>Hey There, Neighbor</i> <i>Engage the Learning Targets (ELT)</i>	 10 min	
<ul style="list-style-type: none"> <li>Sing a few rounds of “Hey There, Neighbor” getting faster each time the song is sung. After each time, students will high five/fist bump their partner and say, “thanks for being a great partner!”</li> <li>After playing, wonder aloud, “I wonder how you would feel if your partner kicked you and said mean words, instead of giving you a high five and a thank you?”</li> <li>Lead students to wonder on “hugging” in the classroom.</li> </ul>		



## LEARNING ACTIVITIES

<i>Hugging Classmates</i> <i>Introduce the Learning Targets (ILT)</i>	 5 min	
<ul style="list-style-type: none"> <li>Write the words “I can hug my classmates” on the board. Read to/with the students.</li> <li>Have a volunteer circle the word “hug.” Give that child a side hug and don’t let go as he/she returns to their seat. Keep “over-hugging” a few moments before letting student go.</li> <li>Giggle together about the fact that REALLY hugging everyone in the classroom all day would be very silly.</li> <li>Invite a student to explain the deep hope visuals on the document panel. Refine the definition as needed until arriving at: God’s love plus our actions make people feel like they have been given a hug.</li> </ul>		
<i>Story Reading</i> <i>Engage the Learning Targets (ELT)</i>	 10 min	<input type="checkbox"/> “Ronnie Wilson’s Gift” by Francis Chan
<ul style="list-style-type: none"> <li>Show the cover of Ronnie Wilson’s Gift by Francis Chan. Have students turn and talk to a partner about what they see on the cover. Read and enjoy the story together, being sure to draw attention to the people Ronnie helped.</li> <li>Use Back to Back and Face to Face to unpack the story using the following prompts.               <ol style="list-style-type: none"> <li>Why did Ronnie want to give his baseball glove to Jesus?</li> <li>Who were some of the people that Ronnie helped?</li> <li>I wonder how the people felt when Ronnie helped them?</li> <li>What “present” did Ronnie give to Jesus?</li> </ol> </li> </ul>		



ACTIVITY TITLE	TIME	RESOURCES
<b>Understanding Poverty</b> Engage the Learning Targets (ELT)	 15 min	
<ul style="list-style-type: none"> <li>Write the word “Poverty” on the board. Clap syllables, notice letters, and repeat a few times using different voices. <ol style="list-style-type: none"> <li>Page back through Ronnie Wilson’s Gift. Help children notice the faces of the people Ronnie helped.</li> <li>“I wonder why these people look sad?”</li> <li>“I wonder if Jesus wants his world to be this way?”</li> <li>Lead students to recognize that “poverty” happens when God’s world is not the way he created it to be. Poverty means that the path of love is broken. (If desired/needed, bring out Path of Love visuals and go through the path again)</li> <li>Keep in mind that broken relationships are the core of the poverty definition. Children will be building on this understanding as they grow with the Ignite story. Refrain from equating poverty with “being poor” or material lack.</li> <li>Ronnie used God’s love and his actions to hug people who felt poverty. I wonder if we can do that too?</li> </ol> </li> </ul> <p><b>Note:</b> Poverty is defined as “surmountable human condition of deprivation and broken relationship which often threatens human survival and involves unacceptable human suffering, preventing people from fulfilling their God-given potential. Poverty is the result of broken relationships and exploitation by unjust systems, processes and powers in the social, religious, economic, political, environmental and spiritual domains at the local, national, regional and global levels.”</p>		

## EXIT EVENT

<b>Hug Idea Catcher</b>  Reflect on the Learning Targets (RLT) Assess the Learning Targets (ALT)	 25 min	<input type="checkbox"/> Chart paper
<ul style="list-style-type: none"> <li>Write “hugs” on top of a piece of chart paper. Tell students that this paper is a hug idea catcher. Whenever the students have an idea about how to hug someone in the class, that idea will go on the idea catcher.</li> <li>Divide the class into groups of four. Have each group sit together in a circle. Give them a few moments to brainstorm ideas to put on the idea catcher. (Pick up something that spilled, hold a door open, ask someone to play, use kind words...) Circulate, comment, and redirect as necessary.</li> <li>Come back to the discussion area and invite students to share their ideas.</li> <li>Capture the students’ ideas on the chart paper as they are presented.</li> <li>While students are watching, post the idea catcher on the document panel. Tell them the classroom will be adding many more hug ideas. Challenge them to fill the paper...and maybe even fill a new one!</li> </ul> <p>As students generate ideas or “see” a hug throughout the school days, add the new hugs to the idea catcher. This should be an <u>ongoing practice</u> in the classroom. Ideas will be used for a Community Engagement project in the coming weeks.</p>		



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

- Hug idea catcher: If/when the chart paper fills up, staple another on top, leaving the bottom unstapled in order to flip up.

OPPORTUNITY TO DEEPEN THE LEARNING

- Read aloud or watch the video of “Have You Filled a Bucket Today” by Carol McCloud. Accompanying worksheets and coloring pages for this book can be found at <https://bucketfillers101.com/have-you-filled-a-bucket-today/>