Launch 1 Red
Teacher Book

A program of Christian religious education
For students aged 4–6 years
To be used with Launch 1 (Red) Student Workbook

The Council for Christian Education in Schools
(Victoria)

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Welcome to Launch — a program of Christian religious education (CRE) for students in their first year of school. Launch forms part of the Christian religious education (CRE) curriculum developed by ACCESS ministries.

We aim to deliver the BEST Curriculum. As a Christian religious education program, our material is:

- **Biblically based.** We strive to ensure that the lesson content is consistent with the teaching and emphasis of the biblical material on which it is based.
- **Educationally sound.** We are working in an educational environment. We use current teaching and learning methods to shape our curriculum.
- **Student focused.** It is written to enable students to make connections between Christian teachings and life. It recognises that learning pathways vary between students.
- **Theologically clear.** It covers the main themes of the Bible in an accessible way.
- **Contextually appropriate.** Learning is maximised because we recognise that we are working with learners in a multi-faith and multicultural context.

Launch (Red Series) is published in two parts and provides a minimum of 32 half-hour teaching sessions, plus Easter and Christmas celebrations. Curriculum material for Units 1–5 appears in Launch 1; material for Units 6–10 appears in Launch 2. Launch material includes:

- **a Teacher Book**
  - a scope and sequence chart on pages 6–7 listing the biblical references and summarising the purposes and main points of each session
  - unit introductions outlining themes and sessions and prompting forward planning
  - easy-to-follow session notes, some with an option to be spread over a double session
  - options for small-group creative play activities
  - photocopiable worksheets (Black Line Masters)
- **a Student Workbook**
  - a double-page spread for most lessons

Using the Teacher Book

Read the introduction to the unit and the session notes ahead of time.

While reading, keep in mind the abilities and interests of your students. You will need to choose how the children will be arranged during the Student Exploration segment of the sessions. The class can work on activities together or can work in small rotation groups. Consider what resources you have available and what you will need to source. Use the check boxes on the introduction page of each session as well as the ‘Notes’ column in the session outlines to help you plan your session.

Many sessions will have more activities than can be covered in 30 minutes, so select the options best suited to your situation.

Optional Black Line Masters (BLMs) in the units provide additional resources for a range of student learning abilities. BLMs do not replace the Student Workbooks as their range is more limited.

Using groups

The Group Work option provides opportunities for small groups of children to explore the Bible story and its themes in creative ways during the Student Exploration section of the session. From Unit Three onwards, you will need to choose how you will approach the Student Exploration part of the session. Keep a record of which children have had a turn of which creative activity.
In many classes, the children are already working in groups for some of their learning activities. Use these same groups, or divide the class into your own groups. Give each group a name. The group activities as listed in the sessions are usually based on four groups. Adjust the number of groups to suit the size of your class (but have no more than six in a group). It is important that the groups are chosen before the session commences as valuable time will be lost if groups need to be allocated during the CRE time.

**Useful items**

Ask the classroom teacher which classroom materials are available for you to use, for example pencils, pens, scissors, paste, CD player, paper, play dough, dress-ups and blocks. Other items required for sessions will need to be sourced from personal or cooperative supplies.

**New Tracks—Songs for CRE**

This is a selection of songs suitable for CRE as well as six well known tunes such as 'Mary Had a Little Lamb' to use as backing tracks. Lyrics and guitar chords are included. These can be printed out from your computer.

**Teaching using Launch**

Making connections is an essential aspect of learning. Launch uses a proven four-step teaching process to enable students to make connections between life experiences, stories from the Christian faith, and life skills. In Launch sessions, students begin with their own and others’ life experiences. They discover new information, from stories, beliefs and values from the Bible, which they explore and apply. This leads them to reflect on how the stories and values are able to be applied in day-to-day life. The sequential, thematic development of the content helps them to construct, clarify and evaluate new skills for understanding life and life’s big questions.

**Four-step teaching process**

**Orientation**

Orientation takes the first five minutes of each lesson. Its purpose is to open up links between the students’ prior experiences and the topic of the lesson. The teacher has the opportunity to assess the students’ prior understandings of the topic and to make a bridge with the biblical story. Orientation enables the teacher to engage the students’ interest by interacting with an issue relevant to them. It is organised in three subheadings:

- **Collect.** The children need to be brought together ready to engage with the lesson.
- **Revise.** Once their attention has been gained, they are ready to revise what has been learned in the previous session(s).
- **Enthuse.** An interesting item or example enthuses them to engage with the new learning opportunities they are about to be given.

**Guided Discovery**

In this section, the children hear the Bible story or passage and begin to understand some of the themes and values that flow out of the story.

**Student Exploration**

Students undertake a range of activities that allow them to explore and apply the session’s content and construct their own understandings. They undertake these activities individually, in small groups or as a whole class. Teachers can move among the students at this time, offering individual support while observing the learning that is taking place.

**Student Reflection**

The final step in the teaching sequence, reflection, draws together the learning achieved. It allows students to briefly review, share, explain and/or justify what they have discovered in the session. Students have the opportunity to reflect on what they learned, how they learned it and how it will impact on their lives.

**Prayer**

The Teacher Book encourages teachers to pray with the students. A suggested prayer is included at the end of each Student Reflection section. It is important to remember, however, that teachers may not insist on student participation.
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<td>Significance Innovation, inquiry and curiosity</td>
<td>Psalm 23 God cares about each one of us.</td>
<td>We are special to God</td>
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<td>It is important for all children to feel significant. God treats us all as significant because of His care of us.</td>
<td>Children need to start with the familiar in order to develop new understandings.</td>
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<td>What I make tells something about me. The world tells me something about God.</td>
<td>Children will talk about what they have made. They will hear that the natural world has been made by God.</td>
<td>The children are introduced to the Christian belief that God made the natural world and is interested in them as individuals.</td>
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<td>Integrity Innovation, inquiry and curiosity Excellence</td>
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<td>Written records help us to remember what is important.</td>
<td>Children are learning to recognise that written text conveys meaning and that ideas are recorded for future reference.</td>
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<td>In CRE we are invited to come and find out about God.</td>
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<td>Jesus is alive again. This is what Christians celebrate at Easter time.</td>
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<td>It is important that children celebrate Easter as part of the cultural heritage of our nation.</td>
<td>Children learn how to celebrate community cultural events.</td>
</tr>
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<td>He’s alive!</td>
<td>For the children to understand that Easter is worth celebrating.</td>
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<td>Participating in activities that help them to understand the caring role of a shepherd.</td>
<td>Children are learning to care for those around them. Here they see a model of care.</td>
</tr>
</tbody>
</table>
A light

John 8:12

God is like a light, showing us the right way to go.

Unit 1

A wonderful world

Genesis 1:14-19

God made everything. God made night and day. We can enjoy what He has made.

Children will record what can be seen both day and night.

Children will learn to categorize objects according to select criteria. We can use the same criteria to observe and order the natural world.

Wet and dry

Genesis 1:6-10

God made wet and dry things. He made water for us to enjoy.

Children identify items as wet or dry.

Exploring uses of water.

Developing an understanding of the importance of water as a precious resource to use. This is an important building block in the development of an attitude of sustainability.

A teacher

Luke 11:1-4

God is like a teacher, teaching us how to talk with Him.

Reading a modified version of the Lord’s Prayer.

Children are learning the importance of asking God for help and expressing appreciation to Him.

Night and day

Genesis 1:16-17

God made the sun, moon and stars.

Children will learn to categorize objects according to their size or other characteristic. They are learning how to care for members in their school community who differ from them.

A good friend

Mark 10:46-52; Luke 18:35-39

God wants us to be a good friend to others.

Identifying the qualities of a good friend.

Children are learning the importance of caring and sharing those around them in the school community.

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‘Some people brought their children to Jesus so that He could bless them by placing His hands on them. But His disciples told the people to stop bothering Him. When Jesus saw this, He became angry and said, “Let the children come to me!” … Then Jesus took the children in his arms and blessed them by placing his hands on them.’ (Mark 10:13–16 CEV).

What an amazing privilege we have to teach children the good news of God’s love. Be the best teacher you can be. Below are some brief notes to consider. For more detailed information, see our Training Manual (available from accessministries.org.au).

**Before you get there**

Obtain a class list and pray for the class teacher and each student by name. If possible, use a photo of your class to help you learn their names. Pray for yourself as you enter this ministry.

Ensure that everything you need for your lesson is ready. The more prepared you are, the more smoothly a lesson will flow and the fewer difficulties you will encounter.

**When you arrive**

As a visitor to the school, you need to respect the school’s rules, resources and staff. Wait outside the classroom until the teacher is ready for you. Acknowledge the teacher and ask permission before you use any of his or her things. Welcome the class and allow them to return the welcome. For the first few weeks remind the students of your name.

Students work best when they understand what is expected of them so clearly explain your expectations. Where possible, follow the rules and routines of the classroom. It can be helpful to identify acceptable noise levels for different activities. Three common levels of noise are silent, quiet work and louder. Use the teacher’s signal for silent working. For example, you could say, ‘Now it is time for the story, this is when we sit quietly on the mat with our hands in our laps.’

**While you are teaching**

Remember that all students are different and will respond differently to the lesson. In addition to the range of ages you can find in one classroom, you will find an even larger range of stages of development of the students.

Students in two different classes may respond quite differently to an activity or lesson. Factors such as the time that the lesson is held, the weather, school events or other events that have happened in a student’s week will all change the dynamic of the class. You will need to be flexible when situations that affect your lesson arise. Even the best teachers will have lessons that do not work well.

Who you are is very important to students. They will measure your message by your actions. You need to be fair in your treatment of all students and ensure that everyone gets a fair turn. You need to be honest and willing to admit when you have made a mistake, and apologise where appropriate. You need to model God’s love, forgiveness and grace and you need to show that you love God.

Be positive in your classroom management. Praise students who are doing the right thing rather than reprimand students who are doing the wrong thing. Avoid being sarcastic or belittling. Try not to draw attention to a student’s misbehaviour; a slight shake of the head or a hand gesture while you continue speaking and moving to be nearer a particular student will all help the flow of the lesson to continue. Lower your voice when you notice that you are getting too loud. Students will often listen more carefully to a quiet and firm voice in a classroom.

Look out for signs that students’ attention is wavering. Use a variety of activities to engage students. Help students to see the connection between all parts of your lesson and to reflect on it during the Student Reflection.

**When you leave**

Ensure that you finish your lesson on time. Have the students ready to be handed back to their teacher. Leave the room quickly and quietly.

**After the lesson**

Evaluate your lesson: what went well and not so well. Identify students that you need to spend more time with next week. Pray for any situations that arose. Share your stories with other teachers and encourage one another. Reward yourself; you have done something valuable and important.

**Understanding the four to six-year-old child**

Below are some comments about children in their first year of school. These will affect how you teach and what you expect of the children in your CRE classes.
**Significant relationships**

- The family is very important; it is the measure by which they view the world.
- Their teacher is also important and provides security in the school situation.
- They often have very little or no knowledge of God or Christianity. The CRE teacher is an important model of God’s love. As children will want to please their teacher, they will happily accept your teaching.
- Boys and girls are happy to play together.
- Working in groups is often a new experience and children will need guidance as they work.

**The way they learn**

- As the children have a small attention span, it is important to use different approaches and to vary the rhythm of the lesson.
- For many children it is the first time that they have had to share the attention of an adult. They will often find it difficult to wait for their turn and may get upset if they are not chosen to answer a question.
- They are concrete learners and often find it difficult to adapt to different or new situations.
- Their fine motor skills are often underdeveloped and they will need help with activities such as cutting or pasting. They may also finish a pencil and paper activity more quickly than you expect.

**Social issues**

- Children come to school with a variety of experiences. Some will have been to day care or preschool and others will have no experience of school. It will take time for children to settle into the routine of school and some may find it difficult to have another teacher in their room.
- They want to be liked and listened to.
- They can be self-absorbed and bossy, especially when they are trying to get their needs met.
- They are sensitive to failure and ridicule.

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**Key to symbols**

Various symbols are used throughout *Launch* to assist you in preparing and presenting your sessions.

- **Main teaching and learning activity**
- **Optional teaching and learning activity**
- **Summary point or list**
- **Question**

**Music for everyone**

Songs are an excellent way for students to learn with enjoyment. Songs can contribute to the worship aspect of a session, and a song well learned stays firmly in the memory. Here is an approach that most people can use to teach a song once they are familiar with the tune, even if they cannot sing well or play an instrument.

Choose a suitable song for your class. Put the words up in front of the class (in clear letters on newsprint) and say the words through in the rhythm of the song, lightly clapping out each syllable as you speak. Have the students join you as you work through the song again once or twice, line by line, where necessary.

The students will then be ready to hear the tune. You can sing or play it yourself if you are able — with confidence, to inspire the students — or you can use a recording.

With the rhythm firmly established, the students will pick up the melody quickly and sing along at your signal.

Sometimes students can be shy about singing. A teacher prepared to show confidence in his or her own limited abilities and a positive approach can inspire students to try. Do not worry if they are slow to join in. Encourage them. They might just surprise you with their talent.
Main Point
We are special to God. He cares about us.

Purpose
• To introduce yourself and to start to get to know the children.
• To introduce God as being interested in them as individuals.

Preparation
• Read and reflect on Psalm 23.
  □ We are like sheep with God as our ever watchful shepherd. He knows what we need; rest and refreshment, direction and protection, the promise of His kindness and love and an eternity with Him. We can be certain that we are special to God, whether we are adults or children.
• Ask the school for a class list for each class you are teaching.
  □ Commit these children to God.
• Make a nametag for yourself and one for each of the children out of stiff card. Attach a piece of soft wool or ribbon to each nametag, long enough to fit easily around the child’s neck.
• Find a picture of some animals, including a sheep.
• Choose a couple of items that say something about you (for example, photos of your family and/or pets, a book related to a hobby that you enjoy).
• Write the students’ names on their workbooks.
• Choose a simple song to sing. The song ‘Good or Bad’ from the CD New Tracks Songs for CRE (www.accesministries.org.au) is simple and easy to learn.
• Think about where you will store the Student Workbooks. You might like to ask the classroom teacher if there is space on a shelf in the classroom where they can be stored.
  □ Contemporary English Version Bible (CEV)
  □ Student Workbooks, already named if possible
  □ nametags
  □ pictures of animals including sheep
  □ CD and CD player

Values
• Significance
  □ Innovation, inquiry and curiosity

Orientation
• Ask the children to sit in a circle on the floor.
• Introduce yourself and show your nametag. Put it on.
• Show the items that tell something about you. Say a few things about each of them.
• Play ‘I Spy’. Look at your children and name things concerning them as clues. For example ‘I spy someone with blond, curly hair’. As the person is guessed, ask their name and give them their nametag. (or just ask their name.)
• Repeat these four or five times. Give out the remaining nametags with questions such as ‘I am thinking of a person whose name starts with a J (make the sound) and ends with an S’. (If you haven’t made nametags, work through the alphabet: ‘Hand up if your name starts with A (make the sound) for Andrew, B for Bella …’)

Guided Discovery
• Show them the pictures of the animals one by one, finishing with the sheep.
  □ What is this?
  □ Who looks after animals? (vets, pet owners, farmers)
  □ There is a special name for someone who looks after sheep.
  □ Does anyone know what s/he is called? (Students may not be familiar with the word ‘shepherd’.)
A shepherd looks after the sheep because they are special to him/her.

- Explain that you have come to the school to help them learn about God.
- Show the children your Bible.
  - The Bible tells us that we are special to God, like the sheep are special to a shepherd. We are all special to God. God is like a shepherd to us.
- Explain that you have come to teach CRE (that means Christian religious education) because you want everyone to know that God cares about them. We are all very special to God.
- Ask the children to stand and stretch up high, crouch down low, stand up tall and sit down again (to get rid of any 'wriggles').
- Ask the class to listen while you play a song to them.
  - Say each line of words while they repeat it after you.
  - Play the CD again encouraging the children to join in if they can.

**Student Exploration**

- Explain that you also want to get to know them and learn about them.
  - Ask the children to each say one thing they like doing as you go around the circle. (This helps them have an idea for the drawing activity.)
- Show the children the Student Workbooks. Direct their attention to the Scout and me page and read the words to them. (Hi my name is Scout. Hi my name is _________ I like ___________.)
  - Explain that they will have a go at writing their name where it says, 'Hi my name is _________'. They might like to copy their name tag.
- In the big space, they are to draw what they like doing.
- Ask the children to go back to their seats once you have given them a workbook.

**Student Reflection**

- Move around adding their names if necessary, and asking them what they have drawn.
- Ask the children to stop and listen to you. Ask them all to close their workbooks.
- Ask the children to return to the floor, a table at a time, with their Student Workbooks.
- Collect the nametags and workbooks.
- Sing your chosen song again if you have time.

**Notes**

- Move around adding their names if necessary, and asking them what they have drawn.
- Ask the children to stop and listen to you. Ask them all to close their workbooks.
- Ask the children to return to the floor, a table at a time, with their Student Workbooks.
- Collect the nametags and workbooks.
- Sing your chosen song again if you have time.

**Student Reflection**

- Explain that we are able to talk to God, just like we talk to other people, even though we can't see Him.
  - Ask the children to close their eyes to help them think about what is being said. Tell them to listen for the word 'Amen' which they can say after you have said it. It means that you agree with what is being said.
  
  Dear God, thank you that we can learn about you in CRE. Thank you for all the different things we like doing. Thank you that you care about each one of us because we are special to you. Amen
  
  - Say goodbye to the class and that you look forward to seeing them all again next week.
  - Thank the classroom teacher and leave promptly.
Discovering

Overview

This unit assumes that the children have little or no understanding of the Christian faith. It explores the concept of discovering. Young children have a natural curiosity about the world around them. As they enter school, their horizons are broadened and they are introduced to many new concepts and experiences.

For many, an introduction to the Christian faith is one of those new experiences. In this unit, they are introduced to the Christian belief in God, who has revealed Himself through the created environment, the Bible and primarily through His Son, Jesus Christ. Christians believe that God has revealed Himself in these ways in order to have a relationship with people.

Session Outlines

- **Session 1: Look!**
  The session centres on the belief that a piece of artwork tells us something about the artist. In the same way, the natural environment, which Christians believe has been created by God, tells us something about its creator, God. The children will make a piece of artwork based on the sky.

- **Session 2: Don’t forget!**
  Using the concept of a list, this session looks at the way we write things down so that we do not forget them. The Bible functions in this way; it is a record of important things that God wants His people to remember.

- **Session 3: Come and see**
  This session invites the children to enquire and find out about God in CRE. They will hear how Philip, one of the first followers of Jesus invited Nathanael to come and learn about Jesus. They will hear that they are welcome to ask questions in CRE.

- **Session 4: Look at me**
  Jesus is introduced as the best way we can find out about God. Just as they resemble, their birth parents in looks as well as character, so Jesus shows us what God is like.

Prepare Ahead

- **Session 1: Look!**
  - Ask the classroom teacher to put aside a piece of artwork that one of the children participating in CRE has completed, to act as an introduction to your teaching segment.
  - Laminate nametags for durability
  - Collect some photos of natural scenes for example, from an old calendar or ask the school librarian to select a set of nature books appropriate to this age group.
  - A collection of coloured paper if required.
  - Four pieces of A4 paper if required.
  - Ask the classroom teacher for use of paste or crayons as required.

- **Session 2: Don’t forget!**
  - Choose eight items commonly found in homes for a game of memory.
  - Source a selection of children’s Bibles if required for early finishers to look at.

- **Session 3: Come and see**
  - Source a large plastic or foam cube or make a cube from the template provided on BLM 3 Question cube.
  - Write the following words on cards: Come, Andrew, Simon, Phillip, Nathaniel.

- **Session 4: Look at me**

Blackline Masters (BLMs)

Whenever you are preparing for some or all of the students to use the optional worksheet BLMs, make sure that you include a few extra. It will save a lot of disappointment for those students who just cannot help making mistakes.

Note that some of the worksheets can be enlarged freehand on to newsprint (butchers’ paper) for use occasionally as a class, rather than an individual, activity.
Purpose

For students to understand that we can find out about God.

Students will achieve this by:

• sharing something they have made
• hearing that the natural world tells us about God
• observing part of the natural world.

Preparation

• Read and reflect on Psalm 19, but especially verse 1.
• Be aware of following points:
  □ The created world is the canvas of God that demonstrates some of His qualities and shows us something of His care, power and love.
  □ The rest of the Psalm tells us of His life-giving word as it is applied to our lives.
• Decide how you will bring out your chosen value in the session today.
• Ask a helper (with a Working With Children Check) to come with you today if you wish to do the painting option. They will need to supervise the children as they put on a smock, and add a bit to the composite picture. Seek the permission of the principal first before you ask for a helper. In Victoria, helpers need to be accredited if they wish to continue as a helper.
• Copy BLMs as required.
  □ BLM 1 I can see (page 16)
• Collect items you may need:
  □ photos of natural scenes, for examples from a calendar, or nature books suitable for this age group
  □ nametags
  □ a selection of coloured paper, cut into smaller pieces, if choosing to make a sky collage.
  □ four A3 pieces of paper or one large piece of paper for sky activity (butcher’s paper will do).
  □ picture of a sheep from last session
  □ your completed Student Workbook and any BLMS you will be using
  □ CD and CD player.

Main Point

What I make tells something about me.
The world tells me something about God.

Values

• Innovation, inquiry and curiosity
• Respect

Children’s writing

• Many children at this time of year will have a very limited ability to write. Some will be able to write their name. The class teacher may have made Nametags for the children to help them write their name. If they are available, they may already be on the desks. Encourage the children to use these in CRE if they are available. (Children will need to write their name on any handout sheets such as BLMs (Black Line Masters)
• Encourage the children to ‘have a go’ at writing. Praise their attempts, especially if they have used some of the correct letters.
• If a child is unwilling to have a go, ask them what they would like you to write and then write it for them, saying the words out loud as you write them.
**Orientation**

- **Collect**
  - Greet the children, reminding them of your name.
  - Hand out the nametags and say welcome to each one as you give them their nametag.
  - Play a game of I Spy, using colours. ('I spy with my little eye something that is blue.') The children need to put up their hand to say what they think you have seen.

- **Revise**
  - Show your picture of a sheep from last week.
  - What were we talking about last week in CRE? (That God is like a shepherd who cares for each one of us.)
  - Remind the children that each week we will be learning about God and how much He cares for us.

- **Enthuse**
  - Hold up a piece of artwork.
  - Who did this lovely piece of artwork?
  - What can you tell us about it?
  - Ask a number of children what they love to paint or draw.
  - Ask some others what their favourite colour is.
  - Make the comment that the colours we love and what we love to paint and draw tells other a little bit about us.

**Guided Discovery**

- Ask the class to look out the window and tell you some of the things that they see. (You may be able to have the class stand at the window if the room arrangement allows for this.) Encourage them to take special notice of the things in the natural environment, things that people have not made. You may need to ask leading questions such as, 'What is that black thing you can see in the sky?'
  - Show some other photos of natural things such as rivers and forests.
  - Bring out the fact of the beautiful colours, the bigness of what is portrayed and the power of the one who could make all that.
  - Say that in CRE we are learning about God and how much He loves and cares for us.
  - We don't have any paintings that God had done so how can we find out what God is like? (We can look at the world and in the Bible- some children may know about the Bible)
  - Yes, the world around us is a bit like God's painting.
  - The world can tell us something about what God is like.
  - Teach children your chosen song. Ask them to stand and move as they sing. Have them listen to the song. Ask them to stand and move as they sing.

**Student Exploration**

- Hand out the Student Workbooks and have the children turn to today's page.
  - Together look at the photo on the first page, The sky. 1
  - Children identify what is in the picture (red, orange, blue, white, clouds, sunlight).
  - What do you think it tells us about God? (He is clever, He is powerful, He loves colour) [You may need to provide these answers if the children are having difficulty answering the question.]
  - Read the text together.
  - Then ask them to look at the second page, Look 2
  - Read the text together.
  - Say that today we are going to make a drawing / collage of the sky in our Workbook. Remind them of the things you saw earlier in the sky and name any other things they may like to add to their sky picture (birds, rainbow, fluffy clouds, streaky clouds)
- Invite small groups of children at a time to return to their table and do their picture.
  - Provide coloured paper and paste if required.
- Early finishers can complete BLM 1 I can see.
  or look at nature books or pictures if they are available.
  - For the BLM, the children need to stand or sit and look out the window at the sky. Ask them to look at the colours and whether they can see any clouds, or birds or the moon. They are to draw the things that they saw or may wish to have a go at writing what they saw. Useful words are included around the edge of the BLM.
  Ask the children to keep their workbooks open if they did a collage or to close them if they drew in their book today.
  Ask one child from each table to collect the books on their table and to bring them to you.
  Ask the children, one group at a time to come and sit on the floor.

**Student Reflection**

- Wait for all the children to be seated and settled. Thank those who are ready to listen.
- Thank them for working so hard today.
- Show the picture of the sky from the Student Workbook.
  - What does this picture tell us about God? (He is big and strong, He is powerful, He loves colour, He is creative)
  - Tell them that each week we are going to learn a bit more about God, His world and how much He loves us.
- Explain that Christians like to talk to God. This is called praying. Explain that you will say the words, called a prayer. If you agree with what I am saying, say ‘Amen’ after you hear me say it. They can listen and say the words in their head if they want or just listen as you pray.

  *Dear God,*
  
  *Thank you that we can come to CRE to find out about you. Thank you for the beautiful world that you have made, that teaches us about you as well. Thank you that we can make things too. Amen.*
### I can see

Look at the sky. What can you see?

Write or draw it here.

<table>
<thead>
<tr>
<th>sky</th>
<th>I can see….</th>
<th>blue</th>
</tr>
</thead>
<tbody>
<tr>
<td>birds</td>
<td></td>
<td>grey</td>
</tr>
<tr>
<td>trees</td>
<td></td>
<td>red</td>
</tr>
<tr>
<td>clouds</td>
<td></td>
<td>yellow</td>
</tr>
<tr>
<td>sun</td>
<td></td>
<td>black</td>
</tr>
<tr>
<td>wind</td>
<td></td>
<td>orange</td>
</tr>
</tbody>
</table>
Purpose

For students to understand that the Bible is the best source of information about God.

Students will achieve this by:
- considering times when family members write lists
- hearing that God wrote a list of things the Hebrew people needed to remember
- drawing a list of things they need to remember.

Preparation

- Read and reflect on Deuteronomy 5: 1-29; 6: 4-9.
  - The Ten Commandments are also recorded in Exodus 20: 1-17.
  - As they were entering a new phase of their history as a new free community, rather than a group of slaves, the Hebrews needed a set of guidelines about how to live as a new community. God did not want them to forget what they had learned about Him and His standards for relating to Him and others. This is summarised in the Ten Commandments.
  - The Bible records the history of God’s dealing with His people. The whole Bible acts as a means of us remembering who God is, what He has done and how He wants us to live. In this way, it acts a bit like a list or a memory jogger. it is certainly more than this but is a useful way to approach the Bible.
  - Today’s session is looking at the idea of the Ten Commandments as a memory jogger more than at the content itself. The session is not concerned with the particulars of the Commandments but with their general aim of defining our relationship with God and with others.
- Decide how you will bring out your chosen value in the session today.
- Ask the classroom teacher if you may store the Student Workbooks in the classroom. This alleviates the need to carry the books to and from school each week.
- Copy BLMs as required.
  - BLM 2 The Bible (page 20)
- Collect items you may need:
  - your CEV Bible
  - nametags
  - a large print list of student names or a tray, a tea towel to cover the tray and eight commonly used household items for a game of Memory
  - an enlarged replica of page 4 of the Student Workbook or make a large copy of the sentence and the book shape
  - a selection of children’s Bibles if required
  - your completed Student Workbook and any BLMs you will be using
  - CD and CD player.

Main Point

God gave us the Bible to tell us about Him.

Values

- Integrity
- Innovation, inquiry and curiosity
- Excellence

Bringing out your chosen value

Each week, you are asked to decide how to bring out your chosen value.
- Read the values listed.
- Read the Bible text.
- Which value do you see is being brought out in the biblical material?
- You may think of a few comments that bring out this value. For example, God wanted the people to act like they loved Him. They were to do what He said. Or they were to keep on finding out what God is like.
- Look around the classroom. You might find an example of the value you have chosen to focus on. For example, there might be a poster about a child the school is sponsoring. They are caring for others. God wants us to care for others.
Orientation

• Collect
  □ Greet the children, reminding them of your name.
  □ Sing the song you introduced last week.

• Revise
  □ Show the picture of the sky from last week’s session in the Student Workbook.
  Q How is the sky a bit like a painting? (It tells us something about God.)

• Enthuse
  □ Hold up your list.
  Q What is this? (a list of the children’s names; some children will recognise their name)
  Q What do people write lists for? (to remember important things)
  Q Does anyone in your family write lists?
  □ Allow a few children the opportunity to talk about any lists that are written in their family (shopping lists, to do lists, birthday lists, holiday packing lists)

Or

• Arrange the children in a circle. If you are able, sit in the circle with them. Play a game of Memory; put eight items on your tray. Explain that in a few moments you are going to cover the items with a tea towel and they have to remember what is on the tray.
  □ Make sure that everyone knows what the items are on the tray, before you cover the items. Point to each one and name it with the children. Cover them over after about two minutes.
  □ Invite children to tell you one item that was on the tray. Insert your hand carefully under the tea towel and remove that item. Show each item as it is mentioned. Give clues if need be to help the class to remember all the items.

Guided Discovery

• God also wrote a list of things He wanted people to remember. Where would we go to look for this list? (The Bible)
  □ God wanted the Hebrew people to know and remember how He wanted them to live. The Hebrew people lived a very, very long time ago.
  □ God knew that they needed to know and remember some important things. So He wrote them a list.
  □ The list told them how to love God and how to love others.
  Q Is a list any good if we write it and then put it away and don’t remember it or look at it? (No)
  □ That’s right. So God told the people to remember to talk about the list with each other and with their children. He said, ‘Don’t forget.’
  □ The whole Bible is a bit like a list because it reminds us what God is like and what He wants us to remember. Stories can teach us and help us to remember important things. The Bible was written so that we would know how much God loves each one of us.
  □ This year we will learn some of the important things God wrote for us to remember in the Bible.

Student Exploration

• Choose from the following activities
  □ Sing your chosen song [again]. Encourage the children to clap in time with the music or to move to the music if that is appropriate.
  □ Comment that music is a good way to show that we are happy to be learning about God.
  □ Hand out the Student Workbooks and have the children turn to today’s page.
  □ The Bible
  Q What is this a drawing of? (a book)
  Q Which book have we been thinking about today? (the Bible)
  □ Explain that they are to cut out the words from the side of the page and paste them
over the picture of the Bible. Read the words together. (The Bible teaches us about God.)

- Demonstrate how to do this using your enlarged replica of the student page. We suggest you cut the words as follows: The Bible teaches us about God. More advanced students could cut out the individual words.
  - Don't forget!
- Read the text together. (What do you have to remember?)
  - What sorts of things do you have to remember when you get up in the morning? When you get dressed? When you have your breakfast? When you are at school? When you go to bed?
  - The children circle those things they need to remember.
- BLM 2 The Bible
  - Early finishers can complete this writing and drawing activity.
  - Read the text to the children.
  - They trace over the words 'Bible' and 'God'. They can colour the rest of the words if they have time.

- If you have brought in any children's Bibles, you might like to let early finishers have a look at these.

- Ask the children to leave their books to dry on their desks.
Don’t forget!

The Bible teaches us about God.
Purpose

For students to understand that they are invited to inquire and find out about God in CRE.

They will achieve this purpose by
- recalling when the word ‘come’ is used
- hearing the story of the calling of the first disciples
- discussing questions they might like to ask about Jesus

Preparation

- Read and reflect on John 1: 35-46.
- Be aware of following points:
  - Before Jesus began His public ministry, John the Baptist was there to set the stage for Him and to make the people aware of a new work by God that was happening amongst them. The people therefore had some understanding of the role that Jesus would fulfil.
  - The words of Andrew to his brother Simon indicate that he understood Jesus to be the Messiah, the One promised for many years. Jesus’ first two disciples had been followers of John’s (The other unnamed disciple is probably John the author of the gospel.).
  - In Guided Discovery, quotation marks have been used in the story even though not all sections are direct quotations from the Bible. They are used to keep the story active rather than as a record of something that happened in the past.
- Decide how you will bring out your chosen value in the session today.
- Copy BLMs as required.
  - BLM 3 Question cube (copy onto card) (page 24)
  - BLM 4 Look what I found! (page 25)
  - BLM 5 Found (page 26)
  - web BLM Come
- Make enough copies of BLM 5 Found for one copy for every two children. Cut out the pictures and place in zip lock bags or similar.
- Use BLM 3 Question cube in the Student Exploration section of the session or add the words to a foam or soft plastic cube if you have one.
- The word card ‘That’s amazing’ is to be used in the next session.
- Collect items you may need:
  - CEV Bible
  - nametags
  - Question cube
  - word card ‘Come’ and name cards: Andrew, Simon Peter, Philip and Nathanael if not using web BLM Come
  - your completed copy of the Student Workbook and any BLMs you will be using
  - CD and CD player.

Main Point

In CRE the children are invited to come and find out about God.

Values

- Innovation, inquiry and curiosity
- Respect

Be firm, be fair, be kind

Remember your favourite teacher? Students respond to adults who are firm, fair and kind.

Being firm is different from being cross, angry or bossy. It involves knowing the general classroom expectations and knowing that the students know them! So your confident restatement of the known requirements is recognised by students as reasonable and not threatening.

Being fair often leads to quiet explanations without engaging in arguments.
**Orientation**

- **Collect**
  - Greet the children, reminding them of your name. Hand out the nametags.
  - Play a short game by asking questions such as, 'I am thinking of a boy who is wearing dark blue sports shoes. Who am I thinking of?' (This also helps you to get to know the names of the children.) You might like to invite one or two children to ask the question for you.

- **Revise**
  - Hold up the Bible you showed last session.
  - Who do we learn about from reading the Bible? (God, Jesus, people who loved God)
  - Yes, that is right. We go to the Bible to find out about God.

- **Enthuse**
  - Show the word 'come'
  - Can anyone tell me what this word is?
  - When do you use this word? (when you want someone to help you; when you want to show someone something)
  - Decide on an action to express the word 'come'.
  - Explain that in a moment you are going to tell a story from the Bible. You need them to listen carefully. When they hear the word 'come', they need to quickly do the action and stop when you go on with the story.

**Guided Discovery**

- Explain that this story comes from the Bible. The Bible tells us about God. It also tells us a lot about God's Son, whose name is Jesus.
- Show them where the story comes from in your Bible.
- There were two men who wanted to find out more about Jesus, so they decided to walk along the road with Him. Jesus asked them, 'What do you want?'
- They said, 'Where are you staying?'
- Jesus said, 'Come [action] and see.'
- So they went and spent the rest of the day with Jesus.
- Andrew was the name of one of these men.
- Andrew said to his brother, Simon, 'Come. [action] We have found the Messiah, the one that God promised a long time ago. Come [action] and see.' [Put up name cards for Andrew and Simon Peter.]
- The next day, Jesus decided to go out in the country.
- He met a man called Philip.
- Jesus said, 'Come [action] with me.' Philip went with Jesus. [Put up name card for Philip.]
- Philip then found his friend Nathanael. [Put up name card for Nathanael.]
- Philip said to Nathanael, 'Come [action] and see. We have found the one that was promised by God a long time ago. His name is Jesus.'
- Why do you think all those people said 'Come'? (Jesus was important. They knew He was special. They wanted others to meet Jesus as well.)

**Student Exploration**

- What words do we use to start a question?
- Show your question cube (who?, what?, why?, where?, when?, how?)
- What sorts of things might they have asked Jesus? (What is the name of your mum and dad? Where do you live? Do you go to work?)
- This acknowledges that it is okay to ask Jesus/God questions.
- Imagine that you were one of the people that day who met Jesus. What questions might you ask Jesus? (Take responses)
- Choose from the following activities.
- Game
  - Ask the children to sit in a circle. Explain that the question cube is going to be passed around the circle. When the music stops, they can choose one of the
Play the song the class has been learning as the children return to the floor, and then sing it through once all the children are seated.

Q How do we feel when we have found something new or interesting? (excited, pleased)
Q Do we keep that news to ourselves? (No, we share it with others)
 That is what the men in our story did today. They were so excited to have met Jesus that they just had to tell somebody else.
Q How can we find out more about Jesus? (through CRE, through reading the Bible, by asking questions)

You might like to use this prayer with your class.

Dear Jesus,
Thank you that we can find out more about you in CRE. Thank you also that we can ask questions to find out more, just like your friends in today’s story.

Amen.
Question cube

When?
Who?
Why?
Where?
What?
How?
Look what I found!

Can you find the hidden letters?

Whose name do they spell?  ___  ___  ___  ___  ___
**Purpose**

For the children to understand that God sent Jesus to show us what God is like. They will achieve this purpose by:

- recalling that they are like members of their own family
- hearing about some of the actions and teachings of Jesus
- reflecting on the way Jesus demonstrated God’s power and love.

**Preparation**

- Read and reflect on John 14: 1-10.
  - This is now towards the end of Jesus’ earthly ministry. Having told the disciples that He was going away and that they knew the Father because they knew Him, Philip asked if they could see the Father. Jesus replied that if they had seen Him, they had seen the Father.
  - The disciples had seen and heard all that Jesus had shared with them, but they still did not understand the relationship between the Son and the Father. It is enough to say to our students that Jesus came to show us what God is like.
  - Note that Nathanael is probably the other name that Bartholomew was known by. Nathanael is called by Jesus in this passage, but is not included in any of the lists of disciples, but Bartholomew is.
- Decide how you will bring out your chosen value in the session today.
- Copy BLMs as required.
  - BLM 6 *We find out about God* (page 30)
- Collect items you may need
  - CEV Bible
  - some photos of relatives who look similar to you
  - word card ‘That’s amazing!’
  - Word card ‘Come’ and name cards used in the last session
  - a piece of clothing to wear as you represent each character in the story: Jesus, Andrew, Philip, Nathanael and Simon Peter
  - your completed copy of the Student Workbook and any BLMs you will be using
  - CD and CD player.

**Main Point**

Jesus came to show us what God is like.

**Values**

- Care and compassion
- Innovation, inquiry and curiosity

**Acting a story**

Play-acting is an excellent way to understand and remember a story. Some classes who take part in play-acting during the week love acting, and respond warmly to any suggestion that they act out a story. Other classes, who are not so used to it, find it difficult.

Miming a story as it is read or told is a simpler form of play-acting. Try it with your class.
Orientation

- Collect
  - Greet the children and hand out the nametags.
  - Sing your chosen song here, or at the end of the session.
- Revise
  - Show the word card ‘Come’ from last session. Remind children that a number of people said ‘Come’.
  - Can you remember the names of the people we were thinking about last week? (Jesus, Philip, Nathanael, Andrew and Simon Peter) [Show the name cards and then remove them.]
- Enthuse
  - Show a photo of some relatives that have some similarities to yourself
  - Explain who the people are and how they are like you in looks, interests and personality.
  - Who are you like in your family? (Take responses).
  - Hands up if anyone has ever said to you, ‘You are just like [someone in your family]? You have the same voice/ eyes/ hair as ______.
  - Yes, sometimes people can know what we are like by looking or listening to other members of our family.
  - The person in today’s story is just like His Father.

Guided Discovery

- Last week we heard of some people to whom Jesus said, ‘Come.’ Andrew said, ‘Come’ to his brother Simon and Philip said, ‘Come’ to Nathanael.
- There were many people who came and found out about Jesus and got to know Him. Twelve of these people were asked by Jesus to be His special friends or disciples. They learned from Jesus for three years.
- In today’s story, Philip and some of the other disciples (Jesus’ friends) are talking with Jesus.
- Show your word card, ‘That’s amazing’. Practice saying it together a few times. Explain that they will read it every time you show it.
- As you tell today’s story, display the name card as that name is mentioned. Take your item of clothing on and off as you change characters. Use a different voice if possible for each character.
- Tell the story in this way.
- Jesus’ friends had been listening to Jesus teach about God for three years. They had heard Jesus tell and show the people how much God loved and cared for them.
- Philip asked, ‘Jesus, what is God like? Jesus said, ‘If you have seen me, you have seen God.’
- I wonder what Jesus’ friends had seen Jesus do. I wonder what they had heard him say. Let’s ask them to tell us what they already know about Jesus.
- Simon Peter: I remember the time we were in a boat on the lake. There was a big storm. We were all scared. Jesus told the storm to stop and it did. (Matthew 8:23-27) [Show card ‘That’s amazing!’]
- Andrew: I remember when lots of people were listening to Jesus. Everyone was getting hungry. A little boy gave his lunch to Jesus. Jesus said thank you to God for the boy’s lunch and then gave it to all the people. Everyone had plenty to eat! (John 6:5-13) [Show card ‘That’s amazing!’]
- Philip: Jesus said we are to be kind to everyone, even those who don’t like us. (Mark 12:31) [Show card ‘That’s amazing!’]
- Nathanael: I remember Jesus making a blind man see. He was so excited to see everything. (Mark 10:46-52). [Show card ‘That’s amazing!’]
Notes

Student Reflection

• We have found out some things about God in our last three weeks of CRE.

• Finish these statements:
  □ We find out about God from the world
  He has m _ _ _ (made).
  □ We find out about God by reading a book called the B_ _ _ _ (Bible).
  □ We find out about God by learning more about J _ _ _ _ (Jesus).

• You might like to use this prayer with your class.

  Dear God, thank you for sending Jesus to live in our world and show us what you are like. Thank you that Jesus showed us your amazing power and your great love. Amen.

Student Exploration

Choose from the following activities.

• Hand out the Student Workbooks.

• That’s amazing! 1
  □ Show children the four pictures of Jesus amazing actions and words. Discuss what is happening in each picture. The hearts represent the love of God.
  □ Tell them that they are to place a tick in the boxes if they think Jesus was like God, using such great power.

• It’s me 2
  □ Read the text to the children and then invite them to read it with you.
  □ Ask them to turn to the person beside them and look at them. They can ask their partner to tell them the colour of their eyes and hair if they don’t know what colour they are.
  □ Send the children back to their seats to complete their workbook pages.

• BLM 6 We find out about God
  □ Children colour in the word ‘God’ and match the correct words to the phrases.

• I spy
  □ Play a short game of I Spy. You give clues, for example, ‘I spy with my little eye someone with red curly hair’. The children put up their hand if they think they know the answer.

Now they all knew that Jesus came to show us what God is like. Jesus called him ‘Father’. He said, ‘If you have seen me, you have seen the Father.’ The amazing power that Jesus used was the same as God’s power that made our wonderful world. Jesus showed great love for people wherever He went.
We find out about God

Where do the words go? Draw a line to match. Colour the word God.

We find out about God

from the Bible

by reading the Bible

from Jesus

from the world

Worksheet from Launch / Red © The Council for Christian Education in Schools (Vic) trading as ACCESS ministries. The purchaser may copy this page for classroom use only.
Junior School Easter Celebration

- Thank those that are ready to listen and wait for the whole group to be quiet before you proceed.
- Welcome everyone to your Easter celebration service.
- Open with prayer.
  - Dear God, thank you for all the happy things that we can celebrate. Thank you for birthdays, new babies, weddings, winning sport and many other things we can celebrate. Thank you that today we can celebrate Easter, when you died and came back to life again so that we can be friends with God forever.
- Sing a song that the students have learned, for example, ‘Shout for Joy – He is Risen’.
- Show the students four celebration items, for example a birthday party hat or birthday card, a trophy, a wedding photo and the lost dog notice.
  - Which of the items doesn’t fit? Why? (The first three remind us of things we celebrate.)
  - Explain that Easter is a surprising event. It seems sad like the lost dog, but it ends up being something worth celebrating.
- Explain that you are going to tell the Easter story and you need the students to help you. Select three students to come and hold up one of three signs:
  1. Jesus – Son of God
  2. Sad - Ohh
  3. Celebrate – Hooray
- Explain that as you tell the story, whenever they hear the words, ‘Jesus’, ‘sad’ or ‘celebrate’ they should say the corresponding word. Practise saying the three words or phrases.
- Also show the students a signal for quiet and practise it. This is very important so ensure that the group is ready to listen for the next part of the service.

'Jesus [sign] and His special friends had a dinner to celebrate all the things that God had done for His people long ago. At this Passover dinner, Jesus [sign] told His friends that He was going to die and come back to life again so that we can be friends with God forever. Symbols or signs that were part of the special dinner would now have some new meanings. Jesus [sign] said that these signs would help them remember what was about to happen. They didn’t really understand what Jesus [sign] meant when He said this.

Very soon after this dinner, something sad [sign] happened. Jesus [sign] died. This was a really sad [sign] time for Jesus’ [sign] friends. They didn’t think they would ever want to celebrate [sign] again. Some of Jesus’ [sign] friends buried Jesus [sign] in a tomb. It was a very sad [sign] day. But only a few days later, they were in for a big surprise! His friends went to see the place where Jesus was buried. They walked very slowly and quietly because they were very sad [sign]. Their special friend, Jesus [sign] had died. When they got to where Jesus [sign] had been buried they were frightened. Strange things were happening and Jesus’ [sign] body was gone. They felt even sadder than before. But then they found out that Jesus’ [sign] body was missing because He had come back to life. Jesus [sign] had done something amazing. He had shown that He had power over death. When He came back to life, Jesus [sign] showed us that He really is the Son of God. And that’s something to celebrate [sign]!

- Sing an Easter song that the children know and have practised.
- Say that you will read the story again, but this time, you need them just to sit quietly and listen.
- If students have made the happy faces, they can show their faces and explain why Easter is a happy time.
- Finish with a prayer: ‘Dear God, thank you that Jesus is alive. Thank you that we can still celebrate because He is with us now. Amen.’
Overview

Christians celebrate Easter every year because it is central to the Christian faith; it is through the death and resurrection of Jesus that God has made it possible for us to have a relationship with Him.

In this unit, the children are introduced to the basic Christian understanding of the events of the first Easter, beginning with the welcome Jesus received on that first Palm Sunday as He entered Jerusalem. They will hear that Jesus died and rose again so that we can be friends with God forever.

It is recognised that children of this age will not understand all the complexities of the Easter story. The story is told simply so they might grasp the truth that we can be friends with God now; Jesus is alive.

Session Outlines

- **Session 1: Welcome**
  In this session, the children hear that the people welcomed Jesus. They will practise showing a welcoming face so they can use it during the week to welcome others.

- **Session 2: He’s alive!**
  In this session, the focus is on the fact that Jesus is alive. Jesus died but He is alive now. This means that we can be friends with God forever. The friends of Jesus were sad and then glad.

Prepare Ahead

- Your CRE team needs to decide if you wish to have an Easter celebration as part of your CRE program. A sample program is provided on page 31.
  - If you wish to use a local church, you will need permission from the Principal and from the parents to take the children outside of the school grounds. You will also need to decide if you will provide all the input for the program or if the local minister or an outside group will have a part to play. If you wish to have them participate in the program, you need to ensure that they understand the environment in which you teach CRE.

- **Session 1 Welcome**
  - Source green crepe paper or pages from the ‘Green Guide’ if you are an Age reader.

- **Session 2 He’s alive!**
  - Source a paper plate and pop stick for each child. For your use, make one with a happy face on one side and a sad face on the other. Attach a ruler or non-pointy stick to hold it.
  - Source brown paper and cut a piece to represent the rock that covered Jesus’ tomb, to fit the space in the Student Workbook.
  - Purchase stickers if you wish to use them to decorate an Easter card for each child.
  - Source an item with which to keep the beat: a drum, rhythm sticks or a rice shaker (cream bottle, filled with rice and securely sealed).
  - Source a piece of brown cloth to help you tell the story.

Choose a song to teach this unit. Suitable songs include the Welcome song (on the web BLM of the same name), ‘Sad and Glad’ song (page 41), ‘Jesus the Prince of Peace’ on the CD Songs for use with Let’s Start (www.accessministries.org.au) and ‘Jesus Loves Me’ (rap) from the CD Sounds and Songs for CRE (if you have it; now out of print).

‘The Welcome Song’ (web BLM) is sung to the tune of ‘If You’re Happy and You Know It’ which is found on the CD New Tracks Songs for CRE (www.accessministries.org.au).

What’s in the unit?

Before you commence teaching any unit, read through the whole unit so that you have a clear idea of how each session fits into the whole. You will find out the things that you need to prepare in advance, and have time to look any additional resources you may need.
Welcome

**Purpose**

For students to understand that the people welcomed Jesus; we can welcome others.

Students will achieve this by:
- demonstrating ways we say ‘welcome’
- hearing the story of Jesus being welcomed into Jerusalem
- practising a ‘welcoming face’.

**Preparation**

  - Jesus knew all that was about to happen. The events of Easter were not a surprise for him.
  - The donkey was a work animal not an animal to carry a king, yet it is the animal of choice for Jesus, in accordance with the prophecy recorded in Zechariah 9: 9.
  - One of the ways Jewish people welcomed a person of importance was to spread their clothes on the road (a bit like our red carpet).
- Decide how you will bring out your chosen value in the session today.
- Decide whether you are going to make the palm branch or complete the Student Workbook; you are unlikely to have sufficient time to do both.
- Find a Children’s Bible with a clear picture of Jesus entering Jerusalem or use the picture on web BLM Welcome Jesus.
- Copy BLMs as required.
  - BLM 7 Frond (page 36)
  - web BLM Welcome song
  - web BLM Welcome Jesus
- Collect items you may need:
  - CEV Bible
  - Children’s Bible
  - item from last session for revision purposes
  - at least one full page per child from the Green Guide if you are an Age reader or a full newspaper page per child or green crepe paper the size of a newspaper double page spread.
  - small pieces of green paper for Student Workbook activity
  - additional tape dispensers
  - your completed copy of the Student Workbook and any BLMs you will be using
  - CD of songs and / or happy music and CD player.

**Main Point**

The people welcomed Jesus. We can welcome others.

**Values**

- Understanding, tolerance and inclusion
- Integrity

**An educational program**

The approach to Christian religious education through this program is an educational one. Teachers do not attempt to coerce people into a particular pattern of belief any more than Jesus did. Teachers give students information as clearly as possible and respect their response to it. As Christians, teachers look to God’s Spirit to bring new life to their students through their teaching.
Orientation

- Collect
  - Sit in front of the students, acknowledging those who are ready to listen and start.

- Revise
  - Show an item used in the last session.
  - What were we talking about last week?

- Enthuse
  - Ask the students to show with their face that they are saying welcome to someone else.
  - Now ask them to stand up and use their body to say that someone is not welcome (arms crossed, turned away). Ask them to change what they are doing with their body to show that someone is welcome (arms open wide, beckoning).
  - Ask them to sit down again.
  - Say that in today’s story, some people welcomed Jesus.
  - How do you think the people might have showed Jesus that He was welcome?
  - Tell the children to listen carefully to find out.

Guided Discovery

- Show the picture on web BLM Welcome Jesus or in your Children's Bible.
  - Tell the story:
    - Jesus was on His way to a big city called Jerusalem. He said to some of His friends, ‘Go to the little town on the way and you will see a young donkey tied up. Untie it and bring it here to me. If anyone asks you what you are doing, say, ‘The Master needs it.’ Jesus’ friends did what Jesus said and everything happened just as He had said.
    - The road to Jerusalem was crowded with people who were going up to the Temple to show God that they loved Him. When they saw Jesus riding on the young donkey, they got very excited. They shouted, ‘Hosanna’. They were welcoming Jesus as the special one God had sent so we could be friends with God. Many people were so excited that they waved tree branches, and others even put their coats on the road, to show that He was important.

  - Show your palm branch, made from green crepe paper, newspaper or using BLM 7 Frond.

- Sing your chosen song, encouraging the children to wave their hands and move their bodies.

  - Christians still remember this happy day. They call it ‘Palm Sunday’.
  - If Jesus came to where we live, how do you think He would be welcomed? (parade, red carpet, newspaper announcement)

Student Exploration

- Explain that today we are going to make a palm branch to help us remember the story of when the people welcomed Jesus into Jerusalem.
  - Show your completed palm branch again.
  - Explain how to roll it up to make a long cylinder, add tape to keep it together and how to cut slits in the top edge to make it look like a palm frond.
  - Or show them how to make the palm branch using BLM 7 Frond.
  - Once they have finished, encourage them to wave them in the air as you sing your chosen song again or play some happy music.

OR

- Choose from the following activities.
- Here He comes
  - Open your copy of the Student Workbook and show the picture.
  - Explain that they need to add a small palm branch to the picture. This can be drawn or can be made out of a small
Welcome

Here He comes
Welcome Jesus! Add a palm branch.

• Ask the class to make a large circle. Ask them all to show you a welcoming face.
• Tell them how welcoming all their smiling, happy faces look.
• Remind them to use their smiley welcoming face this week as they meet new children in the playground or elsewhere.
• You might like to finish with this prayer.

Dear Jesus,
Thank you for coming so we can be friends with God. Help us to welcome other people just as all those people welcomed you on that first Palm Sunday. Amen.

Notes

Student Reflection

• Present some scenarios for the children to use their welcoming faces.
  - There is a new student in the class. Show me how you could make them feel welcome.
  - A family comes to visit your family. Show me how you could make them welcome.
  - A new child joins your sports team. Show me how you could make them welcome.

piece of green paper.

• Show how to draw a leaf shape on the piece of green paper. Cut it out and then show them how to fringe the edges of the leaf shape.
• Ask two children to hand out the pieces of green paper to the class.
• Ensure that there are scissors and paste on each table.

• Welcome

• Refer the class back to the activity done earlier in the lesson about saying welcome with our bodies.
• Say that one of the best ways to say welcome is to use words with a big smile on our face.
• Ask them to draw their face in the space with a big smile on it.
• As you move around the room, notice how much detail the children have included in their drawing. If there is little detail, ask them to look at your face and see for example, what is above your eyes (eyebrows) or where your ears are or to look at your nose. This will help them to add details to their own drawing.
• Invite them to look at the photos of the happy children on the page. Comment that these children look as if they will welcome others.

• Present some scenarios for the children to use their welcoming faces.
  - There is a new student in the class. Show me how you could make them feel welcome.
  - A family comes to visit your family. Show me how you could make them welcome.
  - A new child joins your sports team. Show me how you could make them welcome.

2

Frond
Purpose

For the children to understand that Easter is worth celebrating.

Students will achieve this by:
- expressing sadness and happiness through body movement
- hearing the story of Jesus dying and coming alive again
- engaging in activities that reinforce this story.

Preparation

  - Matthew 27 is background reading for you. The fact of Jesus’ death will be mentioned briefly so that the resurrection has a context.
  - The women were returning after the Sabbath to complete their burial custom of covering the body with spices.
  - The women were frightened and yet very happy at meeting the angel at the tomb. They were delighted with the news that their friend Jesus had been raised to life. Similarly, they were delighted to meet Jesus on the road as they went to tell the other disciples.
  - It is because Jesus has been raised to life that we celebrate Easter.
- Decide how you will bring out your chosen value in the session today.
- Find a Children’s Bible with a clear picture of this part of the Easter story.
- Copy BLMs as required.
  - BLM 8 Easter card (copy onto thin card) (page 40)
  - BLM 9 Sad and Glad song (page 41)
- Collect items you may need:
  - CEV Bible
  - Children’s Bible
  - an item to give the beat such as a drum, a rice shaker or two rhythm sticks; you may wish to keep the beat just with your clapping hands
  - a brown piece of cloth to represent the tomb
  - a piece of brown paper per child to represent the rock, cut to fit the activity in the Student Workbook
  - a paper plate and pop stick per child
  - a ‘sad’ and ‘glad’ paper plate mask (see Introduction page for details)
  - items such as stickers to decorate the Easter card if desired
  - your completed copy of the Student Workbook and any BLMs you will be using
  - CD of songs and/or happy music and CD player.

Main Point

Jesus is alive again. This is what Christians celebrate at Easter time.

Values

- Joy
- Celebration

The Easter Story

It is not appropriate to explain the whole Easter story in detail to children of this age, hence the focus only on Palm Sunday and Easter Sunday. Material for the older ages will explain the rest of the Easter story to the students. The material teaches that Jesus died and rose again so we could be friends with God forever.

Handkerchief puppets

To make very simple handkerchief puppets, gather together twigs or paddle pop sticks about 10 cm long, rubber bands, handkerchiefs, uncooked rice or sand, and Blutack®, play-dough, or plasticine. Place one or two teaspoons of rice in the centre of each handkerchief. Stand the stick in the rice and twist the rubber band around the handkerchief, enclosing the rice and one end of the stick firmly. The enclosed rice is the puppet’s ‘head’. Roll a small ball of Blutack® (play-dough or plasticine) and place it on the table. Push the free end of the stick into the Blutack®, and it will stand upright. You can have different heights of puppets by breaking the sticks to different lengths. If you wish, you can draw a ‘face’ on your puppet with felt pens, but this is not essential.
He's alive!

**Orientation**

- Collect
  - Greet the children and comment on a few smiling faces. (‘What a lovely smiley face you have today, James.’). Ask all the children to show their welcoming faces.

- Revise
  - Show your palm branch.
  - What were the people happy about last week? (Jesus came into town. They knew He was special.)

- Enthuse
  - Show your sad and glad paper plate mask.
  - Explain that they are going to move in time with the [drum] beat. When it is a slow, sad beat, they are to show a sad face and move in a sad way and when the [drum] beat changes to a fast beat, they are to move in a happy way. When the [drum] beats stop, they are to stop.
  - Ask the children to stand up and move into a space of their own. Show them the direction they are to move. Remind them that when the [drum] beat stops, they are to stop.
  - Start with a slow [drum] beat. Ask the children to move around in a slow, sad way.
  - Change to a faster beat. Ask the children to show a happy face and move in a happy way.
  - Ask them to come and sit down again.
  - Explain that the characters in today’s Bible story were sad then happy.

**Guided Discovery**

- Tell the story using your brown cloth as directed.
  - A very long time ago, Jesus spent much of His time teaching people about God. Jesus showed what God is like through His words and actions. Many people were friends with Jesus.
  - There were some people who did not like what Jesus was doing. They hurt Him and He died. His friends were very sad (show the sad side of the face mask). Their best friend had died.
  - They put His body in a tomb that was a bit like a cave and covered the entrance with a big rock (cover a table with the cloth). They returned to their homes, sad and lonely. This happened on a Friday.
  - On the Sunday morning, the women went to the tomb where their friend Jesus had been put after He had died. They were very frightened when they saw an angel sitting on the big rock (remove the cloth). The angel spoke to them, ‘Jesus is not here. Look. See the place where His body was lying. Now hurry and tell His other friends that He is alive.’
  - As they were on their way to tell the other friends the good news, guess who met them? Jesus Himself. They were very excited and happy (Show the happy side of the face mask.). Their good friend Jesus was alive again! He is alive. We can be His friend forever too.
  - At the beginning of the Bible story, why were Jesus’ friend sad? (their friend Jesus had died)
  - At the end of the Bible story, why were Jesus’ friends happy? (Jesus their friend was alive again.)
  - You could repeat the telling of the story and encourage the children to move around the space to the changing beat [of a drum.]
  - Sing your chosen song here or during the Student Reflection time.

**Student Exploration**

- Choose from the following activities.
- Sad/happy face plate
  - Show your completed sad/happy face to the class, a paper plate and a pop stick.
  - Show them how to attach the pop stick to the paper plate.
  - Explain how they will draw a big happy
face on one side of the plate and a big sad face on the other side of the plate.
- Tell them that while they are working, you will come around with the pop sticks and adhesive tape and help them stick the pop stick to the plate as a handle.
- Tell the children that when you have given them their paper plate, they can go back to their seats.
- Move around handing out the pop sticks and putting pieces of tape on the edge of the desk for them to use to attach the pop stick. This encourages them to have a go at taping on the pop stick themselves.

- Sad
- The children attach the brown piece of paper to represent the rock. Show them how to put glue on just one edge of the paper so that it remains a flap. Show them your completed Workbook.

- What did the friends find?
- The children follow the correct path to find Jesus. Have them trace it with their finger first.

- BLM 8 Easter card
- Early finishers can make an Easter Card to give away.

- BLM 9 Sad and Glad
- This is a song that summarises today’s session. The children can colour in the sad and glad faces.

Student Reflection
- Ask the children to bring their books with them to the floor.
- Show them where to find the sentences written under each of the activities. Read the two sentences together.
- What were Jesus’ friends happy about? (Jesus was alive again.)
- Christians still celebrate that Jesus is alive. They have special Easter services to celebrate the good news. Christians go to church and sing happy songs to God. (You may wish to explain Easter eggs if they are mentioned.)
- We can say thank you to God that Jesus is alive. He is with us now as well. We can be His friends forever.
- Is there something else you are happy about that we can say thank you to God for (a new pet, someone getting well, a new friend)?
- You might like to finish with this prayer.
  Dear God,
  Thank you that we can still celebrate that Jesus is alive, just like the friends in today’s story. Thank you also for_______________ Amen.
Happy Easter

Jesus is alive!

Easter

Happy
Sad and Glad

(to the tune of Mary Had a Little Lamb
or Johnny Works with One Hammer)

Jesus’ friends were very sad, very sad, very sad.
Jesus’ friends were very sad,
Jesus their friend had died.

Jesus’ friends were very glad, very glad, very glad.
Jesus’ friends were very glad,
He was alive again.

We can now be very glad, very glad, very glad.
We can now be very glad,
Let’s celebrate and clap.
What is God like?

Overview

This unit explores some word pictures used in the Bible to help us understand the nature and qualities of God. Children need concrete examples in order to understand abstract concepts. This unit uses the images of shepherd, light, rock and teacher to explore what God is like and how He relates to us.

Optional group activities are included in this unit. See the table below. The children in your class may already be familiar with the concept of working in groups; many classrooms teachers arrange some of their learning time in this way.

Session Outlines

• Session 1: A shepherd
  In this session, children will build on the brief introduction in the first session that God is like a shepherd. Through the parable of The Lost Sheep, children will come to know that God values each one of us.

• Session 2: A light
  In this session, children hear that God is like a light, showing us the right way to go. They will recognise the need for light in our world.

• Session 3: A rock
  In this session, children think about God as a rock, providing strength and protection in their lives. After handling some rocks, children will explore the concept further by miming situations where strength and security are needed for wellbeing. They will also consider others to whom they go to keep them safe.

• Session 4: A teacher
  In this session, children hear that Jesus taught His disciples to pray. Using a simplified version of The Lord’s Prayer, children will come to know about thanking God, saying sorry and asking Him for our daily needs.

Prepare Ahead

• Session 1: A shepherd
  - Make play dough. See page 69 for the recipe.
  - Source a picture of a sheepdog or a man on a motorbike or in a helicopter, rounding up sheep in Australia or New Zealand
  - Source a shepherd’s crook (or stick), a shepherd’s headpiece, a water bottle and a simple shoulder bag

  - Prepare all copies of BLM God is like a shepherd and the cutting is too difficult for the children to do themselves.
  - Practise the chant or song BLM 3 What is God like? This will be used each session.

<table>
<thead>
<tr>
<th>group</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
<th>Session 4</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>BLM or playdough</td>
<td>Workbooks</td>
<td>BLM or playdough</td>
<td>Workbook</td>
</tr>
<tr>
<td>2</td>
<td>Workbooks</td>
<td>BLM or torch</td>
<td>Workbook</td>
<td>BLM</td>
</tr>
</tbody>
</table>

• Session 2: A light
  - Find a deep box to store a series of light sources: torches of various sizes, matches, a candle, book light, key light, a headlight, a digital clock, a lantern or any other light-giving item
  - Source a long piece of non-slippery fabric to use as a path.

• Session 3: A rock
  - Choose a large smooth stone
  - Draw or source pictures of a house brick, some sticks and some straw
  - Source a photo of a large rock such as Uluru in Central Australia that includes a person as a reference point
  - Craft glue, cotton buds and sand are optional.

• Session 4: A teacher
  - Source paper plates and split pins if required
  - Prepare clock hands if you choose this activity
  - A few Bible storybooks for fast finishers would be useful

• Choose a song to teach this unit. Suitable songs include ‘What is God like?’ sung to the tune of Mary Had a Little Lamb on the CD New Tracks Songs for CRE, ‘God with Us’, ‘Big and Strong’ and ‘My God Is So Big’ from the CD New Tracks Songs for CRE and ‘A Shepherd Had 100 Sheep’ and ‘I Can Talk to God the Father’ from the CD Sounds and Songs for Look Around (www.accessministries.org.au).
Purpose
For students to understand that God is like a shepherd, concerned about all those in His care.

Students will achieve this by:
• discussing the way sheep are looked after
• hearing the story of The Lost Sheep
• repeating a rhyme that describes God as a shepherd.

Preparation
• Prayerfully read Luke 15: 1-7. Note the following points:
  □ Jesus tells this story in the company of the very people it refers to; they were outcasts, called ‘sinners’ by the Jewish establishment. Not only does Jesus spend time with these people, He eats with them too.
  □ How often have we eaten with someone of doubtful reputation?
  □ Do we notice those in our society who are ‘lost’? Do we reach out to them without judging them? Do we pray that they might indeed turn to God?
• Decide how you will bring out your chosen value in the session today.
• In this unit, there is the option of having the children work in small groups. You will need to read through the options in the Student Exploration section and decide whether you will have the children work in groups or as a whole class. If you want to use groups for the first time, we suggest that you start with just two activities.
• Copy BLMS as required
  □ BLM 10 God is like a shepherd (page 46)
  □ web BLM What is God like? (chant or song)
  □ The teacher will need to cut around the shepherd’s head before class.
• Collect items you may need:
  □ CEV Bible
  □ a picture of a sheepdog or a man on motorbike or in a helicopter, rounding up sheep in Australia or New Zealand.
  □ a picture of a sheep and a shepherd from a children’s picture Bible
  □ a shepherd’s crook (or stick), a shepherd’s headpiece, a water bottle and a simple over-the-shoulder bag, to use as you tell the story from the shepherd’s point of view.
  □ a ziplock bag of playdough per student if required
  □ your completed copy of the Student Workbook and any BLMs you will be using
  □ CD and CD player.

Main Point
God is like a shepherd who cares for each of his sheep.

Values
• Community and participation
• Respect
• Faith

Giving your puppet a voice
When working with a puppet such as a simple sock puppet, practise opening (rather than closing) your puppet’s mouth as you speak — it’s a simple knack that, once acquired, will become quite natural.

Choose a voice and give it a go. Don’t worry about your lips moving — the students will focus on the puppet, not on you!
Orientation

- Collect
  - Greet the children and comment on those you can see who are ready to listen and learn.
- Revise
  - Show an item you used in the previous session (or unit). What can the children remember about the session?
- Enthuse
  - Show students the picture of a sheepdog or modern shepherd and ask children to discuss what they can see.
  - Show picture of a shepherd and remind students that long ago in the place where Jesus lived, shepherds would lead their sheep across the country on his own. He was the one to find food and safe places for the sheep to rest. A shepherd would use his crook to rescue a sheep from a tight spot or to nudge a sheep in a different direction.
  - One day Jesus told a story about a shepherd. Let’s hear it.

Guided Discovery

- Either read the story of The Lost Sheep from a children’s Bible, (and then read it a second time, leaving out some words for the children to supply.)
- OR tell the story dressed as a shepherd.
  - Choose a child to be the lost sheep and ask him/her to find a hiding place in the classroom. Choose a ‘sheep’ name for the child (Curly, Snowy, Blackie, Blinkie).
  - Herd the children together and ‘count them off’ by their name or by a ‘sheep’ name.
  - Cry out ‘Oh no!’ as you realise that one is missing.
  - Comfort the sheep that are left. Tell them they will be OK while you go looking for that missing sheep, which is so special to you.
  - As you walk between the tables in the room say: ‘I wonder if s/he took this path?’
  - As you look under the table say: ‘I wonder if s/he is in this cave?’
  - As you move a chair say: ‘I wonder if s/he is behind this rock?’
  - Lean on your crook, sit down, rest, have a drink and say: ‘I wonder where s/he has gone?’
  - Step over a chair and say: ‘Did s/he go up this hill?’
  - Walk carefully as though on stepping stones and say: ‘I wonder if s/he crossed this river?’, while moving ever closer to the hiding place.
  - Find the ‘sheep’, comfort it, pull the burrs out of its wool, and pretend to pour water into your hand for the ‘sheep’ to drink.
  - Explain that the Bible says the shepherd carried the sheep over his shoulder (it would have been tired and the shepherd could travel more quickly). So, take the ‘sheep’ by her hand and lead her home as the transition from sheep to child is made.
  - Allow all the sheep to make welcome home ‘baaing’ sounds.
  - Pretend to call in your friends and neighbours and say ‘Let’s celebrate! I’ve found my lost sheep!’
  - Take your seat; wait for everyone to be still before explaining what will happen next.
- Sing your chosen song here or in Student Reflection.

Student Exploration

Whole class option
Choose from the following activities.

- Acting
  - Act out the story after the teacher has chosen a shepherd, some sheep and the space in the room for the action. Provide simple props if you have them.
- Not one less
Read the words to the children while holding up the book in front of them.

- The students circle the five sheep hiding in the scene.
- Look what I found!  
  - Students colour the spaces with stars to reveal a sheep.
  - Read the words at the bottom of the page. (God is like a shepherd. He loves me).
  - Students who finish quickly might like to make a pattern (hearts for example) around these words.

**Group work option**

<table>
<thead>
<tr>
<th>Group</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Use BLM God is like a shepherd, to make a shepherd carrying a sheep on his back. OR use playdough to make sheep and a shepherd</td>
</tr>
<tr>
<td>2</td>
<td>Student Workbook</td>
</tr>
</tbody>
</table>

- Group 1 BLM
  - The children cut out the sheep and place it over the shepherd’s shoulder. Paste or tape in place if desired. See Preparation notes. Other sheep can be drawn around the shepherd.

- Group 2 Student Workbook
  - The children complete the activities in the Student Workbook as described above.

**Student Reflection**

- Jesus used stories to teach us important things.

  - What do you think Jesus was teaching us today? (Everyone is special to God. God cares for us like a shepherd cares for his sheep.)

- Ask a few children to show their work if you used groups today.

- Have the children clap the rhythm while you say this rhyme. Students clap hands three times then put their thumbs up (on the fourth beat). Practise a few times first before you start the rhyme.

  God is like a shepherd strong
  A shepherd strong? A shepherd strong! God is like a shepherd strong. He cares for you and me.

  Alternatively, you might like to sing it as a song, using BLM 10 What is God like?

- You might like to use this prayer with your class.

  Dear God, thank you for loving us.
  Thank you for caring for us like a shepherd cares for his sheep. Amen.
God is like a shepherd

Cut along the dotted lines. Add the sheep to the shepherd's shoulders.
**Purpose**

For students to understand that God is like a light, showing us the right way to go. Students will achieve this by:

- exploring a number of different light sources, especially the sun, moon and stars
- hearing that Jesus described Himself as a light
- participating in activities that focus on light and its purposes.

**Preparation**

- Prayerfully read John 8:12.
  - In this verse, Jesus shines as a light to show what God is like, what we are like and what the world is like.
- There are many choices available to us as children and as adults, so we need to test them under the light of God’s word, to make sure that we live in ways that please God.
- When we follow Jesus, His light gives life to people around us as we show care, compassion and respect for others.
- Decide how you will bring out your chosen value in the session today.
- Decide how you will organise Student Exploration and prepare accordingly.
- Make two signs that read ‘day-time’ (with a picture of the sun) and ‘night-time’ (with a picture of the moon and stars)
- Make a blindfold for a child to wear (tea towel and a stretchy headband)
- Copy BLMs as required.
  - BLM 11 God is like a light (page 50)
- Collect items you may need:
  - CEV Bible
  - your copy of web BLM What is God like? if using
  - items from last session for revision
  - a deep mystery box with torches of various sizes, candle, booklight, keylight, a headlight, a digital clock, a lantern or any other light giving item inside. Keep a torch separate for use in the session before the other lights are shown.
  - a children’s Bible, a book, a 3D model, and a soft toy and place them in the box.
  - day and night time signs
  - a long piece of non-slippery fabric to use as a path
  - a blindfold for a child to wear
  - ziplock bags of play dough per student if required
  - your completed copy of the Student Workbook and any BLMs you will be using
  - CD and CD player.

**Main Point**

God is like a light, showing us the right way to go.

**Values**

- Care and compassion
- Love

**Everyday life**

While watching television, listening to the radio or reading the newspaper you may find ideas relevant to your sessions, e.g., news items, dramatised stories, advertisements run by conservation groups, nature programs, current affairs, and so on. Jot down these ideas for later use. You may also be aware of current books that are popular with this age group. Linking these kinds of things with Christian religious education demonstrates how beliefs and values are part of everyday life. The students will be intrigued by and enjoy the inclusion of familiar and relevant items. Be aware that not all items of current interest will be of relevance to this age group.

**Torch**

- Scrunched up cellophane
- Rolled piece of card
**Orientation**

- **Collect**
  - Sit down and place your ‘mystery box’ beside you.
  - Greet the children.
- **Revise**
  - Bring the completed BLM from last lesson (a shepherd carrying a sheep) or a shepherd’s crook. Use it to revise that God is like a shepherd who cares for each one of us.
- **Enthuse**
  - Ask the students to guess what might be in the mystery box. Take responses.
  - Give students a clue by standing up and turning off any lights. Take responses.
  - If possible shut the blinds or curtains to make the room as dark as possible.
  - Turn on a torch. Shine it above the students’ heads (not into their eyes) and comment on the things that you can see.

**Guided Discovery**

- Can you think of some lights that God has given to everyone in the world? (Show the words ‘day-time’ and ‘night-time’ if they are having difficulty guessing the sun, the moon and stars).
- Jesus said: ‘I am the light of the world! Follow me, and you won’t be walking in the dark.’
  - I wonder why Jesus said this? (God shows us the best way to live as we read the Bible. We have choices to make in life. Jesus helps us to know what is the right choice to make.)
  - What other lights do we see? (Take responses).
  - Why do we need lights? (to see clearly, to see when it is dark or at night-time, to show people the way to go, to show up the things that are in our way).
  - One at a time, take the lights from the box, show students and ask them to suggest when and why they may be used. Take responses.
  - Ask students to guess what is left in the box. Shine the light in to help them see the book, soft toy and other object.
  - Now would be a good time to have students stand and sing a familiar song.
  - Stretch out a long piece of fabric across the classroom to look like a path (or make a space between some tables).
  - Point out that the path is clear with nothing in our way. Place a chair, some blocks, and some books along the ‘path’. Now we would need some help to get to the end of the path, especially if we were just learning to walk or if we were walking along in the dark.
  - Ask for a volunteer to be blindfolded and then be led by another child along the path. The guide will need to direct the blindfolded child around or over the obstacles.
  - Allow a couple of children to be led along the path if time permits.
  - Jesus has promised to show us the right way to go. He has promised to help us make good choices as we travel through our lives. We need to ask Him to help us make the right choices.

**Student Exploration**

**Whole class option**

Choose from the following activities.

- **BLM 11  God is like a light**
  - The children colour the lights and draw themselves at the signpost.
- **Refer children to ‘Follow me’**
  - Read the text above the maze with the children.
  - They find their way through the maze.
  - Read the sentence Jesus said, ‘I am the light of the world.’ Identify the word ‘light’. The children use a yellow pencil to colour in the word ‘light’.
Can we be like a light to other people? (Yes, we can encourage them to do the right thing.)

We are like a light when we say we won’t do something wrong that someone wants us to do. We are like a light when we ask if others want to do the right thing, for example, tell the teacher if we see something broken that might hurt people.)

Have children clap the rhythm while you say the second part of the rhyme introduced last week. Students clap hands three times then put their thumbs up (on the fourth beat).

God is like a light that shines
A light that shines? A light that shines!
God is like a light that shines.
He shows the way to go.

Alternatively, sing it to the tune of ‘Mary Had a Little Lamb’.

You might like to use this prayer with your class.

Dear God, thank you for loving us. Thank you for showing us the right way to go. Help us to do and say what is right. Amen

Student Reflection

What have we learned about God today? (God is light a like. He shows us the right way to go. He helps us make the right choices.)

Group work option

Explain what each of the groups will be doing.

Group | Activity
--- | ---
1 | Student Workbook.
2 | Use BLM God is like a light or make a torch

Group 1 Student Workbook

Children complete the workbook activities as described above.

Group 2 BLM or torch

Colour and draw on BLM 11 God is like a light. OR

Children make a torch using A4 card and cellophane paper. The children need to fold and scrunch the cellophane paper slightly first. Help the children tape the scrunched up cellophane to one short edge of the card. Roll the card and secure with tape.

Lights

Which lights do you have at your house? Circle them.

A light shows us the way to go.
God is like a light

A lighthouse keeps a ship safe. Colour the light.

A torch helps us find our way. Colour the light.

God shows us the way to go.

Draw yourself at the sign post.
A rock

Purpose
For students to understand that God is like a rock, strong, dependable and safe.
Students will achieve this by:
• demonstrating that rock is a strong building material
• acting out the strength and security of various objects
• making links between God and other people who keep us safe.

Preparation
• Prayerfully read Psalm 18: 1-2, 31, 46
  Think about the qualities of a mighty rock. A rock could be seen as eternal, offering protection and shelter, especially in difficult (hard) times.
  Notice that David recognises that God has protected him during a time of battle. He may well have been drawing on his experiences as a shepherd.
  We can turn to God, sure of His strength and secure in His shelter.
• Decide how you will bring out your chosen value in the session today.
• Decide how you will organise Student Exploration and prepare accordingly.
• Read the story of the Three Little Pigs so that you can retell it in the session.
• Write the words ‘strong’ and ‘safe’ on cards for students to read and discuss.
• Prepare to sing the next verse of the ‘What is God like?’ song if you are teaching it.
• Make an enlarged copy of this paraphrase of part of Psalm 18 to use with the class. Leave space at the end of the lines to draw pictures.

You are my great big rock,
a strong castle to keep me safe.
You are the rock where I am safe.
You are my place of shelter.

• Copy BLMs as required.
  BLM 12 God is like a rock (page 54)
• Collect items you may need:
  CEV Bible
  light source from last week
  a large smooth stone
  pictures of a house brick, some sticks and some straw
  word cards for ‘strong’ and ‘safe’
  a photo of Uluru or another very large rock which includes a person as a reference point.
  enlarged copy of paraphrased words of Psalm 18
  craft glue, cotton buds and sand or brown crepe paper are optional
  ziplock bags of play dough per student if required
  your completed copy of the Student Workbook and any BLMs you will be using
  CD and CD player.

Main Point
God is like a rock, strong and safe.

Values
• Care and compassion
• Love

Classroom etiquette
Don’t forget to greet the class teacher and the students each time you enter their classroom. Find out the greeting the students are used to, and expect them to respond in the way they have been taught.

Class prayers
The example of the teacher praying in class can be a new and significant learning experience for many students.
• Keep prayer brief, simple and enjoyable.
• Relate it to the students’ own experiences.
• Use everyday words and avoid special religious language.

Be sensitive to the mood and level of acceptance towards prayer of your particular class. Remember that you cannot assume a faith response, so do not insist that students say words that they do not feel. If you sense that some students are uncomfortable or do not want to participate in these activities, respect their wishes. Ask that they, in turn, respect the right of others to do so and remain quiet during these times.
**Orientation**

- **Collect**
  - Repeat the clapping pattern used in the Student Reflection last lesson.
- **Revise**
  - What are some of the pictures the Bible uses to tell us what God is like? (He is like a shepherd and a light.)
  - Show a light source from last week.
- **Enthuse**
  - Pass around the smooth stone, taking it from one child and handing it to the next. Ask children to feel the weight of it.
  - Where might this have come from? (Take responses). Why is it so smooth? (It might have been tumbled around in the ocean).
  - Show children the picture of the house, point out the little stones that it may have been made from, and ask them what it could be used for. (To build something: a house, a garage or a wall.)
  - Show the pictures of the sticks and straw and remind the children about the story of the Three Little Pigs.
  - Which house was not blown down by the wolf? (The one made of bricks). Why not? (It was too strong for the wolf.)

- Let's see what new picture the Bible has to teach us about God.

**Guided Discovery**

- Read the paraphrase of the Bible text from your enlarged copy.
  - Where have you seen rocks, either on their own or joined to other rocks? (Rock walls, mountains, canyons, overhanging rocks, rock caves, rock pools, Uluru).
- Show a photo of Uluru or other large ‘rock’ for discussion.
- Find the word rock in the Psalm. Draw a rock, castle and shelter at the end of the appropriate lines.
- Ask the children to stand and be ready to do some acting.
  - Quickly arrange them into groups of three and ask them to make themselves into a group statue like a mighty rock (on the ground). Try to pull them apart.
  - Repeat by asking them to make a castle with another group (six children). Try to get into the castle.
  - Ask the groups of six to choose one person to be in trouble, while the rest ‘protect’ him/her from a wild animal (the teacher).
  - Ask the groups of six to choose a different person to be in trouble, while the others provide shelter from a heavy storm.
  - Thank the children for their participation and ask them to become very still and quiet, just like a little rock resting on the floor.
- Show the words ‘strong’ and ‘safe’. Say each of the pictures of God used so far (shepherd, light) and ask the children whether it is something strong and/or safe that is being described.
  - Wow! The Bible says that God is like a rock. He’s strong and He can keep us safe! We can ask God to help us, to keep us safe and help us be brave.
- Read the words from Psalm 18 again.

**Student Exploration**

Whole class option

Choose from the following activities.

- **God, a mighty rock**
  - Decorate the word ‘God’ with hand-drawn rocks (circles) or with craft glue applied with cotton buds and sprinkled with sand (or crushed small pieces of brown crepe paper).
- **Rocks, rocks, rocks**
  - Discuss how the rocks are helping before asking the children to tick the boxes of those which are helping. Uluru is not helping, but is a good reminder of how big and strong God is.
Student Reflection

- How is God like a rock?
- Who else keeps us safe?
- We need to go to these people if we are feeling unsafe.
- Have children clap the rhythm while you say the third part to this rhyme. Students clap hands three times then put their thumbs up (on the fourth beat). Repeat twice for each line.
- God is like the biggest rock. The biggest rock? The biggest rock! God is like the biggest rock. He protects and cares.
- You may like to repeat the rhyme and have students join in with an action for each of the lines.
- You might like to use this prayer with your class.

Dear God, thank you for loving us. Thank you that you are strong like a rock. Help us to remember that you want to care for us and protect us. Amen.

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</tbody>
</table>
God is like a rock

Draw yourself safe on a rock.

Draw yourself safe behind a rock.

Draw yourself safe inside a castle.

Draw yourself safe in front of a fence.
Purpose

For students to understand that we can talk to God. This is called prayer.

Students will achieve this by:

- talking about the care and teaching given to them by the class teacher
- learning a simple prayer based on The Lord’s Prayer that Jesus taught
- understanding that they can talk to God anywhere at any time.

Preparation

- Prayerfully read Luke 11:1-4. Note the following points:
  
  - Jesus taught the people many things. One of the things He taught them was how to pray.
  - Jesus demonstrated that prayer was a priority in His busy, controversial, world-changing, brief ministry.
  - What are our priorities with regard to prayer?
  - Prayer was designed for communion and intimacy with our Creator.
  - Reflect on the order and focus of these words from Jesus.
  - Up to this point in CRE, teachers have modelled prayer for students by using the written prayers at the end of each session in the Teacher’s Book. Children have heard you thanking God and asking God to help students use a particular value in their daily lives.
  - In today’s session, children will also hear that God should be honoured (respected). As well as thanking and asking God for our daily needs, this lesson also shares the idea of saying sorry for our wrongdoings.

- Decide how you will bring out your chosen value in the session today.

- Decide how you will organise Student Exploration and prepare accordingly.

- Copy BLMs as required.
  
  - BLM 13 a and b A Little Book about God (pages 58, 59)
  - BLM 14 a and b Any time (pages 60, 61)

- Collect items you may need:
  
  - CEV Bible
  - the rock used in last week’s session
  - a copy of the simple Lord’s Prayer from the Student Workbook, large enough for students to read along with you
  - additional stapler and tape dispenser if required
  - A4 pieces of cardboard and A4 pieces of yellow cellophane if required
  - paper plates, and split pins if required
  - some Bible storybooks for fast finishers
  - a ziplock bag for playdough for each student if required
  - your completed copy of the Student Workbook and any BLMs you will be using
  - CD and CD player.

Main Point

God is like a teacher, teaching us how to talk with Him.

Values

- Care and compassion
- Respect

Mime

Mime - acting without words - has (spaces between dashes) a ready appeal for most students. It can be used to illustrate an action or feeling, even a whole story. Miming needs little or no rehearsal and has the advantage of easily involving students of different ages and stages in shared activity.
Notes

Orientation

• Collect
  □ Ask the children to copy a number of actions, for example jumping on the spot or hopping on one foot and then another.

• Revise
  □ Show the smooth rock from last session. Ask the children what they learned about God last week. (He is like a rock, strong and safe.)

• Enthuse
  □ Ask the children to share some of the things their teacher has taught them.
  □ Say that God is like a teacher.
  ❓ How do you think God teaches us? (As we read the Bible we understand some of the things that God wants us to know. We can learn about God from other people.)

Guided Discovery

• Show your class a CEV Bible.
  □ Jesus taught people about God in many places: in the market place where people did their shopping, in the Jewish meeting place (synagogue) where people came together to remember God, on a hillside where people were having a picnic and in people’s homes when they were having meals together.
  □ Open your Bible to Luke Chapter 11 and ask the children to listen to hear what Jesus was doing (praying) and what the disciples were doing (watching or listening to Jesus praying).
  □ Read ‘When Jesus had finished praying, one of his disciples said to him, “Lord, teach us to pray”.’
  ❓ What does it mean to pray? (Talk to God)
  ❓ Is it hard to talk to God? (Summarise children’s comments by reminding them that we can talk to God anywhere, anytime and about anything. Even though we can’t see God, praying is just like talking to a mother, father or friend.)
  ❓ Why did Jesus’ followers ask Him to teach them to pray? (They wanted Jesus’ help because they saw Him praying often and they knew it was important.)
  □ Read the prayer from your CEV Bible (Luke 11:1-4)
  □ The prayer He taught them, we call the Lord’s Prayer. Jesus was also known as the Lord. The words we will use are based on this prayer. Say the words (no action), one line at a time and ask the children to repeat each line after you, keeping up a rhythm as suggested by the words.
  Father God, you are great [raise hands to shoulders and then in the air]
  You’re the king, not just my mate. (hands placing crown on head, then fingers interlaced)
  Give us all we need today, [hold hands in front of body, palms up]
  Sorry for bad things we say. [cross arms over chest, head lowered]
  Help us choose to do things right [grasping left hand, right, shake finger 3 times]
  Every day and every night. [point lower right then upper left]
  □ Repeat, accompanying each line with an action as suggested above.
  □ Show your large copy of the words.
  □ Briefly discuss the meaning of each line, ensuring the children’s understand. Highlight the words God, great, king, mate (words about God) and give, sorry, help (words about our prayer).
  ❓ Why did Jesus give us this prayer? (He wanted to teach us how to talk to God.)
  ❓ Is this the only prayer we can use to talk to God? (No, but it is a favourite prayer that Christians still use. We can also use our own words to talk with God.)

Student Exploration

Whole class option
Choose from the following activities.
• A prayer
  □ Read the text together. Ask children to circle all the words in italics.

• Teacher
  □ Read the text together. Ask children to draw something they would like to thank God for.

• My teacher
  □ Ask children to draw their teacher in the space.

• BLM 13 a and b A little book about God
  □ The children draw a small picture for each of the statements about God. They cut out the pages and staple them together. They need to staple quite close to the edge of the pages.

• BLM 14 a and b Any time
  □ Each child needs a paper plate, two clock hands and a sentence strip. They paste the strip to the plate (front or back) and decorate the hands. The teacher adds a split pin to the hands. Some children will want to add the numbers. Show them how to add the 12 and 6 and then the 9 and 3.

• Early finishers look at one of the Bible storybooks you have brought along.

Group work options

Group | Activity
-----|--------
1 | Student Workbook
2 | BLM 13/14 Make a book or clock

• Group 1 Student Workbook
  □ Complete the activities in the Student Workbook as described above.

• Group 2 BLM: Book or clock
  □ The children illustrate each page. They cut out the pages and staple them together. You may need to use the stapler for them.
  □ OR give each child a paper plate, two clock hands and a sentence strip. They paste the strip to the plate (front or back) and decorate the hands. The teacher adds a split pin to the hands. Some children will want to add the numbers. Show them how to add the 12 and 6 and then the 9 and 3.

Student Reflection

Who can talk to God? (anyone)
Where can we talk to God? (anywhere)

Have children clap the rhythm while you say this rhyme. Students clap hands three times then put their thumbs up (on the fourth beat). Repeat twice for each line.

God is like a teacher wise.
A teacher wise? A teacher wise!
God is like a teacher wise,
He teaches us to pray.

You might like to use this prayer with your class.

Dear God, thank you for loving us and for teaching us to pray. Thank you that we can talk to you anywhere at any time. Amen.
Dear Parent,

We have been looking at some of the word pictures used in the Bible to help us understand what God is like.

God is like a shepherd.

God is like a light.

By

What is God like?
God loves and cares for me.

God is a rock.

God is like a teacher.
Any time

Give one to each child for their clock.

I can talk to God any time.

I can talk to God any time.

I can talk to God any time.

I can talk to God any time.
Any time

Give one pair of hands to each child for their clock.
Overview

In this unit God is presented as the creator of the world. As children learn of the creation story from Genesis 1, they discover the contrasts that they experience regularly in their world: day/night; wet/dry; big/small. They also find a God who made them and who considers each one of them to be special.

Prep children are becoming increasingly aware of how amazing the world is. They enjoy being actively involved in their learning. In this unit they have the opportunity to increase their understanding of God as they reflect on the order and the variety of His creation. They will also become aware of their role in caring for our world.

Session Outlines

- **Session 1: Night and day**
  In this session, children hear about the creation of the night and day as outlined in Genesis 1:14-19. Children will classify objects seen in the night and the day, hearing that God made the sun, moon and stars, which light up our world. They will participate in activities that reinforce the unique characteristics of night and day.

- **Session 2: Wet and dry**
  In this session, children will come to understand that God made water in its various forms for us to use and enjoy. The children will share in activities that reinforce the belief that God’s world needs to be treated with care.

- **Session 3: Big and small**
  In this session, children hear about God’s creation in Genesis 1:11-13 and 20-25. They will come to understand that God made both the big and the small plants and animals on the land and in the sea and sky. They will engage in activities that reinforce the belief in God as creator.

- **Session 4: God made me!**
  In this session, children will hear that God’s creative work concluded with the creation of human beings in Genesis 1:26-28. They will come to understand that people are special to God because He made them all and loves them all. They will reflect on the role of humans as carers of the earth.

Prepare Ahead

- Decide how you are going to organise Student Exploration during this unit. Group work options have been offered of you wish to make use of them.

- **Session 1 Night and day**
  - Source a piece of black card and a piece of yellow card to represent the day and the night and a variety of pieces of coloured paper for the collage activity if required
  - Collect small star stickers

- **Session 2 Wet and dry**
  - Collect scrap pieces of paper that show the blues and greens of water colours (magazines, advertising material)
  - Make or source blue modelling dough
  - Source an umbrella, gumboots or a raincoat
  - Source a CD of ‘watery’ music (for example, waves crashing, splashing through puddles, rain falling).

- **Session 3 Big and small**
  - Check the availability of craft glue for this session
  - Collect a variety of leaves from plants known to you if possible
  - Choose a large picture book of animals and plants suitable for this age group. (Ask the librarian for assistance.)
  - Source a variety of pictures of, or actual toy animals.

- **Session 4 God made me!**
  - Source pieces of coloured paper for the collage activity, including skin tones if possible
  - Source a flannel graph or a Children’s Bible of the creation account
  - Glue a mirror to the inside base of a box with a lid – large enough for each child to see their reflection
  - Source a piece of artwork done by a child that you know is prized by that child.

Choose a song to teach this unit. Suitable songs include ‘My God Is So Big’, ‘God Made Cows’ and ‘Creation Rap’ on the CD New Tracks for CRE and ‘God Loves You Just the Way You Are’ on the CD Sounds and Songs for Look Around (www.accessministries.org.au.)

This is a table of suggested group activities.

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<td>Workbook</td>
</tr>
</tbody>
</table>
**Purpose**
For the children to understand that God made night and day.
Students will achieve this by:
- classifying objects seen in the night and the day
- hearing that God made everything; He made night and day
- participating in activities that reinforce the unique characteristics of night and day.

**Main Point**
God made everything. God made night and day. We can enjoy what he has made.

**Values**
- Innovation, inquiry and curiosity

**Preparation**
- Prayerfully read Genesis 1: 14-19. God has placed the sun and moon in the sky to separate day from night, light from darkness, and to shine on the earth.
- Be aware of following points:
  - In CRE we are not teaching a certain standpoint about creation, as we represent Christians from many traditions. What we do teach is that God made everything and that He declared it as good.
  - We are encouraging the children to have a sense of awe and wonder about the natural world.
  - We are helping them to see that the natural world is special because it is special to God.
- Decide how you will bring out your chosen value in the session today.
- Copy BLMs as required.
  - BLM 15 *Day and night* (a text pasting activity) (page 66)
  - BLM 16 *Categories* (page 67)
- Collect items you may need:
  - Blutack®
  - pieces of black card and yellow card/paper to represent the day and the night
  - pictures or photos of the daytime and night-time sky
  - small star stickers for the Workbook activity if required
  - first page and front cover of big book
  - a variety of pieces of coloured paper for the collage activity if required
  - two word cards as headings, ‘day’ and ‘night’
  - a set of pictures cut from BLM 16 *Categories* (enlarge them if you prefer). Place a piece of Blutack® on each picture if you intend placing them on a piece of backing paper.
  - a large piece of paper if you do not have access to a whiteboard
  - pieces of dark blue or purple cellophane. Cut the pieces to match the size of the Student Workbook activity.
  - your completed copy of the Student Workbook and any BLMs you will be using
  - CD and CD player.

**Big Book**
You might like to make a big book to cover the sessions in this unit.
Write these words on the page for today: ‘Thank you God for day and night.’
If you teach more than one class, each class could decorate one page and it could then be shared among all your classes. If lots of children want to add pictures, you might need a spare blank page between the pages with words.
Use A3 card for the front and back covers. Add the words, ‘Thank You God by (class name)’ to the front cover.

**Regular routines**
Young students need a balance between new experiences and familiarity. One way in which you can help them be responsive to the telling of story from the Bible is to create a routine which the students know means ‘now is the time to get ready for the story’. This will help with classroom management and assist the students to be in the frame of mind to listen and
**Orientation**

- Collect
  Mime the actions of someone praying.
- Revise
  - What did we learn about God last session?
- Enthuse
  - Show children the two cards ‘day’ and ‘night’ and ask or tell children what they say. Place them as headings on a whiteboard or sheet of paper.
  - Ask the children to identify each of the pictures from BLM 15 Categories.
  - As they name them, ask them to decide whether they belong in the day-time category or in the night time category.
  - Use a small amount of Blutack® to add the pictures to your sheet of paper or under the headings you have written or placed on the whiteboard.
  OR discuss what they can see in your day time and night time pictures.

**Guided Discovery**

- Say that Christians believe that God made everything.
  - Long, long ago there was no sky, no sun, no moon and no stars. There was only darkness. (Show your black piece of card.)
  - Have the children close their eyes. But God was there.
  - God decided to make something beautiful.
  - God said, ‘Let there be light’, and there was light.
  - Have the children open their eyes. (Show your yellow piece of card.)
  - God separated the light from the darkness. He called the light ‘day’ and the dark ‘night’. God made the sun to give light in the day and the moon and stars to give some light in the night time. God saw all that He had made and said it was good. God was pleased with what He had made.

- Look again at the night picture if you used it earlier. As children point things out such as the stars, comment that God made (stars) so that we have light at night and it helps us to know where we are.
- Repeat with the day time picture. Children may mention things that people have made. Help the children to realise that there are lots of things that people have made. Say that God made people clever to be able to work out how to make all these amazing things. Then redirect their attention back to the natural things in the picture.

  OR look again at the arrangement of the pictures into the two categories (day/night).

- Repeat that God made the day-time and God made the night-time. God made everything.

**Student Exploration**

**Whole class option**

Choose from the following activities.

- **Night-time**
  - The children identify that the stars are missing, also the darkness of the night time. Explain that you will come around with pieces of cellophane that they can stick over the picture to make it dark like the night time. They can either draw the stars in before they paste on the cellophane or you can provide star stickers for them to stick on the cellophane.

- **Day-time**
  - Discuss what is in the picture. Read the list of items they need to find. Encourage them to tick or cross out the name of the items as they are found.
  - **BLM 15 Day and night**
    - The children cut out the two words (God) and paste them over the identical words.
    - They draw a picture to match.
  - **Miming**
    - Together make a list of a few activities we do in the night-time and in the day-time.
    - Ask the children to stand and find a space...
of their own. As you name one of the items on your list, the children choose an action/pose to represent that word. You may need to remind them that we do not make any sound when we mime.

- Big book
  - Early finishers can decorate today’s page of the big book.

- You might like to play ‘Creation Rap’ while the children are working.

**Group work option**

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<td>4</td>
<td>Collage/Big book</td>
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</tbody>
</table>

- Group 1 Student Workbook
  - Complete the activities as described above.

- Group 2 Pasting
  - Children use pictures from BLM 16 Categories and paste them into two groups. They indicate using colour, which is the day group and which is the night group (or provide two sheets of coloured paper to paste onto.)

- Group 3 BLM 15 Day and night
  - The children cut out the words (God x2) and paste them over the word God in the two sentences.
  - Children can then add a picture to go with the sentences.

- Group 4 Collage/Big book
  - This group needs a thin piece of yellow card and a variety of pieces of coloured paper to make a day-time picture. Encourage them to talk with a partner to help them with ideas. This could be today’s page of the big book.

**Student Reflection**

- Ask the children to bring their books with them as they return to the floor.
- Allow a couple of children to show their completed pages.
- Thank everyone for working so hard and then ask the children to shut their books and give them to you (or to return them to their table so they can dry out).
  - You might like to finish with this active prayer.
- Ask all the children to stand and find a space of their own. Show them your actions to represent the moon, sun and stars (or decide on them together).
- Alternatively, have the children repeat each line after you as an echo prayer. *Thank you God for the sun so bright, Thanks for twinkling stars at night, Thank you God for the moon that shines, Thank you God for day and night. Amen*
Day and night

Read the sentence. Cut and paste the words in the correct place.

God made the day and

God made the night.
Categories
Thanks

Make a watery picture.

Thank you God for water.
Purpose

For the students to understand that God made both the wet and the dry things. He made water for us to enjoy.

They will achieve this by:

• recalling different types of moisture in the natural world
• hearing that God made everything; He made water in all its forms
• participating in activities that reinforce the belief that God made water for us to enjoy.

Preparation

• Read and reflect on Genesis 1: 6-10. God created the sky, water and land in its beauty and variety, and it was good!

• Be aware of following points:
  □ In CRE we are not teaching a certain standpoint about how the world came to be, as we represent Christians from many traditions. What we do teach is that God made everything and that He declared it as good.
  □ We are encouraging the children to have a sense of awe and wonder about the natural world. We are also encouraging the children to have a healthy respect for what God has made so that what He has given is enjoyed but not wasted.
  □ Source a piece of blue fabric and a piece of brown fabric for storytelling.
  □ Collect scrap pieces of paper that show the blues and greens of water colours. These could be from magazines and advertising material as well as wrapping paper or plain sheets of paper.

• Decide how you will bring out your chosen value in the session today.

• Decide if and when you are going to teach a song this session.

• If you are making a big book, prepare the next page: Thank you God for water.

• Copy BLMs as required.
  □ BLM 17 Thanks (page 68)
  □ BLM 18 We use water (page 72)

• Collect items you may need.
  □ a picture from BLM 16 Categories used in last session
  □ blue fabric, an umbrella, gumboots or raincoat
  □ word cards for ‘sea’ and ‘land’
  □ blue and green scrap paper for collage activity
  □ plain paper for the pasting activity
  □ play dough or other modelling dough (colour it blue if you are making some)
  □ a CD of ‘water’ music (for example, falling rain, crashing waves, splashing) that can be used to revise the story
  □ your completed copy of the Student Workbook and any BLMs you will be using
  □ CD and CD player.

Main Point

God made wet and dry things. He made water for us to enjoy.

Values

• Innovation, inquiry and curiosity
• Ecological sustainability

Play dough

1 cup flour
½ cup cooking salt
2 tablespoons cream of tartar
1 tablespoon cooking oil
1 cup water

Combine dry ingredients and oil in a saucepan. Add water and stir over low to medium heat until the mixture forms a rubbery dough. Turn out the mixture, roll slightly, knead it and allow it to cool. Store in the refrigerator in an airtight container or plastic wrap.

This mixture will produce enough mixture for 15 egg-sized lumps of dough. Play dough is best suited to temporary modelling and the dough gathered up at the end of the session.
Orientation

- Collect
- Say a pattern that the children will echo such as splish, splish, splish, splash, splosh.
- Revise
- Show a picture from the last session.
  - What were we thinking about last week? (God made the day and the night. God was happy with what He had made.)
- Enthuse
  - Show your umbrella (keep it closed for safety), gumboots or raincoat.
  - What are these things and what do we use them for? (to keep ourselves dry when it rains)
  - If we are outside when it rains, we get wet, if we don’t have an umbrella or something else to keep us dry.
  - At what other times is it wet? (when it snows, hails, sleets, in heavy fog)

Guided Discovery

- You might like to have the children sit in a horse shoe shape so you have space to spread the fabric in front of them.
- Today we are looking at another part of God’s wonderful creation.
  - God decided to make something beautiful. He had made an earth covered in water. (Spread out your piece of blue fabric.)
  - He decided to have a lot of the water together in one place so that there would be dry land as well. (Spread out your piece of brown fabric.)
  - He called the water, ‘ocean’ or ‘sea’ and the dry places, ‘land’. (Add your word cards)
  - God was pleased with what He had made. (Remove fabric and word cards.)
- Revise the story in this way:
  - Ask all the children find a space of their own. With a sweep of your hand, indicate the direction in which they are to move safely, as though moving through water. Explain that you will play some watery music for them to move to.
  - When the music stops, they are to make groups of three or four children to represent the land. Play your piece of ‘watery’ music. Repeat a couple of times. Bring the children back to the floor.
  - God was very pleased with what He had made. God made the water and made sure that there was dry ground as well.

Student Exploration

Whole class option
Choose from the following activities.

- Can we fit?
  - When it rains, what gets wet? (everything that is not covered up or under shelter)
  - Ask the children to stand where they are.
  - Ask a couple of children to help you hold one of your pieces of fabric as a shelter.
  - See how many children can stand squeezed in under the ‘shelter’. Say that if it was raining, all those that don’t fit under the fabric would get wet.
  - Have the children sit down again.
  - If you have made something special, how do you want people to treat it? (with care)
  - It is the same with God. The world is special. He wants us to treat it all with care.
  - How do we treat water with care? (by not wasting it)
  - Yes, God made the water for us to use, but does not want us to waste it.
  - What do we use water for? (bathing, swimming, drinking, cleaning clothes, for travel)
- Show your Student Workbook
- What is wet?
  - Read the sentence, ‘It has been raining.’
  - Explain that the children need to colour everything blue that would be wet in this.


- What do we use water for?
  - They are to look at each of the photos. If the photo shows a person using water, they are to put a tick (or colour) in the water drop. If the photo does not show someone using water, they do not tick it.
- BLM 17 Thanks! Big book
  - Early finishers can make a watery picture and read the words to each other and to you.
  - The same idea can be used for today’s page of the big book.

**Group work option**

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<tr>
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<th>Activity</th>
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<tr>
<td>2</td>
<td>Student Workbook</td>
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<tr>
<td>3</td>
<td>Pasting</td>
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<td>4</td>
<td>Play dough</td>
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</tbody>
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- Group 1 Collage
  - Students add scrap paper to BLM 17 Thanks. You might like to encourage them to tear pieces or paper to give a different effect than if the pieces are cut.
  - The same activity could be used to make the big book page.
- Group 2 Student Workbook
  - Children complete the activities as described above.
- Group 3 Pasting
  - Children cut out the pictures of people using water from BLM 18 We use water and either paste them onto the top half of the page or on to a plain piece of paper.

- Group 4 Play dough
  - Provide play dough or other modelling dough. Children make items to do with water (such as watering cans, hoses, pools, taps)
  - As you circulate among the groups remind each group that it is God who had made the water that we enjoy. We are to use it, but not waste it.

**Student Reflection**

- Play your chosen song to indicate that it is time for the children to return to the floor.
  - Sing it together once most of the class is seated.
  - Invite some children to come up the front and mime a way that we use water for the rest of the class to guess.
  - Challenge the children to be careful users of water.
- You might like to finish with this prayer.
  
  **Dear Heavenly Father,**
  
  **Thank you for all that you have made.**
We use water

God gave us water to use.

Who is using water? Cut them out and paste them here.
**Purpose**

For the children to understand that God made both the big and the small plants and animals.

They will achieve this by:
- expressing what they like about a particular animal or plant
- hearing that God made the plants and the animals
- engaging in activities that reinforce this teaching

**Preparation**

- Read and reflect on Genesis 1:11-13, 20-25. God commanded the earth to produce all kinds of plants, big and small, along with creatures in the sky, the sea and on the land.
  - Thank God for the amazing variety of animal and plant life that is all around us.
- Decide how you will bring out your chosen value in the session today.
- Decide how you will organise Student Exploration and prepare accordingly.
- Decide if and when you are going to teach a song this session.
- Choose a selection of leaves that come from plants that you are able to identify by name and you think the children may also know about.
- Choose a large format picture book about plants and animals that is suitable for this age group if required.
- If you are making a big book, prepare today's page: God made the plants and animals.
- Source a poster size piece of paper and add the words, ‘Look! Thank you God’.
- Write the words in the text box on a large piece of paper if you wish to complete it as a class activity. This is the same as web BLM 4.3 Add a word.
- Copy BLMs as required.
  - BLM 19 What God made (enlarge to A3) (page 76)
- Collect items you may need.
  - umbrella, gumboots or raincoat as used in the last session
  - a variety of toy animals of varying sizes or pictures of animals
  - a variety of leaves of varying sizes to represent the plants that God has made or pictures of such leaves or their plants
  - poster (Look! Thank you God)
  - picture books of plants and animals if required
  - your completed copy of the Student Workbook and any BLMs you will be using
  - CD and CD player.

**Main Point**

God made big and small plants and animals.

**Values**

- Innovation, inquiry and curiosity
- Ecological sustainability

**The need for variety**

Learning takes place in different ways. Each student learns in a variety of ways; however, some learning styles suit some students more than others. Offering a rich variety of styles of learning enables all students to respond and grow in their understanding.

Ways students learn include:
- doing
- listening
- from models
- reading
- sharing
- observing
- memorising
- practising
- reflecting on mistakes
- experimenting
- writing
- drawing.

---

web BLM Add a word

Animals and plants

________and small

Animals and plants

________made them all.

God big
Orientation

• Collect
• Start singing your chosen song for this unit.
• Revise
• Show the item from last week’s session.
  📗 What were we thinking about last week?
  (God made the water that we enjoy.)
• Enthuse
  □ Ask the children to sit in a circle.
  □ Spread out your animals or pictures in the centre of the circle. Name them.
  □ Ask for a volunteer to choose a big/small animal and say what they like about that animal. (I chose an elephant because I like its big ears.)

Guided Discovery

• Say that Christians believe that God made everything.
  □ Ask the children to close their eyes. Ask them to imagine what is mentioned as you speak.
  □ We have heard how God decided to make something beautiful. He separated the light and called the light day and the dark night.
  □ God decided to have wet parts of the world as well as dry parts of the world; sea and land.
  □ But the water and the land were empty. So God decided to fill them with beautiful things.
  □ He made big animals and small animals, huge animals and tiny animals.
  □ God was pleased with what He had made.
  □ He also made big plants and little plants, huge plants and tiny plants.
  □ God was pleased with what He had made.
• Ask the children to stand. Ask one group at a time to choose one of the animals that they imagined.
  □ Using an ‘inside voice’ they are to make the noise of that animal.
  □ Use your chosen signal when you want them to stop.
  □ Tell the children that God has asked people to care for all that He has made.

OR

• Ask the children to crouch down as low as they can go. They are to pretend that they are a small seed/plant that grows and grows into a very tall tree/plant.
  □ When they are fully ‘grown’, you could ask them to show branches or tendrils of a vine with their arms. You might like to hum an ascending scale as they do this.
  □ Ask them to relax and come back and sit down on the floor.

Student Exploration

Whole class option

Choose from the following activities.

• Add a word 1
  □ Enjoy identifying what is in the photos.
  □ Read the words together including the two words at the bottom. Identify where each word belongs.
  □ Explain that they need to copy the words, from the bottom into the right space in the sentences. (Have weaker children just match the words with a line.)

• Big to small 2
  □ Ask four children to come and stand at the front. As a class arrange them from tallest to smallest. Repeat a second time.
  □ Thank them and have them sit down again.
  □ Explain that they have to paste the pictures from the side of the page and paste them in their book from biggest to smallest, starting from the left side of the space.

• BLM 19 What God made
  □ After a discussion of big and small animals and plants, (using the picture books you have brought) you could add
words to this poem (donkeys and pigs, grasses and trees).

- Say the words as you write them in the blanks.
- Say the poem together.

**Poster/ big book**

- Early finishers come and paste a leaf onto the prepared poster or decorate today's page of the big book.

**Picture Books**

- Early finishers can enjoy the books on animals and plants you provide.

**Group work option**

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<tr>
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</tbody>
</table>

- Group 1 Toy animals
  - Ask this group to arrange the animals from biggest to smallest. They can then go on with the Student Workbook.

- Group 2 Collage/Poster/Big book
  - This group needs leaves and craft glue.
  - The group pastes the leaves onto an individual or prepared poster.
  - This group may also illustrate today's page of the big book.

- Group 3 Student Workbook
  - Children complete the activities as described above.

- Group 4 Pasting
  - Children cut out the words from the bottom of web BLM Add a word, and paste them in the correct place in the sentences.

**Student Reflection**

- If you worked in groups, choose a group to share what they have been doing.
- If you worked as a class, you might like to repeat the ‘growing’ activity as you hum an ascending scale, or share the poster of leaves.
- Who can tell me the name of a big animal with a trunk for scooping water?
- Who can tell me the name of a plant that we get food from?
- Finish with a reminder that God made all these amazing animals and plants and was very pleased with what He had made.
- You might like to finish with this prayer.

**Dear God,**

Thank you for the beautiful world that you made. Thank you especially for all the amazing plants and animals you made.

**Amen**
What God made

Add some plants and animals God has made.

Big and small,
Short and tall,
Plants and animals He made.

____________
and____________,

____________
and____________,

Plants and animals He made.
You and me

Unit 4
Session 4

Purpose
For the children to understand that God made all people and that we are special to Him.

They will achieve this by:
• seeing God’s special creation (their reflection in a mirror)
• hearing that God made all things including people
• reflecting on the variety of creation and understanding that they are special because God made them.

Preparation
• Read and reflect on Genesis 1:26-28. God created human beings in His likeness with the special responsibility of caring for the earth and all its living creatures.
  ▪ Our significance as people is tied up in these few verses. None of the other parts of His creation is said to be made in the image of God. As image bearers of God, we have many characteristics of God, including the ability to communicate. He also made us to rule over the rest of creation.
• Decide how you will bring out your chosen value in the session today.
• Decide how you will organise Student Exploration and whether you will spread it over two sessions and prepare accordingly.
• Prepare the big book page for today: ‘Thank you God that we are special.’
• Source a piece of artwork done by a child that you know is prized by that child.
• Copy BLMs as required.
  ▪ BLM 20 Pictures (page 80)
  ▪ BLM 21 Masterpiece (page 81)
  ▪ BLM 22 People (page 82)
  ▪ BLM 23 Doing my part (page 83)
• Collect items you may need.
  ▪ CEV Bible
  ▪ a few of the toy animals or pictures used last session
  ▪ flannel graph items to tell the story or a Children’s Bible
  ▪ the piece of artwork done by a child
  ▪ a cardboard box with a mirror attached to the inside base of the box
  ▪ the last page and cover for the class big book
  ▪ pieces of coloured paper for the collage activity, including skin tones if possible
  ▪ a prepared poster, ‘We are all special to God.’
  ▪ plain sheets of paper
  ▪ play dough if required
  ▪ your completed copy of the Student Workbook and any BLMs you will be using
  ▪ CD and CD player.

Main Point
God made all people and loves them all.

Values
• Innovation, inquiry and curiosity
• Respect

Telling the story
You may wish to enlarge your copy of BLM 20 Pictures.
If you want to use them like a flannel graph, add sandpaper or Velcro dots to the back of the pictures so they will stick to a piece of flannel fabric.

Let others help
Many people who are not able to teach Christian religious education themselves are quite willing to assist those who do.
• Encourage members of your congregation to help you collect resource materials, e.g. magazine pictures, coloured paper, cardboard.
• Let a friend or relative help in your practical preparation, e.g. printing the words of a song, cutting or collating.
Give others the opportunity to invest in Christian religious education.
God made me!

Notes

Orientation

• Collect
• Play a game of Simon Says. Have a few practice turns before children are 'out'. OR sing your chosen song.
• Revise
• Show one of the items from last week’s session.
  🌿 What were we thinking about last week? (God made the plants and the animals.)
• Enthuse
• Show your special box. Explain that when they look inside, they will see something special that God has made.
  ☐ Invite children to come and look inside the box. They are to look but not say anything and so spoil it for the others.
• Say that God kept what was very special until last!

Guided Discovery

• Say that Christians believe that God made everything.
  ■ God saw everything He had made and was pleased but He had not yet finished. He was pleased with the sun, moon and stars, with the sky, the sea and dry land and with the plants and animals. [Add your pictures to the flannel board if you choose to use it.]
  ■ God was very happy with what He had made, but there was something missing.
  ■ The Bible says, ‘Now we will make humans, and they will be like us. We will let them rule over the fish, the birds, and all other living creatures.’ (CEV) [Add the people.]
  ■ Now God was really happy with what He had made. He had finished everything He wanted to make.
• Show your piece of artwork done by a child.
  ☐ Talk about how special the artwork is to that child.
  □ We can call it a masterpiece.
  □ Say that we are a bit like God’s artwork. We are His masterpiece. He is so very proud of us. We are so special to Him. Each of us is different but special to Him.

Student Exploration

• For a few minutes enjoy some of those differences by saying for example:
  ☐ Stand up all those who have brown hair. Clap your hands three times. (Hold up three fingers.) Sit down.
  ☐ Stand up all those who have curly hair. Hop four times. (Hold up four fingers.) Sit down.
  ☐ Reiterate that we are all different but we are special to God.

Whole class option

Choose from the following activities.

• God loves us all
  ☐ Read the sentences together
  ☐ Look at the picture.
  ☐ The children will draw people or complete and paste people from BLM 22.

• I’m special
  ☐ Ask the children to think about what is special about them (smile, friendliness, their clever hands).
  ☐ The children draw what is special about them as a person.
  ☐ Stop and read the words, ‘God loves me’, with the class. Read the same words down the side of the page.
  ☐ The children cut out the words and paste them over the words printed in the book.

• Big book
  ☐ Children colour and paste images from BLM 22 People and paste them on today’s page of the class big book.
  ☐ Have children decorate the front cover of the book as well.

• Poster
Each child traces around their hand on a piece of paper. They cut around it, name it and paste it on the poster.

- BLM 21 Masterpiece
  - See the instructions for Group 1 below.
- BLM 23 Doing my part
  - This is a WordFind of our role in caring for creation.

**Group work option**

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- Group 1 BLM 21 Masterpiece
  - Read the words at the bottom of the page together. The word ‘me’ is missing.
  - They write the word me in the space (they can copy the word from the sentence above if needed).
  - They can then draw a picture of themselves in the space provided.
- Group 2 Modelling dough or big book
  - Provide modelling dough for this group. Encourage them to make a variety of things that have been talked about over the past few weeks that God has made.
  - OR, this group could complete the front cover and last page of the big book as described above.
- Group 3 Collage
  - Provide each child with a plain piece of paper or a copy of BLM 21 Masterpiece and pieces of coloured paper.
  - Encourage the children to tear out pieces of paper to create a collage of themselves or just their face.
  - Send this group off to work first.
- Group 4 Student Workbook
  - Children complete the activities as described above.

**Student Reflection**

- If you worked in groups, choose a group to share what they have been doing.
- If you worked as a class, and were able to complete the pages of the big book, then read the pages together.

Review the session with some questions.

- Who is special to God? (everyone)
- Who does God love? (everyone)
- Affirm that everyone is special to God. He made us and loves us very much.
- You might like to finish with this prayer.
  
  Dear God,
  Thank you for the beautiful world that you made. Help us to care for it. Thank you especially for making people. Thank you that I am special to you. Amen
Colour the pictures before use.

- Moon
- Stars
- Sun
- Bird
- Woman
- Man
- Kangaroo
- Flowers
Masterpiece

God’s masterpiece

Look at me.  I am special.

God made ____________.
Finish the people.
Doing my part

We all need to care for the world.

Can you find these words?

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This is how I can care for the world God made:
Unit 5 Introduction

A party for all

Overview

This unit explores the qualities that God desires to see in people. First, the children are led to understand that God wants us to be accepting of all people. God’s family is like a big party. Everyone is invited. No-one is left out.

In the second session, the account of Jesus meeting and healing Bartimaeus is shared with the children as the means of demonstrating how Jesus was a good friend. The skills of friendship need to be learned like all other skills.

Session outlines

• Session 1: A party for all

In this session, children will participate in an interactive retelling of the Parable of the Great Banquet as an example of God’s willingness to share such an occasion with all kinds of people. They will think of specific people in their school and community who could feel left out and consider ways they might be included.

• Session 2: A good friend

In this session children will hear that Jesus was a good friend to someone in need. Children will be challenged to think about what it means to be a good friend. Examples of friendly behaviour will be listed and considered.

Prepare ahead

• Session 1: A party for all

- Learn the words and the tune to ‘If You’re Happy and You Know it’ to use with the class
- Source a party invitation
- Make four scrolls (for invitations) and four signs saying ‘I can’t come!’ Cut an A4 piece of paper into four strips. Write the word ‘Invitation’ on each strip. Roll up the strip and secure with a piece of adhesive tape. Make an extra one to show the class what is written on it
- Ask the school for a hoop to use in class for a group activity today and next week.
- Source A4 paper for students to decorate as placemats.

• Session 2: A good friend

- Practise the echo mime as a means of sharing the account of Jesus healing Bartimaeus.
- Source A4 paper for students to decorate as placemats.

Choose a song to teach this unit. Suitable songs include ‘Good Mate’ and ‘This is a Commandment’ from the CD New Tracks Songs for CRE. You might also like to use ‘Bartimaeus’ (chant) from the CD Sounds and Songs for Jump for Joy (www.accessministries.org.au)

A little praise goes a long way

We all respond best to praise. Without a doubt it is the best motivation for learning. When a child is learning to walk we do not ‘growl’ every time she or he falls over. Rather, we nod and smile and applaud the effort and attempt. Students of 4–6 years are keen to please respected adults. Praise the effort rather than the achievement. ‘Well done, you really concentrated and listened.’

Storytellers

All of us love stories, and we remember good storytellers. When you tell stories to your class, do not try to memorise a written version word for word. To prepare to tell the story, start by reading it through several times. Then try to imagine that you are part of the scene in the story. What can you see, feel, hear, smell, taste? Now practise telling the story aloud, varying the tone of your voice and using appropriate facial expressions, body and hand movements. Telling the story rather than reading it will hold the students’ attention, and will allow you to watch their responses to it.
A party for all

Purpose

For students to understand that God wants us to be accepting of all people.

Students will achieve this by:

- recalling how friends are invited to a party
- hearing Jesus’ parable of The Great Banquet
- considering the people in the school and community who may feel left out.

Preparation

  - Jesus told this parable on the Sabbath while at the house of one of the leaders of the Pharisees. He had noticed that some of the invited guests at the house were seeking the more honoured places to sit. Jesus spoke about being humble and seeking the lower position. He then spoke about inviting the poor and the disabled to dinner, rather than their relatives and wealthy neighbours, even though they could not repay the host.
  - Banquets are given to mark significant events. They could change strangers into guests.
  - How often do we take the opportunity to welcome strangers or outcasts into our lives?
- Ask the school for a hoop to use in class for a group activity.
- Two groups are listed for this unit as there are only two sessions in it. If you are using the double session option, consider having everyone completing the Student Workbook in one session and working in groups for the other session.
- Decide how you will bring out your chosen value in the session today.
- Copy BLMs as required.
  - BLM 24 I can’t come (page 88)
  - BLM 25 Come to the banquet song (page 89)
  - BLM 26 Your place (page 90)
  - web BLM Banquet Story
- Cut BLM 24 I can’t come into individual strips before class. As a class decide on the fourth excuse and write it in.
- Make the four invitations. See page 84 session 1 preparation notes for details.
- Collect items you may need:
  - a party invitation and banquet invitations
  - a tablecloth
  - a hoop
  - your completed copy of the Student Workbook and any BLMs you will be using
  - CD and CD player.

Main Point

God wants us to be accepting of all people.

Values

- Understanding, tolerance and inclusion
- Community and participation

If You’re Happy and You Know it

This is one of the public domain tunes on the CD New Tracks Songs for CRE. The words for this song are designed to include a variety of actions to show that you are happy and may be sung as follows:

If you’re happy and you know it (clap your hands).
If you’re happy and you know it (clap your hands).
If you’re happy and you know it, Then you really ought to show it.
If you’re happy and you know it (clap your hands).

You might ask the children to: stamp their feet; shout hooray; turn around or do all four actions as you write them.
Orientation
- Collect
  - Sing ‘If you're happy and you know it (Clap your hands)’.
  - Sing a second verse: ‘If you’re special and you know it (Shout hooray!)’
- Revise
  - How do we know that we are special to God? (recall last week’s session).
- Enthuse
  - Show a party invitation. Discuss who sent it to you, how you know them and how much you are looking forward to the party. Explain that when we have parties we can’t invite everyone we know.
  - Sometimes we have parties too. How many people did you ask to your last party? (Take responses).
- Jesus told a story about a party, a big party called a banquet!

Guided Discovery
- Open your Bible to Luke 14:15-24. Tell the children that you could read Jesus’ story to them, but that you would rather have the class act it out, or use web BLM Banquet Story instead.
- Tell the class that in Jesus’ time on earth, people would know that they had been invited to a party but would not know when it would be ready until a servant came to tell them.
- Choose four children to be invited to the party, the master and a servant. Explain that everyone else will have a part to play near the end of the story.
- Place the table cloth in a space on the floor. Arrange the first six characters on one side of the cloth and have the other children sitting on the other side of the cloth, ready to watch and participate. Encourage the children to make up the dialogue as they go.
  - The master enters and gives the invitations to the servant, who then gives them to the four friends. Everyone is pleased to be invited.
  - Later, the master says ‘Everything is ready!’ So the servant returns and asks each person to come. Hand out the cards with the words ‘I can’t come!’ One by one the friends offer excuses for not being able to come. [Ask them what the pictures suggest as an excuse. What other excuse could be given?]
  - The servant returns to the master. Say the following words phrase by phrase so the master can repeat them: ‘Go into every street and alley. Bring everyone you can find!’ [Ask the servant to choose some of the onlookers to attend the banquet and sit around the tablecloth.]
  - The servant returns to the master and says ‘There is still plenty of room for more people.’
  - This time the master says ‘Go out along the back roads and tracks and make people come in, so that my house will be full’.
  - The servant brings the rest of the children to sit around the tablecloth.
  - Give three cheers for being together and as a sign that the story has come to an end.
  - Stand to sing ‘Come to the banquet’ from page 89. The teacher sings most of the song with the children to sing the words in bold. (‘We can’t come to the banquet’ and ‘We’d love for you to make it!’)
- Ask children to sit.
  - Who were the people first invited to the master’s party? (His friends and neighbours. People he knew.)
  - Who were the people who were asked after people said they couldn’t come? (Everyone. No-one was left out.)

Student Exploration
- Refer to God’s Party
  - Read the text with the children.
Children colour in the balloons.

Refer to My turn 2

Read the text with the children. Remind them that instead of always playing with their well-known friends they might like to look for people who are lonely, unhappy or newly arrived at school to play with. Draw them in the space provided.

Can you tell? 3

Together, identify the different features of the children. The children need to draw a line to match the front view to the back view of a number of people.

BLM 26 Your place
The children draw party food on the plate.

Group work option

Explain what each of the groups will be doing.

Group 1 BLM 26 Your place

Children draw some party food on the plate of their copy of the BLM or give each child a blank piece of A4 paper to make a place mat.

Write the word ‘Welcome’ on the board. They write the word ‘welcome’ across the middle of the page and decorate the page.

Group 2 Hoop

Give the hoop to one student to hold over their arm. Ask children to stand in a circle holding hands. They then have to pass the hoop around the circle back to the first child, without releasing their hands. (Children have to step through the hoop and may support each other by ‘nudging’ the hoop along with clasped hands.)

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<thead>
<tr>
<th>Group</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1</td>
<td>BLM 26 Your place or Make a place mat for someone at the party</td>
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<tr>
<td>2</td>
<td>Pass the hoop</td>
</tr>
</tbody>
</table>

Student Reflection

Remind children that there are lots of children living in our community. There might be children in the school whom we consider to be different from ourselves.

Some of them may look different from us. Some of them might speak a different language. Some might wear different clothes. Some might be happy. Some might be very noisy. Some might be sad.

Show the children from today’s page in the Student Workbook and remind the children that God wants us to include all sorts of people in the things that we do together.

You might like to use this prayer with your class.

Dear God, thank you for helping us to remember that you everyone is important to you! Help us to show...
I can’t come

I can’t come

I can’t come

I can’t come

I can’t come
Come to the banquet
(sung to the tune: If You’re Happy and You Know It)

Now, everything is ready for the banquet.

Please come and sit right down at my banquet.

No, with land I need to see!

No, with bulls to work for me!

Please excuse us; we can’t come to the banquet.

Now, everything is ready for the banquet.

My guests have let me down, they cannot make it.

So go looking on the streets,

And ask everyone you meet.

Say there’s room for you; we’d love for you to make it!
Your place (see Luke 14: 15-24)

Draw your favourite party food on the plate.
Session 2

A good friend

**Purpose**

For students to understand that God wants us to be a good friend to others.

Students will achieve this by:

- considering how people help us with the things we want to achieve
- hearing how Jesus was a good friend to someone in need
- learning ways to be good friends with others.

**Main Point**

God wants us to be a good friend to others.

**Values**

- Friendship
- Care and compassion

**Good friends**

To have good friends you must be a good friend.

- Good friends listen to each other.
- Good friends share their time and their toys.
- Good friends don't put each other down or hurt each other's feelings.
- Good friends help each other solve problems.
- Good friends give each other compliments.
- Good friends can disagree without hurting each other.
- Good friends respect each other.

**Preparation**

  - Jesus was passing through Jericho on His way to Jerusalem for the Jewish feast of Passover. Bartimaeus was dejected and desperate, and yet bold, persistent, hopeful and sincere in his request. He must have heard about Jesus' miracles, healing and teachings. He knew that Jesus was able to perform miracles because of who He was.
  - By calling Jesus 'Son of David', he shows an understanding of Jesus as the promised Messiah, the One who is to come from the lineage of King David. The term 'son' means that he belongs to the family of David and is a direct descendant of David. God promised David that one of his sons would be on the throne forever.
- Decide how you will bring out your chosen value in the session today.
- Ask the school if you may use a hoop.
- Copy BLMs as required.
  - BLM 27 Echo mime (page 94)
- Collect items you may need:
  - CEV Bible bookmarked to Luke 18
  - hoop from the school
  - party invitation from last week
  - A4 paper for students to decorate as placemats
  - your completed copy of the Student Workbook and any BLMs you will be using
  - CD and CD player.

**Restless students**

If at any stage in a lesson, the students have become restless and need to be settled down, one way to do this is to ask them to follow you in a series of quick actions such as:

- ‘Hands on heads; head to knee; Scratch your back, and smile at me!’. This could become a class routine.
A good friend

Orientation

• Collect
  □ Sing ‘If You’re Happy and You Know it’. Make up another verse and action.

• Revise
  □ Show the party invitation from last week. Ask children what they remember from last week’s lesson. (God wants us to be accepting of everyone. Everyone is important to God.)

• Enthuse
  □ What is something you have wanted to do for a long time? (Ride a bike, go across the monkey bars without help, swim to the end of the pool, or some other physical activity that they have not been able to do up to this time.)
  □ Did you/ will you need someone to help you with that? (Take responses.)

Guided Discovery

• Let’s hear a story about a man who really wanted to be able to do something. His name was Bartimaeus.

• Open your Bible to Luke 18: 35-39, but tell the story using BLM Echo mime (page 94).

• Ask the children to listen for the people who were able to help Bartimaeus on this day.

• Explain to the children that in an echo mime, they say the words after the teacher (echo) and copy the action that the teacher makes (mime).
  □ Are we ready? Let’s stand and begin.

• Place the BLM in a place where you can easily read it and still have the space to do the actions.

• When you finish, ask the children to sit and then ask:
  □ What was it that Bartimaeus had wanted for a long time? (He wanted to see!)
  □ Who was able to help Bartimaeus? (The friends who told him that Jesus was passing by and Jesus who healed him.)

Student Exploration

Whole class option

• Hand out the Student Workbooks. Help the children to find the page for today.

• Refer to Jesus the friend 1.
  □ Read the text together. Talk about the other people in the picture. Colour Jesus and Bartimaeus.

• Refer children to pictures under the Good friend WordFind 2.
  □ Discuss the ways children are helping each other as indicated in the photos.
  □ Remind the children to mark off the words from the list as they find them in the word find.

Group work option

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<tr>
<th>Group</th>
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<tr>
<td>1</td>
<td>Pass the hoop.</td>
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<tr>
<td>2</td>
<td>Make a placemat.</td>
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</table>

• Explain what each of the groups will be doing.
Notes

• Group 1 Hoop
  □ Give the hoop to one student to hold over their arm. Ask students stand in a circle holding hands. They then have to pass the hoop around the circle back to the first child, without releasing their hands. (Students have to step through the hoop and may support each other by ‘nudging’ the hoop along with clasped hands.)
  □ They can then complete the Student Workbook pages.

• Group 2 Placemat
  □ Refer to the heading ‘friends’ and the other words recorded on the board.
  □ Students use a blank piece of A4 paper to make a place mat. They copy the word ‘friends’ across the middle of the page and decorate a border around the edges. They could add the words ‘listen’, ‘care’, ‘share’ and ‘help’ or draw some children helping each other.

Student Reflection

• Ask the children to pack up what they have been using and return to the floor. You might like to play your chosen song as they do this.

• We have heard a lot of stories about God in CRE so far this year.

  What new things have you learned about God in our CRE classes?

• Thank them for sharing their answers and then ask them to make themselves comfortable for a few moments of stillness. Encourage them to close their eyes or look down at the floor.

• Tell them that you will mention some of the ways that good friends treat each other. (Read out some of the sentences from the list on the Preparation page. Read slowly and leave a time of silence after each sentence.)

• Challenge them to try and be a better friend in the coming week by listening, caring, sharing or helping.

• You might like to use this prayer with your class.

  Dear God, thank you that Jesus was a good friend to Bartimaeus. Help us to be good friends who listen to others and help them when we can. Amen
Echo mime

Jesus Heals Blind Bartimaeus  (based on Luke 18:35-43)

Jesus was near Jericho.  (walking action)
There was a blind man begging.  (hold hands together out in front)

‘What’s happening?’  (hands out at sides, palms raised)

‘Jesus is passing by.’  (make large ‘J’ in the air)
So the blind man shouted,  (hands at either side of mouth)

‘Jesus, Son of David, have pity on me!’  (hands together begging)
The people said, ‘Be quiet.’  (shh! Finger crossing lips)
But he shouted even louder,  (hands at either side of mouth)

‘Son of David, have pity on me!’  (hands together begging)
Jesus stopped.  (hand held up at ‘Stop!’)
‘Bring him here.’ said Jesus.  (Motion: come here!)
Jesus asked,  (hands out at sides, palms raised)
‘What do you want me to do for you?’  (fingers closed in front of eyes, then opened)
‘Lord, I want to see!’  (fingers over eyes, uncovered, arms raised)

Straight away the man could see.  (yeah! yeah! clap overhead)

Thank you God.
The CRE curriculum this half year has promoted the following values.

<table>
<thead>
<tr>
<th>Value</th>
<th>Session</th>
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<tr>
<td>Significance</td>
<td>Introductory session</td>
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<tr>
<td>Innovation, Inquiry and curiosity</td>
<td>Introductory session, Unit 1 Discovering, Unit 4 A wonderful world</td>
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<tr>
<td>Respect</td>
<td>Look!, Come and See, A shepherd, A teacher, God made me</td>
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<tr>
<td>Integrity</td>
<td>Don’t forget!, Welcome</td>
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<tr>
<td>Excellence</td>
<td>Don’t forget!,</td>
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<tr>
<td>Care and compassion</td>
<td>Look at me, A light, A rock, A teacher, A good friend</td>
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<tr>
<td>Understanding, tolerance and inclusion</td>
<td>Welcome</td>
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<td>Joy/ celebration</td>
<td>He’s alive!</td>
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<td>Community and participation</td>
<td>A shepherd, A party for all</td>
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<tr>
<td>Faith</td>
<td>A shepherd</td>
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<td>Love</td>
<td>A light, A rock</td>
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<tr>
<td>Ecological sustainability</td>
<td>Wet and dry, Big and small</td>
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<td>Friendship</td>
<td>A good friend</td>
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Planning and evaluation

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<th>School</th>
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<tr>
<th>Lesson Purpose</th>
<th>Was the lesson purpose achieved?</th>
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<tbody>
<tr>
<td>Student Outcomes</td>
<td>Did the students demonstrate the desired outcomes?</td>
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<tr>
<td>Orientation activity</td>
<td>Was the Orientation activity successful in engaging the students in the topic?</td>
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<tr>
<td>Guided Discovery steps</td>
<td>Did Guided Discovery help the students make new connections and develop a better understanding of the learning contained in the lesson?</td>
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<tr>
<td>Student Exploration activities</td>
<td>Were the Student Exploration activities appropriate and relevant to the learning?</td>
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<tr>
<td>Student Reflection</td>
<td>Did the Student Reflection provide students with the opportunity to clarify their learning?</td>
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</table>

What needs to be included in the next session to strengthen the teaching process?