

## LESSON 1: I Am Special



### AIM

To help the children realise that each of them is unique and special, and that God made them and loves them (2.2.1, **13.2**)

### OUTCOME

Learners show a positive sense of their own identity and uniqueness.

### LEARNING ACTIVITIES

- 1 Action rhyme.** The children follow the teacher's lead:

Good morning -  
 Who do you see? (Put hand up to eyes)  
 You see me! (Point to yourself)  
 And I see you. (Point to the other person)  
 How do you do? (Shake hands)  
 I am like you –  
 But not quite the same (shake head)  
 I'm glad you are here (nod and smile)  
 I'm glad you came.  
 Look! I am me and you are you!  
 I am special and you are too! (Point)  
 We're all special, and that's so true! (Draw an imaginary circle)

(Rita Bull 1999)

- 2 Tell the children** that we are all alike in so many ways and yet each of us is a little different. There is no one quite like us anywhere. Because we are special, people know who we are and recognise us. Even twin brothers and sisters are a little different. Their parents can always tell them apart.
- 3 From the Bible:** God knows us and recognises us. Each person is very important to God and God, who made us, loves us very much. In the Bible, God says,  
 "I knew you before you were born." [Psalm 139:15] "To me you are precious and I love you." [Isaiah 43:4] "I have loved you with a love that goes on forever and I will always love you." [Jeremiah 31:3]  
 (When referring to the Bible and God's word, it will be instructive to have a Bible in view, or hold it in one hand while quoting it.)
- 4 Prayer:** Thank you God for making me special. Thank you God for making me, me. Thank you God for loving me.

### WHAT YOU NEED

- \* Action rhyme (1)
- \* Bible (3)
- \* 🎵 *If You're Happy and You Know It.* ⇒ or *If I Were a Butterfly* (5)
- \* 🎵 *Sing for Life – I Have a Name* (p.6) or *I Am Special* (p.9) (5)
- \* 📖 Worksheet (6) ⇒
- \* Crayons and paper, mirrors (7)
- \* Stamp pads and magnifying glasses (8)
- \* Coloured card or paper for the birthday display (10)

5 **Sing:** *If you're happy and you know it.* The words may be changed to 'If you're special and you know it...' ⇒ Another suitable song would be, *If I Were a Butterfly*. Other possibilities are; *Sing for Life – I Have a Name* (p.6) or *I Am Special* (p.9)

6 **Written work:** Have worksheets to distribute to the class. 📖 ⇒ Read the statements to the class. Tell the children to colour a happy face if the answer is 'yes' and a sad one if the answer is 'no'.

|                          |   |   |
|--------------------------|---|---|
| I am special.            | ☺ | ☹ |
| God made me.             | ☺ | ☹ |
| God loves me.            | ☺ | ☹ |
| I am happy God loves me. | ☺ | ☹ |
| Every one is the same.   | ☺ | ☹ |

7 **Drawing:** Let the children draw themselves and talk about their own characteristics – I have brown (blue, green) eyes. My hair is brown, medium (short, long) length and wavy (curly, straight, plaited, braided) and so on. If a mirror, or mirrors are available, let the children look at themselves before drawing their pictures.

## ADDITIONAL ACTIVITIES

8 **Art:** Fingerprint pictures may be made, using stamp pads. Explain that each person's fingerprints are unique. The children will be able to get a closer look at their fingerprints with magnifying glasses if you have them.

9 **Language development:** Learn dates of birth, for example: My birthday is on the 26<sup>th</sup> September. I was born in spring.

10 **Birthday display:** Ahead of time have, say, twelve balloon shapes cut out of brightly coloured paper – one for each month. Label the balloons with the months of the year. Write each child's name and date of birthday on the relevant balloon. Display the balloons attractively on a pin board.

11 **Develop a ritual** for celebrating each child's birthday as it occurs during the year. It is important that each birthday is celebrated in the same way so that every child receives the same amount of attention on his or her birthday.

### MATERIALS

#### *IF YOU'RE HAPPY AND YOU KNOW IT*

If you're happy and you know it, clap your hands, (clap, clap)

If you're happy and you know it, clap your hands. (clap, clap)

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it, clap your hands, (clap, clap)

(traditional)

# I Am Special

I am special.



God made me.



God loves me.



I am happy God loves me.



Every one is the same.



## LESSON 2: The Gift of Sight



### AIM

To help the children develop a sense of awe and wonder at all God's creation by exploring their sense of sight and by engaging in visualisation exercises (3.1.1, 3.4.1)

### OUTCOME

Learners are aware of the way their senses enable them to appreciate the world around them

### LEARNING ACTIVITIES

- 1 **Introduction:** Tell the story of the woman who lost the coin [Luke 15:8-10]. Emphasise how she looked everywhere. She looked in the...; she looked under ...; on ...; next to...; on the right hand side of ... and so on. She looked until she found it.
- 2 Tell the children that like this woman, we are going to learn to have 'sharp eyes'. Ask them to look around the classroom and to **identify shapes and colours**. For example, "Can you find something in the classroom that is round and green? Square and yellow? Something made of wood, metal, plastic? And so on.
- 3 **Treasure hunt:** (This activity can be combined with the nature walk LEARNING ACTIVITY 11). Give each group in the class a short list of items to find. Use pictures and words so that those who are not yet reading can cope. As soon as the group has found the items on their list, they sit quietly. After you have complimented the children on their ability to look, see and find, ask them how they were able to carry out their tasks. Lead them to say that they were able to see by using their eyes.
- 4 **Visualising exercise:** Ask the children to close their eyes and to imagine. Say something like: "You are in your secret garden. You sit under a tree. You look around your garden and you see how beautiful the flowers, and the grass and the trees are. You say thank you to God for all these wonderful things. Jesus comes and sits next to you. You look at Jesus and you see he has a very kind face. You can see how much Jesus loves you. You can talk to Jesus. Tell Jesus what is in your heart."
- 5 Have a **mirror** or mirror tile in the classroom placed where the children can easily see themselves. Make a banner that says, **YOU ARE THE ONE GOD LOVES VERY MUCH**. Tell the children that when they look in the mirror they will see the one that God loves.
- 6 **Prayer:** Let us thank God for giving us this very special gift of sight. Give the children the opportunity to thank God spontaneously. Pray a short litany. Children can respond with, "Thank you, God that I can see. Thank you, God for making me, me." ⇨

### WHAT YOU NEED

- \* Children's Bible (1)
- \* Lists for the treasure hunt (3)
- \* Mirror or mirror tile, banner (5)
- \* Litany (6) ⇨
- \* A variety of optical instruments (7)
- \* Blindfolds (9)
- \* A Braille sample, a cane (10)
- \* Magnifying glasses (12)
- \* View finders, magnifying glasses, tablespoons (14)

### ADDITIONAL ACTIVITIES

- 7 **Optical instruments:** Show and tell why and when and where we would use sun-glasses, binoculars, telescopes, periscopes, magnifying glasses, microscopes.

- 8 Talk about **visual disabilities**. There are some people who do not see as well as others. Things that can help them - glasses, contact lenses, medicines, operations.
- 9 There are people who are born blind or are blind because of accidents. Discuss how to talk to **blind people**, and how to help them if they need help. Share what you see with a blind person. The children could practise these skills if in pairs one of them plays blind.
- 10 **Coping with blindness**: You could deal with Braille, guide dogs, white canes, or sound tapes for the blind.
- 11 **Learning through our sense of sight**: Take the children outside or, if possible, on a nature walk. Let them describe the weather and other natural things that they can see. Encourage them to expand their descriptions, e.g. if a child says, "I see a tree", ask appropriate questions which might allow the child to say something like, "I see a tall, shady tree with a huge trunk." Let the children collect items on their nature walk. Explain that they should not spoil or destroy anything in their quest.
- 12 **Looking through magnifying glasses**: Back in the classroom encourage the children to examine the objects that they have brought back and see if they can learn more about them using a magnifying glass.
- 13 Find out if there is any **organisation** that would be willing to come and talk to the children. One possibility is the South African Guide Dog Association.
- 14 **A Clear View**: Give the children an opportunity to look at things through different 'view finders' - tubes with one end covered with different coloured cellophane. Ask them what sorts of view they get. Tell the children to look at different class members through their particular view finder, to look at someone through a magnifying glass, and to look at themselves in a tablespoon. In each case ask them what they see. Sometimes we see ourselves in a strange way. When we looked into the spoons we saw ourselves upside down! Let the children talk about this.
- 15 Sometimes we can have a **distorted view** of the world. Lead the children to understand that sometimes we see people as being strange or odd because they are not like us. Maybe there is nothing wrong with the other person. Maybe it is because we are not using loving eyes to see them. We are using critical eyes or angry eyes, or jealous eyes. God sees us as we really are. God knows how we feel in our hearts and God loves us. We should try to see others as God sees them. God sees them with loving eyes.

## MATERIALS

### LITANY

For all the beautiful colours. (R)

For glorious sunrises and sunsets. (R)

For the faces of my family and friends. (R)

For the variety of insects, fish, birds and animals.  
(R)

..... (add your own)

## LESSON 3: The Gift of Hearing



### WHAT YOU NEED

### AIM

To help the children develop a sense of awe and wonder at all of God's creation, of which they are a part, by exploring their sense of hearing (3.1.1, **13.2**)

### OUTCOME

Learners are aware of the way their senses enable them to appreciate the world around them.

- \* Objects for making sounds (3)
- \* A pillowcase or bag (3)
- \* A Bible (5)
- \* Litany (5)
- \* A Bible (8)
- \* 🎵 *Sing for Life – Hurray I Am So Happy* (p.15) (12)

### LEARNING ACTIVITIES

- 1 **We explore the world of sound:** Ask the children what parts of the body we use to make sounds - the answer will most likely be 'our voices'. Let the children discuss ways of using our voices. We can speak, sing, whisper, shout, call, whistle, hum, praise, laugh, cry, hiss. We can also imitate sounds, such as bird calls, trains, and animals. Ask what other sounds or noises we can make using other parts of our bodies. We can clap our hands, stamp our feet, click our fingers and so on. Ask, 'What parts of the body do we use to hear sounds?'
- 2 **Developing listening skills:** Let the children tell you what they think we should do to make sure that we hear and listen carefully. Give them guidelines for being a good listener and being attentive. How well can we listen? Let's have fun following instructions: Touch the floor with your knee; put your ear to the desk; touch your toes with your left hand; touch your elbow with your nose...
- 3 **Identifying sounds:** Have objects in the bag that can make sounds, such as a comb; a piece of paper, a pen that clicks. Have the children identify the sounds. You may like to explore sounds we like and those we don't like. Environmental sounds and sounds in nature, particularly weather sounds may be explored over a period of time and in other lessons, such as rain, wind, thunder.
- 4 **Who do we listen to? Scenarios:**
  - Some one you don't know comes to the door. What do you do?
  - A stranger offers you a lift home.
  - Your friend suggests you take something that does not belong to you.
  - The priest reads from the Bible.
  - The teacher tells you a story.
  - Your mother asks you to help her.
- 5 **Listening to God:** How does God speak to us? God speaks through the Bible, when we go to Church, and when we pray. Tell the story of Samuel [1 Samuel 3:1-10]. Ask the children to sit very quietly and give them time to reflect on the story. God calls us, too. Let's listen to God. Let's pray and thank God for the gifts of listening and speaking. The children could pray a litany with the response: "Here I am Lord. I am listening."
- 6 **Learning to be a good listener:** How do you respond, for example, when you hear someone crying; or when someone tells you a secret?

## ADDITIONAL ACTIVITIES

- 7 **Explore listening and speaking in church** - What do we hear? How do we use our voices? We sing, we pray silently, we say responses.
- 8 **Story:** Choose a Bible story about Jesus, or a story Jesus told, for example -  
Jesus in the Temple [Luke 2:41-52]  
The Good Samaritan [Luke 10:30-35]  
Invite the children to retell the story.
- 9 **Sound safety:** Talk about sounds that give us information, for example the school bell, and sounds that warn us to be careful, for example, ambulance sirens. Also talk about sounds that can damage our ears or frighten us.
- 10 **Develop sensitivity** towards those with hearing disabilities. Introduce the children to the idea of sign language.
- 11 **Hand-clapping Meditation:** Ask the children to follow you. Choose a suitable rhythm. After a short period of silence, start clapping with one finger, then two, then three, and so on until the whole hands are involved. Gradually subtract fingers from the clapping in reverse order until you are back in silence.
- 12 **Song:** *Sing for Life – Hurray I Am So Happy* (p. 15)