

LESSON 15: Time for Others



AIM

To help the learners understand their need for God in daily life and practise being in the presence of God (3.2.1, 3.4.3)

OUTCOME

Learners understand the need to find time to be with God in the same way that one finds time to be with others.


LEARNING ACTIVITIES

- 1 **Let the children explore the rhythm of a typical week day.** What did you do this morning? Where are you now? What will you do when you get home? Who do you spend time with at home? At school? In your neighbourhood? If possible have pictures of people engaged in different activities with others. Ask what are they doing? They are sharing time with each other.
- 2 **Sharing time.** Let the children give examples of sharing time: We share time when we have meals; when we talk and listen to each other; when we help each other; when we play together; when we pray together; when we learn together; when we make something together; when we go to church.
- 3 **Sharing time with God: a time for prayer**
Lead the children to the realisation that we share time with God. How do we do this? God is with us at all times. One way that we share time with God is by praying. Ask the children to think of times that they may specifically pray during the day, at home and at school. There is Morning Prayer, grace before meals, and prayer at bedtime.
- 4 **Pray together** a litany of praise and thanks:
Children respond with, "It is good to be together."
- 5 **Stories from the Bible:** Jesus shared his time with the disciples and with many people. Jesus had meals with his friends. He went out in the boat with his disciples. Jesus went to the synagogue. He went to weddings. Jesus ate at Levi's house [Luke 5:27-34]. Use a children's illustrated Bible to show the children pictures of Jesus engaged in various activities.
- 6 Point out that **people wanted to be with Jesus.** They were happy to share time with Jesus. How can we spend time with Jesus? We share time with Jesus when we hear stories from the Bible; when we go to church; when we talk to Jesus; when we remember that Jesus is always with us.
- 7 **Activity:** Invite the children to draw themselves sharing time with family, with friends, or with God.

WHAT YOU NEED

- * A collection of pictures of people and children interacting in various ways sharing time (1)
- * Litany (4)
- * Bible and children's illustrated Bible (5)
- * Drawing materials (7)
- * Clock face worksheet (8) ⇨
- * Bible (9)

GRADE I

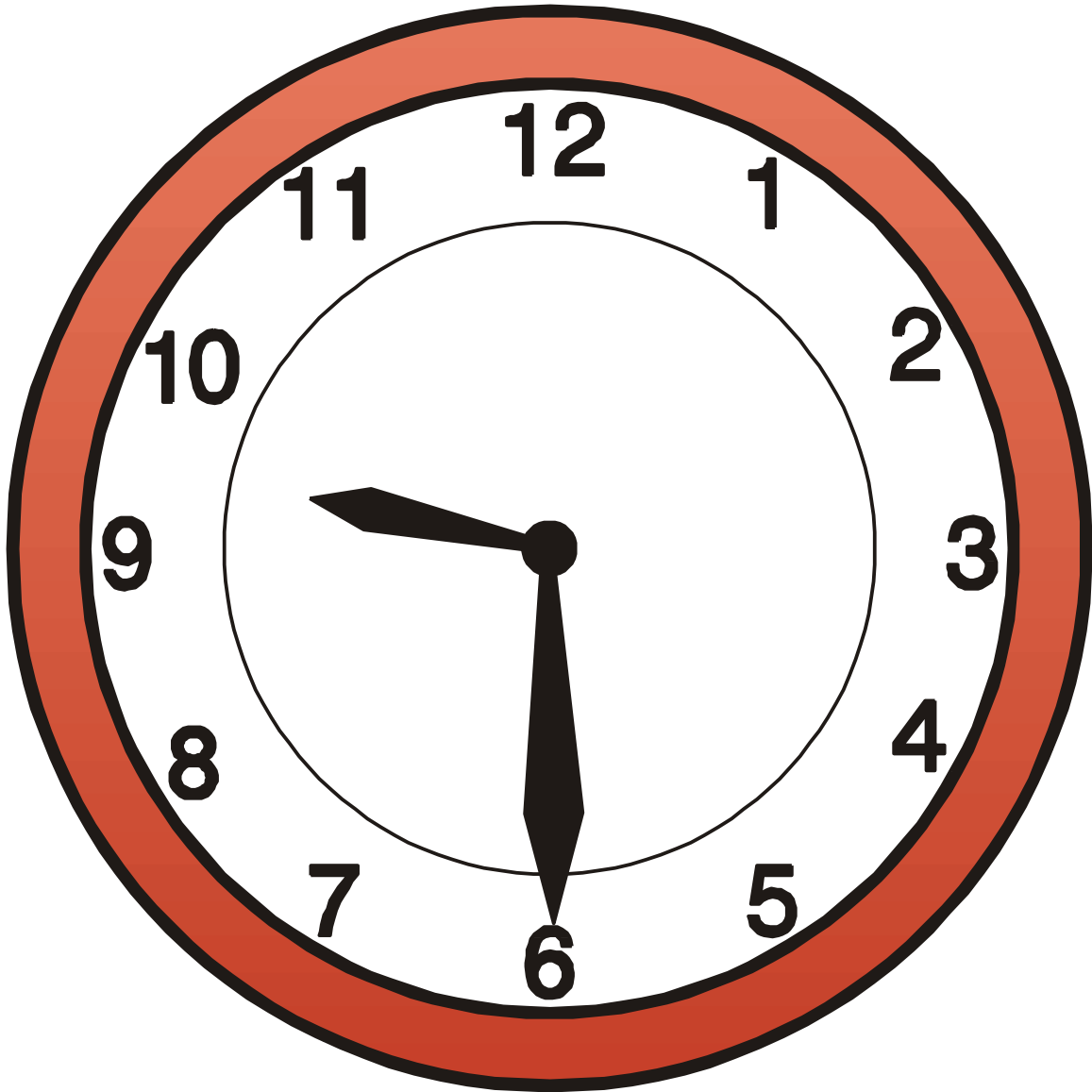
- 8 On a **clock face**, the children draw faces of people they spend time with each day, putting the faces at appropriate times on the face. They could add hands which can move, made of stiff paper or cardboard.  ⇒
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ADDITIONAL ACTIVITIES

- 9 **Guided meditation** based on [Mark 1:16-20]

Close your eyes and sit comfortably. Imagine you are walking along the seashore. You can see the fishing boats on the lake. You see some of the fishermen fixing their nets. Others are bringing in the fish they have caught. A little way ahead you see Jesus. Jesus calls to you. You run to join him. You look up at Jesus' face and you see how happy he is to have you. Jesus takes your hand and you walk together. You feel safe and happy. Jesus says to you, "Look. There is my friend, Peter, and his brother, Andrew. I'll call them to join us." You walk on further and Jesus sees James and John. He talks to them and they leave everything and they come to Jesus. Jesus tells you that you are one of his special friends and he will always be with you.

Sharing Time



LESSON 16: Time for God



AIM

To foster the learners' personal relationship with God through an understanding and a praying of the Lord's Prayer (3.4.3)

OUTCOME

Learners understand the need to find time to be with God in the same way that one finds time to be with others.

LEARNING ACTIVITIES

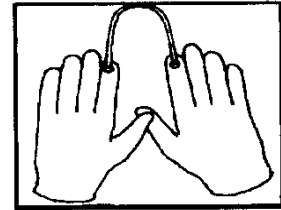
- 1 **Introduction:** Say something along the lines of: "We talk and listen to people every day. We tell one another the good things that happen to us. Sometimes we ask for help. Sometimes we say, 'Thank you'. What do you like to talk about? Who listens to you? Who do you listen to? Sometimes we do not need words to talk to one another. We can talk to one another by our actions, or what we do. We hug or smile, for example."
- 2 **Prayer** is talking and listening to God with love. Remind the children about our sense of hearing and how we should try to really listen to God's word and to each other. The teacher should try to be a model by listening to the children's stories, news and discoveries.
- 3 Discuss **how we pray**. We pray reverently. We don't distract others. We let each person have his or her own space.
- 4 **Jesus liked to pray**. He liked to pray all alone in the desert. He prayed on the mountains or hills and he prayed in the towns and he prayed in the synagogue or the temple. Sometimes he was alone and sometimes he was with his friends. One day his friends asked Jesus to teach them how to pray. See [Luke 11:1-4; Matthew 6:9-13].
- 5 Talk to the children about the meaning of the **Lord's Prayer**. Teach the words of the prayer. ⇒
- 6 Teach **actions** to accompany the Lord's Prayer. Place a crucifix, the Bible and some candles on a table. Divide the class into two groups. Ask the two groups to alternate in saying the first four phrases of the prayer, and then together say the last phrase.
- 7 Teach a **melody** to accompany the Lord's Prayer, the *Our Father*. There is a setting in Carey Landry and Carol Jean Kinghorn's *At the Table of Jesus*. The melody can easily be adapted to the words of the new translation given below.

WHAT YOU NEED

- * Bible (4)
- * Picture(s) of Jesus praying (4)
- * The Lord's Prayer: *Our Father* (5) ⇒
- * Table, crucifix, candles, Bible (6)
- * Prayer actions (6)
- * ♪ *Our Father (At the Table of Jesus)* (7)
- * Boxes and selection of pictures (for each group) (8)
- * Paper or thin cardboard, string (9)

ADDITIONAL ACTIVITIES

- 8 **Making a Prayer Box:** The idea is to give the children something concrete to handle and to give them the experience and the confidence to pray in their own words. Divide the class into groups. Have them paste pictures of families, friends, pets, things from nature, birthday cakes and so on, onto a box. The prayer box is passed around the group and each child is encouraged to hold it while praising or thanking God for one of the gifts pictured on it. The child does not need to confine him/herself to the pictures on the box. If there are children from other faith communities in the class, encourage them to share their experiences of prayer.
- 9 The children trace their hands, preferably on thin cardboard to make a “praying hands” reminder to take home. It is good to make small holes in the hands and keep them together with string, as illustrated below.
- 10 **Over a period of time,** include in your lessons praying with words, praying in silence, praying by singing, and praying with gestures and movement.



MATERIALS

THE LORD'S PRAYER

Our Father in heaven,
Hallowed be your name.
Your kingdom come.
Your will be done on earth, as in heaven.
Give us today our daily bread.
Forgive us our sins,
As we forgive those who sin against us.
Save us from the time of trial,
And deliver us from evil.
Amen.

LESSON 17: Prayer Ways



AIM

To provide the opportunity for children to experience various forms of prayer (4.2.1, 4.2.2, 4.2.3)

OUTCOME

Learners are familiar with a range of prayer forms.

WHAT YOU NEED

- * Rhyme (1) ⇒
- * Candle and matches (2)
- * Paint, pastels or crayons and paper (6)
- * Bible (7)
- * 🎵 A song of your own choice (8)

LEARNING ACTIVITIES

- 1 **Introduction:** Ask the children what praying means. Remind them that praying is talking, and listening to God with love. Use this action poem to help the children understand that there are many ways to pray. Let the children do the actions suggested by the rhyme.

I can fold my hands to pray
 I can tell God of this day.
 I can stand and close my eyes
 I can sit and I can rise.
 Sometimes I can kneel down low
 God always listens, I know.
 I lift my hands to the sky
 When I praise God up on high.
 I can dance and I can sing
 I can tell God everything.

(Rita Bull)

- 2 **Silence as prayer:** Now invite the children to sit quietly and breathe in and out rhythmically. Light a candle. To start the children in this prayer exercise, tell them that they are going to pray the same words over and over while being very quiet. The words are, "Thank you God (while breathing in), for making me, me (while breathing out). Give the children a chance to practise this a few times. The children close their eyes and pray silently for a minute or so.
- 3 **The Sign of the Cross:** Explain that the sign of the cross is the prayer by which Christians are baptised. It shows they belong together and it tells us God's name. We often begin our prayers with the sign of the cross. Make sure that the children are able to make the sign of the cross correctly.
- 4 **A movement prayer:** This may be sung. The children in two equal groups, form two circles, facing each other. They pray, following the instructions in brackets which you give them:

I bow to the God in you.

(Fold hands as in prayer, bow to partner.)

I bow to the Mystery.

(Repeat first movement.)

We sing and we dance our prayer.

(Raise arms and turn round and come back to face partner.)

Praise be to God!

(Bring raised arms back to the side.)

(Author unknown)

The outer circle moves clockwise one space to a new partner, and the prayer is begun again.

- 5 **Jesus prayed:** Greet the children with “Peace be with you.” (Extend your arms outward with palms turned up). The children respond with “and also with you” and repeat the gesture. Tell the children about how Jesus prayed. He prayed with other people and he went to quiet places to pray. Sometimes he knelt down very low. At times he raised his hands up. He bent his head or he raised it up. Jesus also taught us how to pray. He gave us a special prayer, the *Our Father*.
- 6 **Drawing-Your-Feelings Prayer:** Provide the children with paint, pastels or crayons and paper so that they can draw or doodle while you say the words of the prayer. Try something like, “Dear God, you loves us and you have given us such wonderful bodies with which to move and to love and to think. Thank you for giving us life. This is how I feel when I think of all the things I can do... This is how I feel when I think how wonderfully made I am...”
- 7 **Reading from the gospel:** Everyone stands. Start the children singing an ‘Alleluia’. Take the Bible reverently in your hands. Open it at [Matthew 7:7-11]. Invite the children to join in the responses. (Some learners may not be Christian.)

TEACHER: The Lord be with you.

CHILDREN: And also with you.

TEACHER: A reading from the holy Gospel according to St Matthew.

(Trace the sign of the cross on forehead, lips and heart.)

CHILDREN: Glory to you, Lord.

(At the end of the reading)

TEACHER: The gospel of the Lord.

CHILDREN: Praise to you, Lord Jesus Christ.

ADDITIONAL ACTIVITIES

- 8 **Singing** is ‘praying twice.’ Choose a song the children know and add gestures and movement. Some simple accompaniment could also be added, such as clapping.
- 9 **Prayers from other faiths:** As they pray, Muslims make a series of movements: they stand, bow, then kneel with palms and forehead touching the floor and pray: “Glory to my God in the Highest.” Hindus sit cross-legged and pray: “You my mother and my father, You my friend, my teacher, You my wisdom, You my riches, You my all, O God of all gods.”

(Ramanuja, quoted in *Religion in Life Orientation*, Chrissie Steyn, p 45)

LESSON 18: Kinds of Prayer



WHAT YOU NEED

- * 🎵 Here We Go Round the Mulberry Bush (1)
- * Candle (3)

AIM

To introduce children to a number of different prayer forms. (4.5.1, 14.2.3)

OUTCOME

Learners are familiar with a variety of prayer forms.

LEARNING ACTIVITIES

- 1 **Sing** the following to the tune of *Here We Go Round the Mulberry Bush*.

This is the way we say our prayers,
say our prayers, say our prayers.
This is the way we say our prayers,
early in the morning.

This is the way we talk to God,
talk to God, talk to God.
This is the way we talk to God,
early in the morning.

This is the way we listen to God,
listen to God, listen to God.
This is the way we listen to God,
early in the morning.

Vary the last line, using for example 'early in the evening'; 'before we have our lunch'.

- 2 **When do you talk to people?**

- When you want to ask for something or you need help;
- When you want to tell someone how you feel;
- When you have interesting news;
- When you want to say you are sorry; and of course, When you want to say thank you.

God cares for us and Jesus is our very special friend. We can talk to God because God loves us.

- 3 **Meditation:** We can pray to God in many different ways. Let the children experience different kinds of prayer. Light a candle to symbolise Christ's presence. Each child should have his/her own 'spiritual space.' Invite the class to focus on the flame of the candle. Ask the children to close their eyes and 'follow' the flame in their mind's eye through a door. Tell them to open the door and walk into the space. Suggest that behind the door there is a beautiful place. They might see rolling hills, a garden or a quiet room – anything they choose to 'see'. Invite them to sit down and speak to Jesus about anything that is in their hearts and to then listen to what Jesus has to tell them. After a few minutes ask the children to move back to the 'door', take another look around, and remember that they may return to this place anytime they wish. Ask the children to open their eyes and take a deep breath.

GRADE I

- 4 **Alphabet Prayer:** Invite the class to work together on a thanksgiving prayer which names something for each letter of the alphabet. For more fun, add adjectives. For example - We thank you, God, for adventurous ants, big buffalos, cuddly cats, ...
 - 5 **Using gestures:** Encourage children to add gestures to prayers, like holding up their hands in praise.
 - 6 **Sundays are special:** Let the children talk about what they do on Sundays. Sundays are special because often families have the chance to be together, to have fun together and to eat together. Sundays are special because this is God's special day and Jesus rose from the dead on a Sunday. This is a day to celebrate.
 - 7 **Going to Church:** We meet our church family. We know that Jesus is there too. Jesus told us that where two or three people come together in Jesus' name, he is there also. We listen to God speaking to us when the Bible is being read. We listen and we respond to a psalm. We pray for others. We also pray for ourselves. We sing in church and when we sing it is a special way of praying. We make peace and we shake hands with others in the church.
 - 8 Learn some **responses** that the community makes during the Eucharistic celebration.
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ADDITIONAL ACTIVITIES

- 9 **Praying with an object:** Let the children choose an object, like say, a pencil, a blade of grass or a leaf. The children hold the object and pray to God about it.

LESSON 19: Praying Together



AIM

To bring the children to understand that Sundays are special days of celebration for the Christian community (5.2.2)

OUTCOME

Learners understand the need of their community to find time to be with God in the same way that one finds time to be with others such as family.

WHAT YOU NEED

- * Bible (5)
- * Strips of paper, coloured pencils and crayons (6)
- * Drawing materials (8)
- * 🎵 *The Wheels of the Bus* (9)
- * 📖 Game board, dice, counters (11) ⇨

LEARNING ACTIVITIES

- 1 Give individuals the opportunity to talk about what they usually do on a **Sunday**. (Children who are from other faith communities should be given an opportunity to say how they celebrate and which day of the week is a special day for them.)
- 2 Use what the children have said to **generalise**. For example, you can say, “Usually the family is together on a Sunday. Sometimes visitors come to the house or sometimes we go out together. Some people have a special meal on a Sunday because it is a time when every one is together. Some people use the time to rest. Many people go to Church on a Sunday.
- 3 Families need a place to share time with each other. They live together in a home. **God’s family** needs a place too. The home of the family of God is the church. Explain that Church/church mean both a people and a place.
- 4 **How we celebrate with our church family:** The priest welcomes us. We talk to God in prayer. We listen to God’s word. We sing together. We greet people with a sign of peace. We like celebrating together.
- 5 **From the Bible** [John 14:1-7]

Let the children close their eyes and imagine a house that is big enough for all people who come to it. It is big enough for aunts and uncles, cousins, sisters and brothers, friends and neighbours. In this house there is always enough food and clothes, beds, chairs and all life’s necessities. This house is always filled with love, joy and happiness. And best of all - Jesus is the door of the house. We come to this house through Jesus.

Read or paraphrase the biblical text.

- 6 The children can make **finger puppets** to represent the people who are the Church. One way of making these puppets is with strips of paper wound around the fingers. Play the finger rhyme:

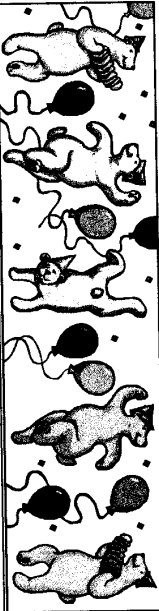







Here is the church	<i>Hands locked together with fingers hidden</i>
and here is the steeple.	<i>Little fingers raised</i>
Open the door	<i>Thumbs parted</i>
and see all the people.	<i>Hands turned with fingers upwards, wagging the tips</i>

ADDITIONAL ACTIVITIES

- 7 Take the class on a **guided walk around your church**. Explain about being reverent in church. Talk about the altar, the tabernacle, holy water, the baptismal font, the Easter candle (if it is present), and the symbols and pictures in the church.
- 8 **Can you remember what you saw in the church?** Draw as many things as you can remember. Draw yourself in church with your family. (**This activity follows on 7**)
- 9 Teach them a **song** to the tune of *The Wheels of the Bus* or any other appropriate tune. Add appropriate actions and other verses.
People of the Church celebrate, celebrate, celebrate.
People of the Church celebrate every Sabbath Day.
People of the Church stand and pray...
The celebrant in the church he reads and talks...
The children in the church sing "Alleluia!"...
The babies in the church do wriggle and wiggle...
- 10 Teach the children to make **the sign of peace**.
- 11 **Board game:** The worksheet contains a board game which could be photocopied for small groups to play. 📖 ➡

Board Game

For 2-4 players. Throw 6 to start. The first player to reach number fourteen is the winner.

						
1 Sunday	You go to church.	2 Monday	You play with your friends.	3 Tuesday	4 Wednesday	5 Thursday
Move forward 2 spaces		Go to 3		Roll the dice again.		You have a fight.
8 Sunday	You celebrate with your family.	9 Monday	You leave your room in a mess.	10 Tuesday	11 Wednesday	12 Thursday
Go to 11.		Go back to 5.		You smile.		Go back to 3.
14 Saturday	Roll the dice again.	13 Friday	You say thank you.	14 Saturday		You pray each night.