

LESSON 1: The Earth, Our Home

AIM

To develop in the learners a sense of awe and wonder at God's creation, and to realise God's presence in it (3.1.1, 3.2.2, 6.1)

OUTCOME

Learners demonstrate an appreciation and respect for God's creation.

LEARNING ACTIVITIES

- 1 If the lesson is **inside** the learners choose a creation picture from those provided. In groups of four they tell one another why they made that choice. Proceed to (2).

If the lesson is **outside** individual instructions are given to each learner or small group of learners. Some ideas are: smooth the sand with your hands then trickle it through your fingers. Look at and feel three rocks or stones. Listen to how many sounds can be heard. Watch the clouds. Lie flat on your back and close your eyes. Feel a leaf, a flower, a blade of grass or a tree trunk.

- 2 In the large group the learners **share these experiences**. Through questioning and dialogue, lead the learners to reflect appreciatively on the wonder of time, the beauty of the seasons, the variety and the abundance of creation on land, sea and air. Learners share experiences they have enjoyed, and suggest what these experiences tell us of the origin of these wonders.
- 3 The learners take a few minutes to **find something beautiful** in the garden. Or, if this is not possible, ask the learners beforehand to bring to the class their favourite natural thing. They display these attractively around the Bible.
- 4 Learners stand. They make the Sign of the Cross on their foreheads, their lips and their hearts, while **praying**. (The sign and the prayer should be by invitation, especially if there are learners of other religious traditions in the class.)

God be in my mind and in my thinking.
 God be in my mouth and in my talking.
 God be in my heart and in my understanding.

- 5 **Read** [Genesis 1:1-2:4]

The learners repeat the sentence: "God was pleased with what he saw", after each day's creation.



WHAT YOU NEED

- * Pictures of creation and various flowers, grasses, fruits and branches for the learners to touch if the lesson is indoors. (1)
- * Favourite natural things brought by the learners (3)
- * Bible (3)(5)
- * 🎵 *Our God Is Good or Song of Creation* (6)
- * Prepared cut-outs for collage (7)
- * Cards with the verses specified (8)
- * 📖 Copies of the worksheet (10)
- * 🎵 *He's Got The Whole World* (11)

6 **Sing:** *Our God Is Good* or *Song of Creation*.

Use simple percussion instruments.

The teacher sings the chorus to begin.

All repeat the chorus.

The boys and girls sing alternate verses, with all joining in the choruses..

ADDITIONAL ACTIVITIES

7 In groups the learners make a **collage** bringing prepared cut-outs to the class:

- i. day and night - in two halves, with one side blue with sun and clouds, and the other side black with moon and stars;
- ii. mountains, rivers, sea and fish;
- iii. trees, bushes, flowers and insects;
- iv. animals, birds and snakes.

8 **Read and write:** Put on the collage described above the following verses: Psalm 104:1, 31, 33.

9 Individual learners think of items of creation and **pray** about them. Others respond together. For example,

Thank you God for making the trees.

Response (R): Thank you God for making our world.

You sent the cow to give me milk. (R)

I love the giraffe with neck so long. (R)

It's good to feel the rain on my face. (R)

10 The learners complete the worksheet **I Believe**  .

11 **Song:** *He's Got The Whole World*

I Believe

Complete the sentences below. What things bring God to mind? What helps you to believe in God?
An example is given.



I BELIEVE
when I see a rainbow in the sky.

I BELIEVE
when I see
.....



I BELIEVE
when I hear



I BELIEVE
when I smell

I BELIEVE
when I taste

I BELIEVE
when I feel
.....



LESSON 2: Respect for Creation

AIM

To instil attitudes of respect and responsibility for all creation (3.4.4, 6.1, 10.2)

OUTCOME

Learners demonstrate an attitude of respect and a sense of responsibility for creation.

LEARNING ACTIVITIES

- 1 The learners **sing**, *Stop, Look and Listen to God* with actions
- 2 The learners **sit quietly**, not touching. In the room, visible to all, is an empty chair. The teacher suggests that Jesus enters the room, and sits down in this chair. He is happy to see each one, and he wants to talk to them about all the things in the world that God our Father has made. The learners close their eyes and imagine what he says to them. They write down a sentence to share later.
- 3 **Explain** to the learners that Jesus is God's word or message to us. Many of the things Jesus said and did are recorded in the book we call the Bible. Read slowly the following passage: [Matthew 6:25-34]. God cares for and respects even the least of creatures. After the reading, learners share their sentences from ACTIVITY (2).
- 4 In small groups the learners decide how they can show **care and respect** (i) for themselves, (ii) for others at home, (iii) for others at school, (iv) for plants, (v) for animals, (vi) for earth, sky and waterways – how they can be God's hands in the world today. You could allocate these items to different groups.
- 5 Groups give a **report back**, and the ideas are listed on the board under the title, WE ARE GOD'S HANDS.
- 6 The learners **stand and do** the following, each four times: turn their hands forward and backwards, stretch out all their fingers and relax them, press their palms together under their chin, clench their fists and stretch their fingers. At the end they shake both hands once, and then relax them.
- 7 **Sing**: *O Be Careful*
- 8 **Pray**: Dear Lord, although we have just begun our journey through life, we would like to tell you how pleased we are to be part of God's family. Please guide us and protect us. Take us by the hand. Help us to be kind to all creatures, to be your caring hands in the world, so that everywhere we go, people will smile and say, "There goes a child of God". Amen.



WHAT YOU NEED

- * 🎵 *Stop, Look and Listen to God* (1)
- * An empty chair (2)
- * Bible (2)
- * 🎵 *Be Careful* (7)
- * 🎵 *I Give My Hands* or *Sing for Life – Mele, Pelo Le Moea* (p.209) (10)
- * 📖 Copies of the worksheet (12) ⇨

ADDITIONAL ACTIVITIES

- 9 The teacher explains **the fragility of nature** and its dependence, using a food chain as illustration. Different organisms rely on each other for survival. Grasses and plants are eaten by herbivores, herbivores are eaten by carnivores who, when they die, decompose and return to the soil which again nourishes the grass and other plants. The cycle is complete. Affecting one link in the chain, affects all the others. All are dependent on each other.


Examples of this could be:

- Pollution can destroy the rivers and the fish.
- Poisoning rats and mice can kill birds.
- If all the snakes are killed, the Cape mole numbers increase and cause havoc on the roads by burrowing.

How can all of this be overcome? We are God's hands.

- 10 **Sing:** *I Give My Hands* or *Sing for Life – Mele, Pelo Le Moea* (p.209)

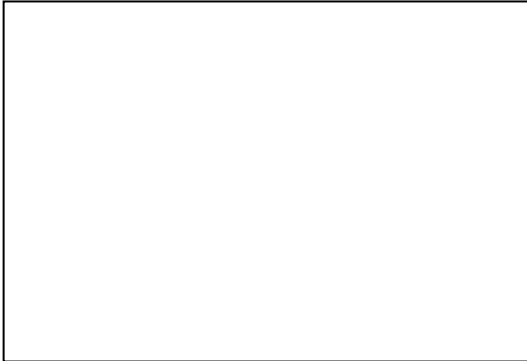
- 11 The learners **draw their hands** and inside them, words or pictures of how they will show respect for self, others and living things. They write underneath "I am God's hands".

- 12 Complete the **worksheet**  

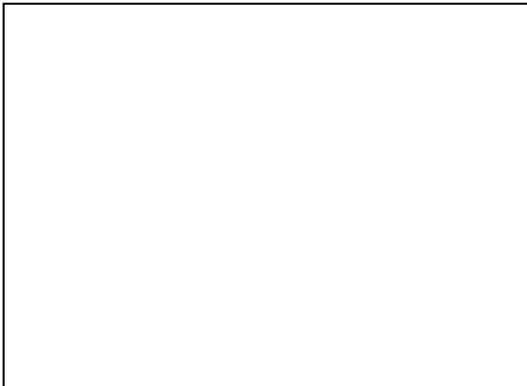
The World Is in Our Hands

We are friends who co-operate, share, help and look after our environment


Name some of your friends at school. Write how you co-operate with them and draw a picture.



Name some people you play with after school. What do you share and how do you care for the environment?



Name some of the people you help at home. Write how you help them.



LESSON 3: Caring for Earth



AIM

To raise the learners' awareness of the impact our human activity has on the world (3.4.4, **6.1, 6.4, 7.2**)

OUTCOME

Learners demonstrate an appreciation and respect for God's creation.

LEARNING ACTIVITIES

- 1 Learners are asked to choose, with their parents' or guardians' guidance, a television, video, or radio programme to view or listen to at home. They are given a copy of the **worksheet** which they show to their parents, who can then better make the choice. The learners bring the worksheet to the lesson completed. ⇨
- 2 At the start of the lesson write up the keywords, COOPERATION, SHARING, HELPING, FRIENDSHIP, CARE on the blackboard. The **learners give feedback** in small groups on the programme that they have seen or heard at home, using their completed worksheets.
- 3 In **silence**, the learners sit comfortably together in a circle, without anyone touching another. If this is not possible, they can remain in their seats. They close their eyes. They relax their face muscles, shoulders, arms, hands and fingers. They rest their hands on their knees, palms up, while breathing slowly and deeply until a relaxed breathing pattern is established. They listen to the story.
- 4 Read the **story**: *The Shepherd's Forest*

Long ago, in a poor area of France, a shepherd looked after his sheep. Every autumn, when the acorns fell, the shepherd took his crook as he walked about, and he pushed the acorns down into the soil. He was a shepherd for fifty years in that area, and now there is a wonderful forest of oaks there.

Every country in the world wants oak wood, and the French people sell the mature trees. But every year they plant new acorns, as the shepherd did.
- 5 Discuss briefly the difference the shepherd made to so many peoples' lives through his thoughtful action. The learners **illustrate the story** in a drawing. They give their drawing a short heading or caption.
- 6 **Making music**: Using simple percussion instruments, for example tapping 2 sticks or 2 stones, shaking lentils in a plastic jar, blowing water through a straw, the learners put their ideas of how they can make a difference in the world to music and song. Example:

I pick up litter every day.
 RESPONSE: *I make a difference in the world.*
 I care and share and do my best.
 RESPONSE: *I make a difference in the world.*

WHAT YOU NEED

- * Copies of the worksheet (1) ⇨
- * Story: *The Shepherd's Forest* (4) ⇨
- * Drawing materials (5)
- * Simple percussion instruments (6)
- * Your own melody (6)
- * Recorded TV or radio programme (8)

GRADE 2

These sentences could be sung to the rhythm: ♪♪♪♪ / ♪♪♪-, as illustrated in the box. Compose your own simple melody.

* * + * * / * * * -
(one, two and, three, four / one, two, three)

ADDITIONAL ACTIVITIES

- 7 Discuss the benefits and harmful effects of television. Draw up **rules or guidelines**, in discussion with the class, for watching television and choosing programmes to watch.
- 8 The teacher chooses or records one **TV or radio programme** for all the learners to watch at school or at home. The learners critically assess the choice of programme, using the guidelines developed in 7.
- 9 The learners **write a story and draw a picture** of something they have seen or heard on TV or radio, which shows them how to make a difference in the world. Display these after the experiences have been shared.
- 10 The learners take 10 minutes in small groups to **prepare an extract** from any TV or radio programme, to portray any of the key words COOPERATION, SHARING, HELPING, FRIENDSHIP, CARE. Award points to each group. Be kind and constructive with criticism.
- 11 **Prayer:** God our Father, we thank you for the wonders of television, radio and video. Through them we learn and enjoy much. But help us to be wise in choosing what we will watch and hear so that we will always learn through them to make our world a better place for all to live in. Amen.

What Are We Doing to Our World?

NAME.....

NAME OF PROGRAMME

TELEVISION, VIDEO, RADIO?

WHAT INTERESTED YOU MOST ABOUT THE PROGRAMME?

.....

.....
DID THE PROGRAMME SHOW ANY OF THE FOLLOWING WAYS OF MAKING THE
WORLD A BETTER PLACE TO LIVE IN? DESCRIBE:

COOPERATION?

.....

SHARING?

.....

HELPING?

.....

FRIENDSHIP?

.....

CARE OF THE ENVIRONMENT?

.....

ANY OTHER?

.....

WHO WOULD YOU LIKE TO BE IN THE PROGRAMME? WHY?

.....

.....

LESSON 4: Trees for Life

AIM

To let the class work together on a project that will raise environmental consciousness (3.1.6)

OUTCOME

Learners grow in appreciation for their environment.

LEARNING ACTIVITIES

- 1 Make a **mind map** around the word, 'tree', getting ideas from the learners to explore the significance and importance of trees for life on earth. It would be useful to have done some study of trees before this lesson. Learners should start outside and use all their senses for this study. Leaf prints could be made in advance. Children make these prints by painting the back of leaves and pressing them down on paper to leave a print.
- 2 **Art work:** Divide the class into groups and allocate the following activities:

Draw and colour a large tree trunk and branches on newsprint or large poster board. Cut out some leaf prints, which have been made previously, or draw round, cut out and colour, a variety of leaves collected previously. The prints or drawings should be large enough for a prayer to be written on them. There should be enough at least for all the children. Use green paper if possible. Cut out fruit shapes, also large enough for writing on. Use yellow or red paper.
- 3 The learners **write a prayer** about trees on the front of their leaf or fruit using a dark koki or crayon. Examples of suitable prayers might be:

- God our Father, thank-you for giving us trees that release oxygen for us to breathe.
- Heavenly Father, I love the fruits I get from the trees, especially the mangoes, bananas and oranges.
- Lord My God, you are so kind giving us trees to make furniture and our homes.
- Father, we thank you for the trees which are a place for so many creatures like birds, insects and squirrels to live in.
- Thank you, God, for the trees which give us shade when we eat our lunch.

As each prayer is written, the learner sticks it on whichever branch he wishes, until the tree is full of prayer leaves and fruits.



WHAT YOU NEED

- * Leaf prints (1)
- * Newsprint or poster board; green, yellow, and red paper; scissors (2)
- * Colouring pencils, kokis, crayons, glue (3)
- * ♪ *Michael Row the Boat Ashore* or *Sing for Life – Round the Earth* (p.70) (4)
- * Tree to plant, Bible, ♪ *All Things Bright and Beautiful* (5)
- * Tree in the garden (6)



GRADE 2

- 4 Learners sit in a semi-circle **around the prayer tree**. The teacher sings a part of each learner's prayer to the tune of, *Michael Row the Boat Ashore*, to familiarise them with the tune and to see how they can put their own prayer to song. The tune allows two prayers to be joined together. When all are ready, one learner at a time points to his or her prayer, singing it alone in the above way, or encouraging all to join in. Each couple of prayer songs is followed by the chorus.

CHORUS

Come God's children let us sing. Alleluia.
Sing a song to our Lord and King. Alleluia.

EXAMPLES OF PRAYER SONG COUPLETS

Thank-you God for giving us trees. Alleluia.
We can breathe the oxygen. Alleluia.

See the berries for hungry birds. Alleluia.
Leaves which crunch to make new soil. Alleluia.

FINAL CHORUS

Let's celebrate this lovely day. Alleluia.
By thanking God who is so good. Alleluia.

Alternatively learners could read their own prayers and follow each by singing the short song *Round the Earth (Sing for Life, p.70)*

ADDITIONAL ACTIVITIES

- 5 The learners **plant a tree** in the school garden, during a simple paraliturgy. Suggested material for this celebration:

PRAYER - Psalm 148

SONG - *All Things Bright and Beautiful*

- 6 The learners memorise the prayers from ACTIVITY (4). They **gather round a suitable tree** in the garden. They sing the prayer individually and together.