

LESSON 24: The Way to Life

AIM

To familiarise the learners with the Ten Commandments given to the people of Israel. (11.3.5.)

OUTCOME

Learners understand that loving God means keeping the Commandments.



WHAT YOU NEED

- * Blank paper for each learner (1)
- * Decalogue flashcards, Bible, Children's Bible (3)
- * Copies of the worksheet (4)(5)(6) ⇨

LEARNING ACTIVITIES

- 1 The learners fold a blank paper into four equal parts. Using one quarter for each item they
 - Write their name.
 - Draw the faces of two people they love.
 - Draw two things they own.
 - Draw a stick figure to represent themselves.

By questioning and dialogue lead them to an understanding of how they can be hurt by the misuse of each of these **four most important things** in their lives. For example, we do not like our names to be mispronounced, made fun of or used in telling lies.

- 2 In small groups the learners think about and discuss **what love means**, and how we show our love for God. Get feedback and lists their ideas on the blackboard. Some ideas that may emerge - We show our love for God by:
 - caring and sharing.
 - loving one another.
 - following Jesus.
 - thinking first of what God wants when we have to make a choice.
 - using God's name with love and respect.
 - keeping Sunday as God's special day of prayer and rest.
 - avoiding what is wrong or harmful.

In sum, we can say that we love God by keeping God's Commandments - doing good, and avoiding evil.

- 3 **Commandments:** Loving God means keeping God's commandments. The learners tell
 - The Commandments they know.
 - Who brought the Commandments to the Israelites.
 - What happened at that time.

If you have the Decalogue (Ten Commandments) on flashcards, you can put them up as the children recall them. After the story the remainder can be put in place. Read Exodus 20:1-21, preferably from a Children's Bible, or tell it in your own words. God had given the people of Israel a saviour in Moses to rescue them from Pharaoh. He was to take them on a journey to the Promised Land, and so they needed rules for the journey. The learners listen to discover which commandments they did not know.

GRADE 2

- 4 The learners read the Ten Commandments from the worksheet provided. 📖 ⇨ They attempt to memorise them by using the pairs of fingers in the image of the **Praying Hands** ⇨.
- 5 The learners whisper the **prayer**, “God Our Father, I know you love me always, even when I do things that are wrong, but please help me to think of others and to try to do what is right .” This will be found on the worksheet. 📖 ⇨

ADDITIONAL ACTIVITIES

- 6 The learners design a **colourful border** around the Ten Commandments on the worksheet. 📖 ⇨

MATERIALS

TEN COMMANDMENTS			
FINGERS	NUMBER	ABOUT	DETAIL
thumbs	1	God	one
	2		name
index fingers	3	community	Church
	4		family
middle fingers	5	relationships	life
	6		love
ring fingers	7	property	goods
	8		name
little fingers	9	desires	people
	10		things

The Way to Life



THE TEN COMMANDMENTS

1. I am the LORD your God. You shall have no other gods to rival me.
2. You shall not misuse the name of the Lord your God.
3. Remember the Sabbath day and keep it holy.
4. Honour your father and your mother.
5. You shall not kill.
6. You shall not commit adultery.
7. You shall not steal.
8. You shall not give false evidence against your neighbour.
9. You shall not set your heart on your neighbour's wife.
10. You shall not set your heart on any of your neighbour's possessions.

God Our Father, I know you love me always, even when I do things that are wrong, but please help me to think of others and to try to do what is right.



LESSON 25: Knowing the Good

AIM

To help the learners develop a sense and knowledge of what is right, and what is wrongful action (3.4.4, 11.2.1)

OUTCOME

Learners can distinguish between what is right and wrong.



WHAT YOU NEED

- * Sheets of blank paper, background music (1)
- * ACTIVITY (2) LESSON 24 ⇨
- * Bible (3)(8)
- * Copies of the worksheet (10) ⇨

LEARNING ACTIVITIES


- 1 Play some quiet background music and settle the class. Ask for silence during the exercise. On a sheet of blank paper, the children trace **two hands**. They reflect on the wonder of their own hands: hands can create beautiful things; hands can also destroy. They consider good (right) things, and the bad (wrong) things that can be done with one's hands. They write some of these on the fingers of the hands, keeping the good on one hand, and the bad on the other.
- 2 Emphasise that any thing that makes another person unhappy is a **wrongful action**. The learners suggest how they know what God expects of them. Refer back to the ideas collected in ACTIVITY (2) LESSON 24 ⇨
- 3 The learners give examples of **how Jesus behaved** when he was on earth. Stress that Jesus did what was right to everyone, not just to his family and friends. Examples you could use: [Matthew 15: 32-40; Luke 5:12-14].
- 4 Individually, the learners consider the right and wrongful actions they have done **over the last few days** in their situations at home, at play and at school.
- 5 The learners who wish share a prayer, which tells how they show their love for God. They could be asked to write their own **act of love** based on a traditional prayer like the following.

O my God, I love you with my whole heart, my whole body, and my whole mind because you are so good, and I love my neighbour as myself

ADDITIONAL ACTIVITIES

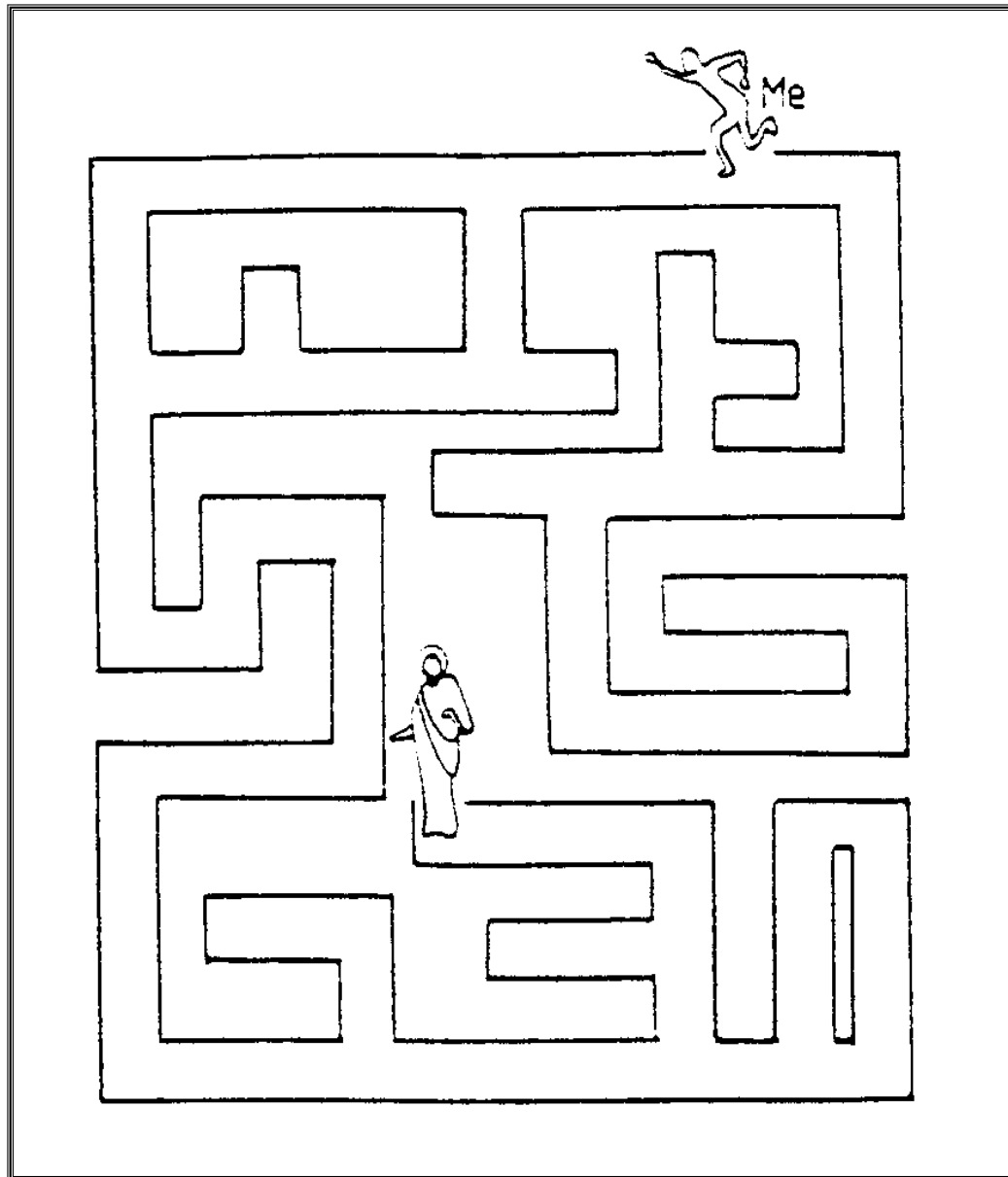
- 6 The same exercise as in ACTIVITY (1) above could be done with **two feet, two eyes, or two ears**.
- 7 In small groups the learners **dramatise a situation**, to show that they understand, what is right and what is wrongful action.
- 8 The learners draw **four small pictures** showing right actions. They write the verse [Jeremiah 31:3] underneath the pictures.
- 9 **Invisible actions:** Draw the learners attention to the things we do that cannot be seen by others. Our minds can think good thoughts and bad thoughts. Our hearts can hold good desires and bad desires. The same exercise as in ACTIVITY (1) could be done on a heart or head divided into two.

GRADE 2

- 10 The children find their way through the **maze** on the worksheet. They write in the block, “I will show my love for God by keeping God’s commandments as Jesus did.”  ⇒
- 11 In their workbooks, they write or draw three ways in which they will **follow the way of Jesus**.

Showing My Love for God

Find your way through the maze by drawing a pencil line to Jesus.



(Illustration: *Renew*)



LESSON 26: Choosing the Good

AIM

To help the children develop a sense and knowledge of what is right and what is wrongful action (2.2.3, 11.2.1, 11.2.3)

OUTCOME

Learners recognise that wrongful actions harm themselves and their relationships with God, others, and the world.

LEARNING ACTIVITIES

- 1 Have a **selection of pictures** showing people in action. They could be photographs from newspapers or magazines or even simple cartoons or comic strips. Allow the children, arranged in small groups, to choose a picture that appeals to them. They study their pictures and say in their groups, why they chose them. They also describe what they think the person or people are doing in their picture. In the feedback help the learners draw the distinction between good actions and harmful or bad actions.
- 2 **Choosing:** When it comes to action we have the power to choose. Present a story of Jesus making a choice or decision. Some possibilities are:
 - Jesus as a boy in the temple [Luke 2:41-52]
 - The wedding feast at Cana [John 2:1-10]
 - The temptations of Jesus [Matthew 4:1-11]
 - The agony in the garden [Mark 14:32-42]
 The learners think of the choice that Jesus made.
- 3 In small groups the learners share what each one might choose to do, given **the following situations**.
 - A family meal has just been eaten at home.
 - You are told to go to bed, but you have not done your homework.
 - You go to play with a friend after school without telling your parents.
 - A smaller learner has a chocolate bar, which you have never tasted. There is no one nearby.
 - You are walking home from school with a friend and you see an old woman carrying a heavy bundle.
 - A member of your class is handing out sweets. You are at the back of the group, and it seems that there won't be enough to go round.
 - A member of your class, whom you don't know or like very well is sitting after school alone and crying.
 Choose three or four of the above to present on cards
- 4 During the **report back** in the large group, deal with one scenario at a time. Write all the responses to the scenario down. Ask the learners to help you arrange the responses into right and wrong actions in two columns. Using questioning and dialogue lead the learners to an understanding of why a particular response is right or wrong. Note that there can be



WHAT YOU NEED

- * Picture selection (1)
- * Bible (2)
- * Situation cards (3)
- * 🎵 *Spirit of the Living God* or *Celebrate* (7)
- * Paper, pens, pencil crayons (8)
- * Paper, pencil crayons (10)

more than one good or bad response. Help the children to understand that good choices foster relationships, whereas bad ones damage or ignore them.

- 5 **Making my choice:** Ask the learners to reflect on the choices they could make if they are in the situations you have dealt with above. They 'choose' the response they would make privately. Where does the help come from to be faithful to the good? It is the Holy Spirit we receive in Baptism who helps us to know the difference between right actions and wrongful actions.
 - 6 The learners say a **prayer to the Holy Spirit**. For example
Holy Spirit I want to do what is right, guide me.
Holy Spirit I want to be like Jesus, show me.
Holy Spirit I want to know what is right, teach me.
Holy Spirit be with me, help me. Amen
 - 7 Sing a **hymn to the Holy Spirit**, like *Spirit of the Living God* or *Celebrate*.
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ADDITIONAL ACTIVITIES

- 8 Write a **list of don't-do's** on the board, like:
 - telling lies
 - stealing things
 - hurting others
 - saying unkind thingsand ask the learners to suggest the good actions that can be chosen instead of them. Add to the above list, and make the items as challenging as you think suitable. The list of positives can be copied, coloured and displayed underneath the heading **I CAN DO ALL THESE GOOD THINGS**.
- 9 Groups **dramatise the situations** given in LEARNING ACTIVITY (3), showing a wrongful action followed by a right one.
- 10 The learners **draw a picture** of the action chosen by Jesus in the story presented in ACTIVITY (2).

LESSON 27: Honest and True

AIM

To help the learners realise the harmfulness of lying and stealing (11.2.3)

OUTCOME


Learners consider how harmful behaviours break down relationships.

LEARNING ACTIVITIES

- 1 The learners suggest the opposite for the words HONESTY and TRUTHFULNESS on the blackboard. In small groups they discuss **the effects of stealing and lying** on themselves and others.
- 2 The learners **report back** on their findings.
- 3 **Hand puppets:** The learners listen.





One puppet speaks in a sad voice. It says: "I brought a packet of chips to school today to have at break. They were in my schoolbag a moment ago. I was busy colouring my picture and now they have gone. Did you take them Sam? Did you take them Thuli? Did you take them Sarah?" use names of children in the class.

Another puppet states: "I had a R20 note in my spacecase. I went out to sharpen my pencil and when I came back, my money was gone. Did you take it Thabo? Did you take it Lynn? Did you take it Johan?"


- 4 The learners suggest what could have happened. The learners **describe their feelings** when these situations are resolved by the puppets: "Look there are the chips. You put them in your chairbag, NOT in your schoolbag." "Look there's your R20 note. It has fallen on the floor."
- 5 The puppets **emphasize the harm** of stealing and lying, and also of false accusations.
- 6 Learners listen to the **story** *Cry Wolf*.  ⇒ They express their views on the boy's behaviour.
- 7 To conclude the lesson the learners **sing**: *I Give My Hands*, a song which emphasizes the positive use of hands to do God's work, and tongue to spread God's name and truth.



WHAT YOU NEED

- * Hand puppets, a packet of chips, and a R20 note (3)
- *  Story, *Cry Wolf* (6) ⇒
- *  *I Give My Hands* (7)
- *  Story, *The King's Treasurer* (8) ⇒
- *  Teacher's story (9) ⇒
- * Old boxes and slips of paper (10)

ADDITIONAL ACTIVITIES

- 8 The learners listen to the **story** of *The King's Treasurer*.  ⇒ They suggest:
 - Why the others didn't dance.
 - How they think the others felt
 - How they think the new treasurer feels.

GRADE 2

- 9 The teacher relates **her own story**. The learners reflect on it, and are encouraged to share similar situations they have experienced. 📖 ⇒
- 10 Learners make a **treasure chest** from an old box. On slips of paper each learner writes the names of the other learners in the group or class, then writes below the name in each case: “I like you because...”, completing the sentences in a suitable way using their own ideas, but relating them to the theme of the lesson. Examples:
- “You are a wonderful child who would never lie.”
 - “I like you because you are fun to be with and would never steal.”
 - “I like you because you have a happy smile.”

Each learner's letters are stapled and put in their treasure chest to be taken home. The learners who complete all their letters are allowed to insist that the others complete theirs too, even if they have to take them home to do so.

Stories

CRY WOLF



Once upon a time a shepherd boy was bored looking after the sheep on the mountain-side. He decided to have some fun. He cried: "Wolf! Wolf!" as loudly as he could. The men from the village rushed up the mountain-side to save the sheep. The boy laughed at them because they were so upset and anxious. A few days later the boy decided to have some fun again. He cried: "Wolf! Wolf!" as loudly as he could. How the boy laughed when the men came panting up the mountain. The very next day the boy again screamed: "Wolf! Wolf!". This time the men did not run to help him. They said: "It's that silly boy thinking he'll have some fun again. Pay no attention to him." No matter how loudly the boy shouted, no-one came. That day the whole flock of sheep was attacked by the wolf. Many were killed, others were badly wounded. The boy had to run away to save himself.

THE KING'S TREASURER

Long ago, there was a king in a faraway country who wanted an honest man to look after all his money and treasure. He made a plan. Messengers were sent all round his kingdom asking for an honest man to be the king's treasurer. Hundreds of men came for the job which was



VERY highly paid. The king invited them to a special banquet at the palace. To get into the banquet hall they had to go through the treasury room. Each man had to go through this room alone. The guards made sure of this. As each man entered the room, his face lit up in amazement. All the walls were lined with chests full of golden coins, silver cups, sparkling diamonds and jewels of every colour and shape. There were rubies, emeralds, sapphires and amethysts. At last everyone was seated and the meal was served. Soft music was played. Singers sang and beautiful girls danced. Eventually the king stood up and clapped his hands. "It is time" he said. Everyone looked at him expectantly. "Before I choose my treasurer,"

he announced, "I want all my guests to dance when the music plays." No-one moved. The men look uncomfortable. "Come now," called the king "I want you to dance." One man stepped onto the dance floor. He danced as well as he could in time to the music. "I have chosen my treasurer" said the king. "He is an honest man."

TEACHER'S STORY

Tell a personal story like the one below. Make sure it is relevant to your pupils.

When I was in Grade 2 one of my friends had a lovely teddy bear rubber which I liked so much. She was very careless with it and didn't keep it in her pencil box. I thought it would be fun to give her a fright. I picked up the rubber from the table and put it in my pocket. I meant to give it back to her as soon as she realised it was gone. I only intended to warn her to take better care of it. However, I became so interested in the work I was doing, that I forgot all about the rubber until, some time later, there was a loud wail: "My rubber has gone. Someone has stolen it." I was shocked. I got such a fright. I was horrified at the thought of this rubber in my pocket. I knew others would think I was a thief. Quickly I dropped the rubber onto the floor and shouted: "There it is. It isn't stolen. You dropped it." I never played a trick like that again. WHY?

LESSON 28: All Is Forgiven

AIM

To help the children understand sin as turning away from Life and God, and that it harms the person and the person's relationship with God and others (2.2.3)

OUTCOME

Learners recognise that sinful actions harm themselves and their relationships with God, others, and the world.



WHAT YOU NEED

- * Copies of the worksheet (1) ⇨
- * Flashcard (2)
- * Copies of the worksheet (3) ⇨
- * Bible (5)
- * Copies of the worksheet (7)(8)(10) ⇨

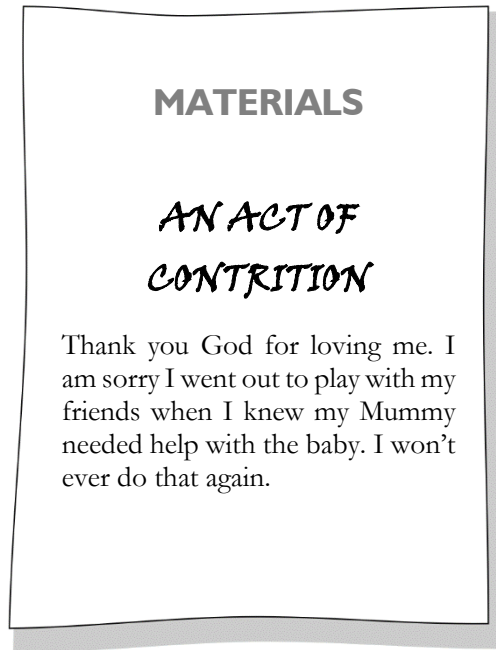
LEARNING ACTIVITIES

- 1 The learners decide whether what is happening in the first picture on the worksheet is **deliberate or accidental**. ⇨ They explain how they know this. Note that it could be either. Encourage the children to give more than one scenario.
- 2 Display the word '**sin**' on a flashcard. The learners suggest the meaning. Ensure that they understand that sin is something hurtful, and done on purpose. It is a choice we make as individuals to do something wrong. It is not a mistake. It is not an accident.
- 3 In groups of two the learners read the eight statements under '**Sin or Accident?**' on the worksheet. ⇨ After each example they write, "A" for accident or "S" for sin. The learners share a few examples of both from their own experience.
- 4 The learners **describe how they feel** when they have done something wrong deliberately and how they feel if others have chosen to do something wrong to them. The change in the relationship should be pointed out.
- 5 The learners listen to the **story of the Prodigal Son** [Luke 15:11-24]. By questioning and dialogue lead the learners to an understanding of how the relationship between the father and the son was affected. Although the son turned away from his father, harmed his relationship with the rest of his family, and ended up losing, not only his friends but also his dignity, his father never stopped loving him. He was ready to welcome him back.
- 6 **Act of Contrition:** Ask the children to write a prayer asking God to forgive them any harm they may have caused others in the past day or week. Their prayer could be modelled on the one given below. ⇨ Give them an opportunity to share their prayers out loud with the whole class.

ADDITIONAL ACTIVITIES

- 7 Using questioning and dialogue **revise the story** of the Prodigal Son. The learners colour and complete the activity on the worksheet. ⇨
- 8 In small groups the learners **dramatise the statements** on the worksheet for ACTIVITY (3). ⇨ The audience tries to select the examples correctly as either "A" or "S".

- 9 **Feathers:** A good illustration of the difficulty one can experience in trying to undo the consequences of sin is found in the story of a village woman's confession. She told the priest she had spread vicious rumours about another woman in the village. The priest absolved her and asked her, for her penance, to go home and get a pillow. In those days pillows were filled with feathers. She was to walk back to the church scattering the feathers as she went. She did as requested, arriving at the priest's door with an empty pillow. "Now," said he, "on your way back home, gather up all the feathers!"
- 10 The learners decorate, cut out and display the word **FORGIVE** on the worksheet. 📖 ⇒



All Is Forgiven

After each example write, “A” for accident or “S” for sin.

1. Thabo bumps his elbow and spills his milk.
2. Peter does not come when his Dad calls him.
3. Mpho tells her Mummy she has finished her homework when she hasn't.
4. Tammy pretends she is sick so that she can miss school.
5. Koketso leaves his homework at home by mistake.
6. Lila forgets to feed the dog.
7. Marlon uses God's name in a disrespectful way.
8. Katy hits her sister when she doesn't get what she wants.

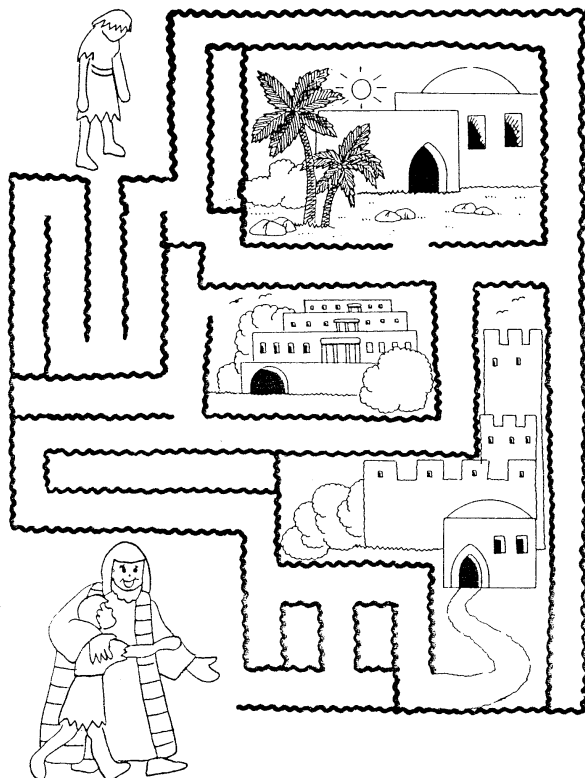


(Artist unknown)

Help the son find his way home to his father. –

Cut out, decorate, and display the word below.

forgive



(Artist unknown)