

## LESSON 29: The Season of Advent

### AIM

To provide the learners with an understanding and some experience of the liturgical season of Advent (5.1.8)

### OUTCOME

Learners understand and participate in some aspects of the liturgical seasons of Advent

### LEARNING ACTIVITIES

- 1 Divide the class into groups. Have a picture for each group showing **waiting** of some kind. The learners decide what will happen at the end of the waiting period in each picture. They show the picture to the large group and explain how they reached this conclusion. Otherwise, the learners share an experience they have had of waiting. They explain how waiting heightened their appreciation of the event when it happened.
- 2 Explain to the learners that the **season of Advent** is a time of waiting and preparation for the celebration of the birth of Jesus. Here are some aspects you might deal with:
  - During this time the Church prepares for four weeks. The celebrant wears purple vestments at Mass indicating that it is a time for looking within ourselves in order to turn our lives more towards God. We must humble ourselves and become little. To become a child in relation to God is the condition for entering the kingdom.
  - One candle on the Advent wreath is lit on the first Sunday of Advent, two on the second, three on the third, and four on the fourth. The rose-coloured one is the third one lit.
  - By celebrating Advent we share in the wonder of God's Son coming to earth. It was an event of such immensity that God prepared for it over centuries. God announced His coming through the mouths of prophets who succeeded one another in Israel.
  - John the Baptist was the last prophet sent to prepare the way. He announced Jesus as, "The Lamb of God who takes away the sin of the world."
  - Mary was "full of grace." She was born without original sin to prepare her to be the Mother of God's Son.
- 3 In the same small groups the learners list some things they could do to **make themselves ready** and eager for the birth of Jesus.
- 4 The learners **sing**, *The Little Drummer Boy* (Come they told me). They use simple percussion instruments to make music with the song.
- 5 **Prayer:** To conclude the lesson, the learners either sing another suitable carol, or pray.

God be in my head and in my understanding.

God be in my eyes and in my looking.

God be in my mouth and in my speaking.

God be in my heart and in my thinking. (From the Book of Hours. 1514)



### WHAT YOU NEED

- \* Pictures illustrating waiting (1)
- \* Advent wreath for demonstration (2)
- \* 🎵 *The Little Drummer Boy* (4)
- \* Drawing materials (6)
- \* Candles (or white cardboard), branches, ribbon (7)
- \* 🎵 *Light the Advent Candle One* (8)

A few learners state how they will prepare for the coming of Jesus.

---

## ADDITIONAL ACTIVITIES

- 6 The learners draw four candles, decorated with holly or other hardy greenery for Advent. They write **four things they will do for others** on the candles - for example, "I will ask God to bless my family." "I will help my family to clean and decorate our house." "I will spread peace, love and joy. " They colour their drawing.
- 7 **Advent Wreath:** The learners use four candles, green branches and coloured florist's ribbon, (which is less expensive) to make their own Advent wreath to take home. Explain that one candle is lit on the first Sunday of Advent, two on the second, and so on. Three of the candles are purple, while the fourth one is pink or rose. The rose candle is lit on the third Sunday. In the fourth week, all the candles are lit. Alternatively, they draw on white cardboard, cut out, and colour the four candles. They then make up an advent wreath as above. They remember to colour one flame each week to show how the candles are lit.
- 8 **Sing:** *Light the Advent Candle One.*



## LESSON 30: The Season of Christmas


### AIM

To provide the learners with an understanding and some experience of the liturgical season of Christmas (5.1.8)

### OUTCOME

Learners understand and participate in some aspects of the liturgical season of Christmas.



### LEARNING ACTIVITIES

- 1 **Christmas:** In small groups the learners discuss the meaning of Christmas. It is a time to remember that Jesus, our brother, the Son of God, was born as a tiny, helpless baby. It is a time to exchange gifts because God, our Father, gives us the gift of his only Son to show us how much he loves us. They also recall the different things we associate with Christmas, namely midnight Mass for adults, carols, decorations, new clothes, parties, trees with coloured lights, bells ringing, delicious food, spreading peace, love and joy.
- 2 The learners listen while you read the **poem** *Why?*  ⇒ Read it a second time so that the learners will more easily recall the answers to the questions posed in the poem. Read it a third time, allowing the learners to contribute the answer lines. Alternatively, you can hand out copies of the worksheet. The learners then read the answers during the second reading.
- 3 The learners divide into four groups to **act or mime** the Scriptural readings of the Christmas story.
  - The Annunciation and the Visitation [Luke 1: 26-31, 38-43, 46-49]
  - The Nativity [Luke 2: 4-7]
  - The shepherds [Luke 2: 8-20]
  - The wise men [Matthew 2: 1-12]

The teacher can do the readings if it is more suitable. Each group chooses and sings one verse of a carol to begin or end their dramatization.
- 4 **Reflection:** The learners sit, not touching one another in silence. They think about the Christmas story and how they feel. Guide their thoughts to this child, Jesus, who was human and divine, and destined to be a king. When he grew up he would choose to give his life for each one of us. Jesus is like a seed that God planted on earth to bring forth love, peace, justice, faithfulness and joy. He loved us so much he wanted us to share in his life. The learners wonder if they would give their lives for someone? The learners who wish share how they feel and what they think.
- 5 The learners consider **what God expects of them** as they remember his Son's birth at Christmas. They suggest ways they can prepare themselves so that the seeds of love, peace and faithfulness can be planted in their hearts and minds to germinate and grow. They think of actions such as:





### WHAT YOU NEED

- \* Copies of the *Poems* worksheet  (2)(6) ⇒
- \* Bibles or copies of the readings (3)
- \* Cardboard, scissors, crayons, matchboxes, wrapping paper (6)
- \* Different coloured cellophane paper or copies of *The Holy Family* worksheet  (7) ⇒

## GRADE 2

- I will pray for my teacher.
  - To show Jesus how much I love him, I will not argue with my brothers or sisters.
  - I will keep the peace at home or at school.
  - I will pray often, “Jesus, You are my Lord and my God.”
- 

## ADDITIONAL ACTIVITIES

- 6 The learners say the **poem**, *Smile*. It can be found on the worksheet.  ⇒ They write the gifts or promises they made at LEARNING ACTIVITY (5) on to a coloured bell shape cut out of cardboard. They put it into a matchbox wrapped as a present. They give the present to the person it applies to, or place it at the crib if it is one for Jesus.
- 7 The learners make a **stained glass window**, using cellophane paper, or they **colour the picture** of The Holy Family in the worksheet.  ⇒

## Poems



### Why?

Why are there lights on the Christmas tree?

*Jesus the Lord lights the world for me.*

Why are there grand things to eat instead?

*Jesus the Lord is the living bread.*

Why are there presents for everyone?

*God gave us Jesus His dearest Son.*

Why are there carols for us to sing?

*Jesus the Lord is our mighty King.*

Why are there crackers and games and mirth?

*Jesus the Lord brought joy to earth.*

What is the best gift God has given?

*Jesus the Lord to lead us to heaven.*

(anonymous)

### A Smile

A smile is such a lovely thing.

It brightens up your face

And when it's gone it's hard to find

It's secret hiding place.

Yet still more wonderful it is

To know what smiles can do:

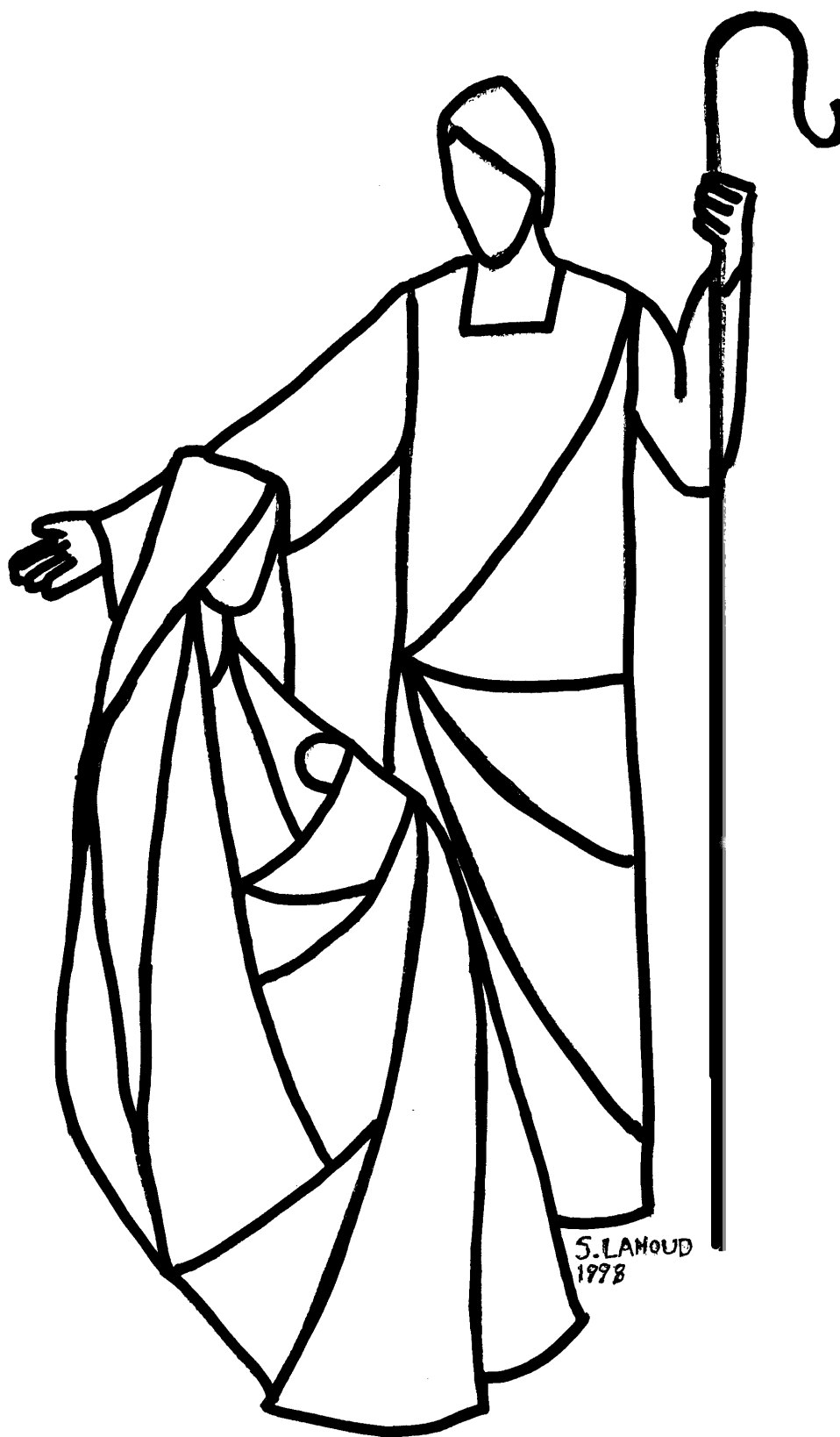
You smile at me. I smile at you

And then one smile makes two.

(anonymous)



# The Holy Family



## LESSON 31: The Birth of Jesus


### AIM

To offer the learners a range of activities in order to reflect on the meaning of Christmas and to celebrate it. (5.1.6, 5.4.5, **6.1, 6.3**)

### OUTCOME




Learners understand and participate in some aspects of the Christian liturgical seasons of Christmas.

### LEARNING ACTIVITIES

- 1 **Birthdays:** The classroom is decorated with a 'Happy Birthday' sign, some balloons, (if possible one for each learner) and (old), birthday cards. The learners share their experiences of birthdays, especially what made them the happiest on their special day, what presents they received and would like to have received, and which songs they sang.
- 2 The learners listen to the **story of the birth of Jesus** [Luke 2:1-20; Matthew 2:1-12]. It can be told in your own words. Use visual aids, such as Christmas cards, posters, paintings, flannel board figures or a picture book.
- 3 Display the **flashcards**, CHRISTMAS=CHRIST MASS and JESUS, SAVIOUR. Explain that every time we see or hear the word 'Christmas' it reminds us of the gifts we exchange with God at Mass. With Jesus Christ we give ourselves to God, and God gives us Jesus, Our Saviour.
- 4 The learners contribute towards **making a crib**. Each learner makes one figure, the stable or the background. The figures can be stuck on paper as a collage or can be 3-dimensional using toilet roll holders, small boxes or paper rolled into a cone and decorated.
- 5 **Gifts for the Christ Child:** To prepare for a prayer celebration the learners are reminded that not every gift needs to cost money. Something kind that is said, something good that is done, or time spent with someone are wonderful gifts of love. The learners reflect in silence on the gifts of love they could bring to the Child Jesus this Christmas.
- 6 **Star Shapes:** The learners make the star shapes described on the worksheet.  ⇨ Use brightly coloured paper for this. If the making is a little difficult for the children, then have the stars pre-made. The learners write their names on one side of their star, and on the other, the gift of love they have decided on.
- 7 **Celebration:** Using a variety of percussion instruments, (can be home-made), the learners make music and process, while singing, "Happy birthday to you!" to Jesus. They gather around the crib they have made, sitting in a circle. Taking turns, they walk towards the Baby Jesus, say what gift they are offering, stretch out their cupped hands, genuflect, and stick their stars on a backdrop behind the crib or to a tree on either side of the crib. They return to their place. To conclude the lesson the learners sing a suitable carol, like *Away in a Manger*, *Silent Night* or *Once in Royal David's City*.



### WHAT YOU NEED

- \* Birthday decorations, 'Happy Birthday' sign (1)
- \* Bible or Children's Bible, visual aids (2)
- \* Flashcards (3)
- \* Materials for crib figures (4)
- \*  Copies of the worksheet and scissors, or pre-made stars (6) ⇨
- \* Percussion instruments, stars, prestik (7)
- \*  *Away in a Manger*, *Silent Night* or *Once in Royal David's City* (7)
- \* Crib materials (9)
- \*  *We Three Kings* (10)

## ADDITIONAL ACTIVITIES

- 8 In small groups the learners **re-enact** one part of the story:
- Mary and Joseph arrive in Bethlehem, and have to stay in a stable.
  - The angels appear to the shepherds.
  - The three wise men arrive.
- 9 The learners **make their own crib** in a small shoe-box to take home for Christmas.
- 10 **Prayer celebration:**
- The learners sing the carol *We Three Kings*.
  - Read Matthew 2:1-12.
  - The children offer their gifts to the Child Jesus as in **7** above, but this time with an individual vocal prayer, to which the whole class responds, “We show our love for Jesus.” Examples of prayers might be “I will let my little brother play with me while my Mummy has a rest.” or “I will work hard at school using all the gifts I have been given.”
  - They place their stars on the backdrop.



# Bethlehem Star

## WHAT YOU NEED

square colored paper  
glitter pens (optional)  
scissors

## WHAT TO DO

Fold a square piece of colored paper in half on the diagonal (figure 1). Fold it in half again (figure 2). Fold it one more time (figure 3). Cut the paper with a slanted cut as shown in figure 4. Unfold your Bethlehem star.

You can make an eight-pointed star by following the first three steps (figures 1-3) and then fold again as shown in figure 5. Cut diagonally as shown in figure 6. Your star can be even more brilliant by decorating it with glitter pens.

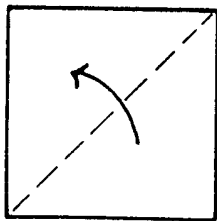
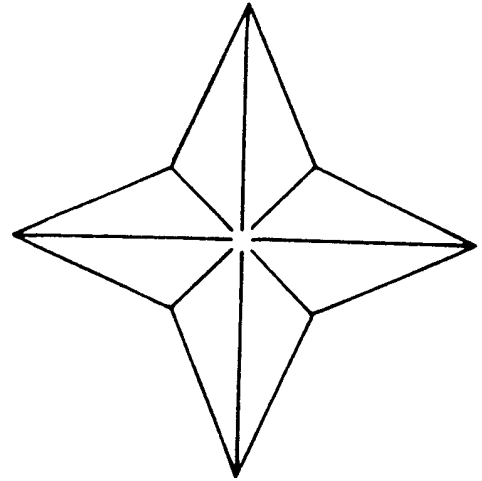


figure 1

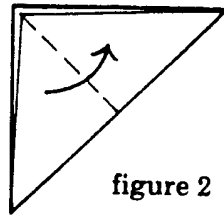


figure 2

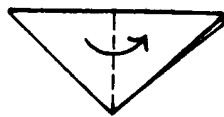


figure 3

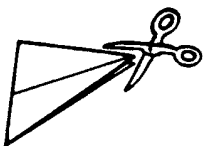


figure 4

Place cut edges on top

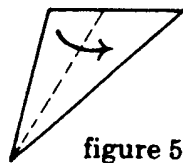
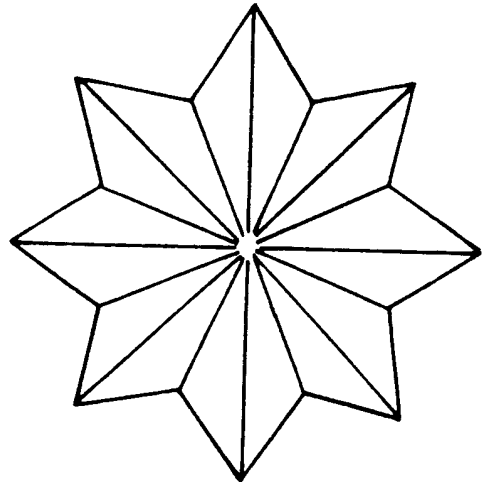


figure 5



Cut here

figure 6



(Scripture Union)

## LESSON 32: The Child Jesus




### AIM

To tell the story of Jesus' childhood so that the children can identify with him as their teacher and their friend. (8.4.4)

### OUTCOME

Learners understand how Christians see Jesus as a teacher and friend.

### LEARNING ACTIVITIES

- 1 Explore with the learners what they know about **Jesus as a child**. Write on the board the things that come up. (Note that there are very few stories about Jesus as a child in the Bible. Some fanciful stories appear in other writings such as the *Infancy Gospel of Thomas*. In this ancient text Jesus is described as making birds out of clay and transforming them into real birds that fly away. Such stories are not to be taken as literally true. They are written in hindsight to emphasize the uniqueness of Jesus and the power he had to perform miracles.)
- 2 **Scripture:** Divide the learners into two groups. Hand out copies of the *Scripture Reading* worksheet.  ⇒ Group 1 is assigned the Luke reading, and group 2, the Matthew reading. They practice the reading together with help, if necessary, from the teacher. One learner from the group is chosen to read aloud to the class. Start with Luke. The teacher explains before the readings that an angel is addressing Mary and Joseph respectively. (For a second reading the groups could read together in unison.)
- 3 Draw attention to the name '**Immanuel**'. Place it at the centre of what has been written on the board - perhaps on a flashcard. Explain its meaning - 'God with us'. Jesus is human and divine: Jesus is our friend and our teacher because he is with us.
- 4 The teacher now reads the **story**, *Living in Nazareth*.  ⇒ Point out Nazareth on a map of Palestine, if you have one. You could draw a rough map on the board using the one on the worksheet to guide you.
- 5 Complete the **worksheet**, *Jesus' Early Childhood*.  ⇒
- 6 Jesus is our teacher too. The lesson concludes with the recitation of the prayer Jesus taught his disciples [Luke 11:1-4]. The teacher leads the **Our Father** using appropriate actions. The learners repeat the phrases while imitating the actions. A new version of the prayer is given below. ⇒



### WHAT YOU NEED

- \* *Scripture Reading* worksheets (2) ⇒
- \* Flashcard: *Immanuel* (3)
- \* A story to tell: *Living in Nazareth* (4) ⇒
- \* Map of Palestine (4)
- \* Worksheet: *Jesus' Early Childhood* (5) ⇒
- \* The Lord's Prayer (6) ⇒
- \* Bible (7)

### ADDITIONAL ACTIVITIES

- 7 **Scripture:** Learners stand to listen to a reading from Luke's gospel [2:40-52]. Before the reading they make the sign of the cross with their thumbs on their foreheads, lips and hearts. They are given an opportunity to suggest what this action means: we listen to the Word of God in our hearts, we think about it in our minds, and we share it with others by speaking about it. After the reading the teacher invites the learners to add new things about

Jesus to the board, helping them to explore his relationship with Mary and Joseph, and with God, his Father.

**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.

## Scripture Reading



Luke 1:32-33, 35

(An angel is speaking to Mary.)

You will give birth to a son and you will name him Jesus. He will be great and will be called the Son of the Most High God. The Lord God will make him a king. His kingdom will never end.

The Holy Spirit will come upon you, and God's power will rest upon you. For this reason the holy child will be called the Son of God.



Matthew 1:21, 23

(An angel is speaking to Joseph.)

She will have a son, and you will name him Jesus - because he will save his people from their sins.

All this happened in order to make what the Lord had said through the prophet come true:

*A virgin will become pregnant and have a son,  
and he will be called "Immanuel".*

# Living in Nazareth

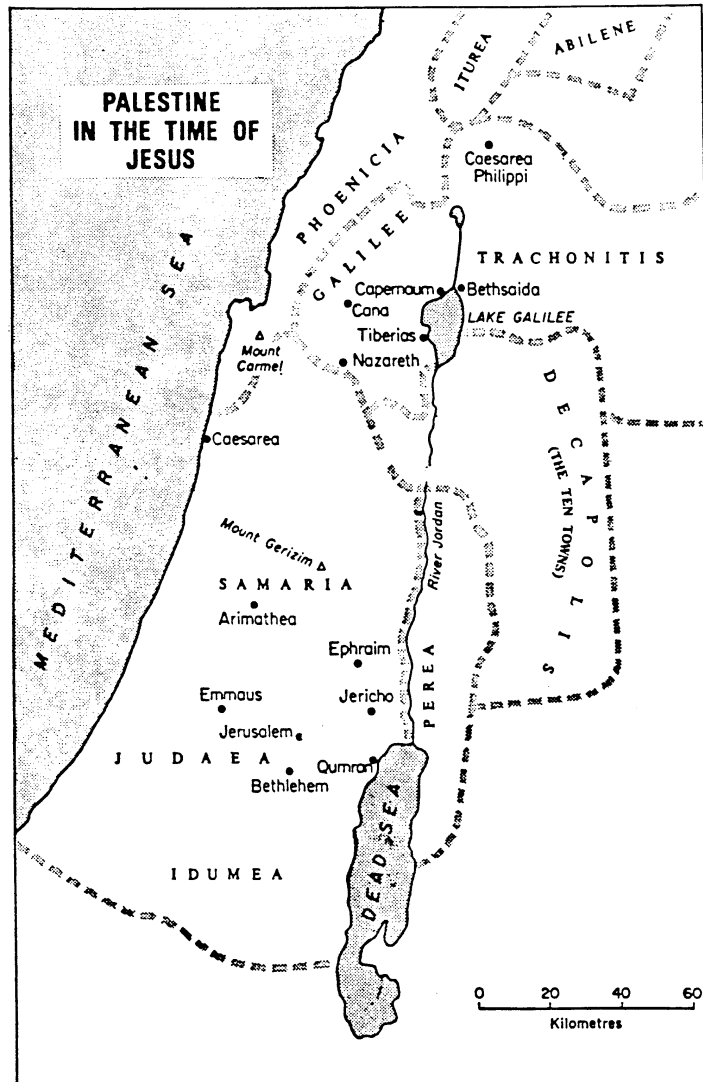
Jesus lived in Nazareth in Palestine with his mother, Mary and foster-father, Joseph. The house they lived in was like a big square box, divided into two parts. The floor in one part was higher than in the other. The floor was made of plastered mud which was baked hard in the sun.

The windows of their house were narrow slits without glass. Light was provided inside the house by lamps which, however, didn't provide much light when they were lit. They were therefore put on lampstands. The roof of the house was flat, and, when it was hot, it was used for drying vegetables, and for sleeping.

Just as in many other places, Jesus was woken early by the cock crowing on the roof. For breakfast he would have some milk and dried fruit. When he was small, Jesus stayed with Mary watching her grind the grain into flour for making bread, mixing the dough, adding in the yeast, and leaving it in a warm place to rise. Mary walked daily, and Jesus with her, to the well for water and carried it home in a large pitcher which she carried on her head. It was also Mary's task to teach Jesus about God who was called Yahweh by their people. She taught him some of the prayers or psalms to say and sing, and told the stories of Abraham, Isaac, Jacob, Joseph, Moses, Joshua, David, and many other heroes of the people of Israel.

When he was a bit older, Jesus went to school at the synagogue. He sat there with other children on the floor in a circle around the teacher, memorising everything. There were very books in Jesus' day. The only one he would have read was the Scriptures, the book Christians call today the Old Testament. Girls did not go to school. They stayed at home, learning from their mothers how to cook, sew, weave, and look after the home.

When Jesus was twelve he became a grown-up member of his village and joined Joseph in his carpenter's shop to learn the trade so that he could earn his own living.



(Adapted from Byrne & Malone. 1992. *Here I Am*, Year 2. Harper Collins)

# Jesus' Early Childhood

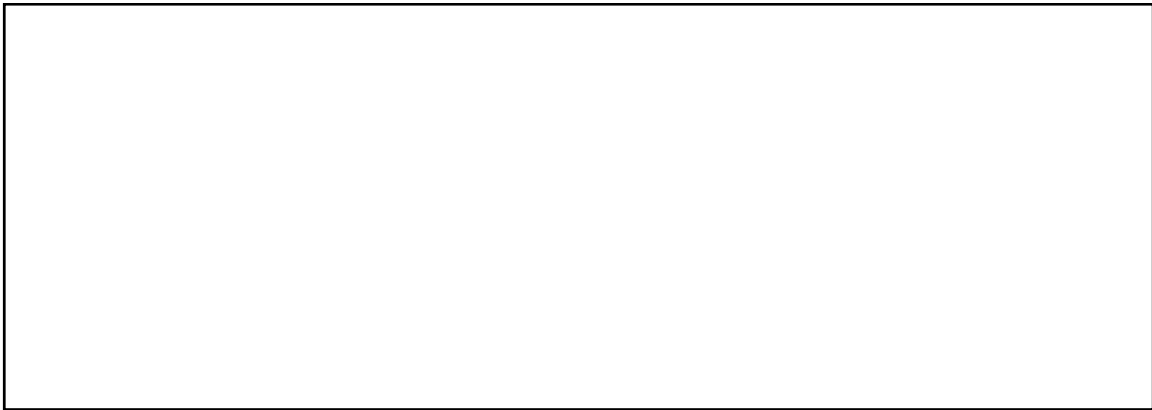
Jesus' family ate their meals together.

DRAW YOUR FAMILY HAVING A MEAL TOGETHER.



Jesus sometimes helped Joseph in the carpenter shop.

DRAW YOURSELF HELPING YOUR MUMMY OR DADDY AT HOME.



Jesus played with other boys and girls.

DRAW YOURSELF PLAYING WITH YOUR FRIENDS.

