

## LESSON 20: People in Need

### AIM




To make learners aware of and understand the needs of a community, and to instil in them a desire to respond to its needs (12.2.5)

### OUTCOME

Learners are ready to respond to the needs of the community through voluntary works of service.




### WHAT YOU NEED

- \* Information supplied by learners (1)(5)
- \*  Bible or copies of the worksheet (4) ⇨
- \*   *Whatsoever You Do* (6) ⇨
- \* Poster materials (7)

### LEARNING ACTIVITIES

- 1 As a task before hand ask learners to **look for information** in the media - television news, newspaper articles, adverts, appeals - about people's basic needs, and bring it to the class. They should also look at their church bulletins and notice boards, for appeals organised on behalf of specific causes or groups of people.
- 2 **Media findings:** Invite learners to talk about their findings through the media - newspapers, radio, television, and church organisations. Allow them to present and explain their findings to the rest of the class.
- 3 **People's basic needs:** Talk about the basic needs every human being has. Help the learners to identify:
  - the need for food
  - the need for shelter
  - the need for clothes
  - the need for affection.

Explain that for human beings to have a good, stable life these four basic needs have to be satisfied. Ask what happens to people when these needs are not met? Malnourishment affects children's mental development. In severe cases they may even lose their intellectual capacity, and this is not reversible which means that they will become mentally disabled. Poverty may lead them to violence: they may resort to violent means to get what they need, or become complacent or apathetic in their waiting for the charitable people who will give them just enough to keep them going.

- 4 **Scripture Reading:** Read the story of the Good Samaritan [Luke 10: 29-37] or tell it in your own words. Alternatively, if you used this story in LESSON 2, give the learners a copy of the worksheet and invite them to write their own story.  ⇨ Lead the class into discussing the meaning of the story:
  - There is a person badly hurt, in real need of assistance, and totally helpless as well.
  - Some people walk past and do nothing to help the man. Look into the attitude of each of them.
  - Eventually someone comes along whom one would least expect to offer help. (Samaritans were people the Jews despised and would not be involved with in any way, let alone help.)

- 5 Draw the learners' attention back to **the information they brought** and put the following points across:
- What do our findings tell us about the world we live in: our community?
  - What do the suffering of these people call us to do?
  - Looking at the story of the Good Samaritan: How can we classify our reaction or response?
  - Are we prepared to take action, or are we going to 'run to the other side of the road' and hope that somebody else will do something about it?

Give them time to respond. Lead them to give ideas as to what can be done in each case. Emphasise what we have been learning in these lessons: we have a responsibility toward the disadvantaged.

- 6 You could **sing the hymn** *Whatsoever You Do* or read the words from the second worksheet.

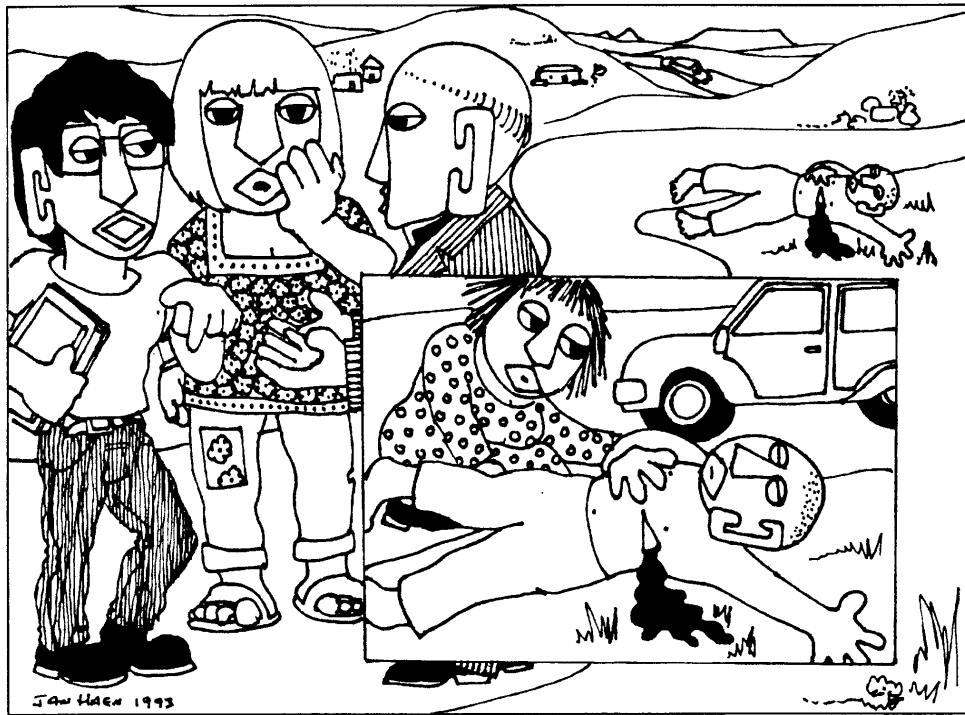


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## ADDITIONAL ACTIVITIES

- 7 Groups make a **poster** with the relevant newspaper cuttings, well planned and decorated. This will bring awareness in your school to the needs and suffering of the people in the community. Give it an eye-catching heading so that people will be drawn to see what it is about.

# Who is my neighbour?



Tell the above story in your own words.

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(Illustration - *Challenge*, Oct/Nov 1993)

# Whatever You Do

CHORUS:

Whatever you do to the least of  
my brothers,  
that you do unto me.

When I was hungry  
you gave me to eat.

When I was thirsty  
you gave me to drink.

Now enter into the home of my  
Father.

CHORUS

When I was homeless  
you opened your door.

When I was naked  
you gave me your coat.

Now enter into the home of my  
Father.

CHORUS

When I was weary  
you helped me find rest.

When I was anxious  
you calmed all my fears.

Now enter into the home of my  
Father.

CHORUS

When in a prison  
you came to my cell.

When on a sick bed  
you cared for my needs.

Now enter into the home of my  
Father.

CHORUS

When I was aged  
you bothered to smile.

When I was restless  
you listened and cared.

Now enter into the home of my  
Father.

CHORUS

When I was laughed at  
you stood by my side.

When I was happy  
you shared in my joy.

Now enter into the home of my  
Father.

CHORUS

## LESSON 21: Our Elders

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### AIM

For learners to develop respect and compassion for the elders in their community (12.3.4)

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### WHAT YOU NEED

\* Worksheet (2)(3) ⇨

### OUTCOME

Learners appreciate the need to be respectful of the elders in their community.

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### LEARNING ACTIVITIES

Society today doesn't seem to dedicate much time and attention to senior citizens, or provide quality care for the aged. By leading our learners to discover the value of our elders we'll instil in them respect and an attitude of compassion towards them, developing at the same time a sense of responsibility to enhance the quality of life of old people.

- 1 Discuss **old age**. Ask learners how they see old people:
  - Are they valuable in their lives?
  - Are they considered to be valuable in society?
  - Are they being taken good care of?
  - Have they an elderly person living with them in their homes?

Let them share and take note of their answers.

Have a few learners pretend that they are old persons. The rest of the class asks questions about their hopes and fears, about what it's like to be old, and what advice would they give people who are on their way to being old.

- 2 Hand out the worksheet and ask them to read '**Life after Life**'. ⇨ Give them the following questions:
  - Why is 'senior citizen' a good term?
  - Why does this senior citizen think he has value?
  - Do you agree with what he says?
  - Why?
- 3 Read together the words of the **John Denver song**, *Old Folks* from the worksheet. ⇨ Ask the learners the following: What is the song saying about the elderlies' hopes, fears, and situation?
- 4 Explain that **growing old** does not always work out as people dream it might be. (Like the picture of Granny sitting on her favourite chair with the little ones around her telling them the stories she loves to tell). What happens to old people is:

Their mind isn't as alert as before, their bodies often slow down. There is a loss of memory and they depend entirely on the people around them for their littlest needs. The world we live in has been taken care of by the people who came before us. All the wonderful technological developments that we enjoy today were created by their active minds in their younger years. They envisaged ways to create a better living quality for all of us. They worked for social equality and justice. They tried to see that their children would be better off than themselves, and they passed on to us the wonderful legacy of our cultural traditions.

Invite learners to share the memories they have about their grandparents, their stories, the kind of people they were, and their achievements.

- 5 Talk about **old age homes**. These are places where the elderly people spend the old years of their lives. Some go there by choice while they are still well and strong and have a pleasant life among people their age and enjoy the regular visits or outings with their families. Other people are not that lucky, and they are taken to an old age home - or go there because there is nowhere else to go. They seldom see their dear ones. Some of them never see them again.

Ask the learners how they feel about what you have just explained. Invite them to speak about it. Do they have any ideas or solutions for such situations?

- 6 We are called to **bring Jesus' love** to those in need, to make them feel God's love in the compassion and care we offer them. We are called to value life and its gifts and our elders are God's gift to us, as we are God's gift to them. We have a moral responsibility to our elders, and it is to see that they are loved and cared for.

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## ADDITIONAL ACTIVITIES

- 7 Invite learners to think of **old age homes in their area**. Have they ever been inside one? Perhaps they could ask their parents to take them to visit one and report to the class what their findings were.

- 8 If possible and feasible, plan a **class visit** to an old age home. There will have to be some planning for this activity:

- What will the purpose of the visit be?
- Will they take a little gift made by them?
- Will they prepare a little concert?

Phone the Old Age Home ahead of time to find out from the matron or administrator if they would welcome something like this or if they have another idea.

- 9 **Adopt A Granny / Grandpa Project:** Find out if parents would be willing to cooperate with this project and support their children. Here again phone the old age home and find out if they would agree to such a project. We know by experience that there are old people who would welcome such a treat and most old age homes are quite glad to have this kind of activity. Or the learners could find out if there are any lonely old folks in their area who would be happy to have someone in their lives.

# Our Elders

## LIFE AFTER LIFE - AGEING

“I am optimistic about age because I believe that there must be value in every stage in life. We are not afraid of the word ‘age’. We like the term ‘senior citizen’ primarily because citizen means you have an interest in the community and the community has an obligation to you. We don’t like to think of being problems for anyone. That hurts our feelings. We like to think that we have opportunities, and that we can make use of our resources and are gradually discovering that we have many resources that are of value in our society today”.

## OLD FOLKS

The old folks don’t talk much;  
they talk so slowly when they do;  
they are rich; they are poor;  
their illusions are gone;  
they share one heart for two.  
Their homes all smell of time  
of old photographs  
and old fashioned song,  
Though you may live in town,  
you live so far away  
when you’ve lived too long...

The old folks dream no more;  
their books have gone to sleep;  
the piano’s out of tune;  
the little cat is dead;  
and no more do they sing  
on a Sunday afternoon.

The old folks move no more;  
their world’s become too small;  
their bodies feel like lead;  
they might look out a window,  
or else sit in the chair,  
or else they stay in bed...

The old folks never die;  
they just put down their heads;  
and go to sleep one day.  
They’ll hold each other’s hands  
like children in the dark,  
but one will get lost anyway.  
And the other will remain  
just sitting in a room  
which makes no sound;  
it doesn’t matter now’  
the song has died away  
and echoes all around.

You’ll see them as they walk  
through the sun-filled parks,  
where children run and play,  
It hurts too much to smile;  
it hurts so much;  
but life goes on  
for still another day”.

(John Denver)

## LESSON 22: The Disadvantaged

### AIM

For learners to grow in sensitivity and compassion toward the mentally and physically handicapped and other marginalised people (12.3.3, 12.4.5)

### OUTCOME

Learners show sensitivity and compassion toward the mentally and physically handicapped and other marginalised people.



### WHAT YOU NEED

- \* Story on the worksheet (3) ⇨
- \* Rules for the games (4) ⇨
- \* Copies of the worksheet (6) ⇨

### LEARNING ACTIVITIES

- 1 **Stereotypes:** Explain that stereotypes are ways people use to generalise about people's behaviour. This is not a good thing to do. We tend to label people unjustly for one or other 'difference' or characteristic they may have. When we use stereotypes, we display prejudice, or the tendency to pre-judge people on their appearances. Write one or two of the following statements on the board, and invite the learners to suggest others.

- Girls do not play boy's games.
- Boys do not sew or knit.
- Handicapped people cannot play sports.
- Mentally handicapped people have no abilities.
- Engineering careers are for men only.
- Nursing is only for women.
- Men cannot be housekeepers.
- Women cannot fix cars or repair appliances.
- Disabled people cannot work properly.
- Women are weak and men are strong.

Ask learners the following questions.

- Are these statements true?
- Can they identify prejudice in the statements above?
- Do they know of people who have been isolated or marginalised because of prejudice?
- Do they know of someone who has overcome prejudice?
- Are there people they find it hard to treat as equals?
- Take note of their responses.

- 2 **Different people:** Explain that in our lives we often meet people who differ from us in race, religion, language, and physical abilities. When we accept statements such as the ones we considered above, we become prejudiced. We exclude others from our love and treat them unjustly. We are all God's children. God wants us to treat all people equally with dignity and respect. Jesus gave us example of this: he welcomed men and women as equals; he showed compassion and healed the lame, blind and deaf. He came into close contact with lepers, which wasn't done at the time. How we treat disadvantaged or disabled people such as hobos, beggars or plain old people, determines what kind of people we are. We mustn't let their outer appearance or physical condition influence our attitude towards them.



3 **Special People:** Read the story in the worksheet and discuss the attitude change in Peter. Was he prejudiced? What sort of stereotype do we find in the story? 📖 ⇨

4 **Game Experience:** Children learn by what they do more than by what they hear. For them to be able to understand the limitations, the emotional frustrations and the hurt experienced by the disabled, they need to have a 'little taste' of what this is about. Blind Man's Buff and Lamé Man are quite popular games at schools or at least well known. – It would be a good idea if you were to do this exercise in the Physical Education class. Time it so that it can be done outdoors. Divide the class into groups and each group plays either the lame or the blind man's game. Once back in the classroom give the children the following questions:

- Did you enjoy the game?
- How did you feel when you were lame or blind?
- How did you feel when your eyes were covered or your legs tied?
- What was your reaction when the being blind or lame stopped?
- What was most difficult in the game?

Now ask the group:

- Did you enjoy the game?
- How do you think the lam or blind man felt?
- How did you behave towards them during the game?

(From Sr M Cyril (ed). *We Are the World* 6. 1986. Orient Longman, p 55)

5 **Dialogue:** Learners in pairs prepare a dialogue between a handicapped person and a normal person. This dialogue should discuss:

- how normal people treat the handicapped, and
- how handicapped people would like to be treated.

They present their dialogues to the class. Those listening should write down what they disagree with and ask for an explanation during discussion time.

Discuss the following statements:

- The handicapped are useless.
- Handicapped people are normal people with special problems.
- Everything has to be done for the handicapped: they cannot do anything themselves.
- Handicapped people should be encouraged to do as much as they can

To conclude ask, "Which statement above do they agree with? How can we be more sensitive to the handicapped? When you see a handicapped person, do you feel concern, embarrassment, uncomfortable friendliness or pity?" Invite them to think about something they could do.

## ADDITIONAL ACTIVITIES

6 **Decode the bible verse** on the worksheet 📖 ⇨.

- 7 Ask learners to think about all they have discussed in the lesson and invite them to make a list in their groups of the **things they can do** to show gratitude for the senses and strength they possess, and concern for those who are less fortunate than themselves.
- 8 For them to experience a bit more vividly what is it like to be a handicapped person they could try to **blindfold** themselves for a few hours or even half a day, and try live and do what blind people might be able to. Ask them not to remove the 'blindfold' no matter what. And their assignment would be to write down the experience just as they felt it. NOTE: This should be done under supervision, however.

## MATERIALS

### BLIND MAN'S BUFF

One person in the group is blindfolded. He or she has to catch one of the others who then becomes the blind man. While the blind man is trying to catch someone, the others make noises to indicate where they are.

### LAME MAN

In this game, instead of one being blindfolded, he or she has one leg tied up.

## TO REMEMBER

A **stereotype** is a fixed idea we use to describe members of a particular group of people.

A **prejudice** is a fixed opinion we have of some people without examining the facts fairly.

# Space Travels

Ken’s mother came running into the house, just as Ken was leaving for his soccer game. She stopped him and said: “Ken I need you to do something very important for me”.

Ken stood there and said; “But Mom, I’m on my way to play soccer. Can’t it wait for later?”

“No” said his mother, “I need you straight away. It’s Peter’s mother: she needs to go to hospital and there is no one to take her. I hope this won’t take more than a couple of hours.”

“A couple of hours!!” said Ken. “The game will be over by then! And what is it you want me to do anyway?” Ken’s mother had nearly forgotten to tell him that he was to look after Peter while they were at the hospital, and she knew Ken would have a fit about it. “Look after Peter? Mom! You’re asking me to miss my soccer game and look after Peter??? What am I going to do with him!! He is in a wheel chair, and it’s b-o-r-i-n-g!!”

“I’m sorry Ken,” said his mother “but there is no other way, and we really need you to help us.” There wasn’t much that Ken could do about it. He took a book to read while sitting at Peter’s house, and left with his mother in a lousy mood!

Ken’s mother, as she drove back from the hospital, thought about the mood Ken would be in when she arrived back. First, she was more than an hour late, and second - and this she didn’t think would work again- she’d have to ask Ken to help them again the following day. Peter’s mother had to stay in hospital and they would need him to stay with Peter. To her amazement, Ken was in a wonderful mood. He said good-bye to Peter and promised to see him the next day.

On the way home he spoke about the wonderful things they’d done together and what amazed him the most was the vast knowledge Peter had about space travel. He had a super collection of photo’s and information on other planets. He had a CD ROM about it and it was great to see it on the computer! Once he finished babbling all this, he said to his mom: “I guess I was totally prejudiced, wasn’t I? I will never do anything like that again, I promise!”

## DECODE THE VERSE

To decode the Bible verse, use the letter shown above or below the number in the rectangles to match the same number in the verse.

2 6 4 10 8 14 12 18 2 16 14 20 26 12 20 2 20 2 16 20 8 24 14

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20 26 12 20 30 4 28 20 8 14 12 20 16 14 34 14 8 32 4 6 14

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4 6 20 26 14 16 12 38 22 36 12 16 2 16

- - - - - . [Acts 10:34]

S	38	O	2	T	34	D	14	U	8	Y	22	W	6	G	36	A	26	L
16	M	4	I	20	V	28	E	24	R	32	E	10	N	30	B	12	H	18

## LESSON 23: Serving the Needy

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### AIM

To enable and empower learners to respond in a responsible way to the needs of the disadvantaged people in their community (12.2.5)

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### OUTCOME

Learners are ready to respond to the needs of the community through voluntary works of service

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### WHAT YOU NEED

- \* Information regarding appeals (2)
- \* Assembly preparation (5)
- \* Banner (6)

### LEARNING ACTIVITIES

- 1 **Identifying needs:** Recap the ideas of the previous lessons: Jesus serves, We are Jesus' hands, We identify the needs in our community.
- 2 As a class, study the **specific appeals** made by organisations, church groups, or societies. These appeals may relate to disabled or orphaned children, disabled elderly, hospital patients - children or adults, or victims of natural disasters such as floods, veld fires, gale force winds, or cyclones.
  - What kinds of contributions are asked for? Are they material or service? In other words, do they ask for donations of food, clothing, or the like, or do they ask for people to work with and for others?
  - Where are the people in need? Will they collect donated items? Or will the school have to find a way of transporting them?
  - If service is asked for, is it feasible for the group to be transported to the place in need? How much time will the project take?
- 3 The next step will be to **decide on a project:**
  - Whom will we help?
  - What kind of help will we give?
- 4 **Plan of action:** Next, the project needs to be planned:
  - How will we gather the help?
  - Who will be involved - just our class, or the whole school?
  - Who will do what?(Divide the class into different work groups, and allocate tasks, such as recruiting staff, promoting the project, collecting items, making a banner, preparing an assembly, ...)
  - Which staff members will we approach for help?
  - How will we get our help to the people in need?
  - When will we do it?
  - What are the things we will need to carry out the project?
  - Anything else?

These and other questions need to be clearly answered.

- 5 **Promotion:** The next step is to enthuse the rest of the school. Present the project in such a way that they will want to take active part in the development and success of it. A very good time to do this is at an assembly. If your school has the policy of weekly assemblies where all gather together, you will be able to reach them all under the same roof. Plan and rehearse the theme of the assembly. A good way of doing it would be for your class to share how they came about to plan a school project of this nature. They could give an account of the process as it happened in the lessons leading to this point. Let the school realise the importance that their participation has in the success of this project, and even more so, how wonderful to be given an opportunity to alleviate the pain and suffering of our fellow brothers and sisters.
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## ADDITIONAL ACTIVITIES

- 6 The class could design and make a **banner** for the project with words such as:

**LET US BE JESUS' HANDS**

or

**LET US SERVE AS JESUS SERVES**

## LESSON 24: Works of Mercy

### AIM

To help learners reflect on the teaching of Jesus that apply to their lives today (11.3.8)

### OUTCOME

Learners are familiar with the works of mercy and how they relate to the teaching of Jesus.

### LEARNING ACTIVITIES

- 1 Explain that most groups of people who come together to form a club, a team or an association, have **guidelines or rules** that help members to know what is expected of them, and how best they can contribute toward the good running of the group and their community. For instance the Boy Scouts and Girl Guides have rules and guidelines. Some of them include the following:

- Be always ready, fair and courteous.
- Be loyal, helpful and kind.
- Be obedient and cheerful.
- Serve God and your country.
- Look after the environment.

Invite the learners to share about groups they may be members of.

- 2 **Scripture:** [Matthew 25:35-40]


Then the king will say to those on his right, “Come, you who are blessed by my Father. Inherit the Kingdom prepared for you from the foundation of the world. For I was hungry and you gave me food, I was thirsty and you gave me drink, a stranger and you welcomed me, naked and you clothed me, ill and you cared for me, in prison and you visited me”.

Then the righteous will answer him and say, “Lord, when did we see you hungry and feed you, or thirsty and give you drink? When did we see you a stranger and welcome you, or naked and clothe you? When did we see you ill or in prison, and visit you?”

And the king will say to them in reply, “Amen, I say to you, whatever you did for one of these least brothers or sisters of mine, you did for me”.





Discuss with the children:

- What is Jesus in this story inviting us to do?
- How best can we do it?

- 3 **Works of mercy:** Once the children have shared, explain the following to them. Jesus teaches us to take care of the needs of others, to make his love present to them. People have physical and spiritual needs, needs of the body and needs of the spirit. The Church gives us guidelines to help us care for the needs of others in the Works of Mercy.  ⇒



### WHAT YOU NEED

- \* Bible (2)
- \*  Copies of the worksheet (3) ⇒
- \* Refer to LESSON 23 (4) ⇒
- \*  Candle, worksheet (4) ⇒
- \*   *Whatsoever You Do* (5) LESSON 20 ⇒
- \* Magazines; paper; newsprint; glue and/or colouring pencils. (6)

- **CORPORAL WORKS OF MERCY:** (Corporal means: of the body) - We care for the physical needs of others when we help people who are sick, lonely, homeless. Jesus wants us to set them free from their suffering and poverty.
  - **SPIRITUAL WORKS OF MERCY:** We care for the spiritual needs of others when we help people who are sad or confused, comforting them and helping them find peace. Jesus wants us to do as he did; he wants us to follow his example.
- 4 **Living the Works of Mercy:** Invite the children to discuss specific, real ways of living the teachings of Jesus in their lives. To achieve this objective you'll need to find out who is appealing for donations of food, clothes or money for a specific project, such as Meals on Wheels, or the St Vincent de Paul Society. Or there may be groups collecting for communities affected by natural disasters, such as drought, floods, or for families where parents are unemployed. See LESSON 23 where this idea takes the form of a class or school project. 📖 ⇨
- 5 Conclude the lesson by gathering the children around the prayer corner, light the candle and **sing** *Whatever You Do*. The words are found on the worksheet for LESSON 20. 📖 ⇨
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## ADDITIONAL ACTIVITIES

- 6 Invite the children to **draw or make a collage** of pictures of people carrying out the works of mercy. Display their work in an appropriate place in the school for all to see. You could name it:

### LIVING IN A JUST AND LOVING COMMUNITY

- 7 Ask the learners to discuss the **spiritual works of mercy** and find practical ways of living them out.

# Jesus' Teaching Today

We care for the physical needs of others :

## THE CORPORAL WORKS OF MERCY

1. Feed the hungry.
2. Give drink to the thirsty.
3. Clothe the naked.
4. Help those imprisoned.
5. Shelter the homeless.
6. Care for the sick.
7. Bury the dead.



We care for the spiritual needs of others :

## THE SPIRITUAL WORKS OF MERCY

1. Share your knowledge with others.
2. Give advice to those who need it.
3. Comfort those who suffer.
4. Be patient with others.
5. Forgive those who hurt us.
6. Give correction to those who need it.
7. Pray for the living and the dead.



## ACTIVITY

Identify the works of mercy in the hymn that follows. Say whether they are spiritual or corporal works of mercy in each and every paragraph.

### *Whatever You Do*

CHORUS:

Whatever you do to the least of my peoples, that you do unto me.

When I was hungry  
you gave me to eat.

When I was thirsty  
you gave me to drink.

Now enter into the home of my Father.

CHORUS

When I was homeless  
you opened your door.

When I was naked  
you gave me your coat.

Now enter into the home of my Father.

CHORUS

When I was weary  
you helped me find rest.

When I was anxious  
you calmed all my fears.

Now enter into the home of my Father.

CHORUS

When in a prison  
you came to my cell.

When on a sick bed  
you cared for my needs.

Now enter into the home of my Father.

CHORUS

When I was aged  
you bothered to smile.

When I was restless  
you listened and cared.

Now enter into the home of my Father.

CHORUS

When I was laughed at  
you stood by my side.

When I was happy  
you shared in my joy.

Now enter into the home of my Father.

CHORUS



## LESSON 25: Caring for Creation

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### AIM

To understand that we share the responsibility of caring for the world God has entrusted to us (2.1.6)

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### OUTCOME

Learners appreciate the gift of creation and the responsibility to care for it.

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### LEARNING ACTIVITIES

#### 1 **Creation Story** [Genesis 1:1- 2:4]

Prepare learners to read the story. You might have just two readers, namely a narrator and God, or seven narrators - one for each day - and God. Display flashcards as the story builds:

1. LIGHT AND DARKNESS
2. SKY
3. EARTH AND SEA; VEGETATION
4. SUN, MOON AND STARS
5. FISHES AND BIRDS
6. ANIMALS AND HUMAN BEINGS
7. SABBATH REST

#### 2 **Discuss:** Human beings are the high point of God's creation because God made us in his image and likeness; this means that we have the ability to think, choose and love like God.

#### 3 **God entrusted us with creation** [Genesis 2:15,19-20] Read these verses and discuss: Human beings are called to find the best use for everything God created, and to respect and care for the world as God does. We are to use our abilities to improve our environment and build a better life for everyone. *We are partners in the work of creation.*

#### 4 **Creation - God's gift to us.** Ask the learners to think of all the wonderful things that God's creation offers us. Jot them on the board. Then, opposite, write another list of all the human actions that harm or destroy these things, for example deforestation, chemical pollution, nuclear waste. What do our lists tell us about how we are responding to God's trust in us? If we were God, how would we feel if we saw our work being destroyed?

#### 5 Once the learners have expressed their feelings conclude the lesson with a **Creation Litany**. A litany helps children put their ideas and feelings into words. Individuals or small groups read the first line of each pair, and all respond together. ⇒

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### WHAT YOU NEED

- \* Bible (1)(3)(8)(9)
- \* Flashcards (1)
- \* Copies of Creation Litany (or a copy of it on newsprint prepared in advance) (5) ⇒
- \* Sunflower with seeds, or a watermelon (6)

## ADDITIONAL ACTIVITIES

- 6 Creation is a **continuous process**. Discuss seeds. Show the sunflower or the watermelon. The idea is to emphasise how one simple seed can develop and reproduce as many times as the seeds it produces. Or you could refer to basic resources. The Earth produces minerals which people use to produce metals, such as tin, steel, aluminium. Draw the learners' attention to the things we use every day made out of such metals. The same applies to materials such as wood, wool, and cotton.
- 7 **8 Bible search:** See what the scriptures says in Deuteronomy 22:6-7 and 25:4, and in Psalms 8:4-9, 19:2, 24:1, 65:10-14, 104:10-18, 148:7-13.
- 8 **9 Develop your own litany** using parts of either Daniel 3:57-82 or Psalm 136:1-9.

### MATERIALS

#### CREATION LITANY

*For the stars in the sky and the vastness of space,*

We thank you God our Creator.

*For the beauty of the morning sun,*

We thank you God our Creator.

*For the mystery of the moon at night,*

We thank you God our Creator.

*For lakes and rivers and oceans,*

We thank you God our Creator.

*For mountains and valleys and plains,*

We thank you God our Creator.

*For flowers that bloom, and trees that bear fruit,*

We thank you God our Creator.

*For birds that sing and fish that swim,*

We Thank you God our Creator.

*For all the animals, wild and domestic*

We thank you God our Creator.

*For all people created in your image and likeness,*

We thank you God our Creator.

(Adapted from: Patricia Mathson. 1992. *Creativities*. Notre Dame: Ave Maria Press)

## LESSON 26: Salt and Light

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### AIM

To help the children realise that they, through their words and actions, can be signs of God's love (2.4.5, 14.4.2)

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### OUTCOME

Learners appreciate the positive influence they can have on others.

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### LEARNING ACTIVITIES

- 1 Most of the **knowledge we acquire at school** has been passed on by several means: books, films, recordings and most especially through our teachers, who bring all the written knowledge to life in the classroom situation. Without these means and the people who impart it, most knowledge would have disappeared.
  - 2 **Salt and Light:** Ask the learners to suggest what role salt plays in the kitchen. It preserves food and enhances its taste. And then, what difference does a candle make in a dark room? Ask them to tell of times when they have experienced power failures at home, or when there has been no candle or lamp available at night.
  - 3 **Scripture:** Read Matthew 5:13-16. Jesus asked his disciples to carry on his work of making the world a better place to live in.. If we are his followers, we are to be 'salt' and 'light'. But he does not leave us alone and helpless. God gives us grace so that we can do this work.
  - 4 **Signs of God's love:** In the light of what has been discussed and explained, invite the children to think of people who are sacraments of God's love, who are 'salt' and 'light'. We sometimes have just such a person in our lives - a friend, a relative, a teacher, a priest or minister. People who love us, people we can trust, people who help us and accept us just as we are.
  - 5 **Mother Teresa:** One of the most vivid examples of people who are sacrament to others is Mother Teresa of Calcutta. She made Jesus' love real in the lives of those who were rejected because of their outer appearance, poverty, or illness.  
  
One incident that illustrates this quite clearly is the day she bent down to lift up a very sick old man lying in a gutter. The man, astonished at her action, couldn't believe that anyone would show such compassion and come near him. When Mother Teresa saw this her only answer was: "Jesus loves you". Invite the children to share similar stories.
  - 6 **Jesus calls us:** Discuss with the children things we can do to make God's love real, to make the world a better place. Jot down their answers on the board. Make some suggestions yourself if you think necessary. Invite the children to write in their workbooks: SALT AND LIGHT as a heading. They could write a paragraph about ways in which they can make a difference in the lives of other people, and draw a picture about it.
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### WHAT YOU NEED

- \* Salt and various light sources - matches, candles, torches (2)
- \* Bible (3)
- \* Stories of people whose lives made God's love real to others (5)

## ADDITIONAL ACTIVITIES

- 7 Plan an **action campaign** such as: *'Let's brighten people's lives'*, or *'Let's make people's lives more tasty.'* You could plan a little concert with songs, poems, and short plays, for instance which might bring joy to the lonely and quiet lives of elderly people in an old age home. Hospital visits to the children's section or writing get well cards to those unknown children who are sad and lonely in a hospital bed will be much appreciated. If visiting is not possible, let the children make little gifts to go with the cards. Find out if there is an orphanage for whom your class could do something. It is mostly by lived experience that children learn to be compassionate.