

## LESSON 1: I Am Wonderful



### AIM

To realise and celebrate the wonder of being God's creation and God's gifts to one another (2.2.1, **13.2**)

### OUTCOME

Learners show an awareness of their own uniqueness and goodness and are able to respect themselves.

### LEARNING ACTIVITIES

- 1 **Welcome** the children warmly, introduce yourself, and make them feel comfortable. Give each child a name tag. When all the children have arrived, let them sit in a space together - on the carpet if you have one.
- 2 **God made each one of us.** We each have a special name. God is happy that we are so wonderful and that we are growing. God made us so that we are able to love others, to do things, to make things, to pray, to have fun... God has given us life and we are special gifts from God to the world. Because we are so wonderful, there are all sorts of things that we each can do. Ask the children for examples of things that they like to do.
- 3 Talk about **being friendly and welcoming**. When we show we are pleased to see someone, we are being welcoming. That is why we also have a sign on the door that says 'Welcome!'. Now let us welcome one another. Children take turns, saying, "Hello, my name is ....., and I welcome you."
- 4 Teach a little **song or rhyme**, such as *God made me!* and do appropriate actions. You will find this rhyme below. If you want to sing it, you will need to think up your own melody.  
⇒
- 5 Pray a **prayer of thanksgiving**, such as: "Thank you, God, for making me me. Thank you, God, for making me a gift to others and for giving me the ability to do things. Amen."
- 6 Show the children the **gift boxes** and tell them that each box contains a surprise, but that it is a secret. Let the children take turns looking into the box. Let them talk about what they saw afterwards. Expand on the idea that they are gifts from God.
- 7 End with the **rhyme** taught earlier. ⇒

### WHAT YOU NEED

- \* "Welcome" sign on the door; Name tags (1)
- \* 🎵 Song or rhyme (4) ⇒
- \* A decorated gift box, or boxes, each containing a mirror (6)
- \* 🎵 Song or rhyme (7) ⇒
- \* Cardboard balloon cut-outs and string (8)
- \* Candles, and a birthday crown (9)
- \* 🎵 *Sing for Life – I Have a Name* (p.6) or *I Am Special* (p.8). (10)

### ADDITIONAL ACTIVITIES

- 8 **Birthday display.** Have cardboard cut-outs of, say, balloons. Each child's name and birth date is written on a balloon. The balloons are gathered up into the months of the year and displayed. As each child's birthday comes around, put his or her balloon in a special place for all to see. Bring the cardboard balloons cut-outs and string

- 9 You can do **other things** that make that child feel special in some way, for example, by letting him or her blow out candles, or wear a birthday crown, or by having the class sing “Happy Birthday.” For this activity you will need a candles and a birthday crown.
- 10 **Song:** Instead of the rhyme suggested in ACTIVITIES 4 and 7 above you could teach one of the following two songs from *Sing for Life – I Have a Name* (p.6) or *I Am Special* (p.8).

## MATERIALS

### GOD MADE ME!

God made me! God made me!  
Look and see! Look and see!  
I can smile and I can talk.  
I can run and I can walk.

God knows me! God knows me!  
God knows me by name.  
God knows that I am good -  
And I do the things I should.

(Rita Bull 1999)

## LESSON 2: I Can See!



### AIM

To develop a positive self-identity through exploring the sense of sight (3.4.1, **13.2**)

### OUTCOME

Learners think about, and celebrate, their senses and the way these enable them to appreciate the world around them.

### LEARNING ACTIVITIES

- 1 **Objects:** Invite the children to sit in a ring. Give them the opportunity to look at and handle a variety of objects. Let the children describe the object they are holding. Ask them how they know it is, say, a pencil. Lead them to understand that it is through their gift of sight that they are able to identify things.
- 2 **Colours:** Ask the children to identify colours, assuming that they know the colours at this stage. Hold up a yellow card and ask the children to find something else that is yellow amongst their objects or in the classroom. Repeat this with other colours.
- 3 **Shapes:** Teach the names of the basic shapes. If possible, have a set of cut out shapes for the children and a set for yourself. Hold up a shape and let the children find a similar shape from their set.
- 4 **Prayer:** A short litany giving thanks to God for their gift of sight. Response: Thank you, God for making me wonderful. ⇨
- 5 **Play a game:** Give each child a wax crayon. (There will be groups of children for each colour). Say: Stand up black; stand up yellow; stand up orange; sit down yellow; brown stand up; stand up red; black sit down; green stand up and turn around. Add any other variations that seem appropriate. For a bit of extra fun, speed up the activities.
- 6 **Calming exercise:** For a few moments, let the children close their eyes and imagine that they are outside sitting under a tree. We can see in our 'mind's eye', too. Describe the tree and the surroundings.
- 7 **Story:** Jesus heals the blind beggar - [Luke 18: 35-42]. Hold a Children's Bible with reverence as you tell the story. Emphasise the joy the blind man felt when he could see.
- 8 **Song of Praise:** *Sing for Life – Hey! Hey! Hip-Hurray!* (p.12) or *Hurray I Am So Happy* (p.15)

### WHAT YOU NEED

- \* Objects of differing shape, size and colour (1)
- \* Set of shapes - circle, square, triangle, rectangle, oval (3)
- \* Litany (4) ⇨
- \* Various coloured wax crayons (5)
- \* Children's Bible (7)
- \* 🎵 *Sing for Life – Hey! Hey! Hip-Hurray!* (p.12) or *Hurray I Am So Happy* (p.15) (8)
- \* Illustrations of traffic signs (9)
- \* Scarf for blindfolding (10)
- \* Sample of braille (11)
- \* Magnifying glasses; kaleidoscopes (14)

## ADDITIONAL ACTIVITIES

- 9 **Safety:** Our sight helps us to identify danger. We can see traffic signs and recognise warning signs, for example.
- 10 **People with visual disabilities:** How to help and guide a blind person. One child is blindfolded and another leads while talking. He/she says, for example, 'We are going to...', 'We are going to turn...', and 'Here is a step...' (This is all quite tricky).
- 11 **Braille, white canes, guide dogs:** Help the children to understand how the blind person copes.
- 12 **Optometrists:** Introduce the children to this profession, and explain the work an optometrist does.
- 13 **Caring for our eyes:** Help the children identify bad practices, and discuss ways of avoiding them.
- 14 **Other:** Sorting into shape, size, colour; Looking at natural objects through a magnifying glass; Looking at patterns in a kaleidoscope; Going on a nature walk; Playing games: Blind Man's Buff; Pin the Tail on the Donkey; Hide and Seek.

### MATERIALS

#### *LITANY*

For all the things that I can see. (R)  
For the trees, both great and small. (R)  
For the grasses and flowers. (R)  
For beautiful sunsets. (R)  
For the stars at night. (R)  
For all the colours in the world. (R)  
For the faces of the people I love. (R)  
For the beauty of myself. (R)  
For yourself whom I one day hope to see. (R)

## LESSON 3: I Can Hear!



### AIM

To develop a sense of awe and wonder at themselves and all of God's creation, by exploring their sense of hearing (3.1.1, **13.2**)

### OUTCOME

Learners think about, and celebrate, their senses and the way these enable them to appreciate the world around them.

### LEARNING ACTIVITIES

- 1 **Interest table:** Have two or three 'noise makers' that the children can try out before the start of the lesson. These could be rattles made from a few beans in a small plastic container, a squeaky toy, jingling keys on a key ring, and a bell.
- 2 **Identifying sounds:** Seat the children in a ring. Ask them to close their eyes and to listen: "What can you hear?" Encourage them to identify as many sounds as possible - usually birds, traffic, other classes, and so on.
- 3 **Skill building:** Recalling a sequence of sounds. Say, "I am going to clap my hands. First listen then see if you can do the same thing." Gradually increase the complexity of the clapping. Foot tapping may be added to the clapping after the children have got the hang of the game. If possible, the children should hear the rhythms without watching the teacher.
- 4 **Identifying voices:** Talk about how we can recognise people by their voices. Let the children say whose voices they most like to hear. Talk about the tone in which people speak. How we ourselves speak to others may make them react in a certain way. Speaking politely is important.
- 5 **Game:** One child sits facing away from the others, while one of the group says something like, 'Good morning ...' (name of the child), in a voice that may be disguised. The game is for the one facing away to recognise the voice. Give a few children the opportunity to say something, and then rotate, having a new child face away.
- 6 **Prayer:** Compose your own prayer of thanksgiving for the gift of hearing.
- 7 **Movement to music:** The children march, hop, skip or dance in time to a given beat or suitable music
- 8 **Important sounds:** Talk about sirens, alarm clocks, growling dogs, thunder, the school bell, whistles and so on. Some sounds are telling us to be very careful and some give us information. Sounds are gifts from God. God speaks to us through sounds. God speaks to us through the Bible, through the priest, through the teachers, through beautiful music, birdsong and other beautiful sounds in nature. God also speaks to us silently in our hearts.
- 9 **Response:** We sit very quietly and listen to God speaking to us in our hearts. Quiet music may be played. God says, "I love you."

### WHAT YOU NEED

- \* Noise makers (1)
- \* Prayer (6)
- \* 🎵 Recorded music (7)(9)
- \* Children's Bible (10)
- \* Hearing aid (11)
- \* Recorded sounds (13)
- \* Paper and crayons (14)
- \* Cardboard tubing, paper, elastic bands, rice, paints, glue, coloured paper (15)
- \* Materials for drums, maracas and tambourines (16)
- \* Action rhyme (17) ⇒

## ADDITIONAL ACTIVITIES

- 10 **Bible story:** Jesus heals the deaf man. [Mark 7:31-37]
- 11 Talk about **people with hearing disabilities**, how they cope and how we can help them. We should look directly at the person we are speaking to and we should try to speak clearly. Talk about and demonstrate, if possible, hearing aids, sign language and lip reading.
- 12 **Mouthing words:** What am I saying? Practise lip-reading.
- 13 **Play a tape** of various sounds. Children try to identify the sounds.
- 14 Give the children **clear instructions** for doing a task, for example, "Take your green crayon. Draw a ball. Draw a red box under it..."
- 15 **Making a 'rain stick':** Ahead of time collect the long inner tube from aluminium foil. The longer the tube, the more rain-like the sound will be. One end of the tube is sealed - a circle of paper and an elastic band will do. It can be made sturdier by taping two circles of paper. Pour about 1/4 cup of rice into the tube. A funnel helps. Close the open end. Decorate by painting or gluing bits of coloured paper to the tube. When the tube is inverted, the sound of falling rain will be heard.
- 16 The children make and decorate **drums, maracas** or **tambourines**.  
  
**DRUMS:** Empty containers with plastic lids, such as coffee tins or margarine containers could be used. Use two unsharpened pencils as drumsticks. The tins can be painted and/or decorated with shapes.  
  
**MARACAS** are easy to make. Use empty pill boxes - the lids don't come off easily - and fill with either beans, paper clips, pebbles or buttons. The different contents will make different sounds. Decorate. Streamers could be tied to the pill box.  
  
**TAMBOURINES** can be made by taping two paper plates together, glue paper streamers to the rim and tie bells to the plates.
- 17 **Action rhyme:** *Two Little Feet* ⇨

