

A PARISH-BASED PROGRAMME for children who attend schools other than Catholic schools



Junior
Infants

Primary 1



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Introduction

Welcome to the *Grow in Love* parish religious education programme. This programme is intended for the religious education and sacramental preparation of Catholic children who are not attending Catholic primary schools. The Church recognises the fundamental place of parents in their child's education in the faith and this basic understanding is reflected in the Church's documents on religious education and family life. The Catholic school supports parents in their role as their child's 'first and best teachers' in the ways of faith. Where a Catholic child does not attend a Catholic school, a parish will endeavour to provide the appropriate religious education and preparation for the sacraments for children. This is done at the request of parents and with their cooperation and support. (See *Catholic Primary Schools – A Policy for Provision into the Future*, 2.2) While working together to provide Catholic religious education for their children both parents and parish communities should remember that:

- Weekly attendance at Sunday Eucharist is the principal sign of the commitment of parents to the religious education of their child.
- It is desirable that children be enrolled in the parish religious education programme from Junior Infants continuously until such time that they complete their primary schooling.
- It is the duty of the parish priest to ensure that 'children are properly prepared for First

Confession and First Holy Communion and for the Sacrament of Confirmation, by means of catechetical formation over an appropriate period of time'. (Canon 777.2)

- Local diocesan norms regarding the religious education of Catholic children attending non-Catholic schools may exist and should be adhered to.

It is intended that the programme of work outlined in this book should be led by catechists who are qualified primary school teachers and who have completed a certified course in religious education. The appropriate safeguarding procedures should apply to these catechists. Local circumstances will dictate the length and frequency of the sessions provided for children taking part in this programme. The sessions outlined in this book presume that children attend an hour-long session once a week. Where this is not the case, the programme should be adapted. What is outlined in this book mirrors the content and pedagogical approach employed in the *Grow in Love* programmes for Catholic primary schools. It should be used in conjunction with the appropriate teacher's kit, including posters, music CDs and access to online resources. It is also vital that children use the appropriate children's book as part of this programme. This provides the link with home that is central to religious education.



Theme 1: My Family

1: I have a name.....p. 2
2: I have a family.....p. 3
3: I can share love with my familyp. 4
4: We are all in one familyp. 5

1: I HAVE A NAME

Teacher Preparation

- Read Introduction, Teacher Reflection and Teacher's Notes for Theme 1 (p. 22/23)
- Read 'Before You Begin' (p. 24)
- Resources for lesson: Teacher's Manual, CD Track 4
- Prayer Space: green cloth (Ordinary Time), candle, Bible

Learning Outcomes

- *Understanding:*
 - » Explain that God knows the children's names, and everything about them
- *Communicating and Participating:*
 - » Participate in activities that help them to get to know the names of the people in their class
 - » Pray the *Sign of the Cross* with the appropriate gestures

Faith Formation Goals

- That the children would also:
- Begin to become aware of the significance of God knowing their name and of God knowing them

Let's Look ...

- Discuss the importance of names with the class. Why do we each have a name? Would it be difficult if no one had a name? What would happen if everyone had the same first name and the same second name? Do you know why your name was chosen for you?
- Introduce the song 'I Have a Name' (Track 4, p. 47) and, at the appropriate time, call out each child's name. When the children hear their name, they should stand up and take a bow.
- Lead the children in praying the *Sign of the Cross* (p. 25).

Let's Learn ...

- Read story 'Her name is ...' (p. 26) and discuss the questions that follow the story.
- Engage the children in chatting about God as outlined on p. 27.
- Complete activity in Children's Book (p. 2).

Let's Live ...

- What you have taught: Everyone and everything has a name. Everyone's name is important. It wouldn't be good if no one had a name or if everyone had the same first name and second name. Because God loves everyone, God knows every single person's name. But God doesn't just know our names. God knows everything about us.
- Assign Children's Book (p. 3) for homework. Ask the children to bring a photograph of their family to class next week or, alternatively, to draw a picture of their family and bring that with them.
- Pray the *Sign of the Cross*.

2: I HAVE A FAMILY

Teacher Preparation

- Read 'Before You Begin' (p. 29)
- Resources for lesson: Teacher's Manual, CD Track 5
- Prayer Space: green cloth (Ordinary Time), candle, Bible

Learning Outcomes

- *Understanding:*
 - » Identify and name the people who care for them
 - » Explain that the love of God comes to them through their families and the people who care for them
- *Communicating and Participating:*
 - » Pray to God using an 'inside voice'

Faith Formation Goals

That the children would also:

- Appreciate the love and care of people around them which helps them to know the love of God
- Give thanks to God for their families

Let's Look ...

- Ask the children to take out the family photograph or drawing that they have brought with them. In pairs look at the photographs/ drawings and talk to each other about the people in their families. Invite some children to share their photograph/ drawing and to talk about their family.
- Lead the children in praying the *Morning Prayer* (p. 30).

Let's Learn ...

- Read story 'Saturday' (p. 31) and discuss the questions that follow the story.
- Introduce the song 'They Care For Me' (Track 5, p. 48).
- Engage the children in chatting about people who care for us as outlined on p. 32.
- Complete activity in Children's Book (p. 4).

Let's Live ...

- What you have taught: God loves us like a loving mother or father loves their child. Because of this, God has provided us with people who care for us – people in our families, people in school, and other people like neighbours and friends. God gives us all of these people so that we can know that God loves us.
- Complete the activity on using our 'inside voice' to pray (p. 33). Chat briefly with the children about their different voices and then complete step 4 of the activity in which they are introduced to their inside voice.
- Using their inside voices lead the children in thanking God for our families and all the people who love and care for us.
- Assign Children's Book (p. 5) for homework.

3: I CAN SHARE LOVE WITH MY FAMILY

Teacher Preparation

- Read 'Before You Begin' (p. 35)
- Resources for lesson: Teacher's Manual, CD Track 5, photocopy of heart template (p. 51) for each child
- Prayer Space: green cloth (Ordinary Time), candle, Bible

Learning Outcomes

- *Understanding:*
 - » Discuss the 'ingredients' that go into creating a loving family
 - » Identify one way in which they can share love with their own family
- *Communicating and Participating:*
 - » Make a gift for a person in their family as a way of sharing love with them

Faith Formation Goals

That the children would also:

- Ask God to help them to share love with their families

Let's Look ...

- Recall the song 'They Care For Me' (Track 5, p. 48). Chat with the children using the questions on p. 36.
- Lead the children in praying the *Morning Prayer* (p. 36).

Let's Learn ...

- Read the poem and associated discussion (p. 38) with your class.
- Complete activity in Children's Book (p. 6).

Let's Live ...

- What you have taught: People in our families (immediate and extended) share their love with us. We can also share love with the people in our families by being kind and loving.
- Complete Art Activity (p. 39). The children may want to finish this activity as part of their homework.
- Assign Children's Book (p. 7) for homework.
- Lead the children in praying the *Morning Prayer* (p. 36).

4: WE ARE ALL IN ONE FAMILY

Teacher Preparation

- Read 'Before You Begin' (p. 40)
- Resources for lesson: Teacher's Manual, Poster 1: One Family, online material: slideshow 'Families', interactive activity 'Who Can Help?'
- Prayer Space: green cloth (Ordinary Time), candle, Bible

Learning Outcomes

- *Understanding:*
 - » Explain that all the people in the world are part of one human family
 - » Explore the ways in which we can share love with other members of the human family
- *Communicating and Participating:*
 - » Pray the *Morning Prayer*

Faith Formation Goals

That the children would also:

- Appreciate their responsibility to live in community with others, as members of the one human family

Let's Look ...

- Play the children the video 'Families'. Chat with the children about the pictures using the questions on p. 41. Alternatively, if online material is not available in your classroom, show the children Poster 1: One Family and discuss it.
- Lead the children in praying the *Morning Prayer* (p. 41).

Let's Learn ...

- Introduce this interactive activity, 'Who Can Help?' in which the children match the people who are in need with the person who can help. Alternatively, if online material is not available in your classroom, read the story (p. 42) and chat about it using the questions that follow the story.
- Complete activity in Children's Book (p. 8).

Let's Live ...

- What you have taught: Every person in the world is part of the one human family. Every person in the human family is loved by God. We can share love with other people in the human family.
- Complete the 'Thumbs Up, Thumbs Down' activity as explained on p. 44.
- Assign Children's Book (p. 9) for homework.
- Lead the children in praying the *Morning Prayer* (p. 41).

Theme 2: Our World

- 1: God created the world.....p. 6
- 2: God created us ... we are special!.....p. 7
- 3: We can care for the world.....p. 8

1: GOD CREATED THE WORLD

Teacher Preparation

- Read Introduction, Teacher Reflection and Teacher’s Notes for Theme 2 (p. 54/ 55)
- Read ‘Before You Begin’ (p. 56)
- Resources for lesson: Teacher’s Manual, Poster 2: Creation, photocopy of the template on p. 75 for each child
- Prayer Space: green cloth (Ordinary Time), Bible open at Genesis 1, candle

Learning Outcomes

- *Understanding:*
 - » Identify God as the creator of the world
- *Communicating and Participating:*
 - » Tell the Creation story in their own words, according to their own ability
 - » Describe their favourite part of Creation

Faith Formation Goals

- That the children would also:
- Become more aware of the wonder and beauty of the natural world
 - Begin to appreciate the love of God and care (providence) for all his creatures
 - Thank God for the gift of Creation

Let’s Look ...

- Begin by chatting with the children about the natural world. Use the questions based on the video ‘Our Wonderful World’ (p. 57) as a guide for this conversation but omit showing the video.

Let’s Learn ...

- Read from scripture ‘Creation Story’ – Part I (p. 58). Discuss the questions that follow the story.
- Read from scripture ‘Creation Story’ – Part II (p. 59). Discuss the questions that follow the story.
- Complete activity in Children’s Book (p. 10).
- Read from scripture ‘Creation Story’ – Part III (p. 60). Discuss the questions that follow the story.

Let’s Live ...

- What you have taught: In the Bible, we learn that God created the world and everything in it: the land, the sun, the moon, the sea, and millions of different types of plants and animals. Our world is full of spectacular and amazing things.
- Show the children Poster 2: Creation. Ask them to name their favourite part of God’s creation and to say why they like it so much.
- Assign Children’s Book (p. 11) for homework. Give each child a photocopy of the template on p. 75. Invite them, as part of homework, to draw a picture of themselves and bring it with them to class next week.
- Lead the children in prayer (p. 61).

2: GOD CREATED US ... WE ARE SPECIAL!

Teacher Preparation

- Read 'Before You Begin' (p. 62)
- Resources for lesson: Teacher's Manual, CD Track 7
- Prayer Space: green cloth (Ordinary Time), Bible open at Genesis 1, candle

Learning Outcomes

- *Understanding:*
 - » Identify the human person as the high point of God's Creation
- *Communicating and Participating:*
 - » Tell the story of the Creation of the human person in their own words, according to their own ability
 - » Show others the things that they can do with their bodies

Faith Formation Goals

That the children would also:

- Develop a sense of what human beings have in common and what makes each person unique
- Appreciate their dignity and worth as created and loved by God
- Appreciate that God is involved in the Creation of each new life

Let's Look ...

- Begin by asking the children to name some of the things that were created by God. Then ask the children to predict what God created next. God created people. Discuss with the children what they can do with their bodies. Use the questions after the video 'Hey! Look What We Can Do!' (p. 63) to guide the conversation but omit showing the video. If the environment allows, the children may be given the opportunity to show the class what they can do with their bodies.
- Ask the children to take out the self-portraits which they completed as part of homework. In pairs ask the children to describe their drawings, focusing on eye colour, hair colour and length etc. Then, using the Artist's Chair technique, invite some children to show the class their portrait, and to tell everyone their name and what they look like.

Let's Learn ...

- Read from scripture 'Creation Story' – Part IV (p. 64). Discuss the questions that follow the story.
- Introduce the song 'I am Special' (Track 6, p. 74).
- Complete activity in Children's Book (p. 12).

Let's Live ...

- What you have taught: After creating all the other things in the world, God created people. People are the best part of God's Creation. Everyone is different, but everyone is special because everyone is created like God.
- Assign Children's Book (p. 13) for homework.
- Lead the children in praying *Glory be to the Father* (p. 66).

3: WE CAN CARE FOR THE WORLD

Teacher Preparation

- Read 'Before You Begin' (p. 67)
- Resources for lesson: Teacher's Manual, Poster 3: St Francis
- Prayer Space: green cloth (Ordinary Time), Bible open at Genesis 1, candle

Learning Outcomes

- *Understanding:*
 - » Identify one way in which they can care for the world, following the example of St Francis
- *Communicating and Participating:*
 - » Pray the *Glory be to the Father* with appropriate gestures and actions

Faith Formation Goals

- That the children would also:
- Begin to develop an awareness of their duty to care for Creation

Let's Look ...

- Begin by recapping the last part of the Creation story with the children: God made people. God wanted them to take care of the world. List a variety of jobs and in each case ask the children the question, 'In what way is this person looking after God's world?' Then ask the children if they can think of ways that they could take care of God's world right now.

Let's Learn ...

- Read the story 'St Francis Cared for God's World' – Part I (p. 69). Discuss the questions that follow the story.
- Read the story 'St Francis Cared for God's World' – Part II (p. 70). Discuss the questions that follow the story.
- Show the children Poster 3: St Francis and invite them to retell the story of St Francis in their own words.

Let's Live ...

- What you have taught: Francis was a saint. He cared for the world that God made. Lots of other people care for the world that God made. We too can help to take care of the world and all of the things in it.
- Engage the children in chatting about caring for the world as outlined on p. 71.
- Complete activity in Children's Book (p. 14).
- Assign Children's Book (p. 15) for homework.
- Lead the children in praying the *Glory be to the Father* (p. 68).

Theme 3: Advent and Christmas

1: God gives us good news!	p. 9
2: We get ready to welcome Jesus	p. 10
3: The good news: Jesus is born!	p. 11
4: Visitors to the stable	p. 12

1: GOD GIVES US GOOD NEWS!

Teacher Preparation

- Read Introduction, Teacher Reflection and Teacher's Notes for Theme 3 (p. 78/ 79)
- Read 'Before You Begin' (p. 80)
- Resources for lesson: Teacher's Manual, Poster 4: Mary
- Prayer Space: purple cloth (Advent), candle, Bible (open at Luke 2)

Learning Outcomes

- *Understanding:*
 - » Explore the story of the Annunciation ('Mary's Good News')
 - » Recall and share experiences of receiving and sharing good news in their own lives
 - » Wonder about what kind of person Jesus would grow up to be
- *Communicating and Participating:*
 - » Tell the story of the Annunciation ('Mary's Good News') in their own words, according to their own ability

Faith Formation Goals

That the children would also:

- Begin to appreciate the importance of Mary's 'yes' to God

Let's Look ...

- Begin with 'Thumbs Up, Thumbs Down' activity on p. 81.
- Lead the children in praying *Prayer to our Guardian Angel*:

Sign of the Cross

Angel sent by God to guide me
Be my light and walk beside me

Sign of the Cross

Let's Learn ...

- Read the scripture story 'Mary' (p. 82). Discuss the questions that follow the story.
- Read from scripture 'Mary's Good News' (p. 82). Discuss the questions that follow the story.
- Show the class Poster 4: Mary. Invite the children to retell the story in their own words.
- Complete activity in Children's Book (p. 16).
- Engage the children in chatting about Jesus as outlined on p. 83.

Let's Live ...

- What you have taught: Mary was chosen by God to be the mother of his only Son, Jesus. God sent the Angel Gabriel to Mary to tell Mary this good news. Mary said 'yes' to the angel, and agreed to God's plan. This was not only good news for Mary, this is good news for us too – God's only Son would come into the world!
- Assign Children's Book (p. 17) for homework.
- Pray *Prayer to our Guardian Angel*.

2: WE GET READY TO WELCOME JESUS

Teacher Preparation

- Read 'Before You Begin' (p. 85)
- Resources for lesson: Teacher's Manual, CD Track 7, Poster 4: Mary, a statue of Mary, an Advent calendar or a photocopy of the Advent calendar (p. 103)
- Prayer Space: purple cloth (Advent), candle, Bible (open at Luke 2)

Learning Outcomes

- *Understanding:*
 - » Explain that Advent is the special time that we spend getting ready to celebrate Jesus' birthday
- *Communicating and Participating:*
 - » Imagine the things that Mary did to prepare for the birth of Jesus
 - » Choose one way in which they can get ready to celebrate Jesus' birthday with their families

Faith Formation Goals

- That the children would also:
- Begin to enter into the spirit of Advent as a time of preparing for Christmas

Let's Look ...

- Begin by showing the children a statue of Mary or Poster 4: Mary from last week and recall the story of the Annunciation by asking the questions on p. 86, 'Mary Gets Ready'.
- Chat about preparing for a new baby using the questions on p. 86, 'Mary Gets Ready'.
- Lead the children in praying *Prayer to our Guardian Angel*:

Sign of the Cross

Angel sent by God to guide me,
Be my light and walk beside me,
Be my guardian and protect me;
On the path of life direct me. Amen.

Sign of the Cross

Let's Learn ...

- Read the story 'Niamh Gets Ready' (p. 87). Discuss the questions that follow the story.
- Show the children the Advent Calendar and chat about it. You may want to use the activity on p. 88 as a guide.
- Complete activity in Children's Book (p. 18).

Let's Live ...

- What you have taught: Mary spent time getting ready for the birth of the baby Jesus. We too can get ready to celebrate Jesus' birthday. 'Advent' is the name that we give to the special time that we spend getting ready to celebrate Jesus' birthday on Christmas Day. We can count down the days until Christmas using the Advent calendar.

- Introduce the song 'Come Lord Jesus' (Track 7, p. 101) to the children.
- Assign Children's Book (p. 19) for homework.
- Pray *Prayer to our Guardian Angel*.

3: THE GOOD NEWS: JESUS IS BORN!

Teacher Preparation

- Read 'Before You Begin' (p. 90)
- Resources for lesson: Teacher's Manual, CD Track 8, Poster 5: The Nativity, an Advent calendar, online material: Chatting 'About pictures', Video 'Vox Pop'
- Prayer Space: purple cloth (Advent), candle, Bible (open at Luke 2)

Learning Outcomes

- *Understanding:*
 - » Name the birth of Jesus as 'good news'
- *Communicating and Participating:*
 - » Discuss how they will celebrate the birth of Jesus with their families
 - » Pray the *Prayer to our Guardian Angel*

Faith Formation Goals

That the children would also:

- Link their experience of celebrating Christmas with the birth of Jesus
- Give thanks to God for Jesus

Let's Look ...

- Begin by showing the children the Advent calendar from last week's lesson. Remind the children that we are spending these weeks getting ready to celebrate Jesus' birthday on Christmas Day. Ask them if they can remember the name we give to this special time. Chat with the children about the Advent calendar again. Count the number of days left to go. Then remind the children that Mary also waited for Jesus' birth.
- Using the online material, complete the 'Chatting' activity (p. 91). If online material is not available in your classroom omit the first part of the activity and move on to the questions on assessing the children's experiences of the birth of a baby. Then show your class Poster 5: The Nativity and ask the questions on p. 91.
- Lead the children in praying *Prayer to our Guardian Angel* (p. 91).

Let's Learn ...

- Read from scripture 'Jesus is Born' (p. 92). Discuss the questions that follow the story.
- Introduce the song 'Away in a Manger' (Track 8, p. 102) to the children.
- Complete activity in Children's Book (p. 20).

Let's Live ...

- What you have taught: The good news that the angel delivered – that Mary was going to have a baby – came about when Jesus was born in Bethlehem. Because there was no room at any of the inns, Mary and Joseph had to rely on the kindness of one innkeeper, who allowed them to stay in his stable. Jesus is God's Son, and Mary and Joseph were the people God chose to take care of him.
- Show the children the video clip 'Vox Pop' (p. 94). If online material is not available in your classroom then omit the video and ask the children the question, 'What do you do to celebrate Jesus' birthday?'
- Assign Children's Book (p. 21) for homework.
- Pray *Prayer to our Guardian Angel* p. 91.

4: VISITORS TO THE STABLE

Teacher Preparation

- Read 'Before You Begin' (p. 95)
- Resources for lesson: Teacher's Manual, CD Track 8
- Prayer Space: purple cloth (Advent), candle, Bible (open at Luke 2)

Learning Outcomes

- *Understanding:*
 - » Explore the story of the visitors to the stable
 - » Identify the shepherds and wise men as the visitors to the stable
- *Communicating and Participating:*
 - » Tell the story of the visitors to the stable in their own words, according to their own ability

Faith Formation Goals

That the children would also:

- Welcome Jesus, the Son of God, at Christmas

Let's Look ...

Begin by chatting about welcoming new babies as outlined on p. 96.

Let's Learn ...

- Read from scripture 'Visitors to the Stable' (p. 97). Discuss the questions that follow the story.
- Read from scripture 'More Visitors to the Stable' (p. 98). Discuss the questions that follow the story.
- Invite the children to retell the stories of the visitors to the stable in their own words.
- Complete activity in Children's Book (p. 22).

Let's Live ...

- What you have taught: God sent an angel to tell the shepherds the good news that God's Son had been born in Bethlehem. They went immediately to see the child and his family. God also put a bright star in the sky to guide some wise men, so that they too could find the stable and celebrate the good news of Jesus' birth with Joseph and Mary.
- Assign Children's Book (p. 23) for homework.
- Lead the children in prayer:

Sign of the Cross

T: Loving God, Thank you for sending us your Son, Jesus. Help us to celebrate his birthday in our homes and in our hearts. Bless us all, and keep us all safe over the Christmas holidays. Amen.

Sign of the Cross

- Sing the Song 'Away in a Manger' (Track 8, p. 102)

Theme 4: The Holy Family

- 1: The Holy Family lived in Nazarethp. 13
2: The Holy Family visited Jerusalem.....p. 14

1: THE HOLY FAMILY LIVED IN NAZARETH

Teacher Preparation

- Read Introduction, Teacher Reflection and Teacher's Notes for Theme 4 (p. 106/107)
- Read 'Before You Begin' (p. 108)
- Resources for lesson: Teacher's Manual, Poster 6: The Holy Family, CD Track 9, online material: slideshow of Holy Family at home in Nazareth or, alternatively, a print out of the pictures in the slideshow
- Prayer Space: green cloth (Ordinary Time), Bible open at Luke 2, candle

Learning Outcomes

- *Understanding:*
 - » Identify Jesus, Mary and Joseph as the Holy Family of Nazareth
 - » Compare their home with the house that Jesus, Mary and Joseph lived in
- *Communicating and Participating:*
 - » Describe some of the things that the Holy Family did together

Faith Formation Goals

That the children would also:

- Recognise God's presence in their own families
- Ask God to bless their families

Let's Look ...

- Begin by recalling the story 'Saturday' (Theme 1) with the children. Discuss the families in the story and the homes they lived in. Chat about the homes the children in our class live in using questions on p. 109. Share details of their home with the person sitting beside them.

Let's Learn ...

- Show the children Poster 6. Chat about the poster using questions on p. 110.
- Introduce the song 'When Jesus was a Boy' (Track 9, p. 120).
- Show the slideshow of the Holy Family at home in Nazareth. Choose two pictures to reflect upon using questions (p. 110/ 111). Alternatively, if online material is not available in your classroom, use the pictures that you have printed out.
- Complete activity in Children's Book (p. 24).
- Read from Scripture 'Daniel and the Lions' (p. 111). Discuss the questions that follow the story.

Let's Live ...

- What you have taught: Jesus, Mary and Joseph are the Holy Family of Nazareth. Mary and Joseph cared for Jesus in many of the same ways that parents/guardians care for their children today.
- Assign Children's Book (p. 25) for homework.
- Lead the children in praying the *Night Prayer* (p. 109).

2: THE HOLY FAMILY VISITED JERUSALEM

Teacher Preparation

- Read 'Before You Begin' (p. 114)
- Resources for lesson: Teacher's Manual, Poster 6: The Holy Family, online material: Chatting 'About Pictures', Chatting 'About Jesus'
- Prayer Space: green cloth (Ordinary Time), Bible open at Luke 2, candle

Learning Outcomes

- *Understanding:*
 - » Explore the story 'The Boy Jesus in the Temple'
 - » Imagine how Mary and Joseph felt when they found Jesus
- *Communicating and Participating:*
 - » Tell the story 'The Boy Jesus in the Temple' in their own words, according to their own ability
 - » Pray the *Night Prayer*

Faith Formation Goals

- That the children would also:
- Relate to the person of Jesus in Bible stories
 - Develop a love for Bible stories

Let's Look ...

- Begin by showing the children Poster 6, and assess what they can recall about the Holy Family.
- Using the online material display the picture of Mary and Joseph looking worried and the picture of Mary, Jesus and Joseph together again and happy. Engage the children in chatting about these pictures using the questions on p. 115. Alternatively, if online material is not available in your classroom, discuss the following: Was there ever a time when you couldn't find your family? Tell us about it. Do you remember a time when you were really happy to be with your family? Tell us about it.

Let's Learn ...

- Read from Scripture 'The Boy Jesus in the Temple' (p. 116). Discuss the questions that follow the story.
- Complete activity in Children's Book (p. 26).

Let's Live ...

- What you have taught: Mary, Jesus and Joseph went to Jerusalem for a festival called Passover. While there, they went to the temple to pray to God and to give thanks for all the things that they had received from him. Once, when Jesus was twelve, Mary and Joseph left Jerusalem without Jesus. After three days, they found him in the temple, talking to the teachers.
- Engage the children in chatting about Jesus as outlined on p. 118. If online material is not available in your classroom complete the activity without showing the online images.
- Assign Children's Book (p. 27) for homework.
- Lead the children in praying the *Night Prayer* (p. 115).

Theme 5: Jesus

1: Jesus and the children	p. 15
2: Jesus is the Good Shepherd.....	p. 16
3: Jesus teaches us	p. 17
4: We can live as Jesus taught us.....	p. 18

1: JESUS AND THE CHILDREN

Teacher Preparation

- Read Introduction, Teacher Reflection and Teacher's Notes for Theme 5 (p. 124/125)
- Read 'Before You Begin' (p. 126)
- Resources for lesson: Teacher's Manual, CD Track 10, Poster 7: Jesus and the Children
- Prayer Space: green cloth (Ordinary Time) or purple cloth (Lent), Bible open at Mark 10, candle

Learning Outcomes

- *Understanding:*
 - » Identify that Jesus loves children in a special way
- *Communicating and Participating:*
 - » Tell the story of 'Jesus and the Children' in their own words, according to their own ability
 - » Imagine and share their ideas about the motivation of each of the characters in the story – the families, Jesus' friends and Jesus himself

Faith Formation Outcomes

That the children would also:

- Appreciate that Jesus loves them in a special way
- Talk to Jesus in their own words, and so begin to develop a relationship with Jesus

Let's Look ...

- Begin by chatting with the children about visitors. Use the introduction to the story 'A Visitor Comes to Town' (p. 127) and questions following the story as a guide for this conversation but omit reading the story.

Let's Learn ...

- Read from scripture 'Jesus and the Children' (p. 129). Show the children Poster 7: Jesus and the Children. Discuss the questions that follow the story.
- Introduce the song, 'Jesus Loves Children' (Track 10, p. 148) to the children.
- Complete activity in Children's Book (p. 28).

Let's Live ...

- What you have taught: Jesus loved children, and he taught us that God loves children in a special way. Jesus blessed the little children that were brought to him, even though his friends told their families to go away.

- Show the children the video, 'Jesus Loves all the Children in the World'. Use the dialogue (p. 131) before showing the slideshow. If online material is not available to your class then omit the slideshow and just use the dialogue on p. 131.
- Assign Children's Book (p. 29) for homework.
- Lead the children in prayer (p. 131).

2: JESUS IS THE GOOD SHEPHERD

Teacher Preparation

- Read 'Before You Begin' (p. 132)
- Resources for lesson: Teacher's Manual, CD Track 10
- Prayer Space: green cloth (Ordinary Time) or purple cloth (Lent), Bible open at John 10, candle

Learning Outcomes

- *Understanding:*
 - » List the characteristics of a good shepherd
 - » Identify Jesus as the Good Shepherd, who cares for them
- *Communicating and Participating:*
 - » Discuss the reasons in which Jesus is Good Shepherd to

Faith Formation Outcomes

- That the children would also:
- Become more aware of Jesus' care for each one of them

Let's Look ...

- Begin by chatting with the children about sheep and about how a farmer looks after their sheep. The questions based on the video footage (p. 133) can be used to guide the conversation.
- Lead the children in praying Psalm 23 (p. 133).

Let's Learn ...

- Read from scripture 'Jesus is the Good Shepherd' – Part I (p. 134) and discuss the questions that follow the story.
- Read from scripture 'Jesus is the Good Shepherd' – Part II (p. 135) and discuss the questions that follow the story.
- Complete activity in Children's Book (p. 30).

Let's Live ...

- What you have taught: Jesus lived in a country where there were lots of sheep and lots of shepherds. One day, Jesus said to his friends, 'I am the Good Shepherd, who is willing to die for the sheep (Jn 10:11).' Jesus is our good shepherd. He loves us and wants to care for us.
- Chatting about Jesus, the Good Shepherd (p. 136).
- Assign Children's Book (p. 31) for homework.
- Sing the song, 'Jesus Loves Children' (Track 10, p. 148) from last week's lesson.

3: JESUS TEACHES US

Teacher Preparation

- Read 'Before You Begin' (p. 137)
- Resources for lesson: Teacher's Manual, CD Track 11, online resources: interactive activity 'Loving God and Loving Others'
- Prayer Space: green cloth (Ordinary Time) or purple cloth (Lent), Bible open at Matthew 22, candle

Learning Outcomes

- *Understanding:*
 - » Explain how they show love for God and for others at home and at school
- *Communicating and Participating:*
 - » Pray Matthew 22:37-39 with appropriate gestures and actions

Faith Formation Outcomes

That the children would also:

- Give thanks to God for the people who show love to them

Let's Look ...

- Begin by completing the role play activity Scenario 1 (p. 138) with the children. Chat about the questions that follow the activity.

Let's Learn ...

- Read from scripture 'Jesus Teaches Us' (p. 139) and discuss the questions that follow the story.
- Pray Matthew 22:37-39 with appropriate gestures and actions as outlined on p. 140.
- Introduce the song 'The Gift of Love' (Track 11 p. 149) to the children.
- Complete activity in Children's Book (p. 32).

Let's Live ...

- What you have taught: Lots of people came to Jesus to listen to him talking about God. One day, a teacher asked Jesus a question, 'What is the most important thing that God wants us to do?' Jesus answered that we must love God and love other people.
- Complete the interactive activity 'Loving God and Loving Other' (p. 141). Alternatively, if online material is not available to your class, make a list of the ways in which people can show love together.
- Assign Children's Book (p. 33) for homework.

4: WE CAN LIVE AS JESUS TAUGHT US

Teacher Preparation

- Read 'Before You Begin' (p. 142)
- Resources for lesson: Teacher's Manual, CD Tracks 1 and 11, online resources: Vox Pop video
- Prayer Space: green cloth (Ordinary Time) or purple cloth (Lent), candle

Learning Outcomes

- *Understanding:*
 - » Name situations where people are excluded
 - » Apply Jesus' practice of inclusion to their own lives
- *Communicating and Participating:*
 - » Pray Matthew 22:37-39 with appropriate gestures and actions

Faith Formation Outcomes

- That the children would also:
- Begin to develop an awareness of Jesus' call to live in community with others

Let's Look ...

- Begin with Vox Pop video (p. 143). Alternatively, if online material is not available to your class, ask the children the question, 'What do you know about Jesus?' Invite the children to share their answers with the class.

Let's Learn ...

- Read the story 'Can I Play Too?' (p. 144) and discuss the questions that follow the story.
- Sing the songs 'Grow in Love' (Track 1, p. 150) and 'The Gift of Love' (Track 11 p. 149)

Let's Live ...

- What you have taught: When people are excluded, like Sandy was in the story 'Can I Play Too?', they can feel hurt and upset. When we include people, we are loving God and loving others, just like Jesus asked us to.
- Chatting about showing love (p. 146).
- Complete activity in Children's Book (p. 34).
- Assign Children's Book (p. 35) for homework.
- Pray Matthew 22:37-39 with appropriate gestures and actions as outlined on p. 140.

Theme 6: Holy Week and Easter

1: Jesus and the Children	p. 19
2: Jesus dies on the cross.....	p. 20
3: An Easter Surprise.....	p. 21

1: JESUS AND THE CHILDREN

Teacher Preparation

- Read Introduction, Teacher Reflection and Teacher's Notes for Theme 6 (p. 154/155)
- Read 'Before You Begin' (p. 156)
- Resources for lesson: Teacher's Manual, Poster 8: The Last Supper
- Prayer Space: red cloth (Easter Triduum) Bible open at Luke 22, candle

Learning Outcomes

- *Understanding:*
 - » Discuss the experience of sharing meals with other people
- *Communicating and Participating:*
 - » Tell the story 'The Last Supper' in their own words, according to their own ability
 - » Say or sing *Grace Before Meals* and *Grace After Meals*

Faith Formation Outcomes

- That the children would also:
- Value the experience of sharing meals with others

Let's Look ...

- Begin by chatting about sharing meals with other people. Use the questions after the video 'Sharing Meals' (p. 157) to guide your conversation but omit showing the video.
- Lead the children in praying *Grace Before Meals* (p. 157).

Let's Learn ...

- Explain the festival of Passover to the children using the introduction to the story 'The Last Supper' (p. 158).
- Read from scripture 'The Last Supper' (p. 158). Discuss the questions that follow the story.
- Show the children Poster 8: The Last Supper. Allow the children to retell the story in their own words.
- Complete activity in Children's Book (p. 36).

Let's Live ...

- What you have taught: Jesus knew that there were some people who didn't like him. He knew that these people were planning to get rid of him. So, Jesus gathered his friends together and they shared a special meal. We call this meal The Last Supper, because Jesus knew that it would be the last time that he would eat a meal with all his friends together.
- Chatting about sharing meals (p. 160).
- Assign Children's Book (p. 37) for homework.
- Lead the children in praying *Grace After Meals* (p. 160).

2: JESUS DIES ON THE CROSS

Teacher Preparation

- Read 'Before You Begin' (p. 161)
- Resources for lesson: Teacher's Manual, online resources: Chatting about Sad News
- Prayer Space: red cloth (Easter Triduum) Bible open at Mark 15, candle, a cross or crucifix

Learning Outcomes

- *Understanding:*
 - » Explain how it came about that Jesus died on the cross
 - » Recall that Lent is a time to try in a particular way to live as Jesus wants us to
- *Communicating and Participating:*
 - » Remember and pray for people who have died

Faith Formation Outcomes

- That the children would also:
- Enter into the cycle and rhythms of the liturgical year

Let's Look ...

- Begin by chatting about sad news with the children. Display the online pictures of Mary when happy and sad on the IWB. Compare and contrast the pictures as outlined on p. 162. If online material is not available to your class then discuss the children's previous knowledge of getting sad news. Did anyone ever give you sad news? What was it? How did you feel when you heard this news? Was there someone who made you feel a bit better when you were feeling sad? Have you ever helped someone who is feeling sad? Tell us about it.

Let's Learn ...

- Read from scripture 'Jesus Dies on the Cross' (p. 163). Discuss the questions that follow the story.
- Complete activity in Children's Book (p. 38).

Let's Live ...

- What you have taught: Some people did not like Jesus. They didn't want to love other people as he asked them to. They wanted to get rid of him. So, they handed Jesus over to Pilate, who said that Jesus should be put to death on a cross. Jesus' mother and some of his friends were there when he died. It was a very sad day for them.
- Ask the children to open p. 60 of their books where they drew pictures of sharing during Lent. Complete the activity (p. 165) in which the class chat about this lenten artwork.
- Assign Children's Book (p. 39) for homework.
- Lead the children in prayer (p. 165).

3: AN EASTER SURPRISE

Teacher Preparation

- Read 'Before You Begin' (p. 166)
- Resources for lesson: Teacher's Manual, CD Track 14, cross or crucifix, Poster 8: The Last Supper
- Prayer Space: white cloth (Easter Season) Bible open at Luke 24, candle

Learning Outcomes

- *Understanding:*
 - » Sequence the story of the passion and death of Jesus
- *Communicating and Participating:*
 - » Tell the story of the Resurrection in their own words, according to their own ability

Faith Formation Outcomes

- That the children would also:
- Develop their faith in the risen Jesus

Let's Look ...

- Begin by showing Poster 8: The Last Supper to the class. Allow a number of children to help in retelling the events of Holy Thursday.
- Show the children a cross or crucifix to remind them of the story of when Jesus died on the cross from last week's lesson. Allow a number of children to help in retelling the events of Good Friday.
- Tell the children that a surprise happened next. Discuss surprises in general and what this particular surprise could be.

Let's Learn ...

- Read from scripture 'An Easter Surprise' (p. 168). Discuss the questions that follow the story.
- Introduce the song 'Alleluia' (Track 14, p. 174) to the class.
- Complete activity in Children's Book (p. 40).

Let's Live ...

- What you have taught: Three days after Jesus died, his friend Mary Magdalene and some other women went to the tomb. But when they got there, the stone that had been covering the entrance had been rolled away. Angels, sent by God, came and told the women that Jesus was alive. The women ran to tell Jesus' other friends this amazing news. We call the day on which we celebrate this good news Easter Sunday.
- Assign Children's Book (p. 41) for homework.
- Together the class make the *Sign of the Cross* and the candle is lit. Lead the children in meditative prayer using dialogue from the prayer service (p. 171) beginning 'Let's picture ourselves back in the time of Jesus.'

Theme 7: The Church

- 1: Places to prayp. 22
2: The Church - A special place to prayp. 23

1: PLACES TO PRAY

Teacher Preparation

- Read Introduction, Teacher Reflection and Teacher's Notes for Theme 7 (p. 178/179)
- Read 'Before You Begin' (p. 180)
- Resources for lesson: Teacher's Manual, CD Track 15, 'Feely Bag' activity: cloth, Bible and candle in a bag, online resources: video 'The Church - A Place to Pray'
- Prayer Space: white cloth (Easter season, which lasts for seven weeks after Easter Sunday) or green cloth (Ordinary Time), candle, Bible, cross or crucifix

Learning Outcomes

- *Understanding:*
 - » Identify the spaces and objects that help them to pray
 - » Explain that the church is a special place where people go to pray and talk to God
- *Communicating and Participating:*
 - » Discuss three features of the church: the church bell, kneelers and candles

Faith Formation Outcomes

- That the children would also:
- Become aware of the church as a sacred place of prayer
 - Value the importance of praying

Let's Look ...

- Begin the lesson with Feely Bag activity (p. 181).
- Lead the children in praying *Morning Prayer* (p. 181).

Let's Learn ...

- Ask the children the question 'Where Do you Like to Pray to God?' Invite the children to share their answers with the class.
- Play the video clip 'The Church - A Place to Pray'. Chat about the video using the questions on p. 182. Alternatively, if online material is not available to you class, discuss the questions while omitting the video.
- Chatting about the Church (p. 182).
- Introduce the song 'The Church' (Track 15, p. 190)
- Complete activity in Children's Book (p. 42).

Let's Live ...

- What you have taught: There are many places that we can pray, and many things that help us to pray. The church is a special place to pray to God. People can kneel, sit or stand when they pray in the church. They can also light candles. The bell calls people to the church to pray.
- Assign Children's Book (p. 43) for homework.

2: THE CHURCH - A SPECIAL PLACE TO PRAY

Teacher Preparation

- Read 'Before You Begin' (p. 185)
- Resources for lesson: Teacher's Manual, CD Track 15, Poster 9: The Church, online resources: video clips 'The Church: Part 1', 'The Church: Part 2', 'The Church: Part 3'
- Prayer Space: white cloth (Easter season, which lasts for seven weeks after Easter Sunday) or green cloth (Ordinary Time), candle, Bible, cross or crucifix

Learning Outcomes

- *Understanding:*
 - » Identify the altar, the crucifix and stained-glass windows as objects in the church
- *Communicating and Participating:*
 - » Discuss appropriate ways to behave in the church, and the reasons for behaving in this way
 - » Name their favourite thing in the church, and give a reason for their answer

Faith Formation Outcomes

That the children would also:

- Develop an attitude of reverence for the church building

Let's Look ...

- Begin the lesson with the action rhyme 'The Church' (p. 186).
- Lead the children in praying *Night Prayer* (p. 186).

Let's Learn ...

- Play the video clips 'The Church: Part 1', 'The Church: Part 2', 'The Church: Part 3' Chat after each video using the questions on p. 187. Alternatively, if online material is not available to you class, use printed pictures of an altar, a crucifix and stained-glass windows as visual aids for the discussion.
- Show the children Poster 9 and have them point to and name the objects in the church.

Let's Live ...

- What you have taught: The church is a special place where people go to pray. There are lots of things in the church that help us to think about God and Jesus. The altar, the crucifix and stained-glass windows are three of these things.
- Complete activity in Children's Book (p. 44).
- Assign Children's Book (p. 45) for homework.
- Pray *Morning Prayer* (p. 181).

Theme 8: Water

- 1: Water is wonderful!p. 24
2: Welcomed with waterp. 25

1: WATER IS WONDERFUL!

Teacher Preparation

- Read Introduction, Teacher Reflection and Teacher's Notes for Theme 8 (p. 192)
- Read 'Before You Begin' (p. 194)
- Resources for lesson: Teacher's Manual, CD Track 16, photocopy of template (p. 207) cut along lines to make flashcards
- Prayer Space: white cloth (Easter season) or green cloth (Ordinary Time), candle, Bible, cross or crucifix. Some symbols of water, for example a basin, jug, bucket and spade, bottle of water, swimming goggles etc.

Learning Outcomes

- *Understanding:*
 - » Identify some of the ways in which we use water on a daily basis, and so become aware of its centrality in our lives
 - » Recognise that there are parts of the world where clean water is not freely available
- *Communicating and Participating:*
 - » Describe some of the ways in which they can conserve water
 - » Give thanks to God for the gift of water

Faith Formation Outcomes

- That the children would also:
- Develop a sense of gratitude to God for water

Let's Look ...

- Begin with Charades activity (p. 195).
- Lead the children in praying *Glory be to the Father* (p. 195).

Let's Learn ...

- Introduce the song 'Water' to the children (Track 16, p. 206)
- Read the story 'Mesi Goes for Water' (p. 196) and discuss the questions that follow the story.
- Complete activity in Children's Book (p. 46).

Let's Live ...

- What you have taught: Water is very important. Everything that lives needs water. We use water every day in lots of different ways. We are lucky enough to live in a part of the world where we can get clean water in our homes and schools just by turning on the tap. Families like Mesi's cannot do this. They have to walk to the river every day to get the water they need.
- Together with the children make a list of ways we can take care of/ save water.
- Assign Children's Book (p. 47) for homework. Ask the children to bring a photograph of their Baptism with them to class next week.

2: WELCOMED WITH WATER

Teacher Preparation

- Read 'Before You Begin' (p. 199)
- Resources for lesson: Teacher's Manual, Poster 10: Baptism, online resources: video 'Holy Water'
- Prayer Space: white cloth (Easter season) or green cloth (Ordinary Time), candle, Bible, cross or crucifix, bottle of holy water

Learning Outcomes

- *Understanding:*
 - » Explain that in Baptism, holy water is poured on the person's head
- *Communicating and Participating:*
 - » Describe how holy water is used in people's homes, in schools and in the church. Bless themselves with holy water

Faith Formation Outcomes

- That the children would also:
- Appreciate that they belong to God's family through Baptism

Let's Look ...

- Begin by showing the children the bottle of holy water and explaining that holy water is water that has been blessed by a priest.
- Show the children the video 'Holy Water'. Chat about the video using questions (p. 200).
- Lead the children in prayer (p. 200).

Let's Learn ...

- Read the story 'Welcomed with Water' (p. 201) and discuss the questions that follow the story.
- Show the children Poster 10: Baptism and discuss.
- Complete activity in Children's Book (p. 48).

Let's Live ...

- What you have taught: When a person is baptised, they are welcomed into God's family. Holy water is poured over their head. They are baptised using God's name – the name of the Father, and of the Son, and of the Holy Spirit.
- Ask the children to take out the photographs of their Baptism which they have brought with them and use these photographs to complete the chatting activity (p. 203).
- Assign Children's Book (p. 49) for homework.
- Pray *Glory be to the Father*.

Theme 9: We Give Thanks

- 1: Thank you God for foodp. 26
2: At Mass, we give thanksp. 27

1: THANK YOU GOD FOR FOOD

Teacher Preparation

- Read Introduction, Teacher Reflection and Teacher's Notes for Theme 9 (p. 210/211)
- Read 'Before You Begin' (p. 212)
- Resources for lesson: Teacher's Manual, fruit and vegetables for feely bag activity
- Prayer Space: white cloth (Easter season) or green cloth (Ordinary Time), Bible open at Genesis 1, candle, cross/crucifix, holy water
-

Learning Outcomes

- *Understanding:*
 - » Identify some of the similarities and differences between what they eat and what children like Enestina and Mesi eat each day
 - » Compare and contrast a typical day in their lives with a typical day in the life of Enestina or Mesi
- *Communicating and Participating:*
 - » Discuss the importance of food in our lives

Faith Formation Outcomes

That the children would also:

- Develop a sense of gratitude to God for food
- Be aware of the need to share food

Let's Look ...

- Begin by showing the children the feely bag and reminding them how it works. Complete Feely Bag activity (p. 213).

Let's Learn ...

- Read the story 'Monday Morning in Malawi' (p. 214). Discuss the questions that follow the story.
- Read the story 'Mesi's Evening' (p. 215). Discuss the questions that follow the story.
- Complete activity in Children's Book (p. 50).

Let's Live ...

- What you have taught: Food is important. It gives us energy and helps us to grow. Some families do not have as much to eat as we do. Mesi and her family are one such family.
- Chatting about sharing food (p. 216).
- Assign Children's Book (p. 51) for homework.
- Lead the children in praying *Grace Before Meals* and *Grace After Meals* (p. 213).

2: AT MASS, WE GIVE THANKS

Teacher Preparation

- Read 'Before You Begin' (p. 218)
- Resources for lesson: Teacher's Manual, CD Track 17, Poster 11: At Mass, we give thanks
- Prayer Space: white cloth (Easter season) or green cloth (Ordinary Time), Bible open at Genesis 1, candle, cross/crucifix, holy water

Learning Outcomes

- *Understanding:*
 - » Identify the aspects of their lives for which they are thankful
 - » Name Sunday as the day on which the parish community gathers together to give thanks to God
- *Communicating and Participating:*
 - » Pray 'Thanks be to God' as a response to reading from the Bible

Faith Formation Outcomes

That the children would also:

- Develop a sense of belonging to the local Church community

Let's Look ...

- Begin by chatting about our parish (p. 220).

Let's Learn ...

- Introduce the song 'We Give Thanks' (Track 17, p. 224) to the children.
- Show the children Poster 11, which shows people standing to sing the first song at the beginning of Mass.
- Show the children the Bible from the Sacred Space. Tell the children that the parish family listen to stories from the Bible at Mass.
- Introduce the phrase 'Thanks be to God' to the class as outlined on p. 220.
- Read from scripture 'God Created the World' (p. 220). Conclude by saying 'The Word of the Lord' and encourage the children to respond, 'Thanks be to God'.

Let's Live ...

- What you we learned: On Sunday, the friends of Jesus gather together for a celebration called the Mass. At Mass, we say 'thank you' to God for all the things that God has given us. We also listen to stories from the Bible.
- Chatting about Mass (p. 222).
- Complete activity in Children's Book (p. 52).
- Assign Children's Book (p. 53) for homework.
- Lead the children in praying *Grace Before Meals* and *Grace After Meals* (p. 213).

Theme: Seasonal Lessons

1: Autumn	p. 28
2: In November, we remember	p. 29
3: St Patrick	p. 30
4: Lent	p. 31
5: Mary	p. 32
6: Summer	p. 33
7: Grow in Love!.....	p. 34

1: AUTUMN

This one-week lesson should be undertaken during either September or October.

Teacher Preparation

- You might like to ask the children to bring any signs of autumn that they can find with them to today's lesson.
- Read 'Before You Begin' (p. 226)
- Resources for lesson: Teacher's Manual, signs of autumn e.g. fallen leaves, acorns, horse chestnuts etc.
- Prayer Space: green cloth (Ordinary Time), Bible, candle

Learning Outcomes

- *Understanding:*
 - » Recognise the changes that occur in the natural world during autumn
 - » Explain that God cares for the natural world in autumn, and at all times
- *Communicating and Participating:*
 - » Describe the ways in which leaves change in autumn

Faith Formation Outcomes

- That the children would also:
- Deepen their sense of appreciation for autumn
 - Become aware of God's care for the natural world at all times

Let's Look ...

- Begin by looking at the signs of autumn that both you and the children have brought with them. Name each item, describe what it looks like and discuss where it was found. Use the questions on p. 227 to guide your conversation.

Let's Learn ...

- Read the story 'Rusty Squirrel's First Autumn' (p. 228). Discuss the questions that follow the story.

Let's Live ...

- What you have taught: The natural world changes in the autumn. Trees lose their leaves, hedgehogs hibernate and the weather gets colder. Farmers harvest crops for food. God cares for the world during autumn, and at all times.

- Chatting about autumn (p. 231).
- Complete activity in Children's Book (p. 54).
- Assign Children's Book (p. 55) for homework.
- Lead the children in prayer (p. 227).

2: IN NOVEMBER, WE REMEMBER

- This one-week lesson should be undertaken early in the month of November.

Teacher Preparation

- Read 'Before You Begin' (p. 234)
- Resources for lesson: Teacher's Manual, fallen leaves
- Prayer Space: green cloth (Ordinary Time), Bible, candle

Learning Outcomes

- *Understanding:*
 - » Identify November as the month in which we remember in a special way those who have died
 - » Explain that those who die go home to God
- *Communicating and Participating:*
 - » Share with others the names of those they know who have died

Faith Formation Outcomes

That the children would also:

- Be aware of the importance of remembering and praying for those who have died

Let's Look ...

- Begin by showing the children the fallen leaves. Chat about the colour of the leaves and how they would be different if they were collected in the summertime. Then chat using the questions on p. 235.

Let's Learn ...

- Read the story 'Remembering Grandad' (p. 236). Discuss the questions that follow the story.
- Introduce the song 'Remember Them' (Track 18, p. 240) to the children and chat about the lyrics.
- Complete activity in Children's Book (p. 56).

Let's Live ...

- What you have taught: During the month of November we remember in a special way those who have died, and we pray for them.
- Assign Children's Book (p. 59) for homework.
- Lead the children in prayer (p. 235).
- Theme: Seasonal Lessons.

3: ST PATRICK

This one-week lesson should be undertaken close to the Feast of St Patrick (17 March)

Teacher Preparation

- Read 'Before You Begin' (p. 242)
- Resources for lesson: Teacher's Manual, Poster 12: St Patrick
- Prayer Space: green cloth (Ordinary Time) or purple if St Patrick's Day falls during Lent, Bible, candle

Learning Outcomes

- *Understanding:*
 - » Explain why St Patrick's Day is celebrated in Ireland today
 - » Explore the story of St Patrick
- *Communicating and Participating:*
 - » Tell the story of St Patrick in their own words, according to their own ability

Faith Formation Outcomes

- That the children would also:
- Begin to appreciate the importance of St Patrick in the faith story of the Irish people

Let's Look ...

- Begin by chatting about the children's previous experience of celebrating St Patrick's Day. Ask if anyone knows the name of the special day when we remember and celebrate the life of St Patrick. Ask if anyone has been to a parade. Invite the children to share what they saw at a parade with the class.

Let's Learn ...

- Read the story 'St Patrick' – Part I (p. 244). Discuss the questions that follow the story.
- Read the story 'St Patrick' – Part II (p. 245). Discuss the questions that follow the story.
- Complete activity in Children's Book (p. 58).

Let's Live ...

- What you have taught: Saint Patrick was brought to Ireland as a slave when he was a young man. He spent a lot of time here talking to God, and praying. Eventually, Patrick escaped and went home. But after a while, he began to think about the Irish people and about the fact that they had never heard about God or God's love for them. So he went back to tell them about God. Every year we celebrate the Feast of St Patrick to honour the man who told the Irish people about God.
- Show the children Poster 12: St Patrick and invite them to retell the story of St Patrick in their own words.
- Assign Children's Book (p. 59) for homework.
- Lead the children in prayer (p. 243).

4: LENT

This one-week lesson should be undertaken during the week in which Ash Wednesday is celebrated.

Teacher Preparation

- Read 'Before You Begin' (p. 250).
- Resources for lesson: Teacher's Manual, Trócaire box and information on the theme of Trócaire's Lenten campaign
- Prayer Space: purple cloth (Lent) Bible, candle

Learning Outcomes

- *Understanding:*
 - » Name Lent as a time to make a special effort to share with others
 - » Identify one way in which they can share with others during Lent
- *Communicating and Participating:*
 - » Identify ways in which they can share love with others

Faith Formation Outcomes

That the children would also:

- Enter into the spirit of Lent as a time to try in a particular way to live as Jesus wants us to

Let's Look ...

- Begin by chatting about sharing love. Use the questions on p. 251 to guide your conversation.

Let's Learn ...

- Read the story 'Perfect Peacock' (p. 252). Discuss the questions that follow the story.
- Explain to the children that every year we celebrate a special time called Lent. Lent is a time when we try in a very special way to share with other people. It leads up to a very special time called Easter, which they will learn about later.
- Where appropriate you may like to introduce the children to the Trócaire box, and to the theme of Trócaire's Lenten campaign. Explain that the Trócaire box gives us an opportunity to share with people in the human family who live in other countries and who need help.
- Complete activity in Children's Book (p. 60).

Let's Live ...

- What you have taught: Sharing can be difficult but it can make us happy. Lent is a time to be especially conscious of sharing what we have – our time, our talents, our treasure and our love – with all the people in God's family, both here at home and far away.
- Ask the children the question, 'How can you share during Lent?' Invite the children to share their answers with the class.
- Assign Children's Book (p. 61) for homework.
- Lead the children in praying *Prayer to our Guardian Angel* (p. 251).
- Theme: Seasonal Lessons.

5: MARY

This one-week lesson should be undertaken during the first week in May.

Teacher Preparation

- Read 'Before You Begin' (p. 257).
- Resources for lesson: Teacher's Manual, Poster 4: Mary
- Prayer Space: blue cloth, bible open at Luke 1, candle, crucifix, statue of Mary, rosary beads, miraculous medal or another medal with Mary's image on it

Learning Outcomes

- *Understanding:*
 - » Identify May as a special month in which to remember Mary, and suggest a variety of ways to do this
- *Communicating and Participating:*
 - » Share their response to the story of when Mary said 'yes' to becoming the mother of Jesus

Faith Formation Outcomes

- That the children would also:
- Relate to Mary as someone in whom they can confide

Let's Look ...

- Begin by chatting about the children's previous knowledge of Mary. To develop the conversation further show the children the statue of Mary, rosary beads, miraculous medal or another medal with Mary's image on it and Poster 4: Mary.

Let's Learn ...

- Read the Bible story of when Mary said 'yes' to becoming the mother of Jesus (p. 262) (This story is found as part of the prayer service in honour of Mary, however, just the Bible story alone can be read as part of this lesson.)
- Read the story 'Ave Maria' (p. 259). Discuss the questions that follow the story.
- Complete activity in Children's Book (p. 62).

Let's Live ...

- What you have taught: Mary was a very special person, because God chose her, above all other women, to be the mother of his Son, Jesus. May is the month to remember Mary in a special way.
- Introduce the song 'When Creation Was Begun' to the children (Track 19, p. 263).
- Assign Children's Book (p. 63) for homework.
- Lead the children in prayer (p. 258).
- Theme: Seasonal Lessons.

6: SUMMER

This one-week lesson should be undertaken during the month of June.

Teacher Preparation

- Read 'Before You Begin' (p. 265).
- Resources for lesson: Teacher's Manual, Poster 13: Summer, symbols of summer: bucket and spade, shells, sunglasses, etc.
- Prayer Space: green cloth (Ordinary Time), Bible open at Genesis 1, candle, crucifix, holy water

Learning Outcomes

- *Understanding:*
 - » Recognise the changes that occur in the natural world during summer
 - » Recognise those things that are particular to the world of nature in summertime
- *Communicating and Participating:*
 - » Discuss their favourite part of God's Creation

Faith Formation Outcomes

That the children would also:

- Deepen their sense of appreciation for summer
- Give praise to God for Creation in summertime

Let's Look ...

- Begin by chatting about the summer. Show the children the symbols of summer which you have brought with you. Alternatively you might want to use them as part of a 'feely bag' activity. Show Poster 13 to the class and use it to discuss the children's previous knowledge of summer.
- Introduce the poem 'Thank you, God, for Summertime' to the children (p. 266) using the actions described.

Let's Learn ...

- Introduce the song 'Summertime' to the children (Track 20, p. 270), and chat about the words.
- Chat with the children about all how all the wonderful parts of God's creation look in the summertime. Ask the children if things look different in the summer to how they look at other times of the year and in what way. Discuss with the children the effect of good weather on plants and trees.

Let's Live ...

- What you have taught: God's Creation changes during the summertime. Plants come to life and the weather gets warmer. We can enjoy the longer days. God cares for all the world in summer.
- Complete activity in Children's Book (p. 64).
- Lead the children in prayer (p. 266).

7: GROW IN LOVE!

- This one-week lesson should be done during the last week of school.

Teacher Preparation

- Read 'Before You Begin' (p. 272).
- Resources for lesson: Teacher's Manual, CD tracks 4 and 1, photocopy of certificate (p. 281) for each child with their names written on them in space provided
- Prayer Space: green cloth (Ordinary Time), Bible, candle, crucifix, holy water

Learning Outcomes

- *Understanding:*
 - » Recall some Bible stories they read during the year
 - » Identify their favourite story from the Bible
- *Communicating and Participating:*
 - » Discuss their favourite way to pray based on their experience of prayer this year

Faith Formation Outcomes

- That the children would also:
- Recognise God's presence and action in their lives this year

Let's Look ...

- Introduce the song, 'I Have a Name' (Track 4, p. 47) and, at the appropriate time, call out each child's name. When the children hear their name, they should stand up and take a bow. After singing the song, chat with the children using the questions under 'I Have a Name' (p. 273).

Let's Learn ...

- Remind the children that they have heard lots of stories from the Bible this year. Help the children in recalling the stories, the people in them and what happens in each of them. Ask the children to identify their favourite Bible story and to share with the class why they liked it so much.
- Tell the children that they have also learned lots of new prayers and lots of ways to pray this year. Ask them to identify their favourite way of praying this year and their favourite prayer.
- Sing the song 'Grow in Love' (Track 1, p. 150).

Let's Live ...

- What you have taught: This year, we have learned a lot. We have grown in love for others and we have grown in love for God. The Bible and prayer have helped us to do that.
- Ask the children the question 'What have you learned about God this year?' Allow them to share their answers with the person sitting beside them and with the class.
- Give the children their certificate with their name filled in. At home they can draw into the box on their certificate a picture showing something they have learned about God.
- Lead the children in praying *Glory be to the Father* (p. 273).