

Myself: Outcomes and activities

God is Love Foundation Year

Myself: my body, my interests, my family

Spiritual Awareness: God loves me cares about me

God loves me because He made me. He is my Father and I am His child.

Each person is uniquely individual. Each person is special to God. Each person is wonderfully made. God loves me just the way I am. He has given me gifts and talents that I can use to serve Him.

Key Questions

- Is there anything that God doesn't know about me?
- What special things can I do for God?
- Does God know when I am feeling unhappy or upset?
- Does God care about the way I feel?
- What does God think about the way I look?
- What does God think about the special things I can do?
- Is God happy when I want to be someone else?
- Can we all be good at everything?
- Does God love children as much as grown-ups?
- How do I know that God loves me?

Outcomes

Students will

Knowledge

- understand that God made them and knows them personally
- begin to understand the construction and working of our body
- understand the function of some of the different body parts
- understand that there are gender differences

Skills

- identify features of the body
- name body parts
- measure height, hand span, length of foot
- identify gifts and talents
- compare personal characteristics with others

Values

- develop a positive self-image, based on the understanding that God made us and loves us, and we are special to Him
- appreciate that we are all different
- appreciate that God has given each person different strengths and abilities
- realize that we all have weaknesses
- accept ourselves as God made us and to be free from fear of failure
- care for self
- appreciate that each person is special

Activities

- **7 days of Creation paintings or collage**
- Flying bird mobiles (Creation Day 5)
- Jungle animal collage (Creation Day 6)
- **Jungle Poem**

Tiger, tiger, orange and black, with black stripes upon his back,

When he growls, sharp teeth I see, he's as scary as can be.

Elephant, elephant large and grey, swings his trunk along the way.

His ears are big, his tusks are white. Don't be scared, he doesn't bite.

Crocodile, crocodile long and green, the sharpest teeth you've ever seen.

His legs are short, his mouth is wide. If you get too close, you'll be inside.

Giraffe, giraffe, so very tall, he spreads his legs out so he won't fall.

He eats leaves from the tops of the trees. His long neck helps him reach the leaves he sees.

Hippopotamus, hippopotamus, in the mud he lies. The mud goes right up to his eyes.

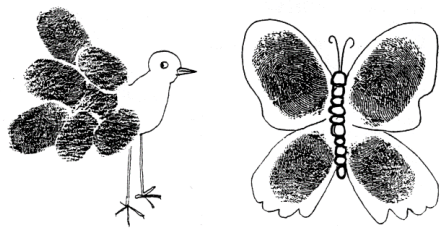
Lying in the muddy pool, keeps his skin very cool.

Father, lion. mighty and strong, has a very loud roar and a mane so long.

Mother lioness goes hunting each day. Her cubs wait at home and must not stray.

Activities for the human body

- introduce and name body parts pointing out their specific purposes or abilities. Try out different movements, e.g. Ask, 'What can our hands do?' wave, grasp, point, stroke, rub, scratch, tickle, clap, etc.
- What are our 5 senses? Do some experiment with them all. (*sight, smell, hearing, touch, taste*)
- People are created differently to animals. Discuss some of the things we can do that animals cannot: drawing, building, discussing, writing, thinking about right and wrong choices. Ask: 'Can a dog go shopping for his food? Could a cat learn to read?'
- **Drawing activity:** Ask a family member to trace around the child's body on a huge sheet of paper. They can then add details inside their body shape, such as facial features, hair, and can add clothes if they wish.
- **Hand prints:** "God made me special" (Creation Day 6)
- **Foot prints:** Draw around the feet and colour inside with patterns.
- **Collage activity:** Use match sticks, representing bones, to glue on to paper inside an outline of the human body.
- Make a wristband with '*I am special*' written on it. The student can decorate the band with coloured patterns.
- **Finger print creatures:** Everyone has a different finger print. Use a damp sponge on a plate. Spread a little paint over the sponge and allow the student to make finger prints, by pressing their finger into the sponge then stamping on to paper.
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- **Names:** The student can **make a card** with their own name on it. They can decorate the card and include pictures of things special to them, e.g. favourite toys, pets.
- **Names of people in my family:** Draw a picture of members of their family. And write the names of family members on their drawing.
- **Using people's names:** Discuss the way in which we use names to show that we are friendly, or to show that we respect them. Respect means we will treat a person with care, and will listen to what they say. We call our teachers: Miss, Mrs., Mr. We our parents Mum, Dad, and have special names for aunts, uncles, grandmas and grandpas.

Children of the world

- Look at the map of the world – if possible, a globe.
- Find where you live.
- Explore traditions of another culture. Show pictures, have samples of food, look at costume, arts and crafts.
- Discuss what the land and weather are like. How is it different to where you live?