

# Science, Social Studies, Health

## Teacher's Guide Year 2

### A God-centred Curriculum

Based on the character and nature of God

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# God is Love Teacher's Topic Guide Year 2

## Topic: Friends

**Duration: 5 weeks**

### **Spiritual Awareness: Jesus is a faithful friend**

To be a good friend to someone means treating that person the way you would like to be treated yourself. This involves displaying the fruits of the Spirit in our lives. It means putting your friend first instead of yourself first. It means going the extra mile. Being patient with a friend may mean not giving up on them when they do something wrong. It means being willing to forgive and forget, and start again.

A perfect friend is one who knows the worst about you but loves you just the same. Jesus is the perfect friend.

### **Our response to 'God is Loving, Patient and Kind'**

Because God is loving, patient and kind, I will...

- try to be patient with others
- try to be patient with myself
- remember that God will answer my prayers in His time
- finish jobs properly and not take short-cuts
- persevere and not give up when things get difficult
- show self-control
- show kindness and gentleness to others
- learn to listen
- learn to wait
- learn to let others go first
- help people when they are hurting
- be friendly
- be forgiving
- be faithful

### **Bible stories and passages**

Mark 10:13-16 - Jesus, friend of children

1 Samuel 18-20 - Faithful friendship between David and Jonathan

Galatians 5:22 - The Fruit of the Spirit

John 11 - Jesus helped His friends, Mary, Martha and Lazarus.

Luke 10:25-38 - The Good Samaritan

Matthew 26 - Jesus was betrayed by His friends.

John 17:1-26 - Jesus was a faithful friend to the disciples.

Luke 10:4; Matt. 17:27; John 21:15 - Jesus loved and forgave His friends.

Luke 12:35-47 - Jesus, the faithful servant.

### **Bible verses**

John 15:12-14 - Love one another.

Joshua 1:5; Hebrews 13:5 - I will never leave you or forsake you.  
Proverbs 18:24 - Jesus is a friend who is closer than a brother.  
Proverbs 17:17 - A friend loves at all times.

### **Key Questions**

What is a friend?  
Who are my friends?  
How do I want my friends to treat me?  
How should I treat my friends?  
What is the meaning of loyalty?  
When do I need to have patience with my friends?  
What special things do I like doing with my friends?  
How can I make my friends feel that I appreciate them?  
What would I do if my friend did something against me?  
Who is the best friend we can have?  
How can I become a friend of Jesus?

### **Outcomes**

Students will

- understand the qualities we would expect to find in a friend.
- try to be a good friend to others.
- identify common interests and work together with a friend.
- understand the quality of loyalty.
- appreciate that there are sometimes differences and disagreements between friends.
- suggest steps for making peace when disharmony occurs.
- describe the roles and responsibilities of friends.
- speak and listen in ways that help us communicate with our friends

### **Activities**

- Write a report on a friend. Write about their interests and abilities. Include photographs or drawings.
- Compare your friend's interests and abilities with personal interests and abilities.
- Explain why you like being friends with this person.
- List the things you like to do with your friends.
- Discuss the qualities you would like in a friend.
- Discuss ways of being a good friend.
- Write a poem or piece of prose: A friend is someone who...
- Work together on a project with a friend.
- Draw a portrait of a friend.
- Make up a play about a fight between two friends and its resolution.
- Discuss the importance of forgiveness.
- Discuss the implications of 'holding a grudge'.
- Make a book about Jesus, the perfect friend, or the story of the friendship between David and Jonathan.

- Make a large class mural, “Jesus is a friend of children” and show children from all different cultural backgrounds.
- Discuss some situations where a friend has a need. How can you help?
- Discuss ways of helping a newcomer to make friends.
- Make up a modern-day Good Samaritan story, showing how we can be a friend to anyone who has a need. (See *Themes for Christian Studies 5, Love.*)

### **Assessment**

1. Finish this sentence with ten different ideas: A good friend is someone who...
2. In learning about friends, what have I also learned...about God? about doing what God wants me to do? about the Bible?

### **Additional teaching ideas**

*Ideas from Blake Education – Friends Integrated Unit, Australia*

#### **What is a friend?**

Read “The Little Red Hen” (Beacon Media Reading card Level 5)

Then ask students to role play the story. Choose one student to be the little red hen and other students to be her friends. Either choose one student to be the narrator or take this role for yourself. Give students simple name tags or headbands so that the audience knows who is playing whom. Have characters say each spoken section of the text. After the play, ask students what the little red hen learned about her friends. Were they true friends? Would you like to have friends like that?

Have a brainstorming session on what makes a good friend. Record students’ responses on the board or chart paper.

#### **A to Z**

Make a book called “What is a friend?” Mark the pages A to Z and write one statement per page. Children can illustrate. This can be a project over a few weeks. Examples:

- A** always your friend
- B** buddy
- C** chats with you
- D** doesn’t tell others your secrets
- E** expects you to be kind to them
- F** forgiving
- G** grateful
- H** helpful
- I** invites you over
- J** Just likes to be with you
- K** kind
- L** loves you just as you are
- M** makes you happy
- N** never nasty
- O** often needs you
- P** prays for you

**Q** quick to stand up for you  
**R** remembers your birthday  
**S** shares their things with you  
**T** trustworthy  
**U** understands you  
**V** very special to you  
**W** Willing to listen to you  
**X** eXplains things to you  
**Y** says “Yes” when you need their help  
**Z** zillions of ways of having fun together

### **Happy times with friends**

Have a discussion with students about how they feel when they are with their friends. Why is it important to have friends?

### **Follow your friend**

This game teaches students about the trust that exists between two friends. Take the class outside and have students work in pairs. Blindfold one student in each pair. Have the other student guide their friend around a chosen track. The track might take students around trees or up and down paths. The blindfolded student must listen for the sound of their friend and follow their directions. Then have students swap roles.

### **Paper chains**

Have each student write their own name on five pieces of coloured paper, 2 cm wide by 10 cm long. Show students how to use glue on one end of the paper and make it into a circle or link. Then have students link all their pieces of paper together into one long paper chain of friendship.

### **Paper doll chain**

Talk with students about how friends can be of any age or nationality. Ask students if they have friends who live overseas or a long way away. Ask students if they have any friends that are older than they are—they could be a few years older, or adults.

Each child can make a paper cut-out of a person, draw facial features, clothes etc. and join the hands with tape to make a long chain.

### **Who are my friends?**

Have students trace around the hand of one of their friends. Make sure that all students are considered friends and have their hands traced. You could include students from other classes, or each student could draw a name out of a hat and friends could be assigned in that way. After the students have traced their friend’s hand, have them think of five qualities that make this person a good friend. Ask students to write each quality in one of the fingers and the student’s name in the palm of the hand. Display all the hands on the classroom wall.

**Becoming a friend**

Have students do a role-play of approaching a new student in the playground. How can they let him or her know that they want to be friends? What could they do to help the new student feel welcome and settled in their new environment?

**What can you do with friends?**

Ask students to draw a picture of themselves having fun with a friend. Help each student to write a sentence about what they are doing in the drawing.

**Friendship flowers**

Ask students to draw a large flower on a piece of paper. Students can decorate their flowers and write messages to their friends.

**Write letters to friends**

Have students write letters to their friends. Make sure that students remember to write the date and their address at the top of the page. Remind students to start the letter with 'Dear ...' and to sign their name at the end.

Help students to address the envelope correctly.

**Why is it important to have friends?**

Ask students to imagine what it would be like to have no friends. As a class, make a list of friendly things that each student could try to do.

Some examples:

- at lunch time I could sit next to someone I've never sat next to before
- I could be partners with someone I've never been partners with before
- I could smile at someone
- I could include someone new in our game

**Friendships with elderly people** Discuss why elderly people especially need to have friends. Can a child be a good friend to an elderly person?

# God is Love - Friends

## Values education Year 2

### Friendliness

Jesus is the best friend we can ever have.

**Friendliness is...**

- caring about someone
- being willing to help someone
- listening to someone
- spending time with someone
- being interested in the interests of someone
- sticking up for someone when they are going through hard times
- showing kindness
- sharing

### Activities

1. Make a list of all the qualities you would like to have in a friend
2. Choose a friend and answer these questions about them.

What do you like most about your friend?

What common interests do you have?

How is your friend different to you?

What things do you share with your friend?

What things does your friend share with you?

What was the best time you have ever had together?

### Questions

1. What does this Bible verse mean: *"A friend loves at all times."* Proverbs 17:17
2. How do you make friends with someone?
3. What do you have to do to keep your friend?

Which of these things are important in a friend?

will listen to me		is liked by everyone	
tells the truth		buys me great presents	
helps me		likes doing the things that I do	
looks really nice		is good at sport	
is kind		will do whatever I want	
makes me laugh		does the things that are right	

### What does the Bible say about friendliness?

Proverbs 17:17 A friend loves at all times.

Proverbs 18:24 There is a Friend who is closer than a brother.

## Play reading: Betty's Problem

**Billy**

What's wrong, Betty?

**Betty**

I'm not feeling very happy today.

**Billy**

Why not?

**Betty**

The boy from next door was rude to me, then he threw water on me, and as I was running inside to get away from him, I slipped over and got my dress all muddy. Then I went to wash it and spilt the washing powder all over the floor.

**Billy**

Don't worry Betty. I'll help you clean up the mess... and never mind about that boy next door. Hey Betty! How would you like to come over to my place after we've cleaned up. We can play a game and have something to eat... and I'll let you have a lend of my favourite car.

**Betty**

Thanks Billy. You're a real friend.

### Activities

What was Betty's problem?

How did Billy cheer her up?

### Think

In being kind to Betty, and helping her to feel happier, Billy was giving JOY. Giving away joy is like giving away a smile. We don't lose it by giving it away. Joy is one of the fruits of the Spirit.

## Art Year 2

### God is Love - Friends

**Biblical connection:** Jesus loves children and is their friend. He wants us to love others and be a good friend to others.

**Bible art as a wall display:** Jesus, special friend of children Mark 10:13-16

#### 1. Drawing

- Draw yourself with your best friend.
- Draw yourself with several of your best friends. Show what you like to do together.

#### 2. Painting

- Paint a portrait of your best friend, (head and shoulders)

#### 3. Construction

- Make something that you would like to give to a friend.

#### 4. Modelling

- Make the head of your best friend out of clay.



**Year 2 Love**

<p><b>Friends 1</b></p> <p>Think of something you could make with a friend. Make a list of the things you will need. Now draw yourself and a friend making something together.</p>	<p><b>Friends 2</b></p> <p>Write and draw something that you could learn from your friend.</p>
<p><b>Friends 3</b></p> <p>Think of something you could teach a friend. It could be a game, a craft or any skill you have. Draw and write about this.</p>	<p><b>Friends 4</b></p> <p>On a card, write the name of your best friend. Write the things you like about your friend. Now give the card to your friend.</p>
<p><b>Friends 5</b></p> <p>You are going to have a party. Make a party invitation to send to your friends.</p>	<p><b>Friends 6</b></p> <p>Think of 3 things you have that you could share with your friends. Draw and write about these things.</p>

# God is Provider (Creation Day 3)

## Plants

### Spiritual Awareness

God said, "Let the water under the sky be gathered together so the dry land will appear."

Dry land would provide a place for plants to grow. Then, God created the plants, which would become food, shelter and clothing. On day 3, God created plants for our pleasure, our sustenance and our well-being. God is a loving provider who knows our needs. We should thank God constantly for the things He provides. It was God's plan that in His perfect world there would be no killing. God intended that people and animals would eat only plants. It was not until after the flood, when plant supplies were short, that God gave us permission to eat meat.

### Values: Our response to 'God is a Provider'

- **Thankfulness** to God for the world He has created and for the provision of plants
- **Generosity:** Sharing with others the things that God has provided
- Responsibility in choosing to eat the healthy plant foods that He has provided.

### Outcomes: Students will

- understand God's purpose in creating plant life.
- identify requirements of living plants
- understand that living things, including plants and animals, depend on each other and the environment to survive
- explain the importance of plants for our food, clothing and medicine.
- gain a basic understanding of how green plants 'make' food (photosynthesis)
- identify parts of plants
- classify plants/plant groups and common properties
- care for plants
- observe plants using sight, smell and touch

### Bible stories and passages

Genesis 1 The creation

Genesis 8: 22 – God's promise to Noah after the flood: as long as the world exists, there will be a time for planting and harvest.

Matthew 6:28-29 The lilies of the field. God will provide for us.

Matthew 13:7 – The sower

Exodus 23:16 & 19; Deut 16:15 – The Israelites celebrated the Harvest Festival, bringing God the best of the first fruits and giving thanks to God for His provision.

Ruth – God provided grain for Ruth and Naomi

Psalm 1 – a picture of the requirements for life of a plant

### Bible verses

Genesis 1:29 - I give you every seed-bearing plant on the face of the whole earth and every tree that has fruit with seed in it. They will be yours for food.

Philippians 4:19 – My God will supply all your needs.

Psalms 92:12-14 – The righteous will flourish like palm trees; they will grow like the cedars of Lebanon. They are like trees planted in the house of the Lord that still bear fruit in old age and are always green and strong. (GNB)

### **Key Questions**

*About God:*

Why did God create plants?

How can I learn how to use plants for my own well-being?

How can I enjoy the beauty of the Creation?

How does God provide for me through His creation?

*About plants:*

Why does a plant have roots?

Where does a plant's food come from?

Which part of a plant is used for 'breathing'?

How does a plant lose water?

Why does a tree have a trunk?

### **Activities**

- Discuss the requirements of a plant to stay alive.
- Set up experiments with plants given different conditions: the control plant is given light, water, good soil; other plants are deprived of one of these elements. Relate to 'The Sower', where the good soil is a requirement for good growth of plants.
- Identify parts of a plant; draw and label.
- Classify plants into groups.
- Classify food plants into fruits, vegetables, herbs and cereals, seeds, stems, leaves.
- Classify according to colour, size, and uses.
- Compare large plants (trees) and small plants.
- Grow and tend plants. Measure growth rates.
- Observe seed germination by growing a bean seed in a jar in cotton wool.
- Make a plant collection (pressed plants); a seed collection.
- Observe and identify plants in local area. Identify poisonous plants if any.
- Draw and label a diagram to show how green plants 'make' food.
- Identify plants that are not green, (fungi).
- Discuss different methods of plant reproduction: seeds, spores, bulbs, cuttings, rhizomes, tubers.
- Discuss how seeds are dispersed.
- Name and identify plants that grow in Bible lands, and discuss how Jesus used examples of plants in His teaching.

### **Assessment**

1. Grow a bean seed in cotton wool inside a jar. Make a diary. Describe and date the changes as the seed germinates and grows into a plant.
2. What have I learned from the study of plants...
  - a. about God? about doing what God wants me to do? about the Bible?

## **Where our food comes from (Health topic)**

### **God is Provider**

In Genesis 1 God describes the provision of food through the creation. He gave to us all plants for food, and the seeds of those plants, (Genesis 1:29-30). The first two people, Adam and Eve, who lived in God's perfect Creation, had no need for meat. There was no killing. They were able to live very well on plants and seeds. But when sin entered the world, so did killing, and people and animals began to eat meat. As sin increased, God finally judged the world with the Great Flood. At this point God gave people permission to eat meat, as the flood destroyed many plants. Finally God's wonderful plants grew once again, and they provide a wonderful source of food for us. God still allows us to eat meat, so we have available to us a wonderful variety of foods.

God wants to give us good things and can use His miraculous power to provide for us in times when we are in need, like the time when the drinks ran out at the wedding of Cana. He knows what we need, just as He knew when the disciples were having trouble catching fish. They had fished all night and caught nothing, but Jesus stepped in and did a miracle of provision.

#### **Outcomes: Students will**

- understand that the healthiest foods are those closest to their natural form.
- understand the sources of natural food.
- understand the difference between farm food and factory food.
- explain the term "processed food".
- compare processed food to natural food
- identify primary sources of processed foods.
- classify plant and animal foods.
- describe the stages of growth of a food plant.
- make healthy food choices.

#### **Biblical stories and passages:**

John 2 The feeding of the 5000: Jesus provided for the needs of the people

Genesis 1-3 The Creation: God created healthy food in the Garden of Eden

Luke 5:1-11 The Great Catch: God is able to do miracles to provide for us.

#### **Bible verses:**

Genesis 1:31 God saw all that He had made and it was very good.

Genesis 1:1 In the beginning God created the heaven and the earth.

Genesis 1:30 God said, "I give every green plant for food."

Philippians 4:19 My God shall supply all your needs.

#### **Activities**

**Where did food come from in the first place?** (For listening and discussion)

When we look at all the different kinds of food in the supermarket we are amazed at how many different kinds there are. God has provided many different foods for our enjoyment.

The food God provides are the ones we need. Think of the most delicious tasting fruit you can. It not only tastes delicious, but it is good for your body. God provided it just for you.

The best foods were provided by God when He first created the world. He created a special garden called 'The Garden of Eden'. In this garden were all the wonderful plant foods.

As time went by, people learned to make different foods from the ones God had provided. Some of them were not so healthy. Can you think of any foods that are not so healthy? Some foods that are made in factories can have things added, like artificial colours and flavours. Ask Mum to read the labels when she is buying packaged food, to find out whether good things, or not-so-good things, have been added.

The food that God has provided is the good food, straight from His garden. Let's thank God for giving us healthy food at every meal!

#### **Discussion questions:**

Which foods did God make for us when he created the world?

Which foods are just as God made them? (Teach the meaning of 'unprocessed')

Which foods come from factories? (Teach the meaning of 'processed').

Can you think of a food from a factory that is not-so-healthy?

What should we do before we eat our meals?

#### **Grow a food plant**

Children can grow vegetables from seeds and draw the stages of growth, measuring the plant at different stages.

#### **Game: Stations**

- Place pictures of the following food groups at three points (stations) in the room, or at three different positions on the whiteboard. **Station 1:** plant foods from the garden, **Station 2:** animal foods, **Station 3:** man-made foods.
- Make word or picture cards showing different foods. Place these cards in a box. (There should be a selection from each category. e.g. eggs, milk, chops, apples, bananas, sweets, ice-cream, cake, chips.)
- Children take turns to select a card from the box. Once a child has chosen a card, he/she gets the help of the class to read the word if necessary, and then walks to the matching food station.

Blue-tack can be stuck on to the back of each card so the children can stick it on to the wall/whiteboard underneath the station sign.

**Make a book or a chart.** Make two columns: plant foods and animal foods

**Write** a recipe.

#### **Shopping for food**

##### **Discussion:**

Where do we go to get our food from?

What kinds of things can you buy at the supermarket?

What do you need for shopping in the supermarket?  
How do you know where to find what you want?  
What foods can we buy at a market?  
How does the food get to the market? Who grows it?

**Classify foods into groups:** fruits, vegetables, meats, dairy, desserts, breakfast foods, bread.  
Another way of classifying could be 'farm fresh' and 'factory-made' foods.

### **Play shops**

Use fruit, vegetables and packets of food to set up a shop  
Children who are the 'customers' can take play money or counters in a paper bag, and 'buy' food items. (Each counter can represent \$1 and items can be priced in dollars.) The 'check-out cashier' can place 'bought' items into empty supermarket bags.

### **Discussion**

Why are certain foods unhealthy? (too much fat, sugar, salt, artificial colourings and flavourings).  
Compare putting junk food in our bodies with putting the wrong fuel in a car.

### **Spot the problem**

Present a display of supermarket foods. Discuss foods that have too much salt, sugar and fat. Take a sheet of paper and draw 4 columns. Write or draw supermarket foods, dividing them into these groups: **(1) too much sugar (2) too much salt (3) added colour and flavour (4) healthy**

### **Play the memory game: *I went shopping***

The first person begins: "I went shopping and bought an apple." The next person says, "I went shopping and bought an apple"...then adds something of their own choice. Foods are added one by one. If you forget an item then you drop out of the game. Choose only healthy foods.

### **Make a shopping list**

Discuss the foods you could choose to make a healthy meal. Children can then choose foods for a healthy meal to write a shopping list.

### **Discussion:**

What are some of the most delicious foods that God created for us?  
Why did He make these foods with such a delicious taste?  
What are some of the foods that God made to build healthy bodies?  
What is energy and why do we need it?  
Does our brain need energy? How can we give our brain energy?

### **How food helps us to grow and stay healthy**

Children can classify foods, or food pictures into these categories: foods for energy; muscle building foods; bone building foods.

*Foods for energy:* bread (whole meal is better than white); pasta, potatoes, rice, lentils

*Muscle building foods:* meat, fish, eggs, lentils, nuts. (These foods build muscles).

*Bone building foods:* fresh vegetables, fish; meat, dairy products.

### Make a picture chart

Ask children to make a picture chart of the three food groups: energy, muscle building, bone building.

### Draw some healthy meals

**Healthy breakfast** – suggest natural food options like fruits, eggs, porridge. Discuss the best kind of toast. Encourage children to think of other alternatives to the “milk and cereal” tradition. Help children identify breakfast foods with artificial colourings/flavourings or too much sugar.

**Healthy lunch** – raw vegetables, whole meal bread, eggs, unprocessed meats (as close to nature as possible), cheese; soups or cooked food.

**Healthy dinner** – vegetables (cooked or raw), unprocessed meats, fish, rice, lentils.

### Discussion:

Which foods make healthy snacks?

Why is water the best drink? How much should we drink each day?

Children can:

- **Take a class survey on favourite healthy snacks.** e.g. how many like bananas? Graph the results.
- **Draw/make some healthy snacks** e.g. fruits and raw vegetables, home-made popcorn and ‘make-it-yourself’ treats from the recipe section.
- **Draw their water intake** for one day / one week. (Use symbols - drinking glasses).

### NEW START stands for:

- **Nutrients** – are the parts of food that makes us grow, and stay healthy. Only healthy foods do this.
- **Exercise** – at least half an hour every day
- **Water** – 6 glasses a day, (not fruit juice or fizzy drink)
- **Sunlight** – for vitamin D for strong bones.
- **Toxin-free** – avoid artificial food additives and avoid toxic chemicals in the environment
- **Air** – get fresh air every day
- **Rest** – don’t stay up late
- **Think happy thoughts and trust in God**



### Some definitions

**Natural food:** These are foods directly from nature, such as fruit, vegetables, nuts, meat, fish and eggs.

**Fast food:** Ready-to-eat foods such as hamburgers, hot dogs, fried chicken and chips. These should be eaten rarely.

**Food additives:** Chemicals added to give artificial colour or flavour, or to preserve the food.

**Junk food:** food with no nutritional value and food that may be bad for our health. These include sweets, sugary foods, savoury snacks such as potato crisps, and soft drinks or imitation fruit drinks. They should be eaten rarely.

# God is Provider

## Topic: Plants

## Values education Year 2

### Trust

#### Trust is ...

- Knowing that God will provide for me
- Knowing that my family will provide for me
- Not worrying about food or clothes

### Trust Game

How well do you trust these? (Give a score between 1 and 5, according to how well you trust each one.) When finished, share your answers.

- a) Dad's cooking
- b) A Jumbo jet
- c) Your chair
- d) A family car
- e) Advertisements
- f) A dentist
- g) A doctor
- h) A chair lift

### Discussion

What's the difference between trusting these things/people, and trusting God?

Who can we trust to take care of us?

Who would we not trust?

### What does the Bible say about trust?

Matthew 6:26 Look at the birds and flowers. If God provides for them, how much more will He care for you.

Try to think of different people in the Bible who trusted God in hard times.

Write up ideas on a large piece of paper.



## Story: Lucy's Garden

"Would you like to have a garden of your own, Lucy?" asked Dad one day.

"Yes please!" answered Lucy.

"You'll have to help me get the garden bed ready then," said Dad.

Together, Dad and Lucy dug and raked, removing sticks and stones until the soil was fine and soft.

"Now for the seeds," said Dad. "What would you like to plant?"

"Something useful and something pretty," answered Lucy.

Dad and Lucy went to the shop to choose some seeds

"I need some vegetables," said Lucy. She chose carrots and lettuce. 'They're good for munching on,' thought Lucy. "Now I need some flowers. She chose a packet of colourful mixed flower seeds.

The seeds were soon in the soil. Every day Lucy would water her garden and watch for the seeds to come up. First the lettuce seeds came up. Soon the other seeds had sprouted as well. Lucy continued to water her plants every day. She couldn't wait to see the colours of the flowers.

A few weeks passed by, and the garden became a colourful mass of blue, purple, pink and yellow flowers.

Lucy was glad that God had given the flowers such beautiful clothes to wear. She was also glad that God had made plants like carrots to crunch on. That night Lucy lay in bed thinking about her garden. She remembered to say thank you for giving her clothes to wear like the flowers, and food to eat. She also remembered other children who didn't have as much as she did.

'Just as God provides for the flowers and the animals, God also provides for people,' she thought, 'but sometimes He asks those with a lot to give to those with only a little.'

Lucy wondered whether she could help others who didn't have enough. She prayed a prayer: "Thank You God for providing so much for me. I want You to use me to help provide for others."

### Activities

1. What did Lucy plant in her garden?
2. What did her garden teach her about God?
3. How can we help those who don't have very much?
4. Name a country where there are many poor people.

# Art Year 2

## God is Provider

### Topic: Plants

**Biblical connection:** God has provided healthy plant foods through His creation, to make us strong. He also provides God's word to make us strong in our faith in the Lord.

**Bible art as a wall display:** Psalm 1:1-3 Happy are those who obey God's word. They are like trees that grow beside a stream, that bear fruit at the right time, and whose leaves do not dry up. They succeed in everything they do. (The outline of a large tree can be the basis of the display to accompany the Bible verses. The students can fill it in with paint, add the stream and make paper leaves and fruits to stick on the tree.)

#### 1. Drawing and painting

Ask the student to:

- Look through a small hole in a piece of cardboard. Take your cardboard outside and look at plants, trees, flowers and grass. Look at these things carefully. Then draw or paint some of the things you saw outside.
- Collect leaves, flowers, fruits and vegetables and use for still life drawing.
- Paint or draw the plants of your country and make a display.

#### 2. Collage

- Press plants and use for a collage.
- Use dried food plants such as lentils, dried peas and beans for collage.
- Use tissue paper for a flower collage.

#### 3. Construction

- Make a garden by cutting shapes from coloured paper, e.g. long thin strips for stems, petal shapes for flowers. Use fringing on some flowers

#### 4. Flower arrangement

- Make an arrangement of plants for a table decoration.

#### 5. Printing

- Leaf prints and plant prints: Paint the back side of the leaf with thick paint, so that the veins of the leaf stand out. Place the leaf paint-side down on paper, cover with paper towel and press with fingers or roll a jar over it.

## **Science Topic: Plants**

### **Grow a bean seed**

#### **Things you will need:**

- Bean Seeds
- Cotton wool or paper towel
- Soil
- Glass jars
- Paper
- Pencil
- String

#### **What to do:**

1. Ask your students to observe the bean seeds and discuss the shape, color and size with their friends.
2. Help them prepare a journal in which they will record the growth of the plant on a regular basis.
3. Have the students use a piece of string to measure the length of the bean seed and mark the length under 'Day 1' in their journal.
4. Ask the students to wet the cotton wool and place it down at the side of a glass jar. Let them place a seed between the glass and the cotton wool.
5. Fill the jar with soil, keeping the cotton wool pressed against the side of the jar.
6. Put the jar in the sunlight and occasionally water it .
7. Every day, let the students measure the length of the bean and mark it in their journals. Also discuss the changes seen in the plants.
8. When the daily changes become less prominent, have the students record weekly changes instead.
9. Continue growing the plant inside the classroom until you feel the students have learned enough about plant growth. Thereafter, you can allow the children to take the plants home or plant them in the school garden.

<p style="text-align: center;"><b>God gives 1</b></p> <p style="text-align: center;">Design a garden for your family.</p> <div data-bbox="264 633 520 696" style="border: 1px solid black; padding: 2px; margin-top: 100px; text-align: center;">Thinking Skills</div>	<p style="text-align: center;"><b>God gives 2</b></p> <p style="text-align: center;">What if:</p> <p>What would it be like if there were no plants?</p> <p>Give 3 different ideas about what it would be like.</p>
<p style="text-align: center;"><b>God gives 3</b></p> <p>Name 10 ways God provides for you and your family.</p>	<p style="text-align: center;"><b>God gives 4</b></p> <p>Name 10 foods you have NEVER eaten.</p>
<p style="text-align: center;"><b>God gives 5</b></p> <p>Draw a fridge.</p> <p>Now change it by using:</p> <p><b>B</b> – making it bigger</p> <p><b>A</b> – adding something extra.</p> <p><b>R</b> – replace something with something else.</p>	<p style="text-align: center;"><b>God gives 6</b></p> <p>Name 3 good points and 3 bad points about “the place where your family shops for food”.</p>

# God is our Saviour

## Fiji and Pacific neighbours

### **Spiritual Awareness: God loves all nations**

Although the people of Israel have been chosen for the fulfillment of God's eternal plan, His love extends to all nations. The Bible refers to nations other than Israel as gentiles, and His invitation to receive the gift of eternal life extends to all nations. We need to thank God for His gift of salvation, and thank Him for the things He has provided for our nation.

### **Our response to 'God is our Saviour'**

- Say 'thank you' to Jesus for dying for us
- Understand that Jesus offers us forgiveness from sin
- Love God and others
- Understand that we have to do our part in accepting the gift that Jesus offers us
- Appreciate the role of the first missionaries who came to Fiji to tell us about Jesus

### **Bible verses**

Psalm 23:12 Happy is the nation whose God is the Lord; happy are the people He has chosen for His own. (GNB)

John 3:16 For God so loved the world...

Mark 16:15 Jesus said, "Go into all the world and preach the Gospel."

### **Key Questions**

Who lives in Fiji?

Where did the people come from?

What is the meaning of the word 'nation'?

What is the meaning of an 'island'?

Why is Fiji called an 'island nation'?

Do you know the names of any other countries close to Fiji that are also islands?

Where is Fiji on the world map?

What other countries can we find on the world map?

### **Outcomes**

Students will

#### *Knowledge*

- Understand how people of different cultures make up the nation of Fiji.
- Understand where the people have come from.
- Learn the definition of an "island".
- Understand that there are other island nations not too far away from Fiji. Learn the names of some of these and point to them on a map: Vanuatu, New Caledonia, Tonga, Samoa
- List the special features of Fiji: weather, the land, the people, the food, occupations
- List the similarities and differences between Fiji and Pacific neighbours.

### *Skills*

- compare lifestyle and culture, past and present
- use a range of communication forms (oral, graphic, written)
- Recognize some countries and continents on a world map /globe

### *Values*

- appreciate all that God has provided
- appreciate the diverse cultural groups
- understand that God loves all people equally, regardless of colour, race or religion

### **Activities**

- Make generalizations about the way of life, and typical lifestyle features.
- Identify native plants and animals of Fiji.
- Make a list of different nationalities living in our neighbourhood.
- Compare cultural similarities and differences between Fiji and Pacific neighbours.
- Experience foods, games, art, music and stories from different cultures within Fiji.
- Observe examples of dress from the past and compare with today.
- Identify national foods and make a national dish.
- Interpret pictures showing past and present.
- Suggest ways of sharing God's love with others.
- Look at a globe of the world and find Fiji, Pacific neighbours, Australia, New Zealand

### **Learning Connections**

**English:** stories from Pacific nations

**Science:** flora and fauna

**Art:** traditional Fijian arts and crafts; arts and crafts of other cultures living in Fiji

# God is our Saviour

## Topic: Fiji and the Pacific Islands

### Values education Year 2

#### Love for people all over the world

God created people differently. He loves all people, regardless of race, religion or ethnicity. Loving and accepting people for who they are does not mean that we have to agree with everything they believe.

#### Our response to God is our Saviour

- understand that Jesus died for the whole world, every person of every nation
- recognize that God loves all people equally
- show kindness and consideration to all
- accept and love others
- BUT we don't have to agree with everyone's ideas when they are against what God tells us in the Bible.

#### Activities and discussion

1. Compare cultural traditions of two different ethnic groups in the areas of: food, music, art
2. Explain how appreciating foods, art and music of different cultures can be a good thing.
3. Does everyone in the world know the truth about Jesus?

#### What does the Bible say about people of different nations?

- Luke 10:25-38 The Good Samaritan
- John 3:16 God so loved the WHOLE world that He gave His son
- Revelation 7:9 After this I looked, and there before me was a great multitude that no one could count, from **every nation**, tribe, people and language, standing before the throne and before the Lamb. They were wearing white robes and were holding palm branches in their hands.
- Matthew 22:37-39 Love the Lord your God. Love your neighbour as yourself. (Neighbour refers to people of other nationalities)
- John 4:1-26 Jesus and the Samaritan woman.

## Art Year 2

### God is our Saviour

#### Topic: Fiji and Pacific Islands

**Biblical connection:** God loves the people of every nation of the world. He sent Jesus to give every person an opportunity to accept and follow Him. We thank God for sending missionaries to our country to tell us about Jesus.

**Bible art as a wall display:** Jesus said, “Go to every part of the world and tell people about Me.” Mark 16:15 (Make a display of a map of the world and students can cut out people to place in different countries on the world map. They can show different skin colours and different clothing styles.)

##### 1. Traditional arts and crafts

Explore with the students the traditional arts and crafts of Fiji and Pacific Islands.

Include the arts and crafts of other cultural groups within Fiji.

Give the students experiences in creating some traditional artwork such as traditional design patterns.

##### 2. Environmental art

Allow the students to materials in your local environment that could be used in creating a piece of artwork, e.g. plant materials such as leaves, seeds, bark. Collect materials and use for collage.

Ask the students to draw or paint some of the plants and animals native to your country.



**Thinking Skills Saviour Year 2**

**My country 1**

Think of 5 native species of plant or animal life that might become extinct in the next 30 years.

Give a reason for each answer.

**My country 2**

Work out 5 different things that this picture could tell us about our country.



**My country 3**

The answer is

**“a helicopter”.**

Make up 3 questions.

Each question must include at least one place name from your country, e.g. How can I get to.....? What just landed in.....?

**My country 4**

Design a menu made up of the traditional foods from your country. Give 5 different choices.

**My country 5**

A main highway into the capital city has to be repaired.

Work out 3 ways of solving the traffic problem while the road works are happening.

**My country 6**

Design a holiday plan for an overseas tourist visiting your country. Think of some new and exciting things for them to do.

# God is Pure and Holy Year 2

## Emotions: Teacher's topic guide

### Spiritual Overview: Controlling anger and expressing the Fruit of the Spirit

God cleanses us from sin when we accept Him as Saviour, but this doesn't automatically mean that we stop sinning. As we follow Jesus, learn what the Bible says and put it into practice we can show traits of purity and holiness. This is expressed when we show the Fruit of the Spirit.

### Our response to 'God is Pure and Holy'

Because God is Pure and Holy I will...

- Obey Him.
- Try to do the things He wants me to do.
- Ask God to forgive me when I sin.
- Ask Him to make me clean inside.
- Admit when I make mistakes.
- Remember the fruits of the Spirit and try to show them in my life.
- Have respect for other people.
- Put God first in my life.

### Values

- **Integrity**: Remember the Fruit of the Spirit and try to show these in my life.
- Have **respect** for other people in the way we treat them.
- Show **love** and **kindness** when others are sad.
- Show **self-control** in our emotional responses

### Fruit of the Spirit

#### Holiness is showing the fruit of the Spirit

As we grow in holiness we display more and more of the fruits of the Spirit in our lives. Love, joy, peace, patience, goodness, kindness, gentleness, faithfulness and self-control are signs of life of purity. Displaying these fruits is a matter of putting God first, surrendering our lives to Him so that He may refine us.

### Biblical references

*General reference to fruit:*

Galatians 5:22-23 - The fruit of the Spirit

Matt. 7:15-20 - A tree is known by its fruit.

John 15:5 - Jesus said, "I am the vine and you are the branches. Whoever remains in my and I in him, will bear much fruit; for you can do nothing without me."

*Specific references to fruit:*

Mark 12:30-31 - **Love** your neighbour as yourself.

Acts 3 - The lame man healed, walking and leaping with **joy**.

Matthew 6:26 - Do not worry. (Have **peace**)

Ezra 4-6; Nehemiah 1-6 - **Patience** in rebuilding Jerusalem

2 Samuel 4 & 9 - **Kindness** to the lame prince, Mephibosheth

Luke 10: 25-37 - The Good Samaritan is a story of **kindness** and **gentleness**

Ephesians 5:8-11 - Show **goodness**, by living as children of the light

Jonah - Being **faithful** is obeying the Lord.

1 Samuel 17; 1 Samuel 26 - King Saul lacked **self-control**. His jealousy caused him to lose his temper.

Ephesians 6 - Put on the armour of God so that we may do the things God wants us to do. (**goodness**)

1 John 1:7 Walk in the light as He is in the light. (**goodness**)

1 Cor 3:4 – Love is **patient** and **kind**.

### **Other Bible stories and passages related to emotions**

James 1:19-27 **ANGER** – We all get upset and angry sometimes, but we can learn that we need to be slow to anger so our emotions don't get out of control.

Luke 17:11-19, Jesus Heals Ten Lepers. **DISGUST** – When we see things we don't like or understand we may feel disgusted, but we can know that Jesus loves everyone – even those others find disgusting.

John 11:17-44, Jesus Raises Lazarus from the Dead. **SADNESS** – No one likes to feel sad, but we can learn to trust Jesus when we are sad. This is the best place we could ever go.

Luke 19:1-9 Zacchaeus meets Jesus and finds **JOY**. – Joy is the emotion that makes us feel the best. When we walk with Jesus he will transform our anger, sadness, disgust and fear into a celebration of joy.

1 John 4:7 Dear friends, let us love one another, for love comes from God. Everyone who loves has been born of God and knows God. (Loving others makes us feel joyful.)

Mark 4:35-41, Jesus Calms the Storm, The disciples had **FEAR** - When we are afraid we can tell God what's scaring us and he will comfort us.

### **Memory verses**

Galatians 5: 22-23 But the Fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.

Deuteronomy 6:5 Love the Lord your God with all your heart and with all your soul and with all your strength.

James 1:19 Everyone should be quick to listen, slow to speak and slow to become angry.

### **Key Questions**

What are emotions?

Which emotions are good?

Which emotions are bad?

What are the fruits of the Spirit?

How do I get them?

Why should I have them in my life?

How can the fruits of the Spirit help me to get on better with other people?

How did Jesus show the fruits of the Spirit?

What are emotions?

Which emotions make us feel good and which ones make us feel bad?

What should we do when we feel angry? upset?

## Outcomes

Students will

Identify emotions and explore positive / negative emotional responses.

### Knowledge

- gain an understanding of the fruit of the Spirit, (Galatians 5:22)
- understand the meaning of positive and negative emotions

### Skills

- improve social skills by practicing the fruits of the Spirit
- know how to control negative emotions

### Values

- treat others with kindness, love, patience, gentleness
- be faithful to friends and those who care for you
- practice goodness, patience, self-control
- help others to be joyful

## Activities

Make a list of as many emotions as you can think of. Describe what a person looks and acts like when he or she is feeling: proud, scared, angry, embarrassed, happy, excited, grumpy, sad, impatient. Draw faces expressing different emotions. Make a list of things you do that make you feel happy. Make it into a book: "I feel happy when..."

How could you help someone when they are feeling: sad, scared, lonely, angry, grumpy? Explain how you would help someone who is troubled by one of these emotions.

Go through the nine *Fruit of the Spirit* and describe how they help us with our feelings, e.g. LOVE – When I feel sad or lonely; PEACE – When I feel frightened

### *How to cope with an unpleasant feeling*

Sometimes we feel good, and sometimes we feel bad. Both kinds of feelings are normal. Of course, we all enjoy good feelings. But when we don't like the way we are feeling, sometimes we don't know what to do about it. Here is a plan that will help you help yourself when your feelings are bothering you.

1. DESCRIBE how you are feeling. Say to yourself: "I am sad." "I am frightened." "I am angry." "I am embarrassed."
2. RELAX and take "time out" before you act. Take slow deep breaths and relax all the muscles of your body.
3. THINK how to do the right thing instead of harming yourself or other people.
4. DO something to help get rid of the bad feelings. Maybe it would help to talk to someone, or to do something you enjoy.

## Discuss

1. What kinds of things are scary? (Make a chart and put it on the wall.)
2. Is it okay to feel afraid when something scares you? Is it ever not okay?
3. What do you do when you are feeling afraid? Who can you talk to?

## Work in pairs

Have the children act out these emotions in pairs:

- a) I am feeling bored. I would like to feel enthusiastic.
- b) I am feeling worried. I would like to feel calmer.
- c) I am feeling afraid. I would like to feel safe and secure.
- d) I am feeling sad. I would like to feel happier.
- e) I am feeling angry. I would like to feel more peaceful.

**Sticks and stones:** a saying:

*Sticks and stones can break my bones but names can never hurt me.*

Is this true? (No)

How can people's feelings get hurt? What should we do if we have hurt someone's feelings?

What should we do if we have had our feelings hurt?

## Activities for Fruit of the Spirit

- Identify fruits of the Spirit.
- Study definitions for each of the fruits -
  - **Love** - loving with the same kind of love that God has for us; loving God and treating others the way you would like to be treated yourself.
  - **Joy** - the happiness that God gives; sharing God's happiness with others.
  - **Peace** - a calm feeling inside, knowing that God is looking after you; letting God take all your worries.
  - **Patience** - learning to wait; not getting angry when things are not going as we'd like; sticking to a job and not giving up.
  - **kindness** - treating others with special care; thinking about how other people feel; doing special things for others.
  - **gentleness** - showing kindness and understanding; not being 'pushy'; considering the feelings of others.
  - **goodness** - obeying God's word and doing the right thing.
  - **faithfulness** – never leaving or giving up on someone.
  - **self-control** - not losing your temper; knowing when to stop; saying 'no' when you feel like doing the wrong thing.
- Identify emotions and discuss appropriate ways of expressing emotions
- Discuss ways of helping others who may be feeling sad.
- Discuss ways of sharing positive emotions with others.
- Discuss reasons why the fruits of the Spirit can help us to get on better with our family and friends.
- Make a large fruit tree, with different fruits. Write the nine fruits of the Spirit on the fruits.

## Assessment

What have I learned from the study of the fruit of the Spirit...about God? about doing what God wants me to do? about the Bible?

# God is Pure and Holy

## Values education Year 2

### Forgiveness

God wants us to forgive others as He has forgiven us.

#### Forgiveness is...

- giving a person another chance, even if they have hurt me
- not wanting to pay someone back for the wrong things they have done to me
- being kind to those who have hurt me
- not reminding myself or the other person of the wrong things they have done to me

#### Activities

1. When Jesus died, He said, "*Father forgive them, for they do not know what they are doing.*" What wrong things did people do to Jesus?
2. What does it mean to forgive someone?
3. Sometimes we find it hardest to forgive people in our own family. We might say that they often treat you badly. Sometimes you treat them badly as well. What would Jesus want us to do?
4. Think about a time when you forgave someone in your family.
5. Do you think you should forgive a person even when they don't say sorry? Why?
6. What good things happen when you forgive someone?
7. What bad things can happen if you don't forgive someone? Think about your feelings and emotions.

#### What does the Bible say about forgiveness?

Ephesians 4:32 Forgive one another as God has forgiven you.

Matthew 18:21-35 The parable of the king's servant.

Luke 15:11-32 The son who left home.

# Art Year 2

## God is Pure and Holy

### Topic: Emotions

**Biblical connection:** Having the Fruit of the Spirit in our lives helps us to express our emotions in a way that is pleasing to God.

**Bible art as a wall display:** Galatians 5:22 A tree showing the fruit of the Spirit

#### 1. Modelling

- Using clay or dough, model faces showing different emotions

#### 2. Drawing

- Draw cartoon faces showing different emotions

#### 3. Painting

- Use colour to show emotions, e.g. bright colours for happiness, dull colours or tones for sadness. Discuss cool colours and warm colours and how they make you feel.
- Divide a piece of paper into four and paint colour patches for each of these: colours that make you feel warm or cool, happy or sad.
- Paint a scene that makes you feel happy. Use colours that make you feel happy.
- Paint a scene that makes you feel excited. Use colours that make you feel excited.
- Paint a scene that makes you feel calm. Use colours that make you feel calm.



<p><b>Emotions 1</b></p> <p>Draw faces for these emotions: happy sad surprised angry</p>	<p><b>Emotions 2</b></p> <p>Finish this sentence in three different ways: I'm happy when .....</p>
<p><b>Emotions 3</b></p> <p>Think of 10 ways to cheer up a sad friend.</p>	<p><b>Emotions 4</b></p> <p>The answer is: "a hug"</p> <p>Think of 3 questions. e.g. What would you like to have when .....</p>
<p><b>Emotions 5</b></p> <p>Design a birthday present for your friend that would make them really happy. It has to be something that you could make.</p>	<p><b>Emotions 6</b></p> <p>Think of three things that Jesus would want you to do when you feel angry.</p>



# God is Creator (Creation Day 6)

## Mini-beasts Year 2

### Spiritual Awareness

God created mini-beasts after their own kind, on day 6 along with other land animals. The instinctive habits of mini-beasts teach us valuable lessons in life. We see community insects, working together with cooperation, serving one another with willingness. We see the ant with its wisdom to store food during plentiful times. We see the spider with its unique ability to spin a web, with patience and perseverance.

Through the creation, God shows us the wisdom of ordered communities. The community living of ants and bees are amazing examples to us in the way they work together. We see the wisdom in distributing tasks, an illustration of how the body of Christ works together. The Bible says, 'Consider the wisdom of the ant.' We not only see wisdom in its social behaviour, but also in the way it prepares for the future, storing food for the necessary time. This is an illustration of our need to plan ahead.

### Values: Our response to 'God is Creator'

- **Thankfulness** to God for His supernatural ability to create and provide the things we need to live.
- **Trust** in a mighty, supernatural God. Recognize that He is in control of all He has made.
- **Stewardship**: showing care for the universe He has created.
- Act responsibly during outdoor investigations.
- Treat living things in a responsible way.

### Outcomes: Students will

- understand the role mini-beasts play in the ecosystem
- understand that mini-beasts know what to do by instinct, an attribute given to them by God, (Job 27:10)
- understand stages of various life cycles
- discover information about food and habitats
- study way in which some mini-beasts live in communities and the roles members play
- Understand that all animals have a life cycle that includes being born, developing into an adult, reproducing, and eventually dying.
- Understand that the details of life cycles vary from one organism to another.
- Understand that some insects develop new body parts (like wings) and change body shape as they go through different stages in their life cycle.

### Bible stories and passages

Genesis 1-2 The Creation

Proverbs 6 – the wisdom of the ant in preparing food for the winter.

Proverbs 30:24-32 – the lessons we can learn from God's creatures

Psalms 150:6 - - Praise the Lord, all living creatures.

Acts 17:28 - In Him we live and move and exist.

### **Bible verses**

Psalm 150:6 – Praise the Lord all living creatures!

Job 12:7-10 – Even the birds and the animals have much they could teach you; ask the creatures of the earth and sea for their wisdom. All of them know that the Lord's hand made them. It is God who directs the lives of His creatures. (GNB)

### **Key Questions**

How do small creatures know what to do?

#### *About butterflies and moths*

Where did the egg come from?

What changes does the caterpillar go through on its way to becoming a butterfly?

What do you think a female butterfly does before she dies?

How long do the changes take?

Where do the babies live?

Where do the adults live?

Do the babies eat different things than the adults?

### **Activities**

- Go on nature walks
- Search for mini-beasts in various places e.g. hollow trees, under rocks.
- Build a suitable home for mini-beasts and observe their behaviour e.g. earthworms, ants, caterpillars, tadpoles, silkworms.
- Use a magnifying glass to make observations.
- Classify mini-beasts into families e.g. insects, spiders, snails.
- Classify according to locomotion.
- Classify according to where they are found.
- Make paper insects and spiders for classification and language games e.g. place the blue beetle under the red butterfly.
- Draw and label mini-beasts.
- Research information on habitat, food, homes, defense mechanisms, life cycles.
- Gather information using information cards that can be set up in work centres. Cards give information on community roles, mating egg laying etc.
- Draw and label the body of a community insect.
- Discuss the control of garden pests.
- Discuss the usefulness of some mini-beasts to man.
- Discuss whether biting and stinging insects were part of the original perfect Creation.

## ACTIVITIES FOR LIFE CYCLES

- Observe animal life cycles. Keep a diary to record changes.
- Collect tadpoles or caterpillars, set up homes for them and observe life cycles.
- Sequence picture cards showing stages in life-cycles of butterflies.
- Draw life cycles of butterflies.
- Make a chart showing food and habitat.
- Observe the changes that occur during the growth and development of insects.
- Make and record observations.
- Represent and communicate ideas and findings in a variety of ways such as diagrams, drawings and simple reports.

## Assessment

- Draw a diagram to show the life cycle of a minibeast. Use arrows to link drawings. Add labels and captions.
- Present information on one mini-beast using drawings and text.
- Submit a diary of your observations of mini-beasts.
- What have I learned from the study of mini-beasts about God and the Bible? about doing what God wants me to do?

## Learning Connections

**English:** Write about mini-beasts and make books.

**Art:** Make colourful butterflies using tissue paper for wings.

Make a giant beehive from hexagons; make paper mache ants or bees. Make paper mache spiders and spider webs from wool and sticks; or make 2D spider webs by 'drawing' with paper strips on a contrasting coloured piece of paper.

**Mathematics:** Count the legs of ants and bees, counting by sixes; discover the stability of the hexagon shape.

**Make-your-own books:** Insects, Butterflies and moths; Spiders

# **God is Creator**

## **Values education**

### **Care for Creation**

Take care of the earth, and the people, plants and animals who live on it

Take care to turn lights off.

Take care to turn the tap off.

Take care to put litter in the bin.

Take care of plants.

Take care of animals.

#### **Activity**

Draw pictures of ways you can care for the earth and living things.

#### **What does the Bible say about caring for the earth?**

Genesis 2:15 God put man in charge of the Garden of Eden.

Psalm 24: 1 The earth is the Lord's.

Psalm 95:1-11 A Psalm about God the creator

Hebrews 1:10 You, Lord, laid the foundation of the earth in the beginning, and the heavens are the work of your hands.

Psalm 150:6 Let everything that has breath praise the Lord.

# Practical Science Year 2: God is Creator

## Topic: Minibeasts

### Observing Ants

#### What you need:

- Ants
- Honey or sugar water for ant bait
- Small piece of wood or building block (the obstacle)
- Notebook and pen

#### Directions:

- Find some ants that are moving in a line. You will most likely find them moving between their anthill (their home) and a source of food.
- Ask the students where they think the ants are coming from and where they might be going.
- Place honey or sugar water nearby and watch the ants' reactions. After a while, you should see one ant come to investigate the bait and report back to the others. The rest will soon follow.
- Now make things a bit more difficult for you're the ants. Place the obstacle between the ants and the bait. How long does it take for them to find an alternative path to reach the bait?
- Remove the obstacle after some time and observe the ants' behavior again.
- Ask your child to note how smoothly they react to changes in their environment and seem to have such a good memory for routes and paths.
- If possible, encourage him to make draw and decorate ant pictures in the notebook.

<http://www.schoolofdragons.com/how-to-train-your-dragon/science-activities/science-activities-kindergarten>

# Practical Science: Minibeasts

## Observing Earthworms

### What you will need:

- Plastic bag
- Magnifying glass
- Paper
- Pencil

### What to do:

1. Collect some worms and keep them in a container in moist earth in the classroom.
2. Discuss worms, their lifestyle and their role in the ecosystem with the class.
3. Discuss where you might find worms.
4. Have the student observe the shape and color of the worms and draw a worm on paper.
5. Let the student use magnifying glasses to observe details about the worms' bodies and movements
6. Discuss the findings with the class.
7. Record findings using drawings and short sentences.

## Art Year 2

### God is Creator

#### Topic: Minibeasts

**Biblical connection:** God made all living creatures.

**Bible art as a wall display:** Psalm 150:6 – Praise the Lord all living creatures!

#### 1. Construction

- Make colourful butterflies using tissue paper for wings.
- Make a giant beehive from hexagons
- Make paper mache ants or bees.
- Make paper mache spiders and spider webs from wool and sticks
- Make 2D spider webs by 'drawing' with paper strips on a contrasting-coloured piece of paper.

#### 2. Drawing and Painting

- Observe minibeasts and draw them. Make sure you draw the right number of legs.
- Draw insects with wings in crayon or oil pastel. Use food dye to colour in the wings.
- Paint or draw butterflies with symmetrical wing patterns.
- Paint minibeasts in a flower garden.

<b>Thinking Skills Creator Year 2</b>
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<p><b>Minibeasts 1</b></p> <p>Think of 5 things you can do to keep mosquitoes away.</p>	<p><b>Minibeasts 2</b></p> <p>Think of as many minibeasts as you can that start with "s".</p>
<p><b>Minibeasts 3</b></p> <p>What is the same about a butterfly and an ant? Make a list.</p>	<p><b>Minibeasts 4</b></p> <p>What are the differences between a spider and a cockroach? Make a list.</p>
<p><b>Minibeasts 5</b></p> <p>Invent a way of stopping snails from eating your plants, without using poison.</p>	<p><b>Minibeasts 6</b></p> <p>a) Pick the odd one out: butterfly, spider, ant, bee, fly</p> <p>b) Pick the odd one out: worm, snail, slug, butterfly</p>

# God is Wise Year 2

## Topic: Growing in Wisdom; Teeth

### Spiritual Awareness

Because God is a wise God who we can call upon His wisdom in knowing how to live. To have wisdom is to know the right thing to do, and to do it. It is our responsibility to look after ourselves, and to act wisely for our own protection.

### Values: Our response to 'God is Wise'

- **Integrity:** Ask God and find out from the Bible: What is the right thing to do? Put this into practice
- **Wisdom:** Learn from people who are wise
- **Trust** in God to be a guide for the journey of life
- **Responsibility**

### Outcomes: "Teeth"

Students will

- Understand the structure of a tooth
- Understand the different types of teeth and their function
- Understand the difference between first teeth and permanent teeth
- Identify with losing their first teeth and growing new teeth.
- Know how to take care of teeth through brushing and flossing
- Know the importance of regular visits to the dentist
- Know the process of tooth decay
- Know the best foods to eat to avoid tooth decay

### Outcomes: "Growing in wisdom"

Students will

- Recognize that people and animals grow and change, passing through different stages.
- Understand how children develop from a state of dependence to independence.
- Understand that there are stages of human growth and development: baby, toddler, child, teenager, adult, senior.
- Observe the physical, emotional and social changes from birth to old age.
- Learn how to deal with the challenges that change presents.

### Bible stories and passages

Matthew 10:29-30; Luke 12:6-7 We are of more value than many sparrows.

Luke 2:41-52 The boy Jesus visits the temple. (Discuss what we know about the childhood of Jesus, his parents and his family, their lifestyle, living in Nazareth in Bible times)

### Bible Verses:

Ephesians 2:10 We are God's masterpiece. (Good reason to look after our bodies)

1 Corinthians 6:19-20 Don't you know that your body is a temple of the Holy Spirit?

Proverbs 16:16 It is better to have wisdom than gold or silver.

Luke 2:52 Jesus grew both in body and in wisdom (GNB).



1 Peter 2:2 As new-born babies need milk, we need God's word as our spiritual food.  
Psalm 119:105 God's word is a lamp to our feet.

### **Key Questions ("Teeth")**

What is wisdom?

Why should we take care of our bodies?

Why should we take care of our teeth?

Why does God want us to follow rules?

What rules can we make for looking after our teeth?

Do new born babies have teeth?

When do they get teeth?

Have any of the children lost their first teeth?

How many sets of teeth do we get in a lifetime?

What is tooth decay and how does it happen?

How can we help protect our teeth? What will happen if we don't take care of them?

What is the function of each part of the tooth? Which teeth are used for which jobs?

### **Key Question ("Growing in wisdom")**

What do I like best about being the age I am?

What can I do now that I couldn't do when I was younger?

What will I be able to do when I am older?

What is difficult about being the age I am?

How can I get help when I have difficulties?

Who should I listen to for advice?

How should I treat those who can't do things as well as I can?

Which age-groups have the most difficulties in life?

How can I help these people?

How can I grow in my faith in God, and in my love for Jesus?

Which changes are good and which changes are bad?

How can we change to become more like Jesus?

### **Activities: ("Teeth")**

Ask the children to create a mind map of the things they already know about teeth and healthy eating.

Display an image of a large tooth. Ask the children to see if they can find any information on the structure of the tooth. Where the gum and what is the gum for?

Introduce the word "decay" and relate to the parts of the tooth

Show a diagram of the different types of teeth: i.e. incisors, canines, and molars.

Ask the children to think about biting in to an apple. Which teeth would they use whilst eating it? Ask the children to think about eating a piece of chicken, which teeth would they use to eat it?

Explain about how bacteria like to feed on the sugars left behind in our mouths and that they leave behind acid which can eat holes in our teeth. Ask the children which foods might be harmful to our teeth. Why? Does it have to just be food? Discuss fizzy drinks.

Conduct a science experiment with a boiled egg and cola drink. (See Beacon Media Science Experiments: "Teeth".)

Make a big “Smile” collage on dark paper. Teeth can be cut out from white paper stuck inside a large picture of a mouth.

Invite a dentist as a guest speaker.

Explore with children their feelings about visiting the dentist.

### **Activities: (“Growing in wisdom”)**

- List the requirements of a new-born baby.
- Make a time-line to show ages and stages of a child's life, e.g. crawling, walking, talking.
- List foods that a baby/toddler would require.
- List activities of young children that require assistance from an adult.
- Make a chart: 'Things I am learning to do'.
- Interview mothers with babies or toddlers. Observe babies and toddlers at different ages.
- Show stages of human development by drawing.
- Collect photographs.
- Classify photographs according to baby, toddler, early childhood, late childhood, teenager, young adult, adult, old age.
- Classify a collection of items according to interests or activities of children of different ages, e.g. rattles, puzzles, books, toys, electronic games.
- List the requirements for growth – healthy food, water, air, sleep, exercise.
- List requirements for growing in our Christian faith.
- Make a book, 'The story of my life'.
- Make a chart showing personal achievements at different ages.
- Identify the changes that occur in teeth. Take a survey among 6 to 8-year-olds to find out how many teeth they have lost. Graph results.
- Measure individual growth rates throughout the year.
- Discuss / write about 'how I have changed since I was at kindergarten'.
- Predict 'how I will change in the next 4 years'.
- Discuss / list problems encountered at each stage of growth.
- Discuss the need for patience, perseverance and self-control as we grow and find that some new things may be difficult to do.
- Suggest ways of coping with problems.
- Invite an elderly person to be interviewed or visit a nursing home. Suggest ways in which we can help the elderly.

### **Assessment**

1. Make a book about yourself at different ages, from birth through to your present age.
2. In learning about how we grow and change, what have I also learned...
  - about God?
  - about doing what God wants me to do?
  - about the Bible?

### **Learning Connections**

**Health:** Safety precautions in the home with babies and toddlers; care of your teeth

# Values education Year 2

## God is Wise – Growing in Wisdom

### Co-operation

#### Co-operation is ...

- Working together happily with others
- Working together on something
- Team work
- Doing your best to get the job done with your team

*It is wise to co-operate with people who are working with you to do something of value.*

#### When do we need co-operation?

Discuss how we show co-operation in these situations:

- Learning at school
- Playing a game
- Doing jobs at home with the family

#### Who is the team?

- At school or church
- At home
- In a game

#### Who are the team leaders in these situations?

#### How do we show cooperation?

- Listen carefully to others, especially the one giving instructions.
- Share when you have something that someone else needs.
- Do your part the very best that you possibly can.
- Speak kindly to the people you are working with.
- Don't waste time of doing things that are not part of what the team is doing.
- Don't complain if you are asked to do something that you don't like doing.

Why is it wise to co-operate to get a good job done?

What happens when people don't co-operate?

#### What does the Bible say about co-operation?

1 Corinthians 12:12-27 One body, many members

Phil 2:14-16 Do everything without grumbling or complaining.

# Practical Science Year 2

## God is Wise

### Topic: Teeth

#### What sugary drinks do to your teeth

##### What you need:

4 eggs – raw or cooked, it doesn't matter. White shells are best.

4 cups

Masking tape

Water

A dark-colored sugary drink like cola

A dark-colored fruit juice like grape juice

Orange juice from a bottle

##### Instructions

Label the cups, one with each drink.

Put one egg in each cup and pour over the four different liquids.

Leave for 24 hours.

##### What is happening?

The eggshells are like the enamel on your teeth, which protects your teeth from decay.

When the enamel gets worn away by sugar, germs can eat holes in your teeth.

# Art Year 2

## Topic: Growing in wisdom

### Growth and change from birth to present age; teeth

**Biblical connection:** Because God is wise, He wants us to show wisdom in caring for our bodies, including our teeth.

#### 1. Drawing topics for "Teeth":

- We are all smiling.
- I am at the dentist
- I am cleaning my teeth.
- I am eating healthy food.

#### 2. Drawing topics for "Growth and change":

- Make a book about yourself at different ages.
- Draw family members of different ages.
- Draw one of your grandparents.

**Thinking Skills Wise Year 2**

**Teeth 1**

Think of 3 ways to clean your teeth without a toothbrush.

**Teeth 2**

Think of a way to get children to stop eating foods that rot their teeth.

**Teeth 3**

What are the differences between sharks teeth and human teeth?

**Teeth 4**

The answer is  
“the dentist”.

Write 3 questions.

**Teeth 5**

List 3 reasons why we need teeth.

**Teeth 6**

Design a good way to keep your family's toothbrushes stored neatly in the bathroom.

# God is A Servant

## Community Helpers

Fire brigade, police, ambulance services, shop assistants

### **Spiritual Awareness: Going the extra mile**

Firemen, ambulance workers and other emergency services are all outstanding examples of people who are willing to serve when the task is difficult. The Bible refers to 'going the extra mile'. That is, being willing to help someone in the face of danger or difficulty.

Jesus is the greatest example of one who served in the face of difficulty. He was abused, rejected and misunderstood, but continued the work that God had called Him to do, even though it meant sacrificing His life for us. The greatest act of service that anyone can do is giving up one's life for a friend.

### **Our response to 'God is a Humble Servant'**

Because God is a humble servant I will...

- follow the example of Jesus, the greatest servant
- be willing to help others
- consider the needs of others
- put others before myself
- let others go first
- not boast
- not think of myself as being more important than everyone else
- admit when I am wrong
- allow others to help me

### **Biblical stories and passages**

Matthew 5:41-42 The extra mile

Matthew 21:1-11 The disciples served Jesus by bringing the donkey to Jesus. (See "The donkey who helped Jesus", *Beacon Media "Stories of Faith"*)

John 15:13 Jesus laid down His life for His friends.

Luke 18:10-28 Jesus healed a crippled woman.

Matthew 8:14-17 Jesus healed Peter's mother, even when he felt too tired to do any more work.

Luke 10:30-37 The Good Samaritan served the wounded man, even when he may have been looked down on for helping someone from an opposing country.

### **Bible Verses:**

Ephesians 6:7 Do your work cheerfully, as though you are serving the Lord.

Galatians 6:2 Help to carry one another's' burdens.

Phil 2:14 Do things without grumbling or complaining.

Galatians 5:13 Let love make you serve one another.

### **Key Questions**

What is a servant? (A servant is someone who helps by doing work.)

How do firemen and ambulance workers risk their lives to serve others?

Why do people risk their lives to serve others?

What does it mean to 'go the extra mile'? (A mile is about the distance between here and.....e.g. the shop.)

How can I 'go the extra mile' in helping someone?

## **Outcomes**

Students will

### *Knowledge*

- identify some of the jobs in the community which are serving jobs and what the work consists of
- describe the role of fire brigade, police, ambulance services, shop assistants, post office workers.
- know how to contact these services in an emergency
- appreciate the role of police and safety services in our community
- explain the purpose of safety services

### *Skills*

- use role play to explore community servants
- list servants and the role they play in the community
- draw
- write letters
- interpret pictures to identify information
- make inferences about suitable courses of action in an emergency

### *Values*

- understand that to be a follower of Christ we need to serve others as Jesus did
- serve others by: showing they care; being a friend; keeping a clean environment; doing what teachers and parents ask
  - recognize that there are those who are need help, and be willing to help them:
    1. babies and younger children
    2. the aged
    3. people who are homeless or poor
    4. people who are ill
  - show courtesy towards those who serve our community
  - have trust and confidence in these people
  - show respect for those who serve and protect us

## **Discussion**

Servants are people who like to help others. They are not forced to help. They help because they choose to. Many years ago, there were cruel masters who forced people to work for them. The people who worked for the masters were called slaves. The slaves had to work hard for no pay. The slaves didn't like working for the masters.

Servants are different from slaves. Servants choose to work for others but slaves do not. Servants enjoy working but slaves do not. God wants us all to be HIS servants. He wants us to

work for Him because we CHOOSE to. People who love Jesus are happy to work for Him. Many people have given their whole life to serving Jesus because they love Him so much.

Jesus was a servant too. Imagine someone as important as Jesus being a servant. He just loved to help people. What are some of the ways in which Jesus helped people?

### **Activities**

- Discuss situations in which we would see servants today. Examples: restaurants, hospitals and shops. There are also servants to people in government, and servants to kings and queens.
- **Game:** Ask the children to get together in threes. One child can be a servant to the other two. Choose a few groups to perform their role play for the class. The class must guess what kind of servant they are acting out, and what the servant is doing to help someone.
- Discuss pictures of firemen, policemen and ambulance officers performing duties.
- Make a list of duties community servants perform, e.g. protection on the roads, protection from those who could do us harm, investigation of crime.
- Draw equipment and workers in their uniform.
- Make a word list of equipment used by the fireman.
- Sequence a list of events - What does a fireman do in the case of a fire?
- Discuss the role of police in serving the community.
- Make a poster displaying emergency numbers.
- Invite a community servant to speak.
- Discuss types of fires: bushfires and house fires.
- Suggest ways in which fires may start.
- Design a fire prevention poster.
- Write a story about a fire and a possible rescue scenario.
- Describe or role play a situation where a policeman could help us e.g. lost; accident involvement.
- Visit a police station or invite a policeman to speak.
- Formulate and record rules for personal protection e.g. rules for pedestrians, cyclists and car travelers.
- Discuss the role of the school crossing assistant.
- Discuss 'safety houses', and what to do if you feel unsafe.
- Make a poster displaying emergency phone numbers.
- Discuss the use of burglar alarms, watch dogs and police dogs.
- Discuss the role of life savers and the need to cooperate with safety rules when swimming.

### **Story: The donkey that helped Jesus**

Jesus was always helping others, but this time He needed some help. He asked his two friends to go and get the donkey. Now getting a donkey may seem like an easy job, but this donkey had never been ridden before. A donkey that has never been ridden usually bucks and kicks the first time someone sits on its back because its not used to the heavy weight. Like a horse, a donkey has to be trained to take riders and heavy loads.



The two friends of Jesus knew that the donkey had never been ridden. They might have been wondering whether the donkey would kick them as they untied it. They may have thought, 'What does Jesus want with an untrained donkey,' but even though they didn't understand, they obeyed. They did exactly as Jesus said, without arguing or complaining, and to their surprise, the donkey came with them very willingly. It didn't even buck when they laid coats on its back.

The two disciples were being servants because they were helping Jesus. Though he didn't know it, the little donkey was going to be a servant for Jesus too, because he was going to carry King Jesus into Jerusalem. As soon as Jesus got on to the donkey's back, the donkey must have known that Jesus was someone special. The donkey didn't feel afraid with Jesus. He stood quite still as Jesus climbed on to his back. Then he walked along quietly into Jerusalem, carrying Jesus. The donkey wasn't even afraid when he came to the crowds of people who lined the roadway, cheering and shouting 'Hosanna'. How noisy it was. But the little donkey just kept going. Why do you think the little servant donkey was not afraid?

### **Assessment**

1. Draw and write a sentence about the work of a community helper.
2. What have I learned from the study of community helpers...
  - about God?
  - about doing what God wants me to do?
  - about the Bible?

### **Learning Connections**

**English:** Make a chart showing the days of the week and for each day, write some ways in which you will serve others.

**Art:** Drawing or painting a community worker in their uniform; making gifts for those who need our special help.

# God is a Servant

## Values education Year 2

### Faithfulness

God wants us to be faithful servants. That means we do what He wants us to do, so that we can help others.

#### Being a faithful means that...

- Other people can depend on you to do your best
- You do the job you have been asked to do
- You keep your promise

#### Activities

1. Make a list of the things other people rely on you for. (That means that if you didn't do these things, it would cause a problem for someone.)
2. List some people in the community that help you.
3. What would happen if these people decided not to do their job one day?
4. What would happen if these people did not do their job well?
5. Who relies on you to do a good job?
6. What problems would it cause if you didn't do these jobs?

#### What does the Bible say about faithfulness?

Luke 16: 10 Be faithful in little things.

Psalm 36:5 God's faithfulness reaches to the skies.

Galatians 5:22-23 Faithfulness is a fruit of the Spirit.

Hebrews 2:10 Jesus was faithful.

# Practical Science Year 2

## God is a Servant

### Topic: Community Servants: Firemen

#### 1. What does a fire need to stay alight?

Conduct an experiment to see what fire needs to burn. Light a candle and put a jar over it. What happens to the candle?

What does a fire need to keep going?

#### 2. What will burn?

What will burn? Material	Prediction Yes/No	Burnt well	Burnt a little	Slow	Not at all
Card					
Cotton					
Wool					
Steel					
Foil					

What material should you never wear near a fire?

What material would be safer to wear near a fire?

## Art Year 2

### God is a Servant

#### Topic: Community helpers

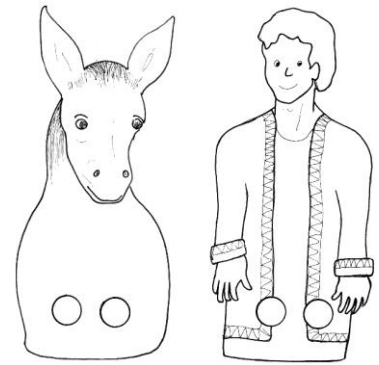
**Biblical connection:** People in the community who help us set an example of serving.

**Bible art as a wall display:** The Good Samaritan. This can be illustrated by the children as a wall story, with simple captions such as "I will not help you" and "I will help you".

1. **Drawing or painting:** Community workers in their uniform
2. **Making gifts:** for those who need our special help.
3. **Finger puppets** for the story, "The donkey that helped Jesus".

### Story: The donkey that helped Jesus

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## Thinking Skills Servant Year 2

### Community servants 1

Work out 5 different things this picture could tell about a fireman.



### Community servants 2

How does this picture tell us about community servants?  
Give 3 ideas.



### Community servants 3

What if there were no firemen?  
Give 3 things that might happen.

### Community servants 4

The answer is  
'community servant'.

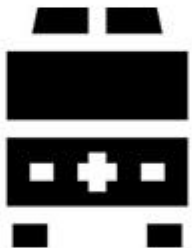
Give 5 questions

### Community servants 5

What if there were no policemen?  
Give 3 things that might happen.

### Community servants 6

There has been a car accident. Two people are hurt and trapped in the car. Think of three different community servants who need to come and help. What will they do?

<p><b>Community servants 7</b></p> <p>Brainstorm 3 reasons why people choose dangerous jobs that help others.</p>	<p><b>Community servants 8</b></p> <p>Superman and Spiderman are make-believe servants.</p> <p>Give 3 ideas of what you could do if you were a "Superhero".</p>
<p><b>Community servants 9</b></p> <p>Find things that are the same about:</p> <p><b>a fire engine</b> and <b>a toothbrush.</b></p>	<p><b>Community servants 10</b></p> <p>What do the parts of this picture have to do with an ambulance?</p> 
<p><b>Community servants 11</b></p> <p>Make a list of 4 things a fireman could use to put out a fire.</p>	<p><b>Community servants 12</b></p> <p><b>Five police cars arrive at school with their sirens on.</b></p> <p>Give 3 possible reasons for this.</p>

# God is a Protector

## How animals protect themselves

### **Spiritual Awareness: God protects us from danger**

Before the Fall there was no need for animals to protect themselves. All animals lived in peace and were vegetarian. The world before the Fall had no death, disease or struggle. Today many creatures have equipment used to attack, hurt, trap, kill, or eat others, or to defend themselves. When and how did these things come to be?

Possibility: The design information for defense-attack structures was already present before the Fall, perhaps in latent or masked form. This implies that the Fall was foreknown by God and was allowed to come to expression after the Fall.

### **Values: Our response to 'God is a Powerful Protector'**

- **trust** God and have faith in Him
- **courage**: we have peace, and are not afraid because God is with us
- **confidence** in God as our protector

### **Outcomes: Students will**

- understand that living things have structural mechanisms that help them survive in the environment
- explain animal camouflage mechanisms
- have a knowledge of animals with protective shells or exo-skeletons
- understand ways in which parent animals protect their young
- research animal defense-attack structures

### **Bible stories and passages**

- Genesis chapters 1-2 The Fall was responsible for the need for animals to protect themselves
- Daniel 3 Three men in the fiery furnace.
- 2 Kings 6- Elisha and God's army of angels
- Psalm 23- The Lord is my Shepherd
- Ephesians 6:10-18 The armour of God
- Psalm 91 God keeps us safe.

### **Bible verses**

- Psalm 4:8 When I lie down, I go to sleep in peace; you alone O Lord, keep me perfectly safe. (GNB)
- Psalm 27:1 The Lord is my light and my salvation; I will fear no one. The Lord protects me from all danger; I will never be afraid.
- Isaiah 41:10 Do not fear for I am with you; for I am your God. I will strengthen you and I will help you and I will uphold you with My righteous right hand.
- Isaiah 43:2 When you pass through the waters, I will be with you...When you walk through the fire you will not be scorched.

### **Key Questions**

How do animals protect themselves? Why do animals need to protect themselves?  
Why has God designed camouflage?  
Did animals need to protect themselves before the Fall? Did bites, stings and camouflage exist before the Fall?  
How does God protect us? How does the armour of God protect us? What do angels do?

### **Activities**

#### **a) Defense and attack structures**

- List animals that attack, and the way they attack.
- List animals that need to defend themselves, and the way they defend.
- List animals that use camouflage.
- Classify animals according to camouflage markings e.g. spots, stripes
- Match animals to camouflage backgrounds.
- Observe animals that use camouflage e.g. frogs, caterpillars
- Draw animals camouflaged against their backgrounds.
- Make a chart of venomous snakes, spiders or sea creatures.
- Discuss necessary safety precautions to avoid bites and stings.
- Make a study of seashore life and describe outer forms of protection and defense mechanisms, e.g. bi-valves and uni-valves, crustaceans, sea anemones, starfish, sea eggs, barnacles.
- Visit a beach, preferably one that has rock pools.
- Make shell collections, identify and classify

#### **b) Animal parenting**

- Observe animal homes and discuss the way they are built to protect the young.
- Classify and name types of animal homes.
- Discuss protective behaviour of parent animals, especially birds at nesting time.
- Differentiate roles of mother and father in particular animal species e.g. compare penguin to other birds.
- Research different birth processes e.g. mammals, marsupials, birds, reptiles, fish.
- Observe animals feeding their offspring.

### **Assessment**

1. Design a wall chart showing your research on the defense or protective mechanisms used by one animal species.

2. What have I learned from the study of animals...

- about God?
- about doing what God wants me to do?
- about the Bible?

**Make-your-own books:** How animals hide; Crabs; Shellfish; Reptiles

**Thinking skills:** How animals protect themselves



# Values education Year 2

## God is Protector

### Courage

When we know that God is protecting us, we can have courage to do the things He wants us to do.

#### Courage is...

- being brave
- doing things that need to be done, even when we would normally be afraid to do these thing
- trusting in God's protection as we do the things He asks us to do

#### Activities

1. What are some things that you need courage to do?
2. Draw a picture and write a sentence about when you had courage.
3. Draw a picture and write a sentence about someone else who showed great courage.

#### What does the Bible say about courage?

Joshua 1:6-7 Be strong and of good courage.

1 Samuel 17 David had courage to fight Goliath.

Philippians 4:13 I can do everything through Christ who gives me strength.

Matthew 14:22-32 Peter needed courage to walk on water.

Book of Acts - The followers of Jesus had courage to speak about Jesus.

# Art Year 2

## God is Protector

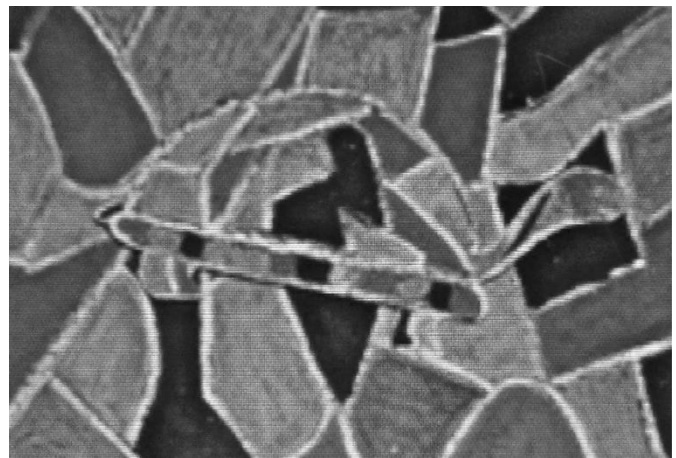
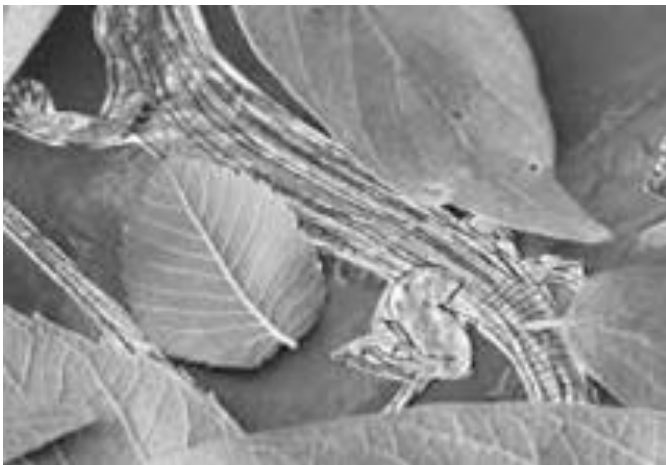
### Topic: How animals protect themselves

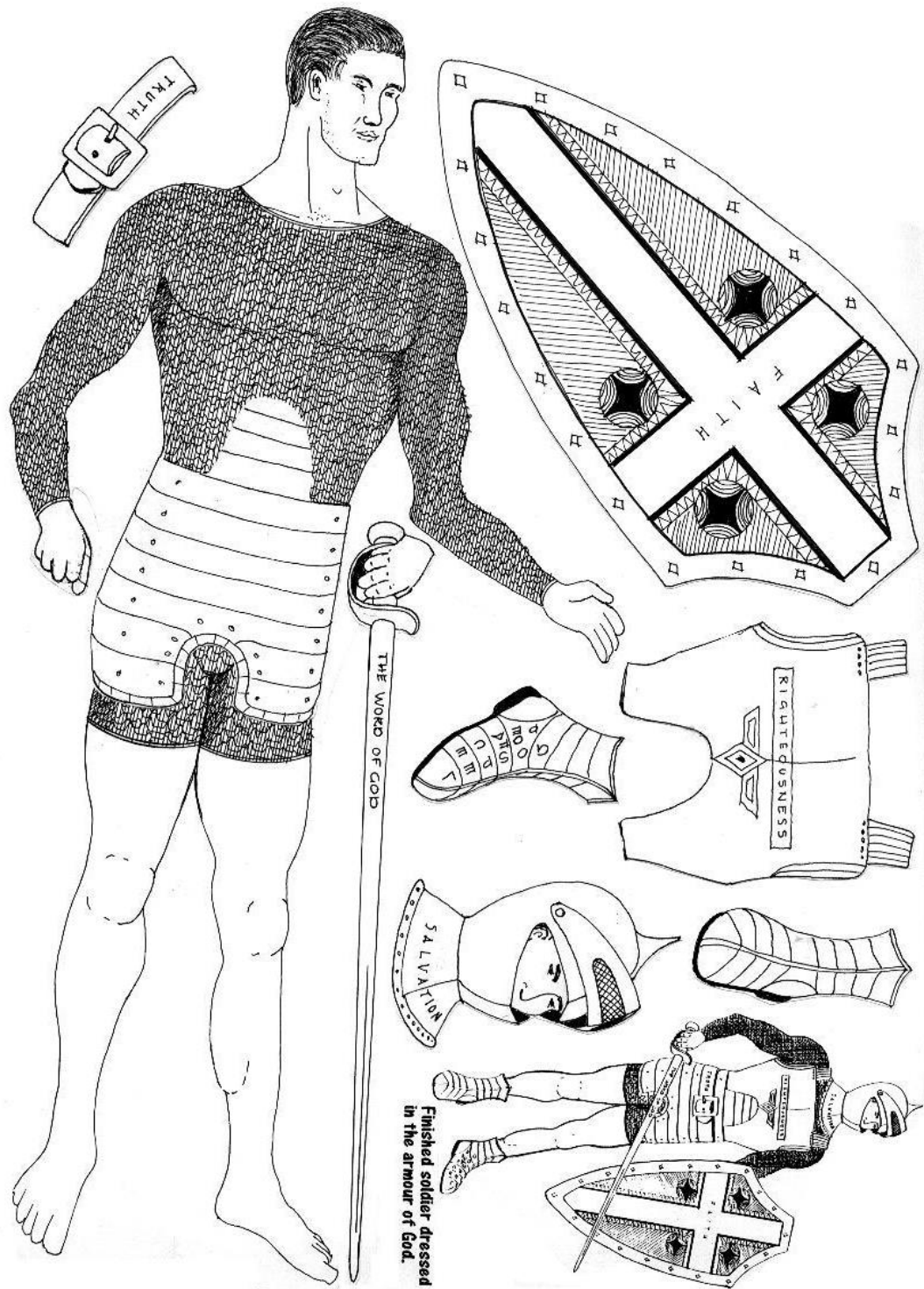
**Biblical connection:** Before Adam and Eve disobeyed God in the Garden of Eden there was no killing. Animals did not kill other animals, did not have stings, and did not need to protect themselves. Once sin came into the world, so did the nasty things like fighting and killing. Animals had to protect themselves from other animals. God gave camouflage to some, and others defended themselves with their claws, teeth or stings. Some developed special poison sacs. One day in the future, when Jesus comes again, there will be a new Heaven where animals will live once again in peace, with no killing and no need to protect themselves.

**Bible art as a wall display:** The armour of God – our protection against attack.

Drawing and painting

- Draw and paint camouflage patterns of animals, e.g. tigers, zebras, giraffes, sea creatures
- Draw, paint, and use paper collage to depict animals in camouflage against their backgrounds.





Idea for wall display of the armour of God

**Thinking Skills Yr 2 Protector**

**How animals protect themselves 1**

Make a puzzle for someone by drawing an animal that is camouflaged. Make it difficult to pick out the animal from its background.

**How animals protect themselves 2**

What is the same about a giraffe and a moth? List 5 things.

**How animals protect themselves 3**

Your friend has been stung by a poisonous sea creature. What will you do?

**How animals protect themselves 4**

Draw 5 sea creatures that protect themselves with a shell.

**How animals protect themselves 5**

Draw 5 animals that protect themselves with stings.

**How animals protect themselves 6**

Draw 5 animals that protect themselves with teeth.

# God is Truth

## Light and colour

## God is faithful to His word

### Spiritual awareness

Jesus said, "I am the way, the truth and the life." He also said "I am the light of the world". Because He is truth, He brings light to a world in darkness.

### Bible story:

Genesis 6-8 The rainbow was given as a sign of God's promise, never to flood the whole world again. The rainbow reminds us that God is always true to His word.

### Bible Verses:

John 14:6 Jesus said, "I am the way, the truth and the life."

John 8:12 Jesus said, "I am the light of the world. Whoever follows me will have the light of life and never walk in darkness."

Matthew 5:13-16 Christians as salt and light.

Ephesians 5:8-11 Live as children of the light.

Matthew 6:22-23 If your eye is clear your whole body will be full of light.

1 Peter 2:9 He has brought you out of darkness into His wonderful light.

Romans 13:12 Put on the armour of light.

1 John 1:5 God is light and there is no darkness at all in Him.

1 John 1:7 If we live in the light, just as He is in the light, then we have fellowship with one another, and the blood of Jesus, His Son, purifies us from every sin.

### Our response to 'God is Truth / God is Light'

Because God is truth I will...

- Put God first in my life.
- Never follow other gods.
- know that God is true to His word
- be true to the words I speak and keep my word
- understand that to live in God's light, I need to be forgiven for our sin
- understand that to live in the light I need to follow God, trust and obey and read His word.

### Key Questions

What is light?

How does light make you feel?

What is darkness?

How does darkness make you feel?

Why does light remind us of the things that come from God?

Why does darkness remind us of things that come from Satan?

What does the Bible mean by 'living in the light'?

Who is the light of the world?

How is life dependent on light?

## **Outcomes**

Students will

### *Knowledge*

- Understand the critical role the sun plays in supplying the earth with light and energy
- Understand the meaning of transparent, translucent and opaque
- Understand the difference between reflected and refracted light (middle/upper primary)
- Understand that light can be broken up into colour
- Name the primary colours and the colours that are formed when primary colours are mixed together
- Explain human dependence upon light
- Explain animal dependence upon light.
- Understand the critical role the sun plays in supplying the earth with light and energy.
- Recognize that the sun is a star.
- Know the difference between a star and a planet.
- Explain the connection between day / night and the earth's rotation.

### *Skills*

- observe and describe the colours of the rainbow
- identify colours that will make an object stand out from its background
- conduct experiments with light and record results

## **Activities**

- Conduct blindfold walks to show dependence upon light.
- List reasons for plant, animal and human dependence upon light.
- Experiment to show dependence of plants upon light.
- List daytime and night time activities of humans and animals.
- Paint with water on white concrete path, and observe the way the water evaporates in the sun.
- Classify lights into different categories, e.g. lights in the sky, electric lights, projected lights, reflected lights, fire light.
- Experiment with objects or materials that reflect e.g. mirrors, glass, water, shiny metals.
- Make a periscope.
- Experiment with prisms. See how sunlight passes through glass and splits the white light up into spectrum of colours.
- Identify colours of the rainbow.
- Blow bubbles and discuss the colours that are seen in the film.
- Identify primary and secondary colours.
- Name the colours that will be formed when two primary colours are mixed.
- Use cellophane to explore the effects of combining colours.
- Make black and white collages.
- Make candles.
- Use paint, experiment with colour mixing.
- Use cellophane to explore the effects of combining two colours.
- Make a cardboard colour wheel by combining two or more colours and spinning the wheel rapidly on an axle.
- Make a colour wheel that shows all primary and secondary colours.

- Study colour in the world around us.
- Using a combination of different coloured paper and pencils, discover the combinations of colours that are bright or dull looking.
- Devise an experiment to show that plants depend on light for growth.
- Plant seeds, varying exposure to light.
- Observe plants in the natural environment and note the way in which they compete for light.
- List reasons for human and animal dependence upon light. e.g. to see objects, availability of plant food.
- Classify animals of the day and animals of the night.
- Observe different kinds of lights.
- Classify lights, e.g. lights in the sky; electric lights; projected lights; reflected lights; flames.
- Devise shadow games using an overhead projector.
- Make shadow puppets.
- Set up a shadow stick, observing shadow lengths throughout the day.
- Use models to demonstrate an eclipse of the moon or sun/ day and night.
- Experiment with light using opaque, transparent and translucent paper.
- Discover how light travels.
- Experiment with mirrors.
- Make a spectrum using prisms.
- Record the colours of the rainbow.

### **Assessment**

1. Draw up a table with 3 columns. The headings for each column: transparent, reflective, opaque. Now go around the room and find objects for these categories. Write or draw them in the appropriate column.
2. Show the colours made by mixing primary colours.
3. What have I learned from the study of light and colour...
  - about God?
  - about doing what God wants me to do?
  - about the Bible?

# Values education Year 2

## God is Truth

### Trustworthiness

#### Trustworthiness means that ...

You will do what you say you will do.

You keep your promises

You are honest

You can be trusted

You keep secrets when you are meant to keep secrets

#### Discussion and activities

Think of a person is trustworthy.

Why would you say that they are trustworthy?

Think of your best friend.

Why is it important to be a trustworthy friend?

Would your friend want to stay being your friend if you shared secrets about them that they didn't want shared?

Would your friend want to stay being your friend if you said you were going to do something, but you didn't?

#### God is trustworthy

That means He will keep His word. He will do what He says He will do in the Bible.

The Bible calls this "faithfulness".

#### What does the Bible say about God's faithfulness?

Psalms 36:5 Your steadfast love, O LORD, extends to the heavens, your faithfulness to the clouds.

Psalms 89:8 O LORD God of hosts, who is mighty as you are, O LORD, with your faithfulness all around you?

Psalms 119:90 Your faithfulness endures to all generations; you have established the earth, and it stands fast.



# Art Year 2

## God is Truth

**Topic:** *Light and colour*

**Biblical connection:** The God of the Bible is the only true God. He brings light to those who walk in darkness. He always keeps His promises.

**Bible art as a wall display:** Noah's ark landed and sign of rainbow, the sign of God's promise.



### Painting and drawing

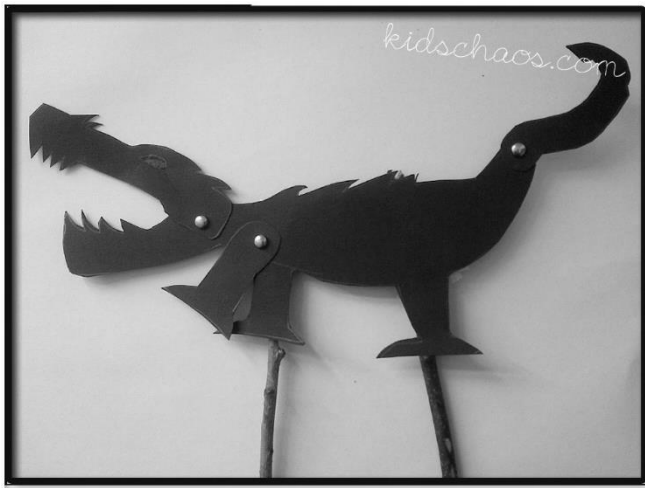
- Marbelling. Drop some thin paint of two colours on to a sheet of paper. Fold in half.
- Paint using three primary colours.
- Two colours of powder paint are together in a container: blue and yellow; red and blue; or red and yellow. Paint with dry powder paints on wet paper.

Drawing or painting the colours of the rainbow: order of colours from outside to the inside: red, orange, yellow, green, blue, indigo, violet



## Construction

- Make shadow puppets. Children can work in groups or pairs to write a script for their characters.



## How to make a shadow puppet theatre

What you need

1 cardboard box

1 sheet of tissue paper (large enough to cover one side of your box)

sticky tape

scissors or a craft knife

black marker pen

bedside lamp or large torch

a table

Cut the back panel out of your box.

Leave two of the side flaps to keep your puppet theatre stable, but cut off the front flaps (the pieces that close up the box).

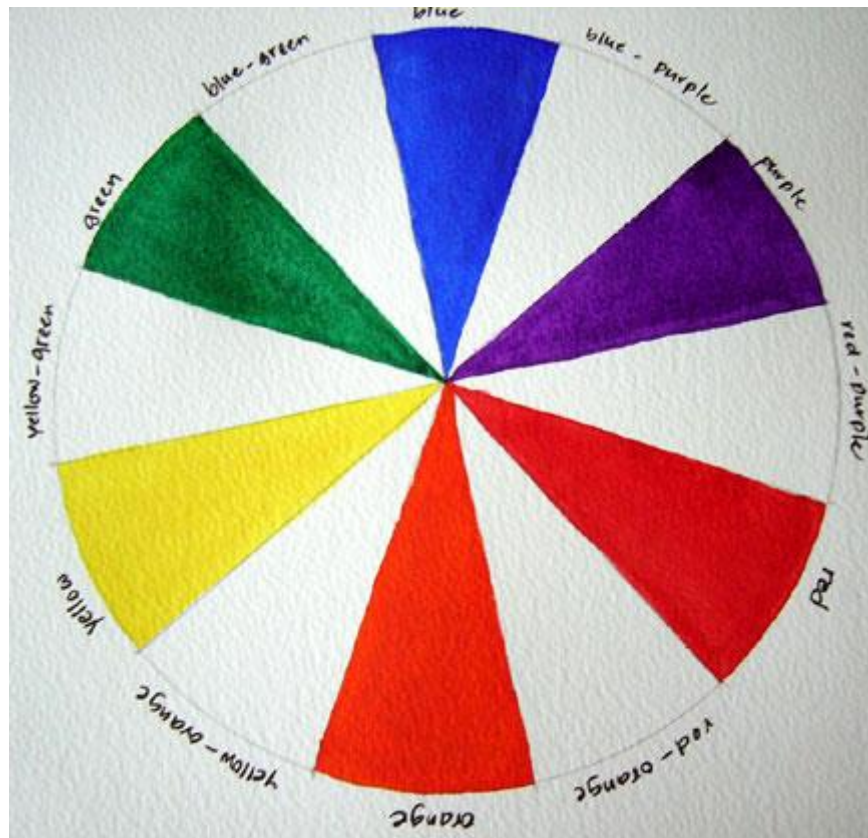
For the front of your theatre, sketch out a smaller square within the front panel, you can make it fancy with an arch and pillars if you want but really all you need is a smaller square within the main square (like a television set).

On the inside of the box, tape a piece of tissue paper that covers the opening you have just cut out.

Place the theatre on the edge of a table. Position a lamp or torch behind, shining directly into the inside, lighting up the tissue paper from within.

Make some shadow puppets and place them between the light and the screen, as close to the screen as possible works best.

## Colour wheel



## Practical Science:

### Growing plants in the dark /light experiment

1. Take 6 pots and 6 bean seeds
  2. Fill each pot with soil.
  3. Plant one bean seed in each pot.
  4. Place three of the pots outside in a spot that receives lots of sunshine.
  5. Place the remaining three pots in a dark cupboard.
  6. Water the plants and see what happens.
- Do plants need light to grow?

## Practical Science: Playing with Shadows

### What you will need:

- Flashlight (torch)
- Blank wall
- Piece of yarn / string
- Chalk

### What to do:

1. Discuss shadows. Ask them how they are formed and whether a single object can produce different kinds of shadows.
2. Take the children outside on a sunny morning. Tape a long piece of yarn / string to the ground for each student. Ask them to write their names in front of the yarn.
3. Ask the students to observe the position of the sun. Use the chalk to mark the length of each student's shadow on the yarn.
4. Return outside and repeat the same steps later in the morning, at midday, in the early afternoon and again later in the afternoon.
5. Discuss with your students how the position of the sun affected their shadows.
6. Based on their observations, ask them how they can change the shape of the shadow of a single object.
7. Experiment with a flashlight (torch) shining through a shadow box.

## Practical Science: Make a Sun dial

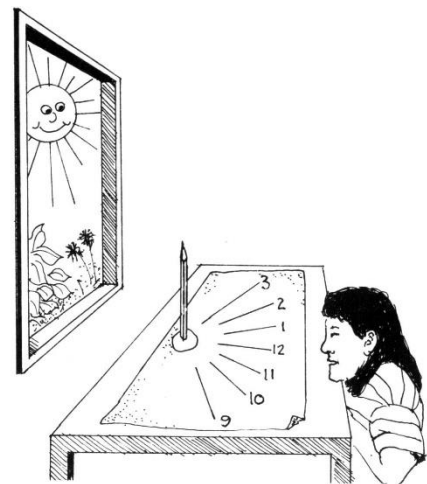
### What makes shadows?

Shadows are made when something blocks the light shining on it.

In the olden days, people did not have clocks like the ones we have today. They measured time by the sun. They could tell the time by the length of the shadow made by a shadow stick (also called a Sun dial).

### To make a sun dial:

1. Cut a circle from stiff cardboard to make a dial.
2. Push a sharp pencil or skewer through the middle of it.
3. Push the pencil into the ground.
4. Mark on the dial where the pencil's shadow falls each hour.



## Practical Science: Mixing colours

### You will need

- 5 large glass bowls
- 2 plastic cups
- Red, blue and yellow food coloring
- Water

### Instructions

- Pour water into 3 glass bowls and add a few drops of food coloring to each.
- Set aside one bowl for mixing and another as a dumping bowl.
- Now let the children have fun taking a cupful of water from two of the primary colors and mixing them in the mixing bowl.
- Repeat the experiment by pouring some of the third color into the bowl.

## Practical Science: Dyed Flowers

### Things you will need:

- A few stems of bright, white flowers such as lilies, chrysanthemums or carnations
- Jars filled with water
- Food colouring

### Instructions:

1. Use the food dye to colour the water in each jar. This experiment works best with strong dye
2. Place the flowers into the jar.
3. Now watch and wait!

You may like to test some different colours, or maybe even draw a picture of your flower as it changes!

## Practical Science: Walking Water

### Things you will need:

- Three cups
- Paper towel
- Water
- Food colouring

### Instructions:

1. Fill two of the cups half way with water and place them either side of the empty cup.
2. Colour the water in one cup with yellow dye, and the other with blue dye.
3. Fold or cut the paper towel into two long strips (a few cm wide).
4. Place one end of the first strip into the blue colored water and the other end of the strip into the empty cup.
5. Place one end of the second strip into the yellow-coloured water and the other end of the strip into the empty cup to join the first strip. 6. Watch and wait to see what happens!

You may like to try using different combinations of primary colours!

## Practical Science: Rainbow in a Glass of Water

### You will need:

- A glass of water that is 3/4 full
- Sunlight
- White paper

### Instructions:

- Ask a child to stand near a sunny window or any other sunlit place.
- Have him hold the glass of water above the white paper in a way that allows the sunlight to pass through the water and fall on the paper.
- Watch a rainbow appear.

### Explanation:

When light passes from one medium to another medium (in this case, from air to water), it separates into the seven colors of the rainbow – violet, indigo, blue, green, yellow, orange and red. You can observe the same process in a rainbow in the sky, in a water fountain and in the mist above a waterfall.

<p><b>Light and colour 1</b></p> <p>Draw a picture using one colour to show how you feel today.</p>	<p><b>Light and colour 2</b></p> <p>Name 3 things that a torch and a book have in common.</p>
<p><b>Light and colour 3</b></p> <p>Make a machine to paint a picture of a rainbow.</p>	<p><b>Light and colour 4</b></p> <p>What if there were no colours in our world?</p> <p>Give 3 ideas to explain what it would be like.</p>
<p><b>Light and colour 5</b></p> <p>Draw a torch</p> <p>Now redesign it by using the following steps:</p> <p>B – make one part <b>bigger</b></p> <p>A – <b>add</b> something extra</p> <p>R – <b>replace</b> one part with something bigger</p>	<p><b>Light and colour 6</b></p> <p>What do you think would happen to the world if there was no light?</p> <p>Give 3 suggestions.</p>

# God is Lord and King

## Year 2

### Christmas

At Christmas we celebrate Jesus who God sent into the world to save us. Through His birth and death, we have eternal life and peace with God. He is our redeemer.

#### **Bible references:**

##### **Bible stories and passages**

Matthew 1:18-25; Luke 2:1-40 – The Birth of Jesus

Matthew 2:1-12 – The Visit of the Magi

Luke 2: 8-20 – The shepherds and the angels

Matthew 1 – Descendants of David through Jesus Christ

Numbers 24:17 – Star of Jacob, Star of David

##### **Memory verses**

Luke 2:11 – For unto you is born this day, in the city of David, the Saviour, who is Christ the Lord.

Matthew 1:21 – “Mary will give birth to a son, and you are to give Him the name Jesus, because He will save His people from their sins.”

Isaiah 9:6 – A child is born to us! A Son is given to us! And He will be our ruler. He will be called “Wonderful”, “Counselor”, “Mighty God”, “Eternal Father”, “Prince of Peace”.

Isaiah 26:3 You, Lord, give perfect peace to those who keep their purpose firm and put their trust in you.



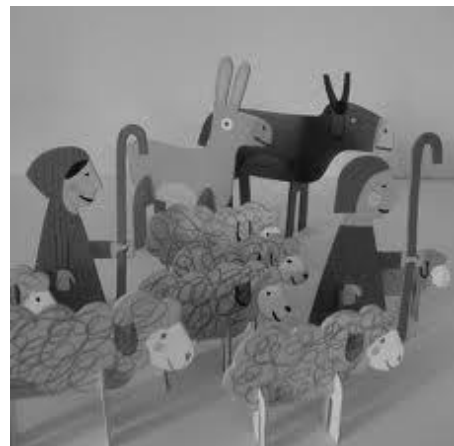
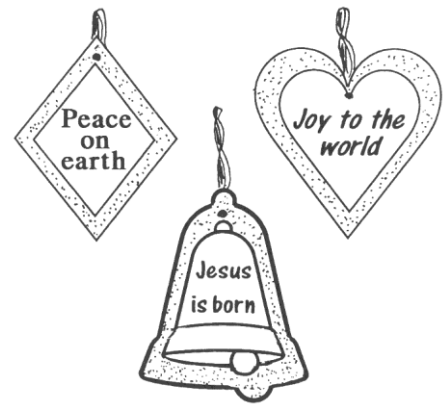
## Art Year 2

God is Lord and King

Topic: Christmas

**Biblical connection:** God sent His son, Jesus into the world to be Lord and King in the lives of people.

**Bible art as a wall display:** The Christmas story



<p><b>Christmas 1</b></p> <p>Give 10 completely different uses for a Christmas tree ball.</p>	<p><b>Christmas 2</b></p> <p>Write down 10 presents you know you will NEVER receive at Christmas.</p>
<p><b>Christmas 3</b></p> <p>Name 5 things that are the same about a Christmas cake and a choir.</p>	<p><b>Christmas 4</b></p> <p>Add to this shape to make a manger scene.</p> <p style="text-align: center;"><math>\pi</math></p>
<p><b>Christmas 5</b></p> <p>Make a manger using:</p> <ul style="list-style-type: none"> <li>• boxes</li> <li>• construction paper</li> <li>• paint</li> </ul>	<p><b>Christmas 5</b></p> <p>The answer is</p> <p style="text-align: center;"><b>“King Jesus”.</b></p> <p>Make up 5 questions.</p>

# Christmas Activities from *Focus on the Family*

## Character Cards

At Christmas time, you can create birthday cards for Jesus, and as our “gift” to Him. The family can try to show the fruit of the Spirit in their lives, (Galatians 5:22-23). For one child it might be patience, for another self-control. You can brainstorm situations and actions that strengthen our patience, such as waiting for a turn, or self-control in sharing belongings without becoming angry.

## A Crib of Kindness

Make a manger out of a box. Each time your children does something to be praised, such as a good deed, obeying, or praying for others, he or she can put a soft piece of cotton in the manger. Talk about how Jesus wants us to do kind things for others because doing so helps soften our hearts to love others.

## Names of Jesus

Cut out stars from card and write “Jesus is ...” on each one. Then write words that describe Jesus, such as “Savior,” “Emmanuel” and “Prince of Peace.” For family devotions that night, talk about the different names of Jesus. Creating these stars to decorate the kitchen is a great way to engage children in remembering the character of Jesus.

## The Gift of Scripture

Ask your immediate and extended family to select a Scripture that meant something to them during the course of the year. On Christmas morning, take turns reading the chosen verses or passages and sharing why it was important to you.

## Finding Jesus

“Find the baby Jesus” is a game that can be played. Set up a Nativity scene in the kitchen on Dec. 1. Then hide a figure of baby Jesus far from the kitchen. The children have to find baby Jesus. As Christmas approaches, the figure can be hidden in progressively closer locations.

## Ideas for Serving Others This Christmas Season

We’re called to humbly serve other people — not only the poor and sick, but our families, friends and neighbors, too. Ask your children to come up with ideas on how to serve others — family, close friends, neighbours and the community. Put the ideas on slips of paper and put them into a jar, then pull out an idea each day.

# Christmas Play: Jesus the healer

This play is mimed. The only spoken voice is the narrator.

Three musical recording will be needed, from Handel's Messiah recording:

1. He shall feed his flock
2. I know that my redeemer lives
3. Every valley

## OPENING SCENE:

*Joseph stands with Mary by his side. She is kneeling and holding baby Jesus.*

*Shepherds are at the side of the stage. The angel appears at the appropriate time in the following narration:*

**Narrator:** "Joseph and Mary travelled from the town of Nazareth in Galilee to Judea, to Bethlehem the town of David, to register their names on the census, as required by the government. While they were there, the time came for Mary's the baby to be born, and she gave birth to her firstborn, a son. She wrapped him in cloths and placed him in a manger, because there was no guest room available for them.

And there were shepherds living out in the fields nearby, keeping watch over their flocks at night. An angel of the Lord appeared to them, and the glory of the Lord shone around them, and they were terrified. But the angel said to them, "Do not be afraid. I bring you good news that will cause great joy for all the people. Today in the town of David a Saviour has been born to you; he is the Messiah, the Lord. This will be a sign to you: You will find a baby wrapped in cloths and lying in a manger."

Suddenly a great company of the heavenly host appeared with the angel, praising God and saying, "Glory to God in the highest heaven, and on earth peace to those on whom his favour rests."

When the angel had left, the shepherds immediately went to the town to find the baby."

**Music: And He shall feed His flock.**

*During this piece, the shepherds make their way towards Mary and Joseph. They kneel down and admire baby Jesus. One brings a lamb and place it down. They then take their place near Joseph and Mary as part of a nativity set, in a frozen position.*

**Narrator:** Now after Jesus was born in Bethlehem, in the days of Herod the king, behold, wise men from the East came to Jerusalem, saying, "Where is He who has been born King of the Jews? For we have seen His star in the East and have come to worship Him."

When Herod the king heard this, he was troubled. He had heard of the Scriptures foretelling the birth of a ruler in the town of Bethlehem. He said to the wise men:

“Go and search carefully for the young Child, and when you have found Him, bring back word to me, that I may come and worship Him also.”

After talking to Herod, they departed; and behold, the star which they had seen in the East went before them, till it came and stood over where the young Child was. When they saw the star, they rejoiced with exceedingly great joy. And when they had come into the house, they saw the young Child with Mary His mother, and fell down and worshiped Him, and presented gifts to Him: gold, frankincense, and myrrh.

Then, being warned by God in a dream that they should not return to Herod, they departed for their own country another way.”

**Music: I know that my redeemer lives**

*Wise men come and present gifts. At end of song, they exit stage. Then Mary, Joseph and shepherds exit.*

## **SCENE 2**

*Nativity set is now off stage. Jesus as a man is centre stage.*

**Narrator:** And Jesus grew in wisdom and stature, and in favour with God and man. And large crowds came to Him, bringing with them those who were lame, crippled, blind, mute, and many others, and they laid them down at His feet; and He healed them.

**Music: Every Valley**

*While music is playing, one by one, people come to Jesus, who heals them. First, a blind man feeling his way with a stick; then someone who is deaf; then a lame person with a walking stick; then a person who is crying with sadness. Once Jesus heals them, one by one, they walk off stage.*

## **FINALE**

While music is still playing, all the people who are healed come back on stage and praise God. Fade music.

**THE END**

## **Bible lesson week 3: Jesus goes back to Heaven**

While Jesus was living here on earth, He told his disciples that He would have to suffer and die. Then one evening He explained to these friends that He would only be with them a little while longer.

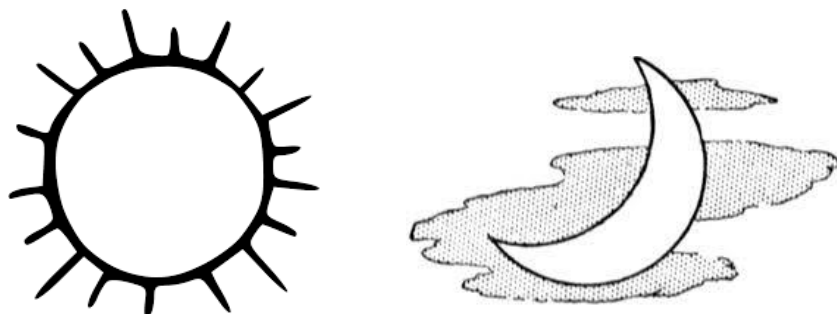
The disciples were upset when they heard this, so Jesus comforted them by saying, “Don’t let your hearts be troubled. In my Father’s house there are many rooms. I am going there to prepare a place for you. I will come back and take you to be with me.”

Jesus was talking about going to heaven, but his disciples didn’t understand this at the time. Later on, after Jesus died and came to life again, He spent time with his disciples for 40 days. Then one day after He had talked to them, took them to the top of a hill, where Jesus began to rise up from the earth. The disciples watched in amazement as Jesus continued to go up into the sky, and finally He disappeared in the clouds.

As the disciples stood gazing up into the sky and feeling very alone, two angels suddenly appeared beside them. The angels asked, “Why are you standing looking up into the sky?” This same Jesus who has been taken from you into heaven will come back in the same way as you have seen Him go into heaven.” Then the disciples remembered the promise that Jesus had given them- that He was going to the special heavenly home He had prepared for them, and that He has also prepared for you and me.

What will heaven be like?

Firstly, there are some things that won’t be in heaven. The Bible says that there will be no sun or moon in heaven. This is because the whole of heaven will be lit up by the glory that shines from God himself.



No one knows what God the Father looks like, but we do know that He is seated on the throne in the heavenly city. He will rule as king forever and ever.

But we don't have to wait to get to heaven for God to be the King of our life. If we let God be in charge of our life here on earth then He is our King and we are part of His Kingdom.

The Bible also says that there will be no night in heaven. Just imagine days that never end. There will be no need for churches in heaven because God our Heavenly Father will teach us, and we can talk to Jesus and ask him anything we want to. There will be angels in heaven. Although people on this earth rarely see angels, every Christian has an angel to watch over them while we are here on earth.

There won't be any medicine in heaven because there is no sickness or pain there. God will change the body we have on earth into a brand-new body that cannot catch disease or sickness.

There won't be any cemeteries or gravestones in heaven because there will be no death. When we get to heaven we will live forever. Living forever is called 'eternal life'. This is not something our human minds can understand. We cannot imagine what that would be like. Because God has promised eternal life to all those who believe in Him, we never need to be afraid of dying. If we are part of God's kingdom, then when He decides it is time for us to finish our life on earth, we will go straight to be with Him. It will just like going to sleep. We will just close our eyes to this world and open them to be with Jesus.

Someone has wondered, "What will we do in heaven if we are going to be there forever? We will never be bored. God will have wonderful things for you to do in heaven and it is such a beautiful place that you will never get tired of being there.

The Bible tells us that in heaven there is a very special tree called the Tree of Life. The leaves of this tree are for the healing of the nations. There are many wars between countries here on earth. But people in heaven will not remember the terrible things that happened in war. A special thing about the Tree of Life is that it bears twelve crops of fruit every year, one for every month.

What does heaven look like?

The Bible calls heaven the Holy City and the New Jerusalem. Its twelve gates are made of pearl, and the foundations of the city are made of all kinds of

precious jewels. Just think of how these jewels sparkle as they are lit up by the glory of God that shines in the heavenly city!

Even the streets of heaven are made of bright shining gold. Down the middle of the main street flows the River of Life. Everyone can drink from the River of Life.

There will be no sadness and no crying in heaven. Nothing there would ever make us want to cry or be upset. There will also be no sin or wrong doing. God is holy and cannot allow any sin in His presence. There won't be any selfishness, lying or disobedience. When you get to heaven you will be changed by God and you won't even want to do anything that is wrong.

The Bible says that there will be special rewards in heaven. One is the Crown of Life which is given to those who have not given up while on earth. As a Christian here on earth there will be hard times, but God asks us to never give up our faith in Him.

Lastly, one of the most important things that will be in heaven is the Book of Life. This is not a Bible but a very special book, called the 'Lamb's book of Life'. The Lamb is Jesus and, in His book, there are all the names of those who are going to be in heaven. The Bible says that if our name is not in the Lamb's book of Life then we cannot be in heaven. How do we get our name in the book? If we believe that Jesus died to take the punishment for our sin, and if we ask God to forgive us for all the wrong things we have done, and ask Jesus to be in charge of our life, then we are a child of God.

