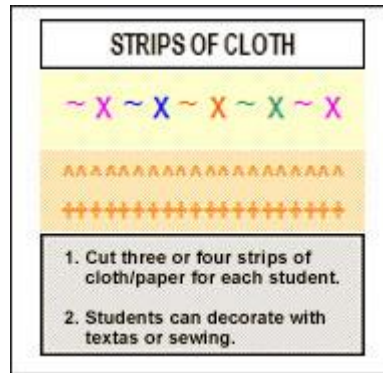


Advent and Christmas teaching and learning suggestions for the Preparatory year.

Advent		
<i>Identifying Scripture used</i>		
<p style="text-align: center; color: red;"><i>World of the Text</i></p> <p>Genre?</p> <p>Characters?</p> <p>Interesting words?</p> <p>What happens in this text?</p> <p>Who speaks?</p> <p>Who is silent?</p>	<p style="text-align: center; color: red;"><i>World Behind the Text</i></p> <p>Author?</p> <p>Audience?</p> <p>Date written?</p> <p>What was life like at this time? Cultural, social, historical aspects?</p> <p>Where does the text take place?</p>	<p style="text-align: center; color: red;"><i>World in Front of the Text</i></p> <p>What is my response to the text?</p> <p>How might you understand it differently from people in the past?</p> <p>What does the Church say about the meaning of this text?</p> <p>How might people of different genders and cultures interpret this text differently?</p>
<p>Knowledge understandings and skills</p>	<p style="text-align: center;">Activities</p>	<p>Resources</p>
<p>Jesus is the central person in the Gospels. He was born in Bethlehem. He lived in a family. Mary was Jesus' mother.</p>	<p>KWL – chart about Advent</p> <p>Brainstorm 'waiting' times in our lives.</p> <p>Make a 'Y' chart waiting sounds like /feels like/looks like.</p>	<p>McCallen, A.J (1976) <i>Listen! Themes from the Bible</i>, London: Harper Collins (OP) <i>An old book but is still useful.</i></p> <p>Children's literature:</p>

<p>Joseph and Mary cared for and looked after Jesus. CCC 124, 464, 423, 495.</p> <p>We are introduced to the stories of Jesus life during Lent, Holy Week Easter and Advent. Advent: waiting for Jesus to be born into a family. CCC 1194</p>	<p>Teach the word ‘Advent ‘and what it means.</p> <p>Make and use an Advent calendar, Advent wreath. Make an advent wreath to take home see Pinterest.</p> <p>Have a present wrapped in many layers. Unwrap a layer every day or once a week.</p> <p>Play appropriate music- sing advent songs see Michael Mangan</p> <p>Collect gifts for St Vincent de Paul Christmas appeal.</p> <p>Present scripture using Rina Wintour liquid pictures – a buddy class could help with this.</p> <p>Plan and prepare an Advent celebration.</p> <p>Light the candles on the advent wreath each week and talk about what the candles mean. Participate in class/school/ parish based liturgical celebrations.</p> <p>With a partner, make a wall chart that compares and contrasts Mary’s and joseph’s preparation for the birth of Jesus and their parents preparation for their own birth.</p> <p>Ask your school librarian or the loan of as many books as possible related to experiences f waiting. Allow children to browse over a number of days and share with each other.</p>	<p>Applegate, (2000). <i>Rain dance</i>. Sydney: Margaret Hamilton.</p> <p>Baum L. (1986) <i>Are we nearly there?</i> London: Bodley Head (OP)</p> <p>Brian.& Dee, H. (2001). <i>Where does Thursday go?</i>. Hunters Hill: Margaret Hamilton. Margaret, W. &Dee, H. (1988). <i>Mr Nick’s knitting</i>. Sydney: Hodder and Stoughton.</p> <p>Rodda, E. (2001). <i>The long way home</i>. Kingswood, S.A. Working Title press.</p> <p><i>What Happens Next</i> by Tull Suwannakit. (2014). Sydney: Walker Books. ISBN: 978192207756.</p> <p><i>The Gift of Nothing</i> by Patrick McDonnell. (2005). Publisher: Little, Brown & Company. ISBN: 0-316-11488-X (Hard cover)</p>
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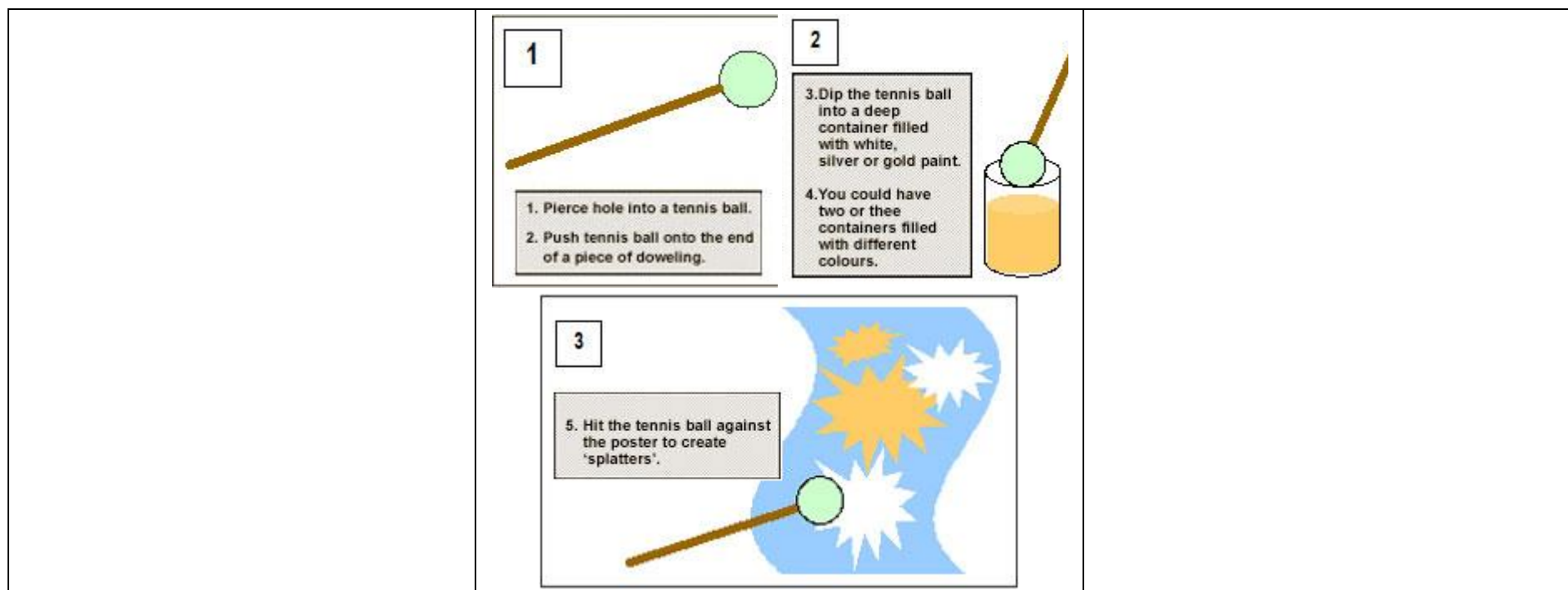
Another activity that young students could be involved in is making the strips or bands of cloth that Mary wrapped Jesus in when he was born. Students could be made aware of the many preparations their mums would

have made when they were getting ready for their birth – buying or sewing baby clothes, maybe painting the room, and organising the furniture. At this point, the circumstances of Jesus’ birth in Luke’s gospel could be compared with their own. Mary and Joseph had to make a long journey and were not in their own home. Such preparations for them were not possible but Mary would have had the necessary clothes ready. The usual practice for babies was to be wrapped in a piece of cloth or rug and then strips or bands of cloth, swaddling clothes, were tied securely around the baby’s body from the shoulders down to the feet. These strips were tied so that the baby’s arms and legs were held straight, as it was thought that securing their arms and legs in such a way would make them strong and straight. Remember that medical science was not as it is today and tying the baby’s limbs in such a manner was a measure against deformity. These strips of cloth were cut and sewn and perhaps decorated. If the family was wealthy the cloth would have been luxurious and the decorations would have been elaborately embroidered using expensive threads. For Jesus

however, these strips would have been simple. Students could make such strips and either paint decorations along their edges or do some simple sewing. They could then show how these strips were tied around a baby by demonstrating on dolls.

Preparing for the Light of Christ (idea taken from www.echoingtheword.com)

Students could be involved in making a series of banners that could be displayed in the classroom settings or even around the school or in the church throughout the four weeks of Advent. These banners could be as simple as big posters, which have been painted blue or purple. Once this paint dries students then could 'splatter' white, gold or silver 'splats' using a tennis ball which has been secured onto a piece of doweling, dipped into the coloured paint and hit against the purple or blue posters. (Please see diagrams below.) The same could be done directly onto blue or purple material. In the first week only two or three splatters could be made; in the second week of Advent some more; the third still more again and finally in the fourth week of Advent there would be so many splatters that the blue/purple background may barely be seen. The increasing number of bright splatters symbolises the growing lightness of the days leading into Christmas – the coming of the 'Light of Christ'.



Christmas

Jesus is the central person in the Gospels.
 He was born in Bethlehem.
 He lived in a family.
 Mary was Jesus' mother.
 Joseph and Mary cared for and looked after Jesus.
 CCC 124, 464, 423, 495.

Feely bags containing objects related to Christmas.

A display of Christmas items e.g. presents, cards, decorations, crib.

Create a photo montage of families celebrating Christmas from around the world and also from their own community. Discuss similarities and differences.

Children's Literature

Adams, G. (1996). *The first Christmas*. London: Orion.

Devon, P. (1995). *The grumpy shepherd*. London: Scripture Union.

Amery, H. (1997). *The Christmas story*. London: Usborne.

	<p>Think/pair/share what happens at Christmas in my house.</p> <p>As a class create a 'Y' chart. Record what Christmas looks like, sounds like, feels, like.</p> <p>Set up a nativity see; discuss the various figures placed there.</p> <p>Make a prayer card with a simple grace to be said at our family Christmas dinner.</p> <p>Prepare a simple prayer giving thanks to God for the gift of Jesus.</p> <p>Invite children to bring in their favourite Christmas songs from home.</p> <p>Write a Christmas message to family members for Christmas.</p> <p>Make a wish list of non-material things that people may want for Christmas, e.g. peace, friendship, happiness, etc.</p> <p>Make a mobile of the nativity scene.</p> <p>Christmas greetings and peace in other languages.</p>	<p>Briggs, R. (1997) <i>Father Christmas</i>. Random House Trade.</p> <p>Bruna, D. (1992). <i>The Christmas book</i>. London: Methuen.</p> <p>Butterworth, N. & Inkpen, M. (1988). <i>The fox's story: Jesus is born</i>. Basingstoke: Marshall Pickering. (OP)</p> <p>Keats, Erza Jack. (2000) <i>The little drummer boy</i>. London: Penguin.</p> <p>Kidd, P.& Poole, S. (2002). <i>Sleepy Jesus</i>. Oxford: Lion.</p> <p>Salmon, M. (1986) . The Australian twelve days of Christmas. WA: Williams, J,Akers & Dorrington.</p> <p>Vivas, J. (1986). <i>The Nativity</i>. Norwood Omnibus (OP)</p> <p>Wildsmith, B. (1991). <i>A Christmas story</i>. Oxford: Oxford University Press.</p>
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As a class write an imaginary diary by Joseph of the journey to Bethlehem.

Explore some of the Christmas symbols – light, stars, peace, angels, manger, donkey, shepherds, creation, people, good news, word.

adapted from Tasmanian Catholic Education office.