

# Making Jesus Real in Year 2

The theme of the Year 2 program is "Friendship" and "Getting Along" and is linked with the movie Toy Story 3.

Each session begins with a prayer around a prayer focus with a song eg, "Will you come and follow me", a reading, quiet intentions or whatever suits your group.

This plan involves 4 sessions for the group approximately half a day each term. The students concentrate on positive body language with distribution of worksheets, the students say thanks, they might high five or thumbs up, etc.

## Session 1

Begin with an appropriate prayer.

Write "Getting Along" on the board. Ask for opinions as to what it means and collate them. Be sure to add- solving problems without fighting, working well with others and following important home and school rules.

Explain that sometimes it takes a while before someone learns how to get along. One of the reasons young people go to school is to learn how to get along with others.

Discuss the meaning of the word "Friend". Explain that a friend is a person they like because that person treats them nicely and because they have fun when they are with that person. Friends can be boys or girls of any age.

To have good friendships, students must learn to be good friends to others. They must treat their friends the way they would want their friends to treat them. This means they must practice friendly behaviours.

Ask students to close their eyes to imagine that the best friend in the whole world is standing in front of them. Instruct students demonstrate their friendly facial expression to a partner. Do the same imagining the worst friend in the world is standing in front of them. Show their unfriendly facial expression and their unfriendly actions to their partner.

Have students discuss the actions and expressions they associate with good friends and bad friends. Ask if they have ever behaved like a bad friend.

Woodie the Westie sheet. Read the behaviours on the worksheet. Instruct students to write the letter W next to the friendly or WESTIE actions and the letter E next to the

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unfriendly actions or the EASTIE ways. Ask students to add any important friendly or unfriendly behaviours that are not listed. Discuss the characteristics of a good friend.

Watch the first part of Toy Story 3 pointing out the friendly or WESTIE behavior of the various characters.

Discuss the behavior of the friendly characters. Who do they think showed real WESTIE characteristics?

Distribute the 2 Circle of Friends worksheets.

Discuss that Woody has lots of friends because he is a WESTIE. What does Woody do that makes him a good friend?

Complete the second Circle of Friends sheet. What makes you a good friend? What do you do for others that makes them enjoy having you for a friend?

## Session 2

Begin session with a prayer or a song.

Explain that in this session the students will practice thoughts and behaviours that will help them make and keep friends. State that when we make new friends, we do not have to give up our old friends.

Open the discussion by asking the students if it is possible to have too many friends. Lead a discussion on the topic of friends with the following questions.

- Why is it important or good to have many friends?
- Are all of our friends exactly alike?
- How might knowing many types of people be helpful to us?
- Why is it important to make an effort to be a good friend?

Friendly Interview. Explain that one way to make new friends is to show people you are interested in them by asking questions about them. State that asking a question is a good way to start a conversation and get to know someone better.

Group the children into pairs, preferably with someone they do not know very well. Distribute the Friendly Interview Worksheet and go through the questions with the students demonstrating how you might answer them.

Students then interview their partner writing down their partners answers as they go. Ask them to observe any similar interests, likes and dislikes they discover. When the task is completed, select students to introduce their new friend to the group or the class depending on the size of the group and state one interesting fact they learned about the person.

Keeping Friends.

Discuss with the students

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- If you make a new friend, do you have to get rid of an old friend? Why or why not?
- What are some things you can do to make new friends?
- Why is it important to respond positively when people act friendly towards us?
- Will everyone you meet become your friend?
- How did Jesus treat His friends? Did it matter to Jesus how many friends he had?

Watch the second quarter of Toy Story 3, looking for ways the characters keep friendships and how they make new friends.

Distribute the Make a Buddy worksheet and instruct students to draw a picture of themselves making the friendly gesture to their new friend.

Possibly finish off with the students writing a prayer asking Jesus for help to be more like Him, especially in the ways He treated His friends.

## Session 3

This session focuses on the importance for us to make friends (we are happier, friends can help us.) There is also a focus on friendly behaviours, that we are Making Jesus Real in our lives when we are friendly to others and treat people with respect.

Begin with an appropriate prayer.

Begin a discussion about the role a person's appearance plays in forming friendships.

Place 2 boxes in front of the group - one nicely wrapped (containing an unpleasant item) and one wrapped in newspaper (containing something nice)

Ask students to decide which parcel they would rather have. Discuss their reasons for choosing one over the other.

Choose two students to unwrap a parcel each.

Explain that people are often like these boxes. They may be pretty on the outside but their personalities are not so nice. On the other hand they may look funny or different to you on the outside, but their personalities are wonderful. Discuss that sometimes we choose not to be friends with people because we have false ideas based on the way they look. Ask students why this manner of choosing friends might not be a good idea.

Read through the Looks Aren't Everything page, students draw a line through the thought that will cause them to avoid the person and a circle around the thought that will help make friends with the person.

Encouraging others page - refer back to the E in WEST and talk about the way we can develop friendships by encouraging others. Perhaps some role plays at this point would be relevant. Then colour the pictures which show people encouraging others.

Introduce TAH Teamwork at Home. Discuss the importance of contributing at home. Talk about the many ways they can help, eg, keeping their room tidy, keeping younger siblings occupied, setting the dinner table etc. Then complete the page in the workbook where they colour 3 pictures of things they do to help out at home and draw 2 other jobs they do.

Watch the third part of Toy Story - looking for the ways the characters encourage and help each other.

## Session 4

The focus of this session is making good choices and the effect our choices have on ourselves and others. This leads on to Friendship Webs and how to maintain good friendships.

Begin with a prayer.

Revise the TAH concept and ask students to think how they might be trying to contribute at home by being team players. Perhaps they could share, in pairs, the things they are trying to do.

Introduce the concept of Making Good Choices and developing Self Control. Read through the page in the workbook. This leads on to the Ripple Effect where the good things we do ripple out through other people's lives at school, at home and at play.

Show an appropriate filmclip to demonstrate this, eg. **Life Vest Inside Kindness** <http://youtu.be/nwAYpLVyeFU> This particular clip shows the pay it forward concept, where the good things we do are passed on by the recipients.

Play a game to practice making choices **Would You Rather?** fits in well here;

**Would You Rather** is a pretty simple game -

The basic idea is that you ask a "Would You Rather" question (see below for samples) and each person has to decide their answer.

You can run the game in a few formats, depending on the time available and size of your group.

- You can have people go to one side of the room or the other to indicate their 'answer'
- You can have them sit down or stand up
- Write the answers down
- Share the answers with the group (obviously better for smaller groups!)

Some sample Would You rather Questions are listed ...

- Would you rather always lose or never play?
- Would you rather be 2 metres tall or 1 metre tall?
- Would you rather be a deep sea diver or an astronaut?
- Would you rather be a dog named Killer or a cat named Fluffy?
- Would you rather be a giant guinea pig or a tiny rhino?
- Would you rather be able to hear any conversation or take back anything you say?
- Would you rather be able to read everyone's mind all the time or always know the future?
- Would you rather be able to stop time or fly?
- Would you rather be an unknown Aussie Rules player or a famous table tennis star?
- Would you rather be born with an elephant's nose or a giraffe's neck?
- Would you rather be forced to tell your best friend a lie or your parents the truth?
- Would you rather be hairy all over or completely bald?
- Would you rather be invisible or able to read minds?
- Would you rather be rich and ugly or poor and good looking?
- Would you rather be stranded on an island alone or with someone you dislike?
- Would you rather be the most popular or the smartest?
- Would you rather eat a bar of soap or drink dishwashing liquid?

Friendship Webs - talk about the fact that friendships can change over the years and why it is good to have many friends and be able to play with many people. We must respect our friends and care for them to maintain our friendships. The students then draw 2 pictures of things they can do to be a good friend.

Watch the final part of the Toy Story movie looking for ways that the characters make friends and maintain their friendships. Talk about ways that Jesus would treat people and how we can try to be more like him.

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