

Making Jesus Real in Year 3

The theme of the Year 3 program is Friendship and Making Good Choices and is linked to the movie Babe.

Each session begins with a prayer around a prayer focus with a song, a reading, quiet intentions, 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 the distribution of books, the students say thanks, they might high five or thumbs up, etc.

Session 1

Begin with the Welcoming aspect of WEST. Discuss ways the students can be welcoming, a wave, a smile, a greeting, thumbs up, etc. Talk about the people you can welcome, people you have never met before, friends of friends, even the people you see every day. Use the first page of the workbook to initiate discussion.

Revise the Happy Chappy page, they may have seen it before. Read through the descriptors and explain any that may be unknown. Complete the activity at the bottom of the page where the students circle 4 things they would like to be and 3 that they are.

Do the same with the Nasty Pastie page and circle 5 things you don't want to be.

Welcome page in workbook. Discuss the "ice breakers" listed on the page and tick the items in the list that they do to be good friend. The students could perform role plays in small groups.

Friendship barriers- Discuss the things that stop us from being a good friend and the importance of continuing to make new friends.

Be a friend story starter- give the students scenarios to discuss in groups and allow them to share their ideas with the whole group.

Compliment Cavalcade- discuss the purpose of a compliment and how they are good conversation starters. Allow the students time to pass their booklets around the group

for the others to write some compliments in them. Encourage them to write different things rather than everyone repeating the same compliment.

Discussion questions-

1. Think of two people who are your friends. What are two things you like best about them? Why?
2. Do your friends behave like good friends all the time? Why or why not?
3. What can you do if your friend makes a mistake and does not treat you nicely?
4. Do you behave like a good friend all the time? Why or why not?
5. What can you do if you make a mistake and do not treat your friend nicely?

Team building activities- divide the students into groups for some outside activities to allow the students to practice compliments and encouraging words to each other, eg, well done, that's great, never mind have another go. The activities could be ball games eg, tunnel ball and captain ball and another group might use small magnifying glasses to observe the good things around them.

Finish off the session with the first part of the movie Babe. Ask the children to look for the ways Babe tries to make new friends in the Barnyard and how she initiates conversations with many of the other animals. Discuss these moments after viewing the movie.

To finish the day, the students are asked to think *of* one thing they are going to try to do better this week which will help them be a better friend.

Session 2

Begin with a prayer linked to the theme of welcoming and including others.

Review the Happy Chappy and Nasty Pastie pages and link Babe and Rex as examples. Which characteristics from the lists are Babe and which are Rex?

Ask the students to brainstorm characters from cartoon a TV show or movies and list them as a Happy Chappy or Nasty Pastie.

Discuss with the students the characteristics of a Welcoming person covered in Term 1. This term the focus will be Encouraging

Look at the word Encourage- it contains the word Courage. Courage gives strength to others to do better. Brainstorm words that people use to encourage you- like your parents, teachers, coaches etc. Then answer the questions at the bottom of the page.

Introduce the Alphabet Race. Divide the group into smaller working groups and the students can race against each group aiming to be the first group who has completed the whole sheet, each student in the group needs to complete their own sheet and there needs to be collaboration among the group where they all decide on the word to insert for each letter. The students can insert a word or a phrase , this helps with the more difficult letters, x and y.

Students then can have a go at completing the Acrostic poem.

Discuss Walking God Moments before you break for lunch so the students can look for them while out on the playground. This is a time when the wrist bands could be used. The students could be given the wristbands that contain special powers that help them to find God Moments. They also remind the students to look for them. After they return the wristbands the special powers could stay with the students!!

The students can then report back to the group the God Moments they witnessed. This can just be a reporting back time or they can be recorded as The Gospel according to ...The person who is telling the story. For example The Gospel according to Emma. Then Emma recounts her God Moment to the class..... Emma witnessed Molly helping another child pick up her spilt lunch...the students then try to name the Gospel Value in Emma's story.

Students watch the Power Point I am the vine; I saw Jesus today at first I thought it was my Mum, but I knew it was Jesus I could tell by the love in her eyes.....

Then the students attempt their own I saw Jesus. They could be given a template with the beginning of each line already there for them. They could then illustrate their sheet with a picture of the moment.

Divide the students into groups for ball games or another activity that allows encouraging words.

Watch another section of the Babe movie looking for examples of encouragement and welcoming behaviours.

Where did I see God today?

Use a coloured pencil to tick the boxes if you think it was a God Moment.

A girl pushed in line at the tuckshop.	Some children stayed to help the teacher clean up the art materials in their play time.	Some boys cleaned up the rubbish near the port racks.
Some children were laughing at another girl because she got her spelling wrong.	I helped mum unpack the dishwasher without being asked.	I was too lazy to do my homework so I told mum I didn't have any to do.
I helped my brother when he had a sore arm.	A Yr 3 wanted to be the "boss" at soccer because it was his soccer ball.	I took my friend to get some first aid when she fell over.
A girl said hello to me and I don't even know her name.	I got grumpy because mum said I could not go to play at my friend's house.	I thanked the other children for playing a game with me at lunch time.

LOOK at the boxes that do not have a tick. What could the person do differently to change this to a God Moment?

In the space below **draw and write** about a God Moment you saw or did this week.



[Type text]



Name.....

I saw Jesus today.

He was

.....

.....

I thought it was

But it was Jesus.

I could tell by

.....

.....

Session 3

Begin with an appropriate prayer.

Revise the points covered in the previous two sessions. Welcoming and encouraging.

Discuss the ways we can make people feel welcomed, check back through the booklet to the pages covered.

When was the last time you have encouraged someone? Are you aware of the need to continually encourage others?

Read through the pages *Why should I say sorry?* and *When should I say sorry?*

Then go on to *Saying Sorry can be Hard*. This leads to an activity where the students act out a scenario on a yellow card. They are asked to think about what you would say and what you would do

Students make posters using the themes from the booklet covered so far this year. These are to be displayed in the classroom when completed. *Welcome, Encourage and Sorry*.

Watch the third part of *Babe* looking for the ways the characters welcome, encourage and say sorry.

1

Billy was playing with his father's work i phone without permission and accidentally dropped it onto the floor. The phone's screen shattered.

What should Billy say?

What should Billy do?

2

Louise left her homework book at school and was not able to do her homework. She told her parents she didn't have any homework and told her teacher she left it at home. Her parents were talking to her teacher and they discovered her tales.

What should Louise say?

What should Louise do?

3

Jack was playing too roughly on the playground equipment and bumped Emily off the slippery dip. Emily fell and broke her arm.

What should Jack say?

What should Jack do?

4

Isabella took a \$5 note that was on the kitchen bench at home. She wanted to buy a Smiggles pen and rubber. Later her mother asked her where the Smiggles things came from.

What should Isabella say?

What should Isabella do?

5

Jimmy's grandfather had a very sore foot. Jimmy was chasing his sister through the house and trod on his grandfather's foot.

What should Jimmy say?

What should Jimmy do?

6

Kate was having trouble remembering her Math's and looked at another person's test to complete the answers. Her teacher called Kate and the other student to the front to ask who copied from who?

What should Kate say?

What should Kate do

7

Sam needed to research at home for an assignment to be completed at school.

Sam forgot to do the research but found someone's notes outside the classroom near the school bags. Instead of handing them in, he pretended they were his. Sally was unable to do her assignment because her notes were missing and the teacher was having trouble believing Sally.

What should Sam say?

What should Sam do?

8

Judy wore her sister's necklace to school without asking her and it broke off while she was playing and Judy couldn't fix it.

What should Judy say?

What should Judy do?

9

Elizabeth's friend told her a secret and begged her not to tell anyone. Elizabeth promised she wouldn't tell and then went behind her friend's back and told lots of other people.

Elizabeth's friend found out.

What should Elizabeth say?

What should Elizabeth do?

10

Luke dropped his money in the bin when he was throwing away his rubbish. Adam saw Luke looking in the bin and spread a story that Luke was looking for food in the bin and eating it. Luke was very upset when he heard the rumours.

What should Adam say?

What should Adam do?

Session 4

The focus of this session is the final part of the WEST theme - saying Thanks.

Begin with an appropriate prayer.

Revise the first 3 parts of WEST - welcome, encourage and saying sorry. Ask students to reflect on how they are managing to bring these concepts into their lives.

Read through the "thanks" page together using examples. Some role plays here would be helpful to demonstrate the different ways we can use manners with words like, PLEASE, THANKS and EXCUSE ME.

Now would be a good time to talk about gratitude and ask the students to tell a partner the things they are grateful for today.

Watch a suitable filmclip to reinforce "gratitude" eg.

Gratitude Kids <http://youtu.be/DKT5ETUlvJM>

What are you thankful for? <http://youtu.be/BE2qHIDZHzc>

Read through the second page on gratitude where students list 10 things they would like to say thank you for. Discuss wants and needs and list 3 of each.

The second half of the page requires a collage to be made. Depending on the number of students in your group, a poster may be easier to manage.

The final activity on that page asks the students to list good qualities that they admire from home and school.

The last page in the booklet summarises the whole concept of Making Jesus Real. That by letting Jesus work through us and by seeing Jesus work through others we are making Jesus real. Allow the students to decorate the page to reinforce the message.

Finish off the final section of Babe, looking for examples of good manners especially Thank you.