

# Making Jesus Real in Year 4

The theme of the Year 4 program is "Positive Attitude" and is linked with the Shrek movie.

Each session begins with a prayer around a prayer focus with a song, a reading, quiet time, 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

Look at the cover of the booklet, discuss what is known about Shrek. Name some of the characters the students know from the movie and discuss the way they showed either a positive or negative attitude. The focus will be on Shrek and Donkey later in the session.

Page 1/12 Happy Chappy. Discuss the words around the Happy Chappy character and the students choose 4 things they would like to be and circle them. Using a different colour they then circle 3 things they bare. It's a good time to play some music so the students can focus on their own choices.

Page 2 /13 Nasty Pastie. If you want, the students could add another instruction to the bottom of the page, "Circle 3 things that you are." Read around the list of words around the Nasty Pastie, giving explanations if needed. Then following the instructions, circle 5 things they don't want to be and 3 things they are. These obviously are private and are not intended to be shared. Using music if you want, allow time to complete this activity.

The Climb by Miley Cyrus: watch the You Tube film clip (it can be found at [mjr08@edublog.com.au](mailto:mjr08@edublog.com.au)).

Ask the students to reflect on the mountains they have to climb and the negative voice that tells them they can't do it. What can we learn from the mountains in our life? If we fail are we going to say we can't, what might happen if we try again?

Page 14 Poster "You are in charge of the attitude to your life". Discuss attitudes - positive and negative, what attitude helps us to succeed, are attitudes contagious-talk about the effect of the attitudes of peers and how people can change just to fit in.

Page 15 My Portrait. Allow time for students to illustrate the page with a portrait of themselves, their family, hobbies and interests. This is not just a picture of themselves,

it should demonstrate who they are at this moment in their lives.

Page 16            Positive Attitude. Read through with the students discussing any people that are known to demonstrate a positive attitude. In the section where the students fill in 3 people they know, it would be more relevant to use people they know personally. Discuss the final statement on that page, that you will tend to copy the attitude of those you associate with. If you want a positive attitude to life mix with positive people.

Page 17/18            Positive Signs. Discuss the body language and signs that shows a positive attitude. On page 18 follow on with a discussion of the questions, finishing with a list of positive and negative statements in the last 2 questions.

Team/group activities. Choose any type of game or activity that allows the students to practice positive statements and encouragement of their teammates. Eg ballgames, obstacle course, etc. Another activity could be to use small magnifying glass to look closely at their surroundings, this can then lead on to a discussion of God Moments.

Shrek Movie. Allow some time to watch the first part of Shrek. In the beginning of the movie there is a distinct difference between the attitude of Shrek (negative) and Donkey (positive). Allow time for some discussion of the characteristics of these two.

Pages 24-26            Giver and taker. Discuss the link between being a positive person and being a giver and often the negative people are takers. This leads on to a discussion of gifts we possess. On page 25 the students can make a judgment on the type of person they are by looking at the 2 lists and deciding which list describes them best.  
Discussion of the poster on page 26.

## Session 2

The theme for this session is dealing with overcoming negative attitudes - Positive Behaviours

Begin the session with a prayer related to theme of being positive and welcoming.

Watch a small section of Shrek 7:15 - 12:50 to reintroduce the contrast between positive and negative behaviours, using Donkey and Shrek to demonstrate the difference.

Ask students to turn back to the Happy Chappy and Nasty Pastie pages and choosing a colour for Donkey and a different one for Shrek students circle the characteristics that they both demonstrate. Students reflect on who they are more like Donkey or Shrek.

Taking the good with the bad page

Share a story with the students of someone who has demonstrated the ability to take what they have and turn it around into something positive eg a sporting coach

Build a bridge and get over it. Read through the explanation.

As a group students make a sculpture of something from the Shrek movie eg, the castle, Shrek's house in the swamp etc using drinking straws and a limited supply of masking tape. The purpose is to see which group can work together and accept decisions well without moaning and groaning.

Negative Attitude page read through and discuss with the students using examples if possible

Make a poster. As a group students discuss what could be put onto a poster showing positive attitude. Each group member creates their own individual A4 poster naming 5 characteristics of a positive person.

WIIFM What is a WIIFM? Read through and discuss. Students make up role plays where the adults are the WIIFM.

Winner and Grinner not a moaner and groaner. Read through the page and discuss.

Communication through body language. Discuss and students rate themselves.

Watch the next section of Shrek looking for example of moaning and groaning, communication through body language and WIIFMs.

## Session 3

Begin with a prayer

Revise the work covered earlier - Positive attitudes, givers and takers, believe in yourself, taking the good with the bad, build a bridge, wifms, gridders and winners and communication and body language.

Anger management, talk through anger as an emotion we are all entitled to show, Jesus showed anger in the temple, but we need to be able to control it - not let it control us.

Read through the page on Anger Management p.47 and work through the activities and questions.

Continue on to p.48 where students name 5 poor coping methods and 5 improved coping methods.

This leads onto Blamers and Claimers p.49 where we discuss the need for honesty to CLAIM the BLAME. Students could discuss in small groups how they improve in the future when claiming the blame. Then Honesty and Trust the second half of the page.

Then Teamwork at Home (TAH) where in a group the students list all the appliances and services that they use in their home. P.61

P.62 discussion of the practical ways students could make TAH come alive.

Students could make posters showing how they could be more TAH people.

Possible team activities, ball games, etc where students practice teamwork

Watch the third part of Shrek.

## Session 4

Begin with a prayer.

Revise the work covered in the previous session - Anger Management, Blamers and Claimers and Teamwork at Home

Talk about the things parents have provided for the students since they got up in the morning - food for breakfast, clothes, water for shower etc

Look at page 63 Teamwork at Home TAH discuss and allow time for students to complete the sections - they may need to work with a partner

Page 64 Teamwork at Home TAH - read and discuss 5 ways students can be a team player at home and 5 ways they may bring tension in the home and allow time to complete worksheet. Then look at TAS Teamwork at School and find examples in the picture of TAS.

Win the Hard Ball pg 56 in MJR book, read through and discuss.

TEAM - Together Everyone Achieves More Read through and give examples. Some suitable YouTube clips would be Team Work Birds or People <http://youtu.be/jF80RqLkl6E>

TMB Panyee FC <http://youtu.be/jU4oA3kkAWU>

Bridge's Story - A Teamwork Aniboom Animation by Tony Hoang

<http://youtu.be/Nci9e1lHtwY>

Teamwork Activity Play a game that requires the students to work as a team  
eg, **Peanut Better Relay** -

For this game you need two ropes to represent the banks of a river. The goal is to have the group cross the river.

Give the team six carpet squares (or something similar) to use as "rafts". Each raft can only support one hand and two feet at any one time. Any more than that and it will sink (meaning a leader takes it away and it's no longer available to the group). If a raft is left untouched for more than a few seconds, it floats away (again, have a leader monitor for this and remove any rafts).

If anyone in the group touches the water, the team must start again.

The One Percenters Giving 101%

Meditation

Watch the last section of Shrek