

# Making things

## Purpose

To introduce the concept of God.

**This will be achieved by:**

- discussing what students have made on their own or with others' help
- introducing God as the maker of the natural world
- celebrating what has been made.

## Preparation

- Prayerfully read Psalm 8.
- If you did not do it last week, make nametags for yourself and for each child. Decide how you will store them.
- Name the children's Student Workbooks if you did not do it last week.
- Decide whether you are going to collect the books each session or ask the teacher for a space to store them in the classroom.
- Collect large pictures of things God has made.
- Choose an item that you have made to share with the class.
- Complete the 'I made...' page in your copy of the Student Workbook.
- Choose a song about God to sing. Suggestions include 'My God is So Big' (*New Tracks-Songs for CRE*); '10,9,8,God is Great' (from the CD of the same name by 'Colin Buchanan') or 'Find Out' (from *Sounds and Songs for CRE*).
- In Student Exploration you will be asking children to bring in a photo of themselves, so jot down a reminder to yourself to ask them next session whether they have remembered to do this. You might like to send a short note home with the children today to explain to their parents why you want the photo. See below for a sample letter.
- Collect the drawings from last week to take to the class.

## Sample letter

Dear Parent,

My name is \_\_\_\_\_. I am teaching your child Christian religious education (CRE) this year. I would love to get to know their name quickly. To help me, could you please send a photo of your child to school that can be pasted in their Student Workbook? Thanks in anticipation, \_\_\_\_\_.

## Main Point

What has been made tells us something about the maker. This is also true of God.

## Values

- Inquiry
- Self-respect

## Children's writing

- Many children at this time of year will have a very limited ability to write. Some will be able to write their name. The class teacher may have made nametags for the children to help them write their name. Encourage the children to use these in CRE if they are available. (Children will need to write their name on any handout sheets such as BLMs (Black Line Masters).)
- Encourage the children to 'have a go' at writing. Praise their attempts, especially if they have used some of the correct letters.
- If a child is unwilling to have a go, ask them what they would like you to write and then write it for them, saying the words out loud as you write them.

## Notes

### Orientation

- Collect.
  - Bring the class to sit on the floor if they are not already doing so.
- Revise.
  - Greet the children and say your name.
  - Put on your nametag.
  - Hand out the name cards as you say each name. Ask the children to wear their nametag.
  - Show the item you made that you have brought to show. Briefly tell the class about the item and why you brought it.
- Enthuse.
  - Say, 'You are a clever class of Preps (or the local name).'
  - 🗣️ What have you made at school? (*Praise the children who remember to put up their hand if they want to say something.*)
  - 🗣️ What have you made with your mum or dad's help?
  - 🗣️ What things have Mum and Dad made?

### Guided Discovery

- Show your pictures of what God had made.
  - 'Look at these things—who made them? GOD!' This is what Christians believe.
- Teach the song 'My God Is So Big' or another song you have chosen.

### Student Exploration

- Explain that the children will each have their own book to draw and write in during CRE.
- Give out the Student Workbooks and allow the children a few minutes to explore the book if this was not done last week.
- Read the first page together: 'Hi, my name is ...'
  - Explain that there is a space there for a picture of them. They might like to ask their parent if they can bring in a photo of themselves from home to paste in that

space or they might like to draw a picture of themselves. There is also a space for them to write their name and their age. Tell them that you will come around in a little while and help them write their name if they need help (this will be most of them).

- Direct them to the page they will use today.
  - Look at the photos of the children. Identify what it is they have made. (This will help those who have not yet chosen something they have made.) **1**
- Show your own completed page: 'I made ...'
  - Explain that the children are to draw one thing they have made. They are to think carefully about what they want to draw and to use all the space. You will help them write the rest of the sentence. **2**
  - Ask the children to go back to their seats when you have said their name (or described them—for example, all those with jumpers on today, all those with a rugby top on).
  - Children draw something they have made.
  - Move around so you can add words to complete the sentence for the children. Ask them to help you decide what words will be used to complete the sentence. Refer to the children by name if possible to help you learn their names.
- If children are finished, they can add a small picture to their nametag that tells you something about them (for example, a picture of their pet or others in their family) or they can use their nametag and write in their name in the space provided at the start of the book.
- Sing 'My God Is So Big' or other chosen song again. They will still be learning the song at this stage so don't be surprised if you are the one doing most of the singing. Spend a number of weeks on the same song so they become familiar with it.



## Student Reflection

- Review what God and we have made.
- Choose a couple of children to show their page. Find the page for them to show to the class. Help them read the sentence with you ('I made ...').

## Prayer

- You might like to use this prayer with your class.  
*Thank you, God, for making us clever.  
Thank you for all the things that you have made too. Amen.*
- Collect the nametags and store ready for the next session.
- Hand out the drawings from last session. Ask them to put them in their bag to take home.

## Improve your storytelling

When you tell a story, do all you can to make your story come alive in the students' imagination. Use these hints for vibrant stories:

- Read through the story several times. Imagine being present as the action unfolds.
- Establish your key points. Tell the story anchored to these points, in your own words. You do not have to memorise it word for word.
  - Practise telling the story aloud.
- Speak clearly and not too quickly. Vary the pitch, tone, volume and pace of your voice.
- Use direct speech (the actual words of each speaker) as much as possible. This helps each character become real and personable.
- Use your hands to indicate size and shape. Use your face to express emotion, such as joy and sorrow. Be uninhibited! The students will gain more from the story by watching your expressions and your body language as you tell it.
- Look at the students. Maintain eye contact with them, and watch their faces, to see whether they understand or whether they need more explanation.
- Watch a good storyteller in action. Practise in front of a mirror and, if possible, record yourself.
- Remember that humour can be a valuable teaching technique.
- Use simple props, sounds, pictures, objects or whatever will make your story 'real'.

# God loves children like me



I like

SAMPLE LESSON