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God's Love Makes Me

Unit Aim

To help the children realize that their bodies, talents, feelings, and senses are gifts from a loving God.

Chapter 5
God Creates Me

Chapter 6
God Gives
Me Feelings

Chapter 7
God Creates
My Senses



Reduced Big Book Page 6

Who I Am

Faith Reflection

According to Chapter 1 of the Book of Genesis, God created human beings on the sixth day. And God looked at this creation in the divine image and found it good. Thus, Christians believe that the human body is a lovely creation of a loving God. Like the Creator, the creature is good. This is the focus of Unit 2.

God has given each of us a body that is wondrous. We have many abilities, many things we can do with our bodies. Since we were babies, we have been learning new things—how to roll over, how to crawl, how to walk, how to talk, how to tie our shoes, how to jump. Our learning has continued through the years so that our bodies are able to do more things. With these bodily talents we can praise God in numerous ways—through song, dance, helpful actions, play, and work.

In addition to our abilities, we have feelings with which to respond to life. We feel love and despair, anger and pride, loneliness and sympathy. We feel happiness and sadness. We must learn to show these feelings in appropriate ways so that people can respond to us and help us grow into mature individuals.

Finally, we have five senses, which are gifts from God. All our learning comes through the senses. Daily we see, touch, taste, smell, and hear the beauty of the world around us. With these senses we can give praise to God.

Every week in the liturgy, the Church calls us to use our senses as we worship the God who has graced us with these wonderful bodies. God has also graced us with Jesus who, as the Gospels show us, used his own body to give praise to God.

The activities in the Family Time take-home poster for Unit 2 are designed around the unit theme, God's Love Makes Me Who I Am. Over the course of the unit, encourage the children's families to use the activities to develop their children's intelligences.

The following ideas, associated with specific intelligences in Gardner's model, are contained in some of the poster activities the children's families will be enjoying in Unit 2.

Bodily-Kinesthetic

**Bodily-Kinesthetic/
Musical/Linguistic**

Intrapersonal





Sharing Your Faith

We Are Wondrously Made

Thousands of years ago a psalmist, caught in the mystery of a God who loves us unequivocally, cried:

Truly you have formed my inmost being;

you knit me in my mother's womb.

I give you thanks that I am fearfully, wonderfully made; wonderful are your works!

Based on Psalm 139:13–14

Children need to know that regardless of how they look—short or tall, stout or lean—or how they are—clumsy or graceful—God loves them. Whatever their physical challenges—the inability to see, walk, talk, smell, feel, or hear—God loves them.

Children's Talents

Chapter 5 focuses on the ways children praise God with their many talents. A broad definition is applied to the word *talents*. Most of the kindergarten children in your class can listen to a story with wide-eyed wonder, dance with spontaneous joy, tell riddles with giggles of delight, build sand castles and then knock them down with abandon, and tell stories with a rush of confidence. These are talents they have learned, practiced, and perfected!

Since children develop at different rates and have a variety of gifts, it is important to accept and affirm each child's unique pattern of growth. Acquiring skills and developing talents involves hard work, mistakes, and occasional failures. In learning, mistakes can be as important as successes. This chapter helps the children see that their talents are gifts from God. It helps them realize that whatever their talents might be, they can use them to praise God, the Great Gift-giver.

Looking into the Lesson

In the lesson the children will . . .

- Identify personal physical traits.
- Talk about and circle pictures of talents.
- Share stories about learning.
- List present and future talents.
- Make photo medallions.
- Pray Psalm 92.

In the alternative activities the children can . . .

Create time lines, make flowerpot gifts, talk about talents, illustrate talent posters, or make musical instruments.



Scripture Reading

Thank you, God, for making me wonderful!

Based on Psalm 139:14

Activity for Early Arrivals

Enable children to recognize and practice their talents by inviting them to work with objects from an "I-Can-Do-It" Box.

Fill a large box with items that can be snapped, buttoned, zipped, buckled, or laced. Other items could be locks and keys, paper, a small stapler, paper clips, and a hole punch. Encourage each child to work with as many things as time permits. Celebrate accomplishments!

Objectives

To help the children

- ❖ Realize that God's love makes them special.
- ❖ Deepen their awareness of the special talents God has given them.
- ❖ Praise God for themselves and for their talents.

Getting Ready

Materials Needed

- children's leaflet for Chapter 5
- Big Book page 7
- Cutout Activity D
- medallion-sized photographs of each child
- 2-foot piece of yarn for each child
- safety scissors, tape, and hole punch

Before Beginning

Gift-wrap a box so that the lid lifts off easily. Place a mirror facing up in the bottom of the box.

Fill in your answers to children's page 1.

Practice the words and actions to the poem on page 75.

From Cutout Activity D, make a sample medallion and place your photo inside.

Saying an Action Poem

Read the children's action poem and say it with them. Encourage the children to make each child to say the poem. (Make a happy face and move your arms. Look and smile! Look and smile!)



Sing-Along Songs

Practice singing the following songs with the children. These songs can be found on the BLESSED ARE WE K CD.

Sing to the tune of "Round and Round the Village."

Oh, we can use our talents;
Oh, we can use our talents;
Oh, we can use our talents
As we give praise to God.

Additional verses:

Oh, we can dance and wiggle.
... laugh and giggle.
... move our fingers.
... swing our elbows.
... follow leaders.
... help our families.
... help our neighbors.
... share our talents.

Sing to the tune of "If You're Happy and You Know It."

If you know that you can do it, clap your hands.
(Clap. Clap.)

If you know that you can do it, clap your hands.
(Clap. Clap.)

If you know that you can do it,
Then your face will surely show it. (Smile.)

If you know that you can do it, clap your hands.
(Clap. Clap.)

Additional lines and actions:

If you know that you can do it, stomp your feet.
... shout hooray!
... skip around.
... jump for joy.
... twirl around.
... stretch your arm.
... wink your eye.
... bounce a ball.

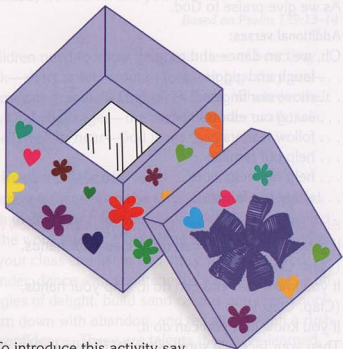


1 ENGAGE

OBJECTIVE To help the children realize that God's love makes them special.

Discovering a Gift from God

- Gather the children in a circle. Show them the gift-wrapped box you made before class.



- To introduce this activity say,
When you look inside this box, you will see a very special gift. It is a surprise! When you see the surprise, don't tell anyone!
Be very quiet as you lift the lid of the box and discover the surprise. Don't say a word. Just put the lid back on the box and pass it to the child next to you. Remember, it's a surprise! Shhhh!
- Encourage the children to pass the box carefully. After the children have discovered the secret, invite them to draw a picture of what they saw. (Their own faces) Have volunteers share the secret.

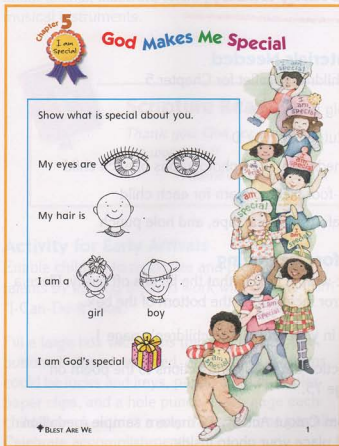
Learning About Personal Gifts

Use Children's Page 1

- Have the children sit at their tables. Distribute the leaflet for Chapter 5.
- Read the title on page 1. Then tell the children the following story.

One day, about five years ago, God gave your family a very special gift. That gift was you! You are a very special gift from God.

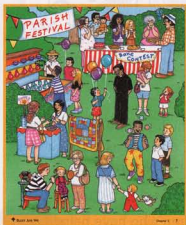
When you looked into the gift box today, you saw this special gift from God. You saw yourself! Now, turn to the first page of your leaflet to see how you are special.



- Next, invite the children to color the eyes and draw hair to show their own eye and hair colors. Then ask the children to circle whether they are a girl or a boy and to color that picture.
- Read aloud the line about eye color. Encourage the children to repeat it after you, but ask each child to say his or her own eye color. Then pray the response: **Thank you, God, for me!** Continue in the same way with the lines that follow. Conclude with the last line and the response.

2 EXPLORE

OBJECTIVE To help the children deepen their awareness of the special talents God has given them.



Finding Talents

Use Big Book Page 7

- Gather the children around Big Book page 7 and discuss the Parish Festival.
- Ask questions such as the following about the Parish Festival. As the children answer,

invite them to point to the answer in the Big Book.
Who in this picture is talented at baking pies?

*handing out balloons? face painting? juggling?
tossing rings? selling raffle tickets? taking care of
other people?*

Which of these talents do you have? (Answers
will vary.)

Which talent is a gift from God? (All of them are.)

- Explain to the children that when they use their talents well, they praise God, who made them. Ask volunteers to name some talents they use well. Then ask the following questions.

*Who in the picture is using a talent that praises
God?* (Everyone is.)

Which talents can you use to praise God? (Answers
will vary.)

Saying an Action Poem

- Teach the children the following poem and its accompanying actions.

I am special, I am special.

(Make a happy face and raise your hands.)

Look and see! Look and see!

(Form two circles with the thumb and index finger of each hand. Put the circles up to your eyes as if looking out.)

I am very special! I am very special!

(Hug self.)

God created me! God created me!

(Point to self.)

- Tell the children that as you look at them you can see that they are each very special because they have so many talents from God.



If you wish, mention individual talents you have noticed, but if you do, be sure to mention one for each child.



Sing to the tune of "Frère Jacques" the poem in the activity, "Saying an Action Poem." Or sing either of the songs on page 73.

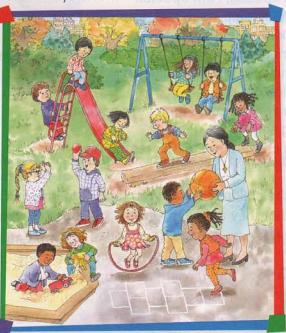
Circling Talents

Use Children's Page 2

- Have the children open their leaflets to page 2.
- Read the title of the page. Point to the children on the swings and ask the following questions.
What are these children doing?
Who can use a swing?
When did you learn how to use a swing?
Who taught you how to use it?
Was this talent hard to learn?
- Ask similar questions for the other children in the illustration.
- Then have the children circle the things that they themselves can do.

God Gives Me Many Talents


Circle what you can do.




2

God Helps Me Learn New Things

Put the pictures in 1, 2, 3 order.

 I can watch people to learn how to do things.



 I can do things again and again to learn.



3

- Afterward, remark that you cannot do everything in the picture and would like to learn how to do those things you do not know how to do. Invite volunteers to point to talents in the illustration that they would like to learn and tell how these talents can be learned.

- Also see the alternative activities "Talking About Talents" and "Creating Talent Posters," on pages 78 and 79.

Telling Learning Stories

Use Children's Page 3

- Read the title and direction line at the top of page 3.
- Explain that there are two different picture stories on the page and that the pictures in each story are out of order.
- Point to the first story and read the sentence above it. Invite the children to tell what is happening in each scene.

- Ask a volunteer to tell which picture shows what would happen first, next, and last as he or she tells a story about the boy in the pictures.
- Do the same for the second set of pictures.
- Afterward, ask any children who have helped bake to share what happened when they learned this talent. Do the same for swimming.
- Stress that the children can learn by watching others and by practicing.
- Finally, make a list (on a chalkboard or large sheet of paper) of the things the children have learned to do this year and the things they still want to learn as they grow older.
- Talk with them about what they did to learn these things and what they will do to learn the new things.
- Also see the alternative activities "Making Time Lines" and "Creating Gifts," on page 78.

3 RESPONSE

WITH A PSALM

OBJECTIVE To help the children praise God for themselves and for their talents.

Making Photo Medallions

Use Cutout Activity D (See page 333.)

- Display the photo medallion you made. Distribute scissors and a 2-foot piece of yarn to each child.
- Help the children cut out and make their medallions. Distribute the children's photographs and have them tape their pictures to the medallions.
- Using a hole punch, punch a hole in the top of each medallion. Help the children thread the yarn through the medallion holes and make a knot in the yarn.
- Collect the medallions when the children are finished.
- Also see the alternative activity "Making Musical Instruments," on page 79.




I Can Praise God with My Talents




I can  for you!
I praise you, God.

I am glad I am your child.
I praise you, God.

You make me happy, God!
I praise you, God.

God's  will be with me.

 Based on Psalm 92:1-5

NAME _____

4

Praying Psalm 92

Use Children's Page 4

- Have the children bring their leaflets, turned to page 4, to the prayer area.
- Explain that the words on page 4 are based on a psalm from the Bible. Ask volunteers to identify the rebus symbols (play a song; love). Read the response following line 1. Invite the children to repeat it. Pray each line of the psalm and encourage the children to pray the response.
- Then go to each child with his or her medallion. As you place it around the child's neck, say, **God has made** (child's name) **very special**. Invite the class to repeat the response.
- Tell the children to put their medallions in a special place at home to remind them that God loves them and wants them to use their talents well.



Resources



Alternative Activities

Making Time Lines

Have the children bring in pictures of themselves and pictures of things that show how much they have grown. For each child, make a time line or portfolio, or place the photos in a special box. If you choose a time line, use clothespins to fasten the pictures to a colorful string as shown. During the year, invite the children to add pictures and objects to their time lines.



Creating Gifts

Make a flower, a pot, and leaves from construction paper for each child. On each flowerpot write *Grows with God's Love*. Have the children draw pictures or paste photographs of themselves in the center of their flowers. Help them write their names on the flowerpots and, on the leaves, the names of people who help them love God. After the children have finished, go to each child and say, (child's name), **you are a gift from God. God loves you very much,** (child's name)!



Talking About Talents

Decorate gift boxes with wrapping paper or use small gift bags. Inside each box or bag place an object that can be used to demonstrate a talent, for example, jacks, a table game, a book, a ball, or a camera. Invite the children to look in the boxes and tell what talents are needed to use the objects.

Creating Talent Posters

Have the children work together in small groups to create posters showing their talents. Prepare poster-sized shapes of any of the following places or things: a church, a store, a library, a bus, or a car.

Arrange the children at tables in groups of three or four. Distribute one poster shape to each child, telling him or her what the shape represents. Help the children think of a list of things they would do at or in the object illustrated. Then have the children draw pictures on their posters to show some of the things they would do. For example, on a bus the children might obey the rules, put on their seat belts,



pick up objects from the floor, and pay attention to the bus driver; in a store they might push the cart, help carry packages, take things out of the cart at the checkout counter, and pay for items.

Making Musical Instruments

Follow the step-by-step directions to make some of the musical instruments illustrated on children's page 4. If you wish, the children can finish their instruments at home.

Tambourine



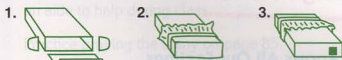
- materials:**
- small strong paper plate
 - 5 medium-sized bells
 - crayons
 - hole punch
 - 5 pieces of yarn
 - scissors

Drum



- materials:**
- cylindrical container
 - crayons or markers
 - 24-inch piece of yarn
 - 9" x 12" sheet of construction paper
 - 2 unsharpened pencils for drumsticks
 - scissors
 - tape or paste
 - screwdriver

Box Kazoo



- materials:**
- small-sized box
 - rubber bands
 - waxed paper
 - scissors

Books to Enjoy



Birthday Present

Cynthia Rylant, illustrations by Sucie Stevenson
Orchard Books, 1987

A family remembers the birthdays of its special little girl by looking at a photograph album.

Mama, Do You Love Me?

Barbara M. Joesse,
illustrations by Barbara Lavallee
Chronicle Books, 1991

In this warmly illustrated book, an Inuit mother reassures her little girl that the love she has for her is unconditional.

Two Eyes, a Nose and a Mouth

Roberta Grobel Intrater
Scholastic, 1995

A rhythmic text accompanies photographs of people from around the world. It will help children realize their uniqueness.