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Proposed pre-penance catechesis for the mentally retarded at the pre-operational stage

Anne de Paul Rivard

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A PROPOSED PRE-PENANCE CATECHESIS
FOR THE MENTALLY RETARDED
AT THE PRE-OPERATIONAL STAGE

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BY

SISTER ANNE DE PAUL RIVARD S.S.J.

A RESEARCH PAPER
SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN EDUCATION
(SPECIAL RELIGIOUS EDUCATION)
AT CARDINAL STRITCH COLLEGE
MILWAUKEE, WISCONSIN

1973

THIS RESEARCH PAPER HAS BEEN
APPROVED FOR THE GRADUATE COMMITTEE
OF THE CARDINAL STRITCH COLLEGE BY

A. M. Shils, O.F. C.D.
(ADVISOR)

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CHAPTER 1

THE PROBLEM

INTRODUCTION

THE DEVELOPMENT OF AN INDIVIDUAL IN ALL ASPECTS OF HIS LIFE IS A LONG, GRADUAL AND COMPLICATED PROCESS. CERTAIN FUNCTIONS MUST FOLLOW A DEVELOPMENTAL SEQUENCE OF STAGES. A CHILD LEARNS TO WALK BEFORE HE RUNS, TO BABBLE BEFORE HE TALKS, TO PERCEIVE OBJECTS BEFORE HE CAN COMPREHEND CONCEPTS. EACH STEP IS A READINESS FOR THE NEXT PHASE OF DEVELOPMENT.

WITH THE SPIRITUAL GROWTH OF AN INDIVIDUAL A PROGRESSION IS ALSO EVIDENT. COGNITIVE MATURATION, AGE AND LIFE EXPERIENCES CONTRIBUTE TO A MORAL READINESS.

THE PHYSICAL, MENTAL, SOCIAL AND EMOTIONAL GROWTH OF A MENTALLY RETARDED INDIVIDUAL IS RELATIVELY SLOWER IN DEVELOPING THAN THAT OF A NORMAL INDIVIDUAL. THUS, THE MENTALLY RETARDED PERSON LIVES A MORE SHELTERED LIFE, HAS FEWER SOCIAL CONTACTS AND LIMITED DAILY LIFE EXPERIENCES. OFTEN PEOPLE TEND TO DO THINGS FOR HIM WHICH HE COULD ACCOMPLISH HIMSELF, WHICH CAN LEAD TO A LACK OF SELF CONFIDENCE AND FEAR OF FAILURE.

IN DEVELOPING A RELIGIOUS EDUCATION CURRICULUM FOR THE MENTALLY RETARDED, THE FACTOR OF READINESS IS OF PRIME IMPORTANCE, SO THAT TOO MUCH MATERIAL IS NOT PRESENTED TOO EARLY IN THE CHILD'S LIFE.

STATEMENT OF THE PROBLEM

THE TASK OF TEACHING A SUBJECT TO A CHILD AT ANY PARTICULAR AGE IS ONE OF REPRESENTING THE STRUCTURE OF THAT SUBJECT IN TERMS OF THE CHILD'S WAY OF VIEWING THINGS.¹

IN AGREEMENT WITH THE QUOTE ABOVE, THE WRITER SET ABOUT TO DEVELOP A PRE-PENANCE CATECHESIS FOR MENTALLY RETARDED CHILDREN. IT WAS PROPOSED THAT A SET OF LESSONS AT THE PRE-OPERATIVE STAGE COULD BE DEVELOPED, AIMED AT FOSTERING A MORE REFINED SENSE OF MORALITY AS REFLECTED IN GRATITUDE RESPONSES.

BEING AWARE THAT RELIGION IS MORE THAN MORALITY, BUT WITHOUT THE MORAL DIMENSION IS EMPTY, IT IS EVIDENT THAT THE MORAL DIMENSION SHOULD BE INCLUDED IN A PRE-PENANCE CATECHESIS.

SINCE LITTLE RESEARCH DATA WAS AVAILABLE ON SUCH A NECESSARY AND VITAL LEVEL OF MORAL DEVELOPMENT, THE WRITER HOPED TO LESSEN THE SITUATION BY ATTEMPTING TO FORMULATE AND EVALUATE A SET OF PRE-PENANCE LESSONS.

AWARE OF SOME OF THE LEARNING CHARACTERISTICS OF THE MENTALLY RETARDED CHILD, NAMELY SHORT ATTENTION SPAN, DISTRACTABILITY AND LIMITED RETENTION, THE WRITER PROPOSED TO PROVIDE READINESS, TO STIMULATE AND TO REINFORCE EACH CONCEPT IN THE PRE-PENANCE CYCLE WITH BOTH AN ART AND A MUSIC ACTIVITY.

DEFINITION OF TERMS

PRE-PENANCE CATECHESIS: A SERIES OF LESSONS AIMED AT

¹ JEROME BRUNER, THE PROCESS OF EDUCATION (CAMBRIDGE: HARVARD UNIVERSITY PRESS, 1966), P. 33.

PROVIDING MORAL READINESS FOR THE YOUNG CHILD.

GRATITUDE RESPONSE: A CATECHETICAL DEVICE BY WHICH MORAL RESPONSIBILITY IS REDUCED TO THE SIMPLE DENOMINATOR BY WHICH MORALITY IS MEASURED IN TERMS OF ACCEPTANCE AND APPRECIATION FOR GOD'S GIFTS WHETHER SPIRITUAL OR MATERIAL.

PRE-OPERATIONAL STAGE: ACCORDING TO PIAGET, A PERIOD OF DEVELOPMENT PRIOR TO THE CONCRETE STAGE AT WHICH THE CHILD'S MORAL VALUES RESIDE IN EXTERNAL ACTS RATHER THAN IN PERSONS AND STANDARDS.²

JUSTIFICATION FOR THE STUDY

IF THE READINESS STAGE IN A CHILD'S DEVELOPMENT IS OF UTMOST IMPORTANCE, THEN PROGRAMS AND MATERIALS SHOULD BE AVAILABLE TO PROMOTE READINESS FOR MORAL DEVELOPMENT.

THOUSANDS OF CHRISTIAN PARENTS IN THIS COUNTRY HAVE CHILDREN ON THIS LEVEL OF DEVELOPMENT AND NEED GUIDANCE IN THIS IMPORTANT AND DELICATE TASK OF PROVIDING MORAL DEVELOPMENT FOR THEIR CHILDREN. THEREFORE MATERIALS SHOULD BE AVAILABLE FOR THEIR USE FROM THE LEADERSHIP OF PEOPLE IN THE FIELD OF RELIGIOUS EDUCATION.

CURRICULUM PLANNING FOR THE RETARDED CHILD MUST BE DONE REALISTICALLY, SYSTEMATICALLY, WITH CONSIDERATION FOR ADEQUATE READINESS AND WITH THE RATE OF SPEED ADJUSTED TO HIS CAPABILITIES.³

²HANS FURTH, PIAGET FOR TEACHERS (ENGLEWOOD CLIFFS: PRENTICE-HALL, INC., 1970), P. 78.

³SISTER SHEILA HASKETT, O.S.F. "BASIC PHILOSOPHY UNDERLYING A SOUND CURRICULUM FOR THE MENTALLY RETARDED CHILD." NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION BULLETIN, 56:346, 1959, P. 346.

THE WRITER CHOOSE TO DEVELOP EIGHTEEN CONCEPTS RELATING TO THE GIFTS OF NATURE, THE GIFT OF SELF AND OTHERS. BEFORE A CHILD CAN BE GRATEFUL FOR WHAT HAS BEEN GIVEN HIM, HE MUST BE AWARE OF HIS GIFTS IN RELATION TO HIMSELF, OTHERS AND ULTIMATELY GOD. THEREFORE THE LESSONS OF THIS CATECHESIS WERE BASED ON DAY TO DAY LIVING ACTIVITIES AND EXPERIENCES. FURTHERMORE, A MUSIC AND AN ART ACTIVITY WOULD BE EMPLOYED TO PROVIDE THE PROPER MOTIVATION AND RETENTION NECESSARY FOR THIS STAGE OF DEVELOPMENT.

LIMITATIONS OF THE STUDY

THE STUDY WAS CONDUCTED WITH THREE GROUPS OF CHILDREN. TWO GROUPS ATTENDED A RESIDENTIAL SCHOOL WHERE CLASSES WERE HELD ON A FIVE DAY WEEKLY BASIS. THE THIRD GROUP WHILE IN PUBLIC SCHOOL AND LIVING AT HOME, PARTICIPATED IN CLASSES HELD ONCE A WEEK ON SUNDAY MORNING.

THE FACT THAT THE THREE CLASSES WERE TAUGHT BY DIFFERENT TEACHERS COULD BE CONSIDERED SOMEWHAT LIMITING AS EACH TEACHER BRINGS TO THE CLASS PRESENTATION HER OWN PERSONALITY, TEACHING EXPERIENCE AND WAYS OF RELATING TO OTHERS.

ON THE OTHER HAND, THE WRITER ASSUMED LESSON TESTED AND EVALUTED BY MANY TEACHERS GAVE GREATER VALIDITY TO THE TOTAL EVALUATION OF THE STUDY.

NO CONSIDERATION WAS MADE OF C.A., M.A. OR I.Q. OF THE CHILDREN IN THE STUDY IN SO FAR AS EQUATING GROUPS. LIKEWISE PREVIOUS RELIGIOUS INSTRUCTION AND RELIGIOUS INFLUENCE WAS NEITHER MEASURED NOR COMPARED.

IN SPITE OF THESE LIMITATIONS, CERTAIN CONCLUSIONS CAN BE DRAWN FROM SUCH A STUDY.

SUMMARY

THE WRITER HAS PROPOSED THAT A SET OF LESSONS COULD AND SHOULD BE DEVELOPED FOR MENTALLY RETARDED CHILDREN AT THE PRE-OPERATIONAL STAGE. THESE LESSONS WOULD CONSTITUTE A PRE-PENANCE CATECHESIS, AIMED AT FOSTERING A MORE REFINED SENSE OF MORALITY AS REFLECTED IN GRATITUDE RESPONSES.

EACH CONCEPT THAT WAS DEVELOPED WAS REINFORCED BY BOTH AN ART AND A MUSIC ACTIVITY. SINCE BOTH ART AND MUSIC HAVE A MORE OR LESS UNIVERSAL APPEAL TO ALL CHILDREN, THE WRITER ASSUMED THAT IT WOULD PROVIDE THE NECESSARY READINESS, STIMULATION AND REINFORCEMENT NEEDED AT THIS STAGE OF DEVELOPMENT.

CHAPTER 2

REVIEW OF LITERATURE

INTRODUCTION

AS EACH STAR DIFFERS IN BRIGHTNESS, SO DO CHILDREN OF MEN; YET EACH, SERVES ITS PURPOSE IN 'ONE NATION UNDER GOD' AND EACH IS ENTITLED TO AN OPPORTUNITY TO ACHIEVE HIS FULL POTENTIAL TO GROW PHYSICALLY, EMOTIONALLY, INTELLECTUALLY AND SPIRITUALLY.⁴

A REVIEW OF LITERATURE OFFERS SUGGESTIONS, CAUTIONS AND DIRECTIONS FOR THIS STUDY. RECENT COGNITIVE AND VALUE STUDIES, AS WELL AS DATA AVAILABLE FROM EXPERIMENTALISTS IN MUSIC AND ART, PROVIDE A FRAMEWORK FOR THE MORAL DEVELOPMENT CURRICULUM SUGGESTED HERE.

EDUCATORS AND MORAL DEVELOPMENT

ONE CLASSIC STUDY OF COGNITIVE DEVELOPMENT WHICH DESCRIBES THAT DEVELOPMENT IN TERMS OF RELATIVELY WELL DEFINED STAGES OF INCREASING CAPACITY FOR ABSTRACTION IS THAT OF JEAN PIAGET. AMONG HUNDREDS OF STUDIES, MONOGRAPHS AND ARTICLES WHICH PIAGET HAS DONE A SINGLE VOLUME DESCRIBES HIS ATTENTION TO THE AREA OF MORAL DEVELOPMENT. CONSISTENT WITH HIS OTHER FINDINGS, PIAGET DESCRIBES MORAL DEVELOPMENT IN STAGES PARALLELING COGNITIVE DEVELOPMENT.⁵

⁴ JULIA MOLLOY, TEACHING THE RETARDED CHILD TO TALK (NEW YORK: THE JOHN DAY CO., 1961), INTRODUCTION.

⁵ JEAN PIAGET, THE MORAL JUDGMENT OF THE CHILD, TRANS. BY MARJORIE GABIN (NEW YORK: THE FREE PRESS, 1965).

KOHLBERG, A FOLLOWER OF PIAGET, HAS AMERICANIZED HIS THEORY AND APPLIED IT TO MORAL JUDGEMENT. FOR KOHLBERG MORALITY IS JUDGEMENT OF REASONS FOR CONDUCT RATHER THAN CONDUCT ITSELF. HE PERCEIVES MORAL DEVELOPMENT AS DIVIDED INTO THREE MAJOR LEVELS.

PRE-CONVENTIONAL, AT WHICH STAGE RULES ARE OBEYED TO AVOID PUNISHMENT AND/OR TO OBTAIN REWARDS.

CONVENTIONAL AT WHICH STAGE, RULES ARE OBEYED TO AVOID DISAPPROVAL, DISLIKE BY OTHERS ESPECIALLY PEERS.

POST-CONVENTIONAL, AT WHICH RULES ARE OBEYED BECAUSE OF INDIVIDUAL RIGHTS, DEMOCRATICALLY ACCEPTED LAW AND THE INTERNALIZED PRINCIPLES OF CONSCIENCE.⁶

CROWLEY, A PSYCHOLOGIST, INVESTIGATED WHETHER MORAL DEVELOPMENT COULD BE FACILITATED AND WHETHER OBJECTIVITY COULD INCREASE AT AN EARLY AGE THROUGH TRAINING TECHNIQUES. HIS FINDINGS CONFIRMED THAT SOME TRAINING IS NOT ONLY EFFECTIVE BUT ALSO NECESSARY IF CHILDREN ARE TO PROGRESS NATURALLY FROM ONE STAGE TO ANOTHER.⁷

BETZ, A MORALIST, SUPPORTS THE PSYCHOLOGISTS MENTIONED ABOVE. HE LOOKS UPON CONSCIENCE AS A LIVING ENTITY TO WHICH WE CAN AND MUST GIVE FORM FROM INFANCY. THIS FORMATION IS ACCOMPLISHED PRIMARILY THROUGH THE ABILITY TO LOVE.

⁶LAWRENCE KOHLBERG, "DEVELOPMENT OF MORAL CHARACTER AND MORAL IDEOLOGY," IN MARTIN L. HOFFMAN AND LOIS W. HOFFMAN (EDS.) REVIEW OF CHILD DEVELOPMENT RESEARCH (NEW YORK: RUSSELL SAGE FOUNDATION, 1964), 1, PP. 396-397.

⁷PAUL M. CROWLEY, "THE EFFECT OF TRAINING UPON OBJECTIVITY OF MORAL JUDGMENT IN GRADE SCHOOL CHILDREN" (PH.D. UNPUBLISHED DISSERTATION, THE CATHOLIC UNIVERSITY OF AMERICA, 1967), PP. 12-14, MICROFILMED, UNIVERSITY MICROFILMS, INC., ANN ARBOR, MICHIGAN.

THROUGH THE LOVING AFFECTION SHOWN BY OTHERS ESPECIALLY THE PARENTS, THE CHILD DEVELOPS A CAPACITY FOR LOVE. GRADUALLY, HE BECOMES CAPABLE OF LOVING TOO. THUS HE STATES, THE CONSCIENCE OF A CHILD IS MODELLED ON THOSE WHO EDUCATE HIM. HENCE A PERSON EXPERIENCES HIS CONSCIENCE FIRST AS THEIR VOICE.⁸ HE ALSO CAUTIONS PARENTS AND TEACHERS TO REMEMBER: FOR THE CONSCIENCE TO MATURE IS THE PROCESS OF A LIFETIME.⁹

EDUCATORS AND THE SPECIAL CHILD

AMONG SPECIAL EDUCATORS, BISSONNIER IS BEST KNOWN FOR HIS AUTHORITY IN RELIGION AND MORAL DEVELOPMENT. HE INSISTS THE PARENTS AND TEACHERS MUST HELP THEIR CHILD TO LIVE FULLY ON HIS OWN LEVEL OF MORAL DEVELOPMENT. HE MAINTAINS THAT THEY ENCOURAGE THE CHILD TO CONTINUE TO DO GOOD BY THEIR CONSISTENT WORDS OF ENCOURAGEMENT AND GOOD EXAMPLE. LIKewise, HE CAUTIONS THAT TOO MANY DIRECTIVES AND REPRIMANDS CAN LEAD THE CHILD TO CONSIDER ALL SIN AS DISOBEDIENCE. IN THIS WAY A CHILD MIGHT ACT ONLY IN VIRTUE OF PARENTIAL OR SOCIAL IMPERATIVES AND IMPEDE HIS FUTURE MORAL DEVELOPMENT.¹⁰

WRITING FROM THE VIEW POINT OF MORAL THEOLOGY AND CANONICAL NORMS, KINSELLA REGARDS ALL MORAL CULPABILITY OF MENTALLY RETARDED CHILDREN. HE DEALS WITH ALL PASTORAL PROBLEMS POSED BY THE SACRAMENTS. HIS OBSERVATIONS ARE ESPECIALLY HELPFUL TO THOSE

⁸OTTO BETZ, MAKING SENSE OF CONFESSION (CHICAGO: FRANCISCAN HERALD PRESS, 1968), P. 55.

⁹IBID., P. 54.

¹⁰HENRI BISSONNIER, CATECHETICAL PEDAGOGY OF THE MENTALLY DEFICIENT CHILDREN (BRUSSELS: LUMEN VITAE PRESS, 1967).

CONCERNED WITH THE CHURCH'S POSITION REGARDING CHILDREN'S MORAL DEVELOPMENT AND MORAL RESPONSIBILITY.¹¹

INHELDER, A COLLEAGUE OF PIAGET, INTERPRETED PIAGET'S FINDINGS RELATIVE TO MENTALLY RETARDED CHILDREN. SHE REFLECTS HIS APPARENT INCONCERN ABOUT EARLY MORAL DEVELOPMENT, EXCEPT IN SO FAR AS IT REFLECTS A GROWING CAPACITY TO MAKE JUDGEMENTS.¹²

HUBBARD, A RELIGIOUS EDUCATOR, SUPPORTS PIAGET BY SEVERAL EXAMPLES IN HER WORK WITH MENTALLY RETARDED CHILDREN. SHE MAINTAINS THE EMPHASIS IN TEACHING RELIGION AT THIS STAGE MUST BE GIVEN TO ACTIVITIES WHICH INVOLVE THE CHILDREN AS THEY ARE BECOMING AWARE OF THEIR SURROUNDINGS AND APPRECIATING THE WORLD OF GOD'S CREATION.¹³

EDUCATORS OF THE MENTALLY RETARDED HAVE LONG STRESSED THE IMPORTANCE OF PROVIDING THE PROPER STIMULATION IN THE TEACHING PROCESS TO PROMOTE AN INTEREST IN LEARNING. SIMILARLY, THE MENTALLY RETARDED NEED TO BE GIVEN THE OPPORTUNITY TO ASSIMILATE AND APPLY WHAT THEY HAVE LEARNED THROUGH CONSTRUCTED REPETITIONS. SMITH SUPPORTS AND POINTS OUT THIS LEARNING CONCEPT ...IT IS NECESSARY TO CONSTANTLY REVIEW, USE AND ELABORATE UPON PREVIOUSLY LEARNED FACTS AND CONCEPTS SO THAT FORGETTING WILL NOT OCCUR EASILY.¹⁴

¹¹ NOEL A. KINSELLA, MORAL ORIENTATION OF THE MENTALLY RETARDED (FREDERICTON, NEW BRUNSWICK: ST. THOMAS UNIVERSITY, 1967) P. 60.

¹² SISTER JOAN FRANCIS HUBBARD O.S.F., "THE DEVELOPMENTAL PSYCHOLOGY OF JEAN PIAGET AS APPLIED TO THE RELIGIOUS EDUCATION OF THE MENTALLY RETARDED," LIVING LIGHT, VLL (WINTER, 1970), P.43.

¹³ IBID., P. 44.

¹⁴ ROBERT M. SMITH, CLINICAL TEACHING: METHODS OF INSTRUCTION FOR THE RETARDED (NEW YORK: MCGRAW-HILL, INC., 1968), P. 63.

REINFORCEMENT TOOLS

SINCE ART AND MUSIC HAVE AN ALMOST UNIVERSAL APPEAL TO MENTALLY RETARDED CHILDREN AND CAN READILY BE EMPLOYED IN A VARIETY OF WAYS, THE WRITER CHOSE THESE SUBJECT AREAS AS A REINFORCEMENT TOOL.

A RECENT STUDY INVOLVING MUSIC AS A REINFORCEMENT TECHNIQUE WITH MENTALLY RETARDED CHILDREN WAS THAT DONE BY REVEREND WILLIAM EVERETT.¹⁵ HE FOUND BY THE USE OF SONG, RELIGIOUS TRUTHS COULD BE BETTER UNDERSTOOD AND THAT RETENTION WAS EXTENDED FOR A LONGER PERIOD OF TIME. THE SONGS USED IN THE STUDY EMPHASIZED A SINGLE CONCEPT, HAVE A SIMPLE MELODY AND ARE FOUR LINES IN LENGTH.

FARGUES SUMS UP THE REASON FOR THE SUCCESS THAT WAS FOUND IN EVERETT'S STUDY AS WELL AS SOME OTHERS THAT EMPLOY MUSIC AS A MEDIUM.

THE UNIVERSALITY OF MUSIC IN OUR LIVES WAS OBVIOUSLY ORDAINED BY GOD, SINCE MUSICAL TALENT OF SOME SORT IS THE GIFT MOST WIDELY FOUND THROUGHOUT THE WORLD--NOT THE CAPACITY TO BE MORE OR LESS MOVED BY MUSIC OR CAPABLE OF REPRODUCING IT.¹⁶

THE OTHER REINFORCEMENT TECHNIQUE USED GREATLY IN THE EDUCATIONAL FIELD IS THAT OF ART.

CHILDREN AT ALL LEVELS OF DEVELOPMENT ESPECIALLY THE PREOPERATIONAL, NEED TO BE HELPED TO SEE, TO

¹⁵WILLIAM EVERETT, "AN EVALUATION OF THE EFFECTIVENESS OF SONG IN TEACHING RELIGION TO MENTALLY RETARDED CHILDREN," (M.A. UNPUBLISHED THESIS, CARDINAL STRITCH COLLEGE, 1970), APPENDIX A.

¹⁶MARIE FARGUES, OUR CHILDREN AND THE LORD (NOTRE DAME, IND.; FIDES PUBLISHERS, 1965), P. 119.

FEEL, TO LISTEN AND TO THINK, FOR OUT OF THESE ABILITIES COME THE POWER TO RELATE AND INTERPRET THE WORLD AROUND THEM.¹⁷

SINCE THE RETARDED CHILD HAS POOR MEMORY RECALL, IS LIMITED IN HIS DAILY LIVING EXPERIENCES AND TAKES IN LITTLE OR NO INCIDENTAL LEARNING, IT TAKES HIM LONGER AND IT IS MORE DIFFICULT FOR HIM TO RELATE TO PEOPLE AND THINGS AROUND HIM. A WELL PLANNED ART ACTIVITY CAN HELP HIM TOWARD ACHIEVING THIS GOAL.

IN THE BOOK, ART EDUCATION FOR SLOW LEARNERS, THE AUTHOR POINTS OUT THAT THE MOST IMPORTANT PRODUCT OF ANY ART EDUCATION PROGRAM IS A CHILD WHOSE INTELLECTUAL, EMOTIONAL AND PERHAPS SOCIAL BEHAVIOR HAS BEEN MODIFIED AS A RESULT OF HIS PARTICIPATION IN ARTISTIC PURSUITS. THIS APPLIES TO ALL CHILDREN AND THEREFORE, THE TEACHER OF MENTALLY RETARDED CHILDREN SHOULD FEEL NO CONCERN OVER THE FACT THAT THE QUALITY OF OUTPUT IN THE ART OF SLOW LEARNERS LEAVES MUCH TO BE DESIRED FROM A COMPARATIVE VIEWPOINT. THE MOST IMPORTANT EDUCATIONAL GAINS WHICH OF COURSE, WILL BE REFLECTED IN THE ARTISTIC EXPRESSIONS OF MENTALLY LIMITED PUPILS, WILL BE FOUND IN THE GENERAL PERSONAL DEVELOPMENT OF THE CHILDREN THEMSELVES.¹⁸

SUMMARY

IN THE PRESENT CHAPTER, RELATED LITERATURE WAS SURVEYED CONCERNING MORAL DEVELOPMENT. LEADERS IN THE FIELD WERE CITED

¹⁷ ARNE W. RANDALL AND RUTH E. HALVORSEN, PAINTING IN THE CLASSROOM (WORCHESTER, MASS.: DAVIS PUBLICATIONS, INC., 1962) P. 5.

¹⁸ CHARLES GAITSKELL AND MARGARET GAITSKELL, ART EDUCATION FOR SLOW LEARNERS (ILLINOIS: CHARLES A. BENNETT CO., INC., 1953), P. 44.

WITH THEIR EXPLANATION ON THE SUBJECT OF MORAL GROWTH.

DATA AVAILABLE FROM SOME EDUCATORS AND EXPERIMENTALISTS
HELPED FORM THE FRAMEWORK FOR THE MUSIC AND ART ACTIVITIES IN
THIS STUDY.

CHAPTER 3

PROCEDURE

IN THE EDUCATIONAL FIELD, IT HAS BEEN PROVEN REPEATEDLY THAT NOTHING SO INHIBITS INTEREST AS FAILURE AND THAT NOTHING SUCCEEDS LIKE SUCCESS. IS THIS IS A REALITY TO THE NORMAL INDIVIDUAL, HOW MUCH MORE SO WITH THE MENTALLY RETARDED WHO ARE SUBJECTED TO MANY LEARNING DISABILITIES. ROBERT SMITH, AN EDUCATIONAL PSYCHOLOGIST, AFFIRMS "THAT THE RETARDED SHOULD BE PLACED IN SITUATIONS IN WHICH THEY CAN PERCEIVE THEIR PERFORMANCES AS BEING VERY SUCCESSFUL."¹⁹

HE FURTHER STATES, "FUNDAMENTAL IN TEACHING THE RETARDED IS THE ADVANTAGE IN OFFERING THEM OPPORTUNITIES TO REPEAT AND PRACTICE EXPERIENCES IN A VARIETY OF WAYS."²⁰ MINDFUL OF THESE FACTS, THE WRITER ATTEMPTED TO STATE THE BEHAVIORAL OBJECTIVES IN 'REACHABLE' TERMS AND TO REINFORCE THEM WITH HIGHLY MOTIVATING ART AND MUSIC ACTIVITIES.

POPULATION

THREE GROUPS OF CHILDREN PARTICIPATED IN THIS STUDY. TWO GROUPS WERE STUDENTS AT ST. COLETTA SCHOOL IN JEFFERSON, WISCONSIN, WHICH IS A RESIDENTIAL SCHOOL FOR EXCEPTIONAL CHILDREN. THE THIRD GROUP CONSISTED OF MENTALLY RETARDED CHILDREN WHO ATTEND THE

¹⁹ SMITH, OP.CIT., P. 56.

²⁰ IBID., P. 57.

WEEKLY SPECIAL RELIGIOUS EDUCATION CLASSES HELD AT IMMACULATE HEART OF MARY SCHOOL IN MADISON, WISCONSIN.

THE GROUPS CONSISTED OF NINE, TEN AND FIFTEEN STUDENTS RESPECTIVELY. THE MEAN C.A. OF THE GROUPS WAS 8-9, 9-11 AND 10.0. THE MEAN M.A. OF GROUPS ONE AND TWO WERE 3-6 AND 4-6; THE MEAN I.Q. BEING 38 AND 47. INFORMATION WAS NOT AVAILABLE TO CALCULATE THE MEAN M.A. AND I.Q. OF GROUP THREE.

DESIGN

EACH LESSON WAS TAUGHT DURING A TWENTY MINUTE CLASS PERIOD. GROUPS ONE AND TWO WERE TAUGHT AS A CLASS, WHEREAS THE LESSONS PRESENTED TO GROUP THREE WERE CONDUCTED ON AN INDIVIDUAL BASIS.

THE TEACHERS FOR EACH GROUP DIFFERED. GROUP ONE WAS CONDUCTED BY A GRADUATE INTERN, GROUP TWO BY THE WRITER; GROUP THREE BY VOLUNTEERS UNDER THE SUPERVISION OF THE WRITER. SOME OF THE VOLUNTEERS TEACHING GROUP THREE WERE PROFESSIONAL TEACHERS, OTHERS WERE NOT. ALL HAD HAD SOME IN-SERVICE TRAINING.

EIGHTEEN CONCEPTS BASED ON INSTILLING GRATITUDE FOR GOD'S GIFTS; NAMELY THE GIFTS OF NATURE, SELF AND OTHER PEOPLE, WERE DEVELOPED INTO TWENTY MINUTE LESSONS. EACH LESSON PLAN CONTAINS AN AIM STATED IN BEHAVIORAL OBJECTIVES AND MATERIALS WHICH PROVIDES READINESS, MOTIVATION, PRESENTATION AND A COMPREHENSION CHECK.

EACH CONCEPT WAS TAUGHT THROUGH THREE LESSONS. FIRST, THE CONCEPT WAS INTRODUCED. ON THE FOLLOWING DAY, THE CONCEPT WAS REVIEWED THROUGH AN ART ACTIVITY; ON THE THIRD DAY, A MUSIC ACTIVITY WAS PRESENTED WHICH REINFORCED THE PREVIOUS DAY'S WORK.

THEN THE THREE DAY PATTERN WAS REPEATED IN ORDER TO DEVELOP ANOTHER NEW CONCEPT.

LESSONS WERE TAUGHT TO GROUP THREE BY VOLUNTEER TEACHERS ONCE A WEEK. THE VOLUNTEER TEACHERS VIEWED A FIFTEEN MINUTE VIDEO TAPE PRESENTATION OF THE INSTRUCTIONAL LESSON TAUGHT BY THE WRITER. AFTER VIEWING THE INSTRUCTIONAL LESSON, IT WAS TAUGHT ON AN INDIVIDUAL BASIS FOR FIFTEEN MINUTES. IMMEDIATELY FOLLOWING THE LESSON, THE CHILDREN ASSEMBLED TOGETHER FOR A GROUP SESSION WHICH CONSISTED EITHER OF A FIFTEEN MINUTE ART OR MUSIC ACTIVITY PRESENTED BY THE WRITER AND AIDED BY THE VOLUNTEER TEACHERS. AT THE COMPLETION OF THIS SESSION, THE TEACHERS FILLED OUT AN EVALUATION FORM STATING THE EFFECTIVENESS OF THE LESSON IN TERMS OF THE CHILD THEY WERE TEACHING

USING THE SEQUENCE DESCRIBED ABOVE, THE STUDY TOTALED FIFTY-FOUR SESSIONS, I.E., THE PRESENTATION OF EIGHTEEN CONCEPTS, EIGHTEEN ART ACTIVITIES, AND EIGHTEEN MUSIC ACTIVITIES.

EVALUATION

THE METHOD FOR EVALUATING THE LESSONS WAS THAT WHICH IS COMMONLY USED BY THE CLASSROOM TEACHER: OBSERVATION. THE LESSONS AND TECHNIQUES ARE DESIGNED AND JUDGED EFFECTIVE BY OBSERVATIONS MADE BY BOTH TEACHER AND SUPERVISING TEACHER. EACH DAY'S LESSON, STATED IN A BEHAVIORAL OBJECTIVE, WAS ASSESSED FOLLOWING EACH CLASS. EFFECTIVE TECHNIQUES WERE REPEATED WHEREAS THOSE JUDGED LESS EFFECTIVE, WHILE NOT CAPABLE OF BEING UNDONE, WERE NOT REPEATED.

EVALUATIONS OF VOLUNTEERS MENTIONED AS TEACHERS FOR GROUP THREE WERE RECORDED IN WRITING AS EACH SESSION CLOSED. THE WRITER TOOK NOTE OF THE VOLUNTEER TEACHER'S OBSERVATIONS AND RECOMMENDATIONS AND INCORPORATED THEM INTO HER FUTURE PLANS.

THE WRITER AND TEACHER OF GROUP TWO MET DAILY WITH HER SUPERVISING TEACHER (THE REGULAR CLASS TEACHER) AND HER CO-TEACHER (TEACHER OF GROUP ONE). THE WRITER THEN ACTED UPON THE OBSERVATIONS AND SUGGESTIONS OF THE LATTER TWO, AS WELL AS HER OWN INSIGHTS, IN PLANNING SUBSEQUENT LESSONS AND BEHAVIORAL OBJECTIVES.

FINAL EVALUATION WAS BASED ON APPROVAL OF THE LESSONS AND THE DESIGN OF THE STUDY BY THE RESEARCH DIRECTOR OF THE STUDY.

SUMMARY

IN THE PRESENT CHAPTER, THE PROCEDURE OF THE STUDY, THE POPULATION INVOLVED, THE DESIGN OF THE LESSONS AND THE CRITERIA FOR EVALUATING THE LESSONS WERE DISCUSSED.

CHAPTER 4

INTERPRETATION OF DATA

"ACADEMIC SUCCESS OR FAILURE SEEMS TO BE ROOTED AS DEEPLY IN CONCEPTS OF THE SELF AS IT IS IN MEASURED MENTAL ABILITY. BECAUSE FEELING GOOD ABOUT ONESELF ALLOWS ONE TO ACT, TO ADJUST AND TO DO MORE THAN MERELY RESPOND TO A STIMULUS."²¹

EACH CHILD NEEDS TO FORM A REALISTIC AND POSITIVE IMAGE OF HIMSELF. THIS RESPONSIBILITY LIES WITH THE FAMILY, THE SCHOOL AND THE CHURCH. UNLESS ALL THREE GROUPS WORK TOGETHER TOWARD THIS GOAL, IT WILL NEVER BE A COMPLETE REALITY.

WHAT IS THIS PHENOMENON CALLED SELF IMAGE? IN THE WORDS OF VICTOR RAIMY, "SELF IS WHAT A PERSON BELIEVES ABOUT HIMSELF. IT IS HIS VIEW OF WHAT HE HAS BEEN, IS AND MIGHT BECOME."²² IT ANSWERS THE ALL IMPORTANT QUESTIONS: WHO AM I? WHAT CAN I DO? WHERE AM I GOING? THESE QUESTIONS ARE NOT ASKED ONCE AND FORGOTTEN, BUT ARE REPEATED AT DIFFERENT TIMES IN OUR LIVES. THEY MUST BE ANSWERED IN UNDERSTANDABLE TERMS EACH TIME THEY ARE ASKED. "THE CHILD'S INTELLIGENCE DEVELOPS GRADUALLY. CATECHESIS MUST BE ADAPTED TO THIS MENTAL DEVELOPMENT."²³

²¹ GERTRUDE WEBB, "BUILDING A SENSE OF WORTH," ACADEMIC THERAPY, VII, No. 1 (1972), p. 42.

²² IBID.

²³ BERNARD L. MARTHALER, CATECHETICS IN CONTEXT, (HUNTINGTON, INDIANA: OUR SUNDAY VISTOR, INC., 1973), p. 162.

THIS STUDY IS AN ATTEMPT TO EXPLORE THE IMPACT ON A CHILD WHEN CATECHESIS IS ADAPTED TO HIS MENTAL DEVELOPMENT AND TO HIS DEVELOPMENTAL NEEDS. BY MEANS OF EIGHTEEN INSTRUCTIONAL LESSONS REINFORCED BY EIGHTEEN ART AND EIGHTEEN MUSIC LESSONS, THE WRITER ATTEMPTED TO BRING ABOUT A DEEPER AWARENESS OF THE GREAT AND UNIQUENESS OF SELF AS WELL AS AN APPRECIATION OF THE GOD-GIVEN GIFTS OF NATURE. THIS REALIZATION COULD CREATE A READINESS, SO TO SPEAK, FOR EXPRESSIVE GRATITUDE. GRATITUDE WAS NOTED BY OBSERVING A GREATER APPRECIATION OF ONESELF AND WHAT ONE COULD DO AND BY LISTENING TO THE PRAYERS ONE OFFERS AND THE MANNER OF VIEWING AND APPRECIATING THE GIFTS OF GOD IN ONE ENVIRONMENT.

GRATITUDE TO GOD MUST NOT ONLY BE "TAUGHT" IT IS ALSO "CAUGHT." FOR "CHILDREN TEND TO BE EGOCENTRIC, BY NATURE--TAKING PEOPLE RATHER THAN GIVING PEOPLE. WITH THIS IN MIND, TEACHERS WILL FIND OCCASIONS FOR CHILDREN TO GIVE SELFLESSLY, WILL THANK THEM SINCERELY AND WILL ENCOURAGE AN EVER DEEPENING SPIRIT OF GRATITUDE. TO STIMULATE THIS AWARENESS PARENTS AND TEACHERS THEMSELVES SHOULD BE PERSONS WHO WONDER AT GOODNESS WHERE EVER IT'S FOUND, WHO DELIGHT IN SIMPLE SHAREABLE BEAUTIES AND WHO CAN UTTER SINCERE "THANK YOU, GOD" AS THEY RESPOND TO THE INNUMERABLE EXPRESSIONS OF HIS HANDIWORK."²⁴

"EVERY EXPERIENCE WHICH A CHILD HAS IS EITHER ENHANCING

²⁴SISTER COLETTA DUNN, "DO WE REALLY HAVE TO TEACH GRATITUDE?" CONFRATERNITY OF CHRISTIAN DOCTRINE NEWSLETTER, DIOCESE OF NORWICH, CONN., NOV., 1968, P. 10.

AND SELF REALIZING OR IT IS NOT. WHETHER IT IS OR NOT DEPENDS ON WHETHER RELATIONSHIPS WHICH HE HAS EXPERIENCED ARE LOVING AND AFFIRMATIVE."²⁵

TEACHING GRATITUDE AND APPRECIATING ITS VALUE IS A LIFE LONG PROCESS. IT USUALLY BEGINS WITH MOTHER OFFERING HER TODDLER A COOKIE WITH A SMILE AND THE WORDS "THANK YOU." HOPEFULLY, FROM THIS POINT ON, THE CHILD WILL HAVE INNUMERABLE OCCASIONS FOR EXPRESSING GRATITUDE. ONCE THE CHILD UNDERSTANDS WHAT IT MEANS TO BE GRATEFUL, HE WILL EASILY UNDERSTAND INGRATITUDE. THIS FORMS A SOLID FOUNDATION ON WHICH PREPARATION FOR THE SACRAMENT OF Penance CAN BE BASED.

REACTIONS TO CONCEPTS

IN LESSON 11, THE FAMILY IS PRESENTED AS A GIFT FROM GOD. IN THE IMPLIMENTATIONS OF THE CONCEPT, THE TEACHER EXPLAINS THAT MOM AND DAD, BROTHERS AND SISTERS, AS WELL AS THE CHILD HIMSELF COMPRISE THE FAMILY UNIT.

FOR THE CHILDREN IN GROUP ONE, THE UNDERSTANDING OF FAMILY COMPRISED ONLY THAT OF MOM AND DAD. SOME CHILDREN STATED, THEY HAD NO BROTHERS OR SISTERS BUT WHEN QUESTIONED "WHO LIVES IN YOUR HOUSE WITH YOU?," THEY REPLIED, "BILLY, MARY AND SUSAN." THEY DIDN'T SEEM TO UNDERSTAND THAT LIVING IN THE SAME HOUSE, INDICATED MEMBERSHIP IN A FAMILY.

IN GROUP TWO, THE CHILDREN KNEW THEY HAD BROTHERS OR SISTERS AND COULD CALL THEM BY NAME, BUT DIDN'T KNOW IF THEY WERE OLDER OR YOUNGER THAN THEMSELVES. ONE CHILD CALLED HIS BROTHER

²⁵ MARTHA HEMPHILL, PARTNERS IN TEACHING YOUNG CHILDREN (VALLEY FORGE, PA.: JUDSON PRESS, 1972), P. 15.

"HIS FRIEND." HE FOUND IT DIFFICULT TO AGREE WITH THE TEACHER THAT HE WAS HIS BROTHER.

THE WRITER FELT THAT THE VOCABULARY WORDS USED IN THE LESSON SUCH AS HE, SHE, HIS, HER, BROTHER AND SISTER ALL NEEDED TO BE DEVELOPED FIRST WITH THE CHILDREN AND THE LESSON REPEATED AT A LATER DATE.

WHEN THE VOLUNTEER TEACHER TAUGHT THE CONCEPT, OUR FAMILY IS A GIFT FROM GOD, TO GROUP THREE, THEY EXPERIENCED DIFFICULTY. THEY FELT THEY FAILED TO MAKE THE CONCEPT A REALITY. THEREFORE, THE WRITER PLANNED A SUPPLEMENT ACTIVITY TO BE ACCOMPLISHED AT HOME WITH THE AID OF THE PARENTS. THIS ACTIVITY CONSISTED OF MAKING A FAMILY MOBILE FRAME FROM A COAT HANGER. TO IT WAS ATTACHED THE FAMILY NAME. CARD BEARING NAMES AND PHOTOS OF OTHER FAMILY MEMBERS WERE ATTACHED BY MEANS OF YARN TO THE HANGER. AS A RESULT OF THIS ADDITIONAL REINFORCING ACTIVITY, THE CHILD WAS ABLE TO INDICATE WITH EASE:

1. THE NUMBER OF PEOPLE IN HIS FAMILY.
2. THE NAMES OF EACH PERSON IN HIS FAMILY.
3. RECOGNIZE THE FACT THAT HE IS A MEMBER OF THE SAME FAMILY.

RECOMMENDATIONS

LESSONS WHICH DEVELOP THE CONCEPT OF GRATITUDE SHOULD BE PRESENTED TO CHILDREN AT THE PRE-OPERATIONAL STAGE OF DEVELOPMENT.

THE POSITIVE EXAMPLE OF PARENTS AND TEACHERS IS IMPERATIVE IN INCALCATING A SPIRIT OF GRATITUDE.

EXPRESSIONS OF GRATITUDE MADE BY THE CHILD SHOULD BE ACKNOWLEDGED BY PARENTS AND TEACHERS.

SINCE THE CHILD IS EGOCENTRIC BY NATURE, TEACHERS AND PARENTS SHOULD PROVIDE OPPORTUNITIES FOR THE CHILD TO GIVE SELF-LESSLY.

USE OF MUSIC AS A REINFORCING TECHNIQUE

"THE WHOLE HISTORY OF EXPERIENCE REVEALS THAT SINGING HAS BEEN ALMOST AS NORMAL AS BREATHING IN EVERY CIRCUMSTANCE OF LIFE AND THE HUMAN RACE HAS DELIGHTED IN EXPRESSING EVERY REAL EMOTION AND EVERY KIND OF SENSE AS WELL AS NONSENSE IN SONG."²⁶

"PEGAGOGICALLY SPEAKING, THE TEACHING OF MUSIC IS NO DIFFERENT FROM THAT OF ANY OTHER SUBJECT. THE MEDIUM IS QUITE UNIQUE IN THAT IT INVOLVES SENSES, FEELINGS AND THE MIND."²⁷

SINCE MUSIC HAS A UNIVERSAL APPEAL, THE WRITER CHOSE TO EMPLOY IT AS A REINFORCING TECHNIQUE IN RESTATING CONCEPTS PREVIOUSLY PRESENTED DURING THE RELIGIOUS INSTRUCTION PERIOD.

DUE TO THE LANGUAGE DEFICIT OF MANY MENTALLY RETARDED CHILDREN AND THEIR DEFECTIVE VOICE QUALITY, SONGS WERE CHOSEN WHICH HAD SIMPLE MELODIES, REPETITIOUS LINES AND WERE NOT TOO LENGTHY. THOSE MELODIES WRITTEN IN A MAJOR KEY SEEMED TO BE IN A REACHABLE RANGE FOR MOST OF THE CHILDREN.

FINAL CRITERION FOR THE SELECTION OF SONGS WAS THEIR ABILITY TO CONVEY THE MESSAGE OR CONTENT TAUGHT EARLIER.

THE ROTE METHOD WAS USED IN TEACHING THE SONGS. THE TEACHER'S VOICE WAS FOUND TO BE EASIER FOR THE CHILD TO FOLLOW

²⁶ FLORENCE FOSTER, "THE SONG WITHIN: MUSIC AND THE DIS-ADVANTAGE PRE-SCHOOL CHILD," IN TEACHING THE DISADVANTAGED YOUNG CHILD, ED. BY EVELINE OMWAKE (WASHINGTON, D. C.: NATIONAL ASSOCIATION OF YOUNG CHILDREN, 1966), P. 51.

²⁷ NORMAN MOHN, "WHAT IS A MEANINGFUL EXPERIENCE FOR CHILDREN," THE CATHOLIC EDUCATOR, JUNE, 1968, P. 41.

AND IMITATE THAN THAT ON A TAPE OR RECORD. SOME OF THE DISTRACTING ELEMENTS FREQUENTLY FOUND ON TAPE OR RECORDS SUCH AS BACKGROUND ACCOMPANIMENT AND CHORAL HARMONIZATION SEEMED TO MAKE THE USE OF RECORDS AND TAPES LIMITING.

ALL THE SONGS EXCEPT THREE, IN THIS STUDY WERE PRESENTED THROUGH THE VOICE OF THE TEACHER. SINCE THESE THREE SONGS WERE FOUND MORE DIFFICULT TO TEACH, THE WRITER WOULD RECOMMEND THAT THE TEACHER UNABLE TO READ MUSIC SHOULD TEACH THE SONG TO HERSELF (BY USE OF A RECORD OR TAPE) BEFORE SHE TEACHES THE CHILD DIRECTLY.

THE WRITER FOUND THAT THE USE OF PICTURES AND BODILY GESTURES HELPED SIGNIFICANTLY IN INTERPRETING THE WORDS AND FEELINGS OF THE SONG TO THE CHILD. THROUGH THE USE OF SONG, THE CHILD'S VOCABULARY WAS INCREASED AND ANOTHER AVENUE OF EXPRESSION WAS PROVIDED.

WHEN THE LESSON WAS PROGRESSING WELL AND THE CLASS WANTED TO SHOW THEIR HAPPINESS, THEY WOULD SING. WHEN THE LESSON WASN'T PROGRESSING AS PLANNED OR IF THE CHILDREN SEEMED TO BE IN AN INDIFFERENT MOOD, SINGING A SONG ALWAYS SEEMED TO HELP IN SOME WAY. IT ELICITED A RESPONSE WHEN OTHER TECHNIQUES FAILED. SINGING CARRIED THE WITHDRAWN CHILD TO RELAX AND PARTICIPATE IN THE GROUP. THE HOSTILE CHILD SEEMED LESS AGGRESSIVE AND ACCEPTABLE TO THE GROUP. THE HAPPY CHILD SEEMED TO BE EVEN HAPPIER WHEN SINGING WITH OTHERS.

IN THE WORDS OF FOSTER SEEM TO TOO TRUE WHEN SHE STATED, "THE UNIVERSAL LANGUAGE OF HUMANITY—MUSIC— HAS A MYSTERIOUS WAY OF CREATING A BOND BETWEEN PEOPLE, ADDING DEPTH AND MEANING TO

EVERY DAY EXPERIENCES.

"AS WITH HIS ART, THE PRODUCT -THE SONG- IS LESS IMPORTANT THAT THE MEANING OF THE EXPERIENCE TO THE CHILD. BECAUSE HE ACTIVELY PARTICIPATES IN A MUSICAL EXPERIENCE, EVEN IF HE IS LISTENING, HE FEELS THE MUSIC AND IT BECOMES, THEREBY, AN EMOTIONAL EXPERIENCE."²⁹

SINCE ONE OF OUR PRIMARY GOALS IN THE FIELD OF RELIGIOUS EDUCATION IS TO HELP THE CHILD BUILD A POSITIVE SELF IMAGE, AS AN ACCEPTABLE AND ADEQUATE INDIVIDUAL, IT IS OF NO LITTLE SIGNIFICANCE THAT HIS MUSICAL RESPONSES ARE SOCIALLY ACCEPTABLE AND SUCCESSFUL, AS WELL AS PERSONALLY SATISFYING AND ENJOYABLE.

BISSONNIER STATES, "THAT SONGS WHICH CAN BE CHOSEN IN RELATIONSHIP WITH THE THEME OF THE DAY, WILL AGAIN PRESENT THE IDEA IN ANOTHER FASHION. WE KNOW THE POWER OF THE AIR WE HUM AND WHICH CONTINUES TO SING INSIDE OF US."³⁰

ADVERTISERS HAVE LONG USED THE TECHNIQUE OF COMBINING A SIMPLE MELODY WITH A 'CATCHY' JINGLE TO MAKE KNOWN THEIR PRODUCTS. THE WRITER PRESUMES THAT SPECIAL RELIGIOUS EDUCATORS CAN BORROW THIS TECHNIQUE TO REINFORCE A RELIGIOUS TRUTH, WHICH IT IS HOPED THE CHILD WILL INTERNALIZE. THE WRITER CONCLUDED FROM THE STUDY, THAT TOO MANY SONGS WERE INTRODUCED. IT OFTEN TOOK MORE THAN ONE PRESENTATION FOR THE CHILDREN TO ABSORB THE MEANING AND THE FEELING OF THE SONG. DUE TO THIS DELAYED REACTION, IT MAY

²⁸ FOSTER, OP. CIT., P. 52.

²⁹ IBID., P. 53.

³⁰ HENRI BISSONNIER, CATECHETICAL PEDAGOGY OF THE MENTALLY DEFICIENT CHILDREN (BRUSSELS: LUMEN VITAE PRESS, 1967), P. 89.

HAVE BEEN MORE ADVANTAGEOUS TO PRESENT FEWER SONGS TO ALLOW FOR MORE PERIODS OF REVIEW.

REACTIONS TO THE SONGS

THE CHILDREN IN GROUP ONE FAVORED THE SONGS WHICH HAD HAND GESTURES THAT ACCOMPANIED THE SONGS. THIS FACT WAS ESPECIALLY NOTICED WITH THE SONGS THE ACTION SONG IN LESSON 5 AND I LIKE TO SING IN LESSON 16. (SEE APPENDIX) THEY NOTICED AND ENJOYED THE HUMOR TO THE WORDS IN I WISH I WERE IN LESSON 17.

LEARNING THE WORDS TO THE SONGS SEEM TO BE MORE IMPORTANT TO THE CHILDREN IN GROUP TWO THAN THE GESTURES. HOWEVER, THIS IS NOT TO IMPLY THAT THEY DIDN'T ENJOY THEM. THEY FAVORED THE SONGS GOD'S CARE AND GOD LOVES ME THE BEST. THEY ESPECIALLY LIKED JOINING HANDS AND MOVING IN A CIRCLE WHILE SINGING. THEY WOULD OFTEN ASK "CAN WE SING IT AGAIN?"

THEY ALSO FOUND ENJOYMENT TAKING TURNS POINTING TO OR HOLDING UP PICTURES THAT WOULD HELP THEM RECALL WORDS TO A SONG.

MOST OF THE SONGS USED WITH GROUP THREE WERE SUNG WHILE JOINING HANDS IN A CIRCLE, MARCHING AROUND THE ROOM, CARRYING COLORED BOXES, ETC... THIS PROCEDURE SEEMED TO KEEP THE GROUP TOGETHER AND TO HELP EACH CHILD FEEL HE HAD AN IMPORTANT ROLE TO PLAY IN THE ACTIVITY.

PARAPHRASING, A TECHNIQUE BY WHICH NEW WORDS ARE APPLIED TO A FAMILIAR MELODY, SEEMS TO BE MOST EFFECTIVE. FOR EXAMPLE, TO TEACH THE CONCEPT THAT GOD IS MY SPECIAL FRIEND, MIGHT BE SUNG TO THE MELODY OF TWINKLE, TWINKLE LITTLE STAR. USING THIS TECHNIQUE, THE CHILD BEING FAMILIAR WITH ONE ASPECT OF THE SONG CAN MORE EASILY CONCENTRATE ON THE OTHER.

RECOMMENDATIONS

SONGS FOR USE IN A SPECIAL RELIGIOUS EDUCATION CURRICULUM FOR MENTALLY RETARDED ON THE PRE-OPERATIONAL STAGE SHOULD BE SIMPLE, REPETITIOUS AND LIMITED IN NUMBER. SINCE SINGING IS AN INTEGRAL PART OF THE LESSON, FAMILIAR MELODIES COULD BE PARAPHRASES TO REINFORCE NEW CONCEPTS BEING TAUGHT.

USE OF ART AS A REINFORCING TECHNIQUE

"...THE END PRODUCT OF THE CHILD'S EXPERIENCE IS THE LEAST IMPORTANT CONCERN--WHAT HAPPENS TO THE CHILD DURING THE EXPERIENCE IS WHAT COUNTS."³¹

WITH THIS IN MIND, THE WRITER PROPOSED TO USE AN ART ACTIVITY TO PROVIDE THE NEEDED MOTIVATION AND REINFORCEMENT WHICH IS EVIDENT WHEN ONE ACCEPTS THE LEARNING LIMITATIONS OF THE MENTALLY RETARDED. DUE TO HIS LIMITED MEMORY SPAN, DIRECTIONS NEED TO BE GIVEN TO HIM IN A STEP BY STEP FASHION AND THEN ONLY ONE STEP AT A TIME.

EXHIBITING A COPY OF THE FINISHED PRODUCT BEFORE HE BEGINS HIS WORK IS OF IMPORTANCE TO THE RETARDED CHILD, SINCE HE LACKS THE ABILITY TO VISUALIZE DIRECTLY ON THE SENSE OF SIGHT, AS WELL AS HEARING, FOR UNDERSTANDING THE STEPS INVOLVED. IN ADDITION TO THIS STEP BY STEP PROCEDURE, INDIVIDUAL HELP WILL BE NECESSARY FOR MANY. SUFFICIENT TIME MUST BE ALLOTTED TO HIM TO COMPLETE THE ACTIVITY FOR A SENSE OF A JOB WELL DONE.

TIME CONCEPTS ARE DIFFICULT FOR THE RETARDED CHILD. TO

³¹ MARY JO BURGESS, "SMALL CHILDREN CAN DO MANY THINGS," ARTS AND ACTIVITIES, SEPT., 1972, P. 33.

SPEAK OF TWO WEEKS FROM NOW OR LAST MONTH IS OF LITTLE VALUE TO HIM. WHAT HE DOES UNDERSTAND IS THE HERE AND NOW. THEREFORE, THE ART ACTIVITY SHOULD HAVE SOME PERTINENT MEANING TO THE CHILD AT THE TIME HE IS DOING IT, OTHERWISE HIS INTEREST WILL BE MINIMAL.

MOTIVATION IS IMPORTANT AND SHOULD BE CONCRETE. IT NEEDS TO BE GIVEN NOT ONLY AT THE BEGINNING OF THE LESSON BUT THROUGHOUT. THIS COULD BE EXPRESSED IN AWARDING HIM A STAR FOR FOLLOWING ONE OF THE STEPS IN DIRECTIONS, HOLDING UP HIS PAPER FOR OTHERS TO ADMIRE, OR SOCIAL PRAISE SUCH AS A SMILE OF APPROVAL.

FOR THE YOUNG RETARDED CHILD ALMOST ALL ACTIVITIES ARE LEARNING SITUATIONS. THE WORLD TO HIM IS BIG, EXCITING AND HAS MUCH TO SEE, FEEL, SMELL, HEAR AND EXPERIENCE.

"CHILDREN NEED TO BE HELPED TO SEE, TO FEEL, TO LISTEN AND TO THINK, FOR OUT OF THESE ABILITIES COMES THE POWER TO RELATE AND TO INTERPRET THE WORLD AROUND THEM."³²

THE FACT THAT THE ART ACTIVITIES IN THIS STUDY WERE PRESENTED IN A GROUP SETTING SEEMED TO OFFER SOME POSITIVE ADVANTAGES. THE WRITER OBSERVED THE SHARING ASPECT AND THE MUTUAL SUPPORT AND PRAISE GIVEN BY THE TEACHER AND OTHER MEMBERS OF THE GROUP. IN THIS SETTING, THE CHILD SHOWED WHAT HE COULD ACCOMPLISH AS WELL AS OBSERVING THE ACCOMPLISHMENTS OF OTHERS.

"THE MOST IMPORTANT PRODUCT OF ANY SCHOOL PROGRAM OF ART EDUCATION IS A CHILD WHOSE INTELLECTUAL, EMOTIONAL AND PERHAPS

³²ARNE RANDALL AND RUTH HALVORSEN, PAINTING IN THE CLASSROOM, (WORCHESTER, MASS.: DAVIS PUBLICATION, INC., 1962) P. 5

SOCIAL BEHAVIOR HAS BEEN MODIFIED AS A RESULT OF HIS PARTICIPATION IN ARTISTIC PURSUITS. THIS APPLIES TO ALL CHILDREN AND THEREFORE, THE TEACHER OF A MENTALLY RETARDED CHILD SHOULD FEEL NO CONCERN OVER THE FACT THAT THE QUALITY OF OUTPUT IN THE ART OF SLOW LEARNERS LEAVES MUCH TO BE DESIRED FROM A COMPARATIVE VIEWPOINT. THE MOST IMPORTANT EDUCATIONAL GAIN...WILL BE FOUND IN THE GENERAL PERSONAL DEVELOPMENT OF THE CHILDREN THEMSELVES.³³

THE MATERIALS FOR THE ART ACTIVITIES IN THIS CURRICULUM WERE CHOSEN ON THE BASIS OF AVAILABILITY FOR THE TEACHER AND THE PRACTICALITY FOR THE CHILD AT THIS STAGE OF DEVELOPMENT.

THE ACTIVITIES WERE CHOSEN ON THEIR APPROPRIATENESS IN REINFORCING THE CONCEPT OF THE LESSON AND IN MEETING THE INTEREST OF THE CHILD.

REACTIONS TO ART ACTIVITIES

THANK YOU GOD FOR THE GIFT OF MY FEET IS THE CONCEPT TAUGHT IN LESSON SIX. DURING THE REINFORCING ART ACTIVITY, THE CHILD HAS HIS FOOT PRINTS OUTLINED ON A LARGE SHEET OF PAPER ALONG WITH HIS CLASSMATES. ONE BOY IN GROUP TWO COMMENTED, "LITTLE FEET," AS HE WATCHED THE TEACHER OUTLINE ANOTHER CHILD'S FEET IN THE GROUP. SHE QUICKLY REPLIED, "NO, LITTLE FEET. ME A BIG GIRL."

ANOTHER CHILD IN THE SAME GROUP, BECAME VERY INVOLVED AND EXCITED IN THE ART ACTIVITY IN LESSON TEN. AFTER LYING STILL WITH A BIG SMILE ON HER FACE, AS THE TEACHER OUTLINED HER BODY

³³ CHARLES D. GAITSKELL AND MARGARET GAITSKELL, ART EDUCATION FOR SLOW LEARNERS (PEORIA, ILL.: CHARLES A. BENNETT CO., INC., 1953), p. 44.

IMAGE ON A SHEET OF PAPER, WHILE THE OTHER NINE MEMBERS OF THE CLASS OBSERVED; JUMPED UP AT THE SIGNAL OF THE TEACHER AND JOYFULLY KEPT REPEATING AND POINTING TO THE PAPER, "THAT'S ME, THAT'S ME."

IN GROUP ONE, THE CHILDREN WERE VERY PROUD OF THE BANNER THEY MADE DURING THE ART ACTIVITY IN LESSON FIVE. THEY ASKED THE TEACHER TO HANG IT UP. WHENEVER A VISITOR CAME TO THE ROOM FOR THE NEXT TWO WEEKS, THEY IMMEDIATELY SHOWED THEM THE BANNER POINTING OUT THE VARIOUS HAND PRINTS, "THAT'S ME, THAT'S JOEY, THAT'S SEAN."

LESSON EIGHTEEN CALLS FOR THE CHILD TO MAKE A HAPPINESS BOOK. THIS SERVES AS A MEANS OF REVIEW OVER THE PREVIOUS LESSONS. DURING THE OFFERTORY OF THE MASS, THE CHILDREN IN GROUP THREE BROUGHT THEIR COMPLETED BOOKS UP TO THE ALTAR AND PRESENTED THEM TO THE PRIEST. AFTER MASS, THEY WERE TO BRING THEM HOME TO SHARE WITH THE FAMILY. ONE CHILD IN HER EXCITEMENT, LEFT HER PLACE DURING THE MASS AND WALKED UP TO THE ALTAR. AFTER LOOKING OVER THE MANY BOOKS PLACED THERE, PICK UP HER BOOK, LOOKED AT THE PRIEST AND SAID, "MY BOOK." THEN SHE PROCEEDED TO RETURN TO HER PLACE.

THE ABOVE REMARKS ILLUSTRATE HOW AN ART ACTIVITY CAN BRING ABOUT A BETTER SELF CONCEPT, PROVIDE AN ENJOYABLE ACTIVITY TO DO AND SHARE WITH OTHERS. THIS TYPE OF EXPERIENCE BRINGS TO ONE'S CONSCIOUSNESS A GREATER APPRECIATION OF SELF, OTHERS AND THE THINGS IN ONE'S ENVIRONMENT.

RECOMMENDATIONS

ART IS RECOMMENDED AS A FORM OF REINFORCEMENT AND A WAY OF MEASURING RETENTION.

ART PRODUCT WILL NOT BE UNIFORM BUT WILL BE RECOGNIZABLE TO THE CHILD AS HIS OWN.

HAVE THE CHILDREN EXPERIENCE MANY SUCCESSES. THEREFORE, MAKE THE ACTIVITIES SUFFICIENTLY CHALLENGING BUT POSSIBLE OF COMPLETION.

PRE-CUT MATERIALS SPELL A GREATER OPPORTUNITY OF SUCCESS THAN SCISSORS OR PENCIL AT THIS STAGE OF DEVELOPMENT.

THE ART ACTIVITIES USED IN THIS STUDY WERE CHOSEN BASICALLY AS A REINFORCING TECHNIQUE RATHER THAN FOR CREATIVITY.

CHILDREN NEED THE EXPERIENCE OF ASSEMBLING MATERIALS TOGETHER IN ORDER TO VISUALIZE WHAT CONSTITUTES WHOLENESS.

CHAPTER 5

PROBLEM

THE PURPOSE OF THIS STUDY WAS TO FORMULATE AND EVALUATE A SET OF PRE-PENANCE LESSONS FOR THE MENTALLY RETARDED AT THE PRE-OPERATIONAL STAGE OF COGNITIVE DEVELOPMENT. THESE LESSONS WOULD BE BASED ON CONCEPTS OF GRATITUDE AND STATED IN BEHAVIORAL OBJECTIVES. IN ADDITION, THE WRITER PROPOSED TO PROVIDE READINESS, TO STIMULATE AND TO REINFORCE EACH OF THESE CONCEPTS WITH AN ART AND A MUSIC ACTIVITY.

POPULATION

THREE GROUPS OF CHILDREN PARTICIPATED IN THIS STUDY. TWO GROUPS WERE STUDENTS AT ST. COLETTA SCHOOL IN JEFFERSON, WISCONSIN. THE THIRD GROUP CONSISTED OF MENTALLY RETARDED STUDENTS WHO ATTEND A WEEKLY SPECIAL RELIGIOUS EDUCATION CLASS HELD AT IMMACULATE HEART OF MARY SCHOOL IN MADISON, WISCONSIN. THE GROUPS WERE NOT EQUATED IN ANY WAY.

THE CHILDREN AT ST. COLETTA SCHOOL WHO CONSTITUTED GROUP TWO, WERE CHOSEN BECAUSE THEY CAME WITHIN THE MENTAL AGE RANGE WHICH THE WRITER CHOSE TO DO HER STUDY.

TO TEST THE LOWER LIMITS WITH WHICH THE LESSONS COULD BE EFFECTIVE, A GROUP OF CHILDREN AT ST. COLETTA SCHOOL WHO HAD A LOWER MENTAL AGE RANGE THAN THE CHILDREN IN GROUP TWO WERE CHOSEN. THEY ARE REFERRED TO AS GROUP ONE IN THIS STUDY.

THE WRITER WANTED TO TEST THE FEASIBILITY OF USING THIS CURRICULUM ON AN INDIVIDUAL BASIS AS WELL AS FOR GROUP INSTRUCTION. THEREFORE, THE CHILDREN ATTENDING THE SPECIAL RELIGIOUS EDUCATION PROGRAM AT IMMACULATE HEART OF MARY SCHOOL ENTERED THE STUDY TO CONSTITUTE GROUP THREE. LIKEWISE, THESE CHILDREN WERE ALL LIVING AT HOME, HAD VARYING RELIGIOUS TRAINING BACKGROUNDS AND CONSISTED OF A GREATER C.A. AGE SPAN THEN THOSE IN GROUPS ONE AND TWO. FURTHERMORE, THESE CHILDREN FOR THE MOST PART SAW EACH OTHER ONLY ON SUNDAY; WHEREAS THE CHILDREN IN GROUPS ONE AND TWO LIVED TOGETHER AT ST. COLETTA SCHOOL AND ATTENDED CLASSES TOGETHER EACH SCHOOL DAY.

THE FACT THAT THE CHILDREN IN GROUP THREE WERE TAUGHT BY VOLUNTEER TEACHERS, SOME WHO WERE EXPERIENCED TEACHERS AND OTHERS INEXPERIENCED OFFERED THE WRITER OTHER ASPECTS TO EXPLORE.

TREATMENT OF DATA

EACH LESSON WAS TAUGHT TO GROUPS ONE AND TWO FOR A TWENTY-MINUTE PERIOD IN THIS SEQUENCE: THE INSTRUCTIONAL LESSON, THE ART ACTIVITY AND THE MUSIC ACTIVITY. AFTER EACH DAY'S LESSON, THE TEACHER OF GROUP TWO (THE WRITER) WOULD MEET WITH HER SUPERVISING TEACHER (THE REGULAR CLASSROOM TEACHER) AND HER CO-TEACHER OF GROUP ONE TO EVALUATE THE EFFECTIVENESS OF THE LESSON. THE WRITER ACTED UPON THE OBSERVATIONS AND SUGGESTIONS OF THE SUPERVISING TEACHER, HER CO-TEACHER AND HER OWN OBSERVATIONS IN PLANNING AND REACHING SUBSEQUENT BEHAVIORAL OBJECTIVES.

THE CHILDREN IN GROUP THREE WERE INSTRUCTED ONCE A WEEK BY VOLUNTEER TEACHERS. PRIOR TO THE INDIVIDUAL INSTRUCTION PERIOD

THE TEACHERS RECEIVED IN-SERVICE TRAINING BY VIEWING A FIFTEEN MINUTE VIDEO TAPE PRESENTATION OF THE LESSON TAUGHT BY THE WRITER. THE VIEWING WAS FOLLOWED BY A DISCUSSION ON THE TEACHING TECHNIQUES EMPLOYED. AFTER THE FIFTEEN MINUTE INDIVIDUALIZED INSTRUCTION PERIOD, THE CHILDREN ASSEMBLED FOR A FIFTEEN MINUTE GROUP SESSION. THIS SESSION CONSISTED OF AN ART OR MUSIC ACTIVITY SPECIFICALLY CHOSEN AND TAUGHT BY THE WRITER WITH THE INTENTION OF REINFORCING THE CONCEPT TAUGHT THAT DAY. THE EVALUATION SESSION FOLLOWED AT WHICH THE TEACHERS COMMENTED IN WRITING ON THE RESPONSES OF THE CHILD TO THE LESSON, NOTING HIS STRENGTHS AND WEAKNESSES. THESE COMMENTS WERE THEN UTILIZED BY THE WRITER IN PLANNING SUBSEQUENT IN-SERVICE SESSIONS.

IMPLICATIONS

MANY OF THE RECOMMENDATIONS CITED IN THE PREVIOUS CHAPTERS POINTED OUT IN A DEFINITE WAY THE NEED OF A CURRICULUM WHICH TAKES INTO ACCOUNT THE DEVELOPMENTAL NEEDS OF THE MENTALLY RETARDED CHILD AT THE PRE-OPERATIONAL STAGE OF DEVELOPMENT.

THE FEASIBILITY OF THE LESSONS IN THIS STUDY SEEM TO BE CONFIRMED BY THE FACTS:

1. THAT THEY COULD BE USED IN EITHER A GROUP OR INDIVIDUAL TEACHING SITUATION.
2. THAT BOTH EXPERIENCED AND INEXPERIENCED TEACHERS WERE ABLE TO USE THEM EFFECTIVELY.
3. THAT THE CHILDREN RESPONDED AND GAVE AN ACTIVE AND CONTINUOUS ATTENTION.
4. THE MATERIALS USED IN THE ACTIVITIES WERE PRACTICAL AND READILY AVAILABLE.
5. MANY OF THE RECOMMENDATIONS MADE FROM THE STUDY WERE NOT NEW DISCOVERIES, BUT CONFIRMED THE FINDINGS OF

OTHER PREVIOUS STUDIES.

IN ADDITION TO THESE RECOMMENDATIONS, THE WRITER MADE THE FOLLOWING OBSERVATIONS:

1. THE CHILDREN WHO WERE STUDENTS AT ST. COLETTA SCHOOL SEEMED TO HAVE AN EASIER TIME IN EXPRESSING GRATITUDE TO ONE ANOTHER, THE TEACHER AND IN PRAYER. THIS WAS PROBABLY DUE TO THE FACT THAT THE CHILDREN KNEW EACH OTHER AND THE TEACHER FOR A LONGER PERIOD OF TIME AND HAD MORE PRACTICE IN PRAYING TOGETHER THAN GROUP THREE.
2. IN ALL PROBABILITY THE SHORTER TIME LAPSE BETWEEN ONE CONCEPT TO THE NEXT BROUGHT ABOUT A GREAT CONTINUITY FOR THOSE IN GROUP ONE AND TWO.

SUGGESTIONS FOR FURTHER STUDY

DUE TO THE LACK OF EXPERIMENTAL STUDY IN THE FIELD OF RELIGIOUS EDUCATION FOR THE MENTALLY RETARDED, THERE ARE MANY AREAS OPEN FOR FURTHER STUDY. SOME OF THE POSSIBLE PROJECTS THAT HAVE ARISEN FROM THE PRESENT STUDY ARE:

1. A STUDY OF THE SAME KIND ONLY OVER A LONGER PERIOD OF TIME TO DETERMINE ITS EFFECTIVENESS.
2. A STUDY OF THE SAME KIND USED WITH A GROUP OF OLDER CHILDREN TO TEST THE UPPER LIMITS AGEWISE OF THE CURRICULUM.
3. AN INVESTIGATION OF POSSIBLE WAYS OF PREPARING TEACHERS TO USE THIS CURRICULUM, OTHER THAN THE ROUTE OF VIDEO TAPE.
4. TO DEVELOP LESSON PLANS WHICH WOULD PROVIDE HOMEWORK ACTIVITIES AND DIRECT PARENT INVOLVEMENT FOR THE FIFTY-FOUR LESSONS OF THIS CURRICULUM.
5. COMPARE THE PRESENT LESSONS WITH OTHER CURRICULUM APPROACHES ON THE MARKET FOR THEIR EFFECTIVENESS IN A RELIGIOUS EDUCATION SUMMER SCHOOL PROGRAM.
6. A STUDY OF THE SAME KIND TAUGHT BY THE WRITER IN A GROUP SETTING WITH VOLUNTEER TEACHERS WITHIN THE GROUP ACTING AS MODEL RESPONDERS.

CONCLUDING REMARKS

MARIA MONTESSORI ONCE STATED: "THERE IS ONLY ONE METHOD OF TEACHING: TO AWAKEN DEEPEST INTEREST AND THEREBY DRAW FROM THE STUDENTS AN ACTIVE AND CONTINUOUS ATTENTION."³⁴ MAY THIS CURRICULUM BE ONE AMONG MANY WHICH STRIVES TO DO ACCOMPLISH THAT GOAL FOR HIS SPECIAL ONES.

³⁴ZENETTI, LOTHAR. GOD'S CHILDREN LEARN IN JOY. (NEW YORK: HERDER AND HERDER, 1966), P. 67.

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APPENDIX A

CONCEPTS FOR THE PRE-PENANCE CYCLE

1. GOD IS OUR SPECIAL FATHER AND FRIEND.
2. GOD IS OUR FRIEND WHO GIVES US MANY GIFTS.
3. WE MUST SAY THANK YOU TO GOD FOR HIS MANY GIFTS. THIS IS GOOD TO DO.
4. WHEN WE DON'T SAY THANK YOU TO GOD. THIS IS BAD TO DO.
5. GOD GAVE US THE GIFT OF OUR HANDS. WE SAY THANK YOU TO GOD.
6. GOD GAVE US THE GIFT OF OUR FEET. WE SAY THANK YOU TO GOD.
7. GOD GAVE US THE GIFT OF OUR EYES. WE SAY THANK YOU TO GOD.
8. GOD GAVE US THE GIFT OF OUR EARS. WE SAY THANK YOU TO GOD.
9. GOD GAVE US THE GIFT OF OUR MOUTH. WE SAY THANK YOU TO GOD.
10. GOD GAVE US THE GIFT OF OURSELVES. WE SAY THANK YOU TO GOD.
11. GOD GAVE US THE GIFT OF OUR MOTHER AND DAD. WE SAY THANK YOU TO GOD.
12. GOD GIVES US THE GIFT OF OUR FAMILY. WE SAY THANK YOU TO GOD.
13. GOD GIVES US THE GIFT OUR FRIENDS. WE SAY THANK YOU TO GOD.
14. GOD GIVES US THE GIFT OUR TEACHER. WE SAY THANK YOU TO GOD.
15. GOD GIVES US THE GIFT OF THE TREES AND FLOWERS. WE SAY THANK YOU TO GOD.
16. GOD GIVES US THE GIFT OF THE SUN AND THE RAIN. WE SAY THANK YOU TO GOD.
17. GOD GIVES US THE GIFT OF THE ANIMALS. WE SAY THANK YOU TO GOD.
18. GOD GIVES US THE GIFT OF HAPPINESS. WE SAY THANK YOU TO GOD.

LESSON 1 PRE-PENANCE CYCLE

CONCEPT: GOD IS OUR SPECIAL FATHER AND FRIEND. WE SAY THANK YOU TO GOD.

OBJECTIVE: TO REVIEW THE CONCEPTS THAT GOD IS OUR LOVING FATHER AND FRIEND; THAT GOD IS VERY WONDERFUL, GOD LOVES US, WE ARE IMPORTANT TO GOD; HE TAKES CARE OF US AND IS ALWAYS WITH US.

MOTIVATION: "GUESS WHO I'M THINKING ABOUT" GAME.

READINESS: INTRODUCE PUPPET, GIVE IT A NAME AND USE IT TO ESTABLISH RAPPORT WITH THE CHILD BY ASKING HIM A FEW QUESTIONS ABOUT HIMSELF, HIS FAMILY, HIS SUMMER VACATION.

PRESENTATION: SPONTANEOUS PRAYER (WITHOUT PUPPET)-TEACHER STARTS AND INVITES THE CHILD TO PARTICIPATE. (THIS BECOMES A REGULAR PART OF THE LESSON; THE CHILD IS ENCOURAGED, BUT NEVER FORCED, TO PARTICIPATE.)

CONVERSE WITH THE HAND PUPPET TO REVIEW THE MAIN CONCEPT, ASKING THE CHILD OR HAVING THE PUPPET ASK) A QUESTION SUMMARIZING THE CONTENT, E.G.--

TEACHER: I KNOW SOMEBODY VERY SPECIAL. HE'S MY BEST FRIEND.

PUPPET: WHO?

TEACHER: GUESS! HE'S YOUR BEST FRIEND, TOO.

PUPPET: WELL, WHO IS IT?

TEACHER: IT'S SOMEBODY WHO KNOWS (INSERTS CHILD'S NAME).

PUPPET: HMMM.

TEACHER: IT'S SOMEBODY WHO IS VERY GOOD.

PUPPET: SOUNDS LIKE GOD.

TEACHER: IT'S SOMEONE WHO LOVES US ALL, VERY MUCH. SOMEONE WHO LOVES (INSERT CHILD'S NAME) VERY, VERY MUCH.

PUPPET: IT MUST BE GOD, BECAUSE GOD LOVES---MORE THAN ANYBODY ELSE IN THE WHOLE WORLD.

TEACHER: YOU'RE RIGHT. IT'S GOD. NOW I'M THINKING OF SOMEONE WHO IS VERY, VERY WONDERFUL.

(CONTINUE ALONG SAME LINES, COVERING EACH CONCEPT, GRADUALLY INCLUDING THE CHILD IN THE QUESTIONING.)

COMPREHENSION CHECK: INCLUDED IN PRESENTATION.

MATERIALS: HAND PUPPET (HUMAN FIGURE CAN SIMPLY BE KLEENEX WITH FACIAL FEATURES DRAWN IN.)

LESSON 2 PRE-PENANCE CYCLE

CONCEPT: GOD IS OUR FRIEND WHO GIVES US MANY GIFTS.

OBJECTIVE: HAVING RECEIVED THE INSTRUCTION THAT GOD MADE ALL THE THINGS WE SEE, THE PUPIL WILL BE ABLE TO RECOGNIZE AND NAME THREE THINGS HE SEES THAT GOD MADE FROM A PICTURE GIVEN TO HIM BY THE TEACHER.

READINESS: DID YOU EVER GIVE ANYONE A PRESENT? AFTER YOU BOUGHT IT, OR MADE IT, YOU WRAPPED IT UP IN PRETTY PAPER AND PUT ON A NICE RIBBON WITH A BOW. YOU WANTED TO MAKE YOUR FRIEND HAPPY WITH YOUR GIFT. GOD, OUR SPECIAL FRIEND, MAKES US HAPPY WITH PRESENTS, TOO. TODAY WE ARE GOING TO TALK ABOUT THEM.

MOTIVATION: DID YOU EVER GET A PRESENT THAT WAS TOO BIG TO PUT IN A BOX OR WRAP IN PRETTY PAPER? I DID! YOU DID, TOO. I SEE PRESENTS THAT YOU GOT, RIGHT HERE--CAN YOU GUESS WHAT I SEE?

PRESENTATION: IT'S NICE TO GET PRESENTS ON OUR BIRTHDAY, OR ON CHRISTMAS, BUT THAT'S NOT VERY OFTEN. IT'S NICER TO GET PRESENTS EVERY DAY. GOD THINKS THAT YOU AND I ARE SO SPECIAL THAT HE GIVES US PRESENTS EVERY DAY. THAT'S RIGHT! EVERY DAY!

TODAY HE HAS GIVEN US THE PRESENT OF A SUNNY (OR RAINY) DAY. AT BREAKFAST HE GAVE YOU THE PRESENT OF GOOD THINGS TO EAT. AT SCHOOL HE GIVES YOU THE PRESENTS OF FRIENDS AND TEACHERS AND BOOKS AND SWINGS, ETC... GOD IS A SPECIAL FRIEND. GOD IS VERY GOOD TO US.

COMPREHENSION CHECK: I'M GOING TO SHOW YOU A PICTURE. LOOK AT IT VERY CAREFULLY. CAN YOU SEE SOME GIFTS IN IT THAT GOD HAS GIVEN US? TELL ME THREE THINGS YOU SEE.

MATERIALS: PICTURE OF A LAKE, MOUNTAIN, OR OTHER SCENE OF BEAUTY.

LESSON 3 PRE-PENANCE CYCLE

OBJECTIVE: HAVING BEEN INSTRUCTED THAT IT IS GOOD TO SAY THANK YOU TO GOD AND TO OTHERS FOR ANYTHING GIVEN TO US, THE CHILD WILL EXPRESS GRATITUDE BY VERBALLY RESPONDING TO THE T.V. PROGRAM IN THE PRESENTATION OF LESSON AND BY RECEIVING A PIECE OF CANDY AS A GIFT.

READINESS: IF YOU WERE ALONE OUTDOORS AND DIDN'T HAVE ANYTHING TO PLAY WITH, YOU WOULD FEEL SAD. LET'S PRETEND I CAME OUTDOORS AND HAD A BIG BALL TO PLAY WITH. I WENT OVER TO YOU AND SAID, "LET'S PLAY BALL TOGETHER." WOULD YOU LIKE THAT? AFTER WE PLAYED FOR AWHILE, I SAID, "I HAVE TO GO HOME NOW." YOU SAID, "THANK YOU FOR LETTING ME PLAY WITH YOUR BALL." DO YOU THINK THAT WOULD MAKE ME FEEL HAPPY? OH YES, WE LIKE TO HEAR PEOPLE SAY THANK YOU.

MOTIVATION: DO YOU LIKE TO WATCH T.V.? SO DO I. TODAY, I BROUGHT ALONG A MAKE BELIEVE T.V. THERE IS A GOOD PROGRAM ON NOW, ON MY MAKE BELIEVE T.V. IT'S CALLED A THANK YOU TRIP. LET'S WATCH IT. (TEACHER TURNS ON THE T.V.)

PRESENTATION: (TEACHER TURNS ROLL FOR THE T.V. AND PLAYS TAPE OF THE SCRIPT BELOW OR NARRATES IT AS SHE GOES ALONG WITH THE T.V. PICTURES.)

JUDY: GOOD MORNING BOYS AND GIRLS. MY NAME IS JUDY. THIS IS MY FRIEND, BOB.

BOB: HI!

JUDY: WOULD YOU LIKE TO TAKE A THANK YOU WALK WITH US TODAY. _____ GOOD. WE ARE GOING TO SEE HOW MANY THINGS WE CAN FIND THAT GOD HAS MADE FOR US. WHEN WE FIND SOMETHING I WILL POINT TO IT WITH MY STICK. O.K.?

BOB: O.K.

JUDY: THEN WE CAN ALL SAY THANK YOU GOD FOR THE _____. (WHAT-EVER I POINT TO) GOD YOU ARE SO GOOD TO US. LET'S START WALKING AND SEE WHAT WE CAN FIND.

BOB: THIS SHOULD BE FUN.

JUDY: IT IS NICE TODAY. OH LOOK, BOB, I SEE A GIFT FROM GOD FLYING IN THE SKY. I SEE THE (BIRDS).

JUDY, BOB, CLASS: THANK YOU GOD FOR THE BIRDS. GOD YOU ARE SO GOOD TO US.

JUDY: OH, ON THE GROUND OVER THERE, I SEE ONE OF GOD'S GIFTS. I SEE THE (FLOWERS).

BOB: I WANT TO SMELL THEM.

JUDY, BOB, CLASS: THANK YOU GOD FOR THE FLOWERS. GOD YOU ARE SO GOOD TO US.

BOB: THERE IS A POND. IN THE POND I SEE SOME (FISH).

LESSON 3 PRE-PENANCE CYCLE (CON'T)

JUDY, BOB, CLASS: THANK YOU GOD FOR THE FISH. GOD YOU ARE SO GOOD TO US.

JUDY: LOOK, WHAT IS SHINING SO BRIGHTLY IN THE SKY. IT IS ONE OF GOD'S GIFTS. IT IS THE (SUN).

JUDY, BOB, CLASS: THANK YOU GOD FOR THE SUN. GOD YOU ARE SO GOOD TO US.

BOB: WHAT IS THAT MOVING BY THE TREES?

JUDY: WHERE?

BOB: OVER THERE.

JUDY: IT IS ONE OF GOD'S GIFTS. IT HOPS. IT IS A (RABBIT).

JUDY, BOB, CLASS: THANK YOU GOD FOR THE RABBIT. GOD YOU ARE SO GOOD TO US.

BOB: JUDY, I THINK WE BETTER GO HOME NOW. MOTHER PROMISED THAT WE COULD HAVE A COOKIE TREAT, WHEN WE GET BACK. AND I'M GETTING HUNGRY.

JUDY: ME, TOO. THEN WE CAN SAY.....

JUDY, BOB, CLASS: THANK YOU GOD FOR THE COOKIES. GOD YOU ARE SO GOOD TO US.

JUDY, BOB: GOOD-BYE EVERYONE.

COMPREHENSION CHECK: TODAY, WE LEARNED A GOOD LESSON. WHEN SOMEONE GIVES US A GIFT WE SAY (THANK YOU). I WOULD LIKE TO GIVE YOU SOMETHING NOW. I THINK YOU WILL LIKE IT. (PASS OUT CANDY) LISTEN AND SEE WHO SAYS THANK YOU OR SOMETHING SIMILIAR. PRAISE THEM. IF THEY FAIL TO DO SO, REMIND THEM QUIETLY, WHAT DO WE SAY WHEN SOMEONE GIVES US A GIFT? _____

PRAYER: (AFTER CANDY IS EATEN. PRAY TOGETHER). THANK YOU GOD FOR MY FRIENDS, MY TEACHER AND ALL THE FUN I HAD TODAY. AMEN.

MATERIALS: MAKE BELIEVE T.V. SET
 ROLL OF PAPER FOR SCRIPT
 RECORDER (GOOD, BUT NOT NECESSARY)
 CANDY

NOTE: T.V. SET CAN BE MADE BY TAKING A BOX (ANY SIZE, JUST SO THE PROPORTIONS APPROXIMATE A T.V.). THE TOP IS REMOVED AND TWO HOLES CUT ON ONE SIDE. NEWSPAPER, ROLLED AND TAPED, ARE USED TO WIND THE ROLL OF PAPER FOR THE PICTURES. SIMPLE DRAWINGS OR MAGAZINE PICTURES MAY BE USED.

LESSON 3 PRE-PENANCE CYCLE (CON'T)

JUDY, BOB, CLASS: THANK YOU GOD FOR THE FISH. GOD YOU ARE SO GOOD TO US.

JUDY: LOOK, WHAT IS SHINING SO BRIGHTLY IN THE SKY. IT IS ONE OF GOD'S GIFTS. IT IS THE (SUN).

JUDY, BOB, CLASS: THANK YOU GOD FOR THE SUN. GOD YOU ARE SO GOOD TO US.

BOB: WHAT IS THAT MOVING BY THE TREES?

JUDY: WHERE?

BOB: OVER THERE.

JUDY: IT IS ONE OF GOD'S GIFTS. IT HOPS. IT IS A (RABBIT).

JUDY, BOB, CLASS: THANK YOU GOD FOR THE RABBIT. GOD YOU ARE SO GOOD TO US.

BOB: JUDY, I THINK WE BETTER GO HOME NOW. MOTHER PROMISED THAT WE COULD HAVE A COOKIE TREAT, WHEN WE GET BACK. AND I'M GETTING HUNGRY.

JUDY: ME, TOO. THEN WE CAN SAY.....

JUDY, BOB, CLASS: THANK YOU GOD FOR THE COOKIES. GOD YOU ARE SO GOOD TO US.

JUDY, BOB: GOOD-BYE EVERYONE.

COMPREHENSION CHECK: TODAY, WE LEARNED A GOOD LESSON. WHEN SOMEONE GIVES US A GIFT WE SAY (THANK YOU). I WOULD LIKE TO GIVE YOU SOMETHING NOW. I THINK YOU WILL LIKE IT. (PASS OUT CANDY) LISTEN AND SEE WHO SAYS THANK YOU OR SOMETHING SIMILIAR. PRAISE THEM. IF THEY FAIL TO DO SO, REMIND THEM QUIETLY, WHAT DO WE SAY WHEN SOMEONE GIVES US A GIFT?___

PRAYER: (AFTER CANDY IS EATEN. PRAY TOGETHER). THANK YOU GOD FOR MY FRIENDS, MY TEACHER AND ALL THE FUN I HAD TODAY. AMEN.

MATERIALS: MAKE BELIEVE T.V. SET
 ROLL OF PAPER FOR SCRIPT
 RECORDER (GOOD, BUT NOT NECESSARY)
 CANDY

NOTE: T.V. SET CAN BE MADE BY TAKING A BOX (ANY SIZE, JUST SO THE PROPORTIONS APPROXIMATE A T.V.). THE TOP IS REMOVED AND TWO HOLES CUT ON ONE SIDE. NEWSPAPER, ROLLED AND TAPED, ARE USED TO WIND THE ROLL OF PAPER FOR THE PICTURES. SIMPLE DRAWINGS OR MAGAZINE PICTURES MAY BE USED.

LESSON 4 PRE-PENANCE CYCLE

CONCEPT: WHEN WE DON'T SAY THANK YOU TO GOD, THIS IS BAD.

OBJECTIVE: GIVEN SEVERAL (5-10) EXAMPLES OF PERSONS WHO DID NOT SAY THANK YOU TO GOD FOR HIS PRESENTS, THE PUPIL WILL STATE THAT IT IS BAD NOT TO SAY THANK YOU TO GOD.

READINESS: I'M GOING TO TELL YOU A STORY ABOUT A BIRTHDAY PARTY. (PLACE FIGURE OF CHILD ON FELTBOARD.) THIS GIRL'S/BOY'S NAME IS _____. (INSERT PUPIL'S NAME) SHE IS GOING TO A BIRTHDAY PARTY. SHE HAS A PRESENT FOR HER FRIEND, (INSERT APPROPRIATE NAME). HERE SHE IS AT THE PARTY. HERE IS _____. (PERSON GIVING PARTY; PLACE SECOND FIGURE ON FELTBOARD.) _____ GIVES _____ HER PRESENT. WHAT SHOULD _____ SAY WHEN SHE GETS HER PRESENT? (THANK YOU)

MOTIVATION: NOW HERE IS _____ (BIRTHDAY PERSON) AGAIN. (PLACE FIGURE ON FELTBOARD.) AND THERE IS A BEAUTIFUL LAKE. (PLACE PICTURE ON FELTBOARD) THIS IS A PRESENT FROM GOD. _____ KNOWS IT IS A PRESENT FROM GOD, BUT SHE DOESN'T SAY THANK YOU. SHE SAYS SHE DOESN'T WANT TO. THIS IS BAD. WHEN WE DON'T SAY THANK YOU TO GOD FOR HIS PRESENTS, THIS IS BAD. WHAT CAN YOU (PLACE FIGURE NAMED FOR CHILD ON FELTBOARD) TELL _____ TO DO? SHOW HER/HIM HOW TO DO IT. (CLEAR FIGURES FROM FELTBOARD.)

PRESENTATION: AND HERE IS _____ (BIRTHDAY PERSON) AGAIN. (PLACE FIGURE ON FELTBOARD. AND HERE ARE SOME BEAUTIFUL FLOWERS. (PLACE PICTURE ON FELTBOARD.) THIS IS A PRESENT FROM GOD. _____ KNOWS IT IS A PRESENT FROM GOD, BUT SHE DOESN'T SAY THANK YOU. IS THIS GOOD OR BAD? SHOW _____ WHAT SHE/HE SHOULD DO. (PLACE FIGURE NAMED FOR CHILD ON FELTBOARD.)

REPEAT PROCEDURE USING PICTURES OF PETS, FOOD, HOME, CLOTHING, FRIENDS, FAMILY MEMBERS. USE A PICTURE OF A MIRROR TO ILLUSTRATE THANKING GOD FOR GIFTS OF SIGHT, HEARING, ABILITY TO TALK, TO MOVE ABOUT, TO LOVE.

COMPREHENSION CHECK: BUILT INTO THE PRESENTATION.

MATERIALS: FELTBOARD, TWO HUMAN FIGURES, PICTURES OF; NATURE SCENES, PETS, FOOD, HOME, CLOTHING, FRIENDS, RELATIVES, MIRROR. A PIECE OF SANDPAPER OR FELT ATTACHED TO THE BACKS OF THE PICTURES WILL HELP THEM TO ADHERE TO THE FELTBOARD.

LESSON 5 PRE-PENANCE CYCLE

CONCEPT: GOD GAVE ME THE GIFT OF MY HANDS. THANK YOU, GOD.

OBJECTIVE: GIVEN THE INSTRUCTION THAT OUR HANDS HELP US DO MANY THINGS AND HAVING COMPLETED THE FOLLOWING ACTIONS WITH THE TEACHER: SHAKE HANDS AS SIGN OF FRIENDSHIP, FOLD HANDS AS SIGN OF PRAYER, CLAP HANDS AS SIGN OF HAPPINESS, HELP WITH YOUR HANDS AS SIGN OF LOVE FOR OTHERS, THE CHILD SHALL BE ABLE TO DO THEM INDEPENDENTLY; AND SPONTANEOUSLY EXPRESS THANK FOR HIS/HER HANDS.

READINESS: LOOK AT YOUR HANDS. HOW MANY DO YOU HAVE? YOUR FINGERS ARE PART OF YOUR HAND. LET'S COUNT AND SEE HOW MANY FINGERS YOU HAVE? (TEACHER AND CHILD TOGETHER) ONE OF YOUR FINGERS IS CALLED YOUR THUMB. CAN YOU FIND YOUR THUMB?

MOTIVATION: YOUR HANDS CAN DO MANY THINGS. TODAY, WE ARE GOING TO DO SOME THINGS WITH OUR HANDS. (IF THERE IS MORE THAN ONE CHILD IN THE CLASS, THE CHILDREN CAN WORK AS PARTNERS)

PRESENTATION: WHEN TWO PEOPLE MEET ONE ANOTHER, THEY SHAKE HANDS. THIS MEANS THEY WANT TO BE FRIENDS. THEY SHAKE HANDS LIKE THIS AND SMILE. (DEMONSTRATE) YOU DO IT WITH YOUR PARTNER. SHAKE HANDS AND SMILE.

WHEN WE SAY OUR PRAYERS, WE FOLD OUR HANDS. THIS TELLS EVERYONE THAT WE ARE TALKING TO GOD AND HE IS SOMEONE SPECIAL. (DEMONSTRATE) SHOW ME HOW YOU FOLD YOUR HANDS WHEN YOU PRAY.

SOMETIMES WHEN PEOPLE GET VERY EXCITED AND HAPPY ABOUT SOMETHING THEY CLAP THEIR HANDS. THIS TELLS EVERYONE THEY ARE VERY HAPPY. SHOW ME HOW YOU CAN CLAP YOUR HANDS TO TELL ME YOU ARE HAPPY.

WITH OUR HANDS WE CAN HELP OTHER PEOPLE. DID YOU EVER SET THE TABLE FOR SUPPER? _____ YOU HAD TO USE YOUR HANDS TO CARRY THE DISHES AND SILVERWARE.

SOMETIMES DAD MAY ASK YOU TO BRING HIM THE NEWSPAPER. YOU HAVE TO PICK IT UP AND CARRY IT WITH YOUR HANDS. YOU USE YOUR HANDS WHEN YOU PICK UP YOUR TOYS AND PUT THEM AWAY.

YES, WE CAN DO MANY THINGS WITH OUR HANDS. OUR HANDS ARE A GIFT FROM GOD. GOD GAVE THEM TO US SO WE CAN HELP OTHER PEOPLE. I HOPE YOU TRY TO HELP AT HOME AND AT SCHOOL. CAN YOU THINK OF SOMETHING YOU DO AT HOME TO HELP? _____

COMPREHENSION CHECK: HERE IS A CARD WITH YOUR NAME ON IT. I AM GOING TO ASK YOU TO DO SOMETHING WITH YOUR HANDS. IF I CAN DO IT, I WILL PUT A STAR ON YOUR NAME CARD.

LESSON 5 PRE-PENANCE CYCLE (CON'T)

SINCE WE ARE GOOD FRIENDS, CAN YOU SHAKE HANDS WITH ME?

GOD IS OUR SPECIAL FRIEND. WHEN WE TALK TO HIM WE FOLD OUR HANDS IN PRAYER. CAN YOU SHOW ME HOW YOU PRAY?

AFTER A GOOD MOVIE WE CLAP OUR HANDS TO SHOW WE LIKE IT. CAN YOU CLAP YOUR HANDS? WASH OUR HANDS, WE CAN DO THINGS FOR OTHER PEOPLE; CAN YOU HELP ME BY _____ (ASK CHILD TO DO SOMETHING).

MATERIALS: WHAT SHOULD WE SAY TO GOD FOR OUR TWO HANDS?
CARD WITH CHILD'S NAME ON IT, GUMMED STAR

LESSON 6 PRE-PENANCE CYCLE

CONCEPT: GOD MADE ME THE GIFT OF MY FEET. WE SAY THANK YOU TO GOD.

OBJECTIVE: GIVEN THE INSTRUCTION THAT OUR FEET ARE NECESSARY TO GET FROM ONE PLACE TO ANOTHER, THE CHILD WILL SHOW HIS CONTROL OVER HIS FEET BY ATTEMPTING TO DO THE ACTIONS USED IN THE SONG ON FEET IN THE COMPREHENSION CHECK AND EXPRESS THANK FOR HIS FEET.

READINESS: LOOK AT YOUR FEET. HOW MANY DO YOU HAVE? AT THE END OF YOUR FEET YOU HAVE SOME TOES. TRY TO WIGGLE THEM. (PRAISE HIS EFFORTS.)

MOTIVATION: WE ARE GOING TO TALK ABOUT OUR FEET TODAY. WE ARE GOING TO FIND OUT THAT WE CAN DO MANY THINGS WITH OUR FEET. WE ARE GOING TO PLAY A GAME WITH OUR FEET TOO. I THINK YOU'LL LIKE THAT.

PRESENTATION: WHEN YOU WANT TO MOVE FROM ONE PLACE TO ANOTHER YOU HAVE TO USE YOUR FEET. IF I WANT TO MOVE FROM HERE (POINT) TO OVER THERE (POINT), I HAVE TO USE MY FEET AND WALK. ON SUNDAY MORNINGS, YOU WALK FROM YOUR CAR TO THIS ROOM FOR CLASS. TO GET FROM YOUR CAR TO THIS ROOM YOU HAVE TO USE YOUR FEET. AFTER CLASS IS OVER, YOU HAVE TO USE YOUR FEET TO GO BACK TO THE CAR. OTHER TIMES YOU USE YOUR FEET WHEN YOU PLAY GAMES. WHEN YOU RIDE YOUR BIKE YOU PUT YOUR FEET ON THE PEDALS AND TURN, TURN, TURN. WHEN YOU PLAY JUMP ROPE YOU USE YOUR FEET TO JUMP. AND WHEN YOU PLAY TAG, YOU RUN AND TRY TO CATCH SOMEONE. WHEN YOU RUN, YOU USE YOUR (FEET). WHEN YOU PLAY FOOTBALL, YOU USE YOUR FEET TO KICK. GOD OUR SPECIAL FATHER AND FRIEND GAVE US THE GIFT OF OUR FEET. WE CAN WALK--RUN--JUMP--HOP--SKIP--AND DANCE WITH OUR FEET. WE CAN USE OUR FEET TO GO AND HELP OTHERS TOO. IF SOMEONE HAS THEIR ARMS FULL OF THINGS, WE CAN WALK AND OPEN THE DOOR FOR THEM.

COMPREHENSION CHECK: NOW WE ARE GOING TO PLAY A GAME. (TEACHER SINGS AND DOES THE ACTIONS AS THE CHILDREN WATCH. THEN SHE INVITES THEM TO DO IT WITH HER.)

SONG ON FEET (TO THE TUNE OF THIS OLD MAN)

1. HERE'S MY FEET,
I HAVE TWO.
I'LL SHOW YOU WHAT MY FEET CAN DO.
STAND UP. TURN AROUND.
WALK AROUND THE FLOOR.
WALKING IS WHAT FEET ARE FOR.

LESSON 6 PRE-PENANCE CYCLE (CON'T)

2. HERE'S MY FEET.

I HAVE TWO

THANK YOU, GOD FOR WHAT I CAN DO.

KICK BALLS. PEDAL BIKES.

WALK ALONG THE STREET.

THANK YOU, GOD, FOR MY TWO FEET

(AFTER SONG IS FINISHED) NOW WHAT CAN WE SAY TO GOD FOR THIS
PRESENT TO US - OUR FEET?

MATERIALS: NONE

LESSON 7 PRE-PENANCE CYCLE

CONCEPT: GOD GAVE ME THE GIFT OF MY EYES. WE SAY THANK YOU TO GOD.

OBJECTIVE: GIVEN THE INSTRUCTION THAT OUR EYES ARE A GIFT FROM GOD WHICH HELP US TO SEE THE COLOR AND THINGS AROUND US, THE CHILD WILL PARTICIPATE IN THE BLIND FOLDING GAME IN THE COMPREHENSION CHECK OF THE LESSON.

READINESS: HERE IS A PICTURE OF A FACE. SOMETHING IS MISSING FROM THE BOY'S FACE. CAN YOU TELL ME WHAT IS MISSING? (EYES) WATCH ME AS I DRAW THEM. WHAT DID I DRAW? (EYES) CAN YOU FIND YOUR EYES? POINT TO THEM. HOW MANY DO YOU HAVE? WHAT COLOR ARE THEY?

MOTIVATION: ON MY WAY TO CLASS TODAY, I SAW SOME PRETTY LEAVES. (FLOWERS) I BROUGHT SOME TO CLASS FOR YOU TO SEE. LOOK AT THE PRETTY COLORS IN THIS ONE. (DISCUSS THE DIFFERENT COLORS AND HOW PRETTY THEY ARE.)

PRESENTATION: WITH YOUR EYES YOU CAN SEE MANY THINGS. YOU CAN SEE MANY COLORS. GOD GAVE US OUR EYES TO SEE ALL THE THINGS HE MADE FOR US. WHEN PEOPLE NEED HELP TO SEE, THEY WEAR GLASSES. GLASSES HELP SOME PEOPLE TO SEE BETTER. IN THE SUMMERTIME, WE WEAR SUN GLASSES TO PROTECT OUR EYES FROM THE BRIGHT SUNLIGHT. PEOPLE TAKE CARE OF THEIR EYES. THEY ARE A GIFT FROM GOD. DID YOU EVER THINK OF WHAT IT WOULD BE LIKE IF YOUR EYES DIDN'T WORK FOR A DAY? ALL DAY LONG, ALL YOU WOULD SEE WOULD BE BLACKNESS. LIKE THIS PIECE OF PAPER. (HOLD UP PAPER) YOU COULDN'T EVEN SEE WHAT MOTHER FIXED YOU FOR DINNER. AND THAT WOULDN'T BE MUCH FUN.

COMPREHENSION CHECK: WE'RE GOING TO PLAY A GAME RIGHT NOW. I'M GOING TO BLIND FOLD YOU. THEN I'M GOING TO GIVE YOU SOMETHING TO FEEL. YOU WILL NOT BE ABLE TO SEE IT BUT MAYBE YOU CAN GUESS WHAT IT IS BY FEELING IT. (BLIND FOLD CHILD AND HAND HIM AN OBJECT: BALL, PENCIL, BOOK, LEAF) WHAT COLOR IS IT? (IF THE CHILD GUESSES A COLOR) SAY, "I'LL TAKE OFF THE BLIND FOLD AND SEE IF YOU ARE RIGHT." (IF CHILD SAYS, "I CAN'T SEE") SAY, "WHAT DO YOU NEED TO SEE?" THEN REMOVE THE BLINDFOLD. OH IT IS GOOD TO HAVE EYES, ISN'T IT? LET'S TELL GOD OUR FATHER AND FRIEND THANK YOU FOR OUR EYES. TEACHER AND CHILD PRAY TOGETHER.

MATERIALS: FLOWERS OR LEAVES, BLINDFOLD, A HALF DOZEN SMALL COMMON OBJECTS FOR CHILD TO IDENTIFY BY FEELING.

LESSON 8 PRE-PENANCE CYCLE

CONCEPT: GOD GAVE ME THE GIFT OF MY EARS. WE SAY THANK YOU TO GOD.

OBJECTIVE: GIVEN THE INSTRUCTION THAT OUR EARS ARE A GIFT FROM GOD WHICH HELPS US TO HEAR SOUNDS AROUND US, AND THE VOICES OF OTHERS, THE CHILD WILL BE ABLE TO LISTEN AND DO WHAT IS ASKED OF HIM BY THE TEACHER AND EXPRESS IN SPONTANEOUS PRAYER, THANKS FOR THE GIFT OF EARS.

READINESS: HERE IS A PICTURE OF A BOY'S FACE. MY HE LOOKS HAPPY. SOMETHING IS MISSING FROM HIS FACE. IF YOU LOOK CAREFULLY I THINK YOU WILL SEE WHAT IT IS? (EARS) THAT'S RIGHT. WHERE WILL I DRAW THEM? (HAVE THE CHILD POINT) POINT TO YOUR EARS. HOW MANY DO YOU HAVE? _____

MOTIVATION: RIGHT NOW WE ARE GOING TO PLAY A LISTENING GAME. I WANT YOU TO COVER YOUR EYES AND LISTEN HARD, THEN TELL ME WHAT YOU HEAR. (CLAP, WALK, CLOSE DOOR, RING BELL, KNOCK-- HAVE CHILD GUESS SOUND.) TAPE OR RECORD OF COMMON SOUNDS MAY ALSO BE USED.

PRESENTATION: YOU COULD HEAR ALL THOSE SOUNDS BECAUSE YOU USED YOUR EARS. YOUR EARS ARE A WONDERFUL GIFT FROM GOD. SOMETIMES WHEN PEOPLE CAN'T HEAR WELL THEY USE A HEARING AID. IT'S LIKE A LITTLE BOX OR BUTTON NEAR THEIR EAR. A HEARING AID HELPS SOME PEOPLE HEAR BETTER. SINCE OUR EARS ARE A GIFT FROM GOD, WE SHOULD TAKE GOOD CARE OF THEM. WE CAN TAKE CARE OF OUR EARS BY WASHING THEM WELL EACH DAY. IN COLD WEATHER WE SHOULD WEAR A HAT OR SCARF TO PROTECT OUR EARS FROM THE COLD. ANOTHER BIG WAY WE CAN SAY THANK YOU TO GOD FOR THE GIFT OF OUR EARS IS BY DOING WHAT WE ARE TOLD TO DO. WHEN OUR MOTHER OR TEACHER TELLS US TO DO SOMETHING, WE SHOULD DO IT RIGHT AWAY SO SHE KNOWS YOU HEARD HER. SHOW HER YOU HAVE GOOD EARS. YOU ARE SHOWING ME YOU HAVE GOOD EARS BY LISTENING SO WELL RIGHT NOW AND I'M PROUD OF YOU.

COMPREHENSION CHECK: NOW MY VOICE WILL TELL YOU TO DO SOMETHING. YOU ARE TO DO WHAT IT TELLS YOU TO DO. READY?

1. GO TO THE DOOR AND OPEN IT.
2. LOOK OUT THE WINDOW AND SEE IF IT IS RAINING.
3. TELL ME YOUR FAVORITE COLOR.
4. MAKE THREE CIRCLES ON THE BOARD.
5. CLAP YOUR HANDS FIVE TIMES AS I COUNT. 1-2-3-4-5
6. POINT TO SOMETHING YELLOW IN THE ROOM.

NOW, WHAT CAN WE SAY TO GOD ABOUT OUR EARS AND BEING ABLE TO HEAR?

MATERIALS: SMALL BELL (OPTIONAL)

LESSON 9 PRE-PENANCE CYCLE

CONCEPT: GOD GAVE ME THE GIFT OF MY MOUTH. WE SAY THANK YOU TO GOD.

OBJECTIVE: GIVEN THE INSTRUCTION THAT WE USE OUR MOUTH TO EAT, TALK AND SING, THE CHILD WILL BE ENCOURAGED TO EXPRESS THANKS TO GOD FOR HIS MANY GIFTS BY PRAYING OR SINGING A PRAYER TO HIM.

READINESS: HERE IS A PICTURE OF A GIRL. SHE IS A PRETTY GIRL BUT SOMETHING IS MISSING FROM HER FACE. DO YOU KNOW WHAT IS MISSING? CAN YOU TAKE THE CRAYON AND GIVE HER A HAPPY SMILE? I HOPE YOU HAVE A HAPPY SMILE FOR EVERYONE TODAY.

MOTIVATION: ONE OF THE THINGS WE ALL LIKE TO DO IS TO EAT. THIS IS GOOD IF WE DO NOT EAT TOO MUCH. FOOD MAKES US GROW. IT HELPS TO KEEP US WELL. WHAT HELPS TO KEEP US WELL? WHEN YOU EAT YOU USE YOUR MOUTH. YOU USE YOUR MOUTH WHEN YOU TALK TOO. TODAY WE ARE GOING TO USE OUR MOUTHS TO HAVE FUN. WE WILL MAKE OUR VERY OWN TELEPHONE (TWO CANS AND A STRING) AND THEN USE IT TO TALK ON. (DEMONSTRATE HOW TO TALK AND HOW TO LISTEN. HAVE THE CHILD DO THE SAME.) TEACHER: (ON TIN-CAN PHONE) GOD HAS GIVEN ME MANY GIFTS. WHICH ONE AM I USING NOW (MOUTH)? (AFTER CHILD ANSWERS, ASK:) WHICH OF GOD'S GIFTS ARE YOU USING NOW?

PRESENTATION: WHEN YOU TALKED INTO THE TELEPHONE, YOU USED YOUR MOUTH. YOUR VOICE HAS A CERTAIN SOUND. NO ONE ELSE HAS EXACTLY THAT SAME VOICE. GOD OUR FATHER AND FRIEND, GAVE EACH OF US A SPECIAL VOICE. THAT'S WHY WHEN MOTHER CALLS YOU ON THE TELEPHONE AND YOU HEAR HER VOICE, YOU KNOW WHO IT IS WITHOUT SEEING HER. YOU KNOW IT'S MOTHER BECAUSE YOU KNOW HER VOICE. YOU HAVE HEARD IT MANY TIMES. IF I CALLED YOU ON A REAL TELEPHONE AND I SAID HI! GUESS WHO THIS IS? WOULD YOU KNOW WHO IT WAS? HOW WOULD YOU GUESS? SOMETIMES WE USE OUR MOUTHS TO SING. WE MAKE PEOPLE HAPPY WHEN WE SING HAPPY BIRTHDAY TO THEM ON THEIR BIRTHDAY. WE TELL GOD WE ARE HAPPY WHEN WE SING A PRAYER TO HIM IN CHURCH OR WHEN WE PRAY HERE IN CLASS.

COMPREHENSIVE CHECK: (USE TIN-CAN TELEPHONE) GOD GAVE YOU A BEAUTIFUL GIFT SO YOU COULD EAT. WHAT IS IT? GOD GAVE YOU A BEAUTIFUL GIFT SO YOU COULD TALK. WHAT IS IT? GOD GAVE YOU A BEAUTIFUL GIFT SO YOU COULD SING. WHAT IS IT? (PUT PHONE DOWN) WOULD YOU LIKE TO TELL GOD HOW YOU FEEL ABOUT HIS GIFT TO YOU? (ENCOURAGE PRAYER OR SINGING.)

MATERIALS: PICTURE OF GIRL WITH OUT MOUTH AND TWO TIN CANS AND A STRING.

LESSON 10 PRE-PENANCE CYCLE

CONCEPT: GOD GAVE US THE GIFT OF OURSELF. WE SAY THANK YOU TO GOD.

OBJECTIVE: HAVING BEEN INSTRUCTED THAT EACH PERSON IS "SPECIAL" TO GOD BECAUSE HE MADE EVERYONE UNIQUE, THE CHILD WILL BE ABLE TO EXPRESS HIS UNIQUENESS BY ANSWERING THE FOLLOWING QUESTIONS: ABOUT HIMSELF: WHO ARE YOU? HOW OLD ARE YOU? WHERE DO YOU LIVE? WHY ARE YOU SPECIAL TO GOD?

READINESS: HERE ARE SOME PICTURES ON CARDS. THEY SHOW DIFFERENT PARTS OF YOUR BODY. LET'S SEE IF YOU CAN NAME THEM. (SHOW ONE PICTURE AT A TIME) EYES, EARS, MOUTH, NOSE, HANDS, FEET.

MOTIVATION: YOU USE CERTAIN PARTS OF YOUR BODY TO DO CERTAIN THINGS. LET'S PLAY A GAME AND SEE IF YOU CAN GUESS WHAT PART OF YOUR BODY I'M THINKING OF: YOU CAN HEAR WITH YOUR _____, YOU CAN SEE WITH YOUR _____, YOU CAN EAT WITH YOUR _____, YOU CAN SMELL WITH YOUR _____, YOU CAN CARRY THINGS WITH YOUR _____, YOU CAN RUN WITH YOUR _____. (*IF CHILD IS HAVING DIFFICULTY SHOW PICTURE CARDS OR POINT TO BODY PARTS.)

PRESENTATION: YES, YOU CAN DO MANY THINGS WITH YOUR BODY. YOUR BODY IS A GIFT FROM GOD. GOD MADE SOME PEOPLE SHORT AND OTHER PEOPLE TALL. GOD MADE SOME PEOPLE THIN AND OTHER PEOPLE FAT. SOME PEOPLE HAVE A BIG SMILE, OTHERS HAVE LITTLE SMILES. SOME PEOPLE HAVE BROWN HAIR AND OTHERS HAVE RED OR BLACK. GOD GAVE SOME PEOPLE BLUE EYES, OTHER PEOPLE HAVE BROWN, BLACK OR GRAY. EACH PERSON IN THIS WHOLE WIDE WORLD IS DIFFERENT. GOD DID NOT MAKE ANYONE THE SAME. THERE IS ONLY ONE PERSON LIKE YOU AND THAT IS "YOU." GOD MADE YOU JUST THE WAY HE LIKES YOU TO BE. THAT'S WHY YOU ARE SPECIAL TO GOD. THAT'S WHY EVERYONE IS SPECIAL TO GOD. HE MADE US AND HE TAKES SPECIAL CARE OF US.

COMPREHENSION CHECK: IF I DIDN'T KNOW WHO YOU ARE, I WOULD ASK YOU SOME QUESTIONS ABOUT YOURSELF. LET'S SEE HOW MANY YOU CAN ANSWER. READY? WHO ARE YOU? HOW OLD ARE YOU? WHERE DO YOU LIVE? WHY ARE YOU SPECIAL TO GOD? DID GOD MAKE ALL PEOPLE LOOK ALIKE? DID GOD MAKE ANYONE JUST LIKE YOU?

MATERIALS: PICTURE CARDS OF EYES, EARS, NOSE, MOUTH, HANDS AND FEET. PICTURES OF PEOPLE.

LESSON 11 PRE-PENANCE CYCLE

CONCEPT: GOD GAVE US THE GIFT OF MOM AND DAD. WE SAY THANK YOU TO GOD.

OBJECTIVE: GIVEN THE INSTRUCTION THAT MOM AND DAD ARE GOD'S GIFTS TO US AND THAT WE SHOW OUR GRATITUDE TO THEM AND TO GOD BY OBEYING AND HELPING THEM. THE CHILD WILL STATE TWO WAYS HE CAN HELP AT HOME.

READINESS: WHEN YOU TRY HARD TO DO YOUR VERY BEST, MOM AND DAD SAY THEY ARE PROUD OF YOU. IF YOU WIN A PRIZE FOR BEING THE FASTEST RUNNER, YOU ARE PROUD OF YOUR PRIZE. OR IF YOU CLEAN UP YOUR BEDROOM AND PUT AWAY YOUR CLOTHES AND TOYS WITHOUT MOTHER TELLING YOU, MOM SAYS, "I'M PROUD OF YOU," AND THAT MAKES YOU HAPPY, DOESN'T IT?

MOTIVATION: TODAY, I'M GOING TO TELL YOU ABOUT TWO GIFTS THAT GOD GAVE YOU AND ME. THEY ARE TWO GIFTS THAT WE CAN BE VERY PROUD OF.

PRESENTATION: GOD HAS GIVEN US MANY GIFTS. TWO OF HIS BEST GIFTS TO US IS MOM AND DAD. THEY DO SO MANY THINGS FOR US. LET'S TALK ABOUT SOME OF THE THINGS MOM AND DAD DO FOR US.

(USE PICTURES TO EXPLAIN THE FOLLOWING)

MOM FIXES FOOD FOR US TO EAT. SHE WASHES AND IRONS OUR CLOTHES. MOM LISTENS TO US WHEN WE WANT TO TALK TO HER.

DAD IS GOOD TO US TOO. HE GOES TO WORK EACH DAY TO MAKE MONEY FOR THE FAMILY. DAD FIXES THINGS AROUND THE HOUSE WHEN THEY DON'T WORK. AND SOMETIMES DAD TAKES US PLACES WE LIKE TO GO.

YES, MOM AND DAD DO SO MANY THINGS FOR US. THAT MAKES US PROUD OF THEM. BEING A MOM OR DAD IS A BIG JOB. SO YOUR MOM AND DAD NEED YOUR HELP. YOU CAN HELP THEM IN TWO WAYS. ONE WAY IS BY DOING WHAT MOM AND DAD TELL YOU TO DO. (SHOW PICTURES OF CHILDREN HELPING AT HOME.) THE OTHER WAY IS BY PRAYING TO GOD FOR MOM AND DAD. YOU CAN ASK GOD TO HELP MOM AND DAD WITH THEIR BIG JOB.

CAN YOU REMEMBER TO DO THE THINGS MOM ASKS YOU TO DO?

WHAT DOES MOM ASK YOU TO DO SOMETIMES?

WHAT DOES DAD ASK YOU TO DO SOMETIMES? _____

YOU KNOW WHEN WE TALK TO GOD WE CALL THAT PRAYING. WOULD YOU LIKE TO PRAY TO GOD NOW AND TELL HIM THANK YOU FOR MOM AND DAD? (CHILD AND TEACHER PRAY TOGETHER.)

COMPREHENSION CHECK: HERE ARE SOME PICTURES OF BOYS AND GIRLS WITH THEIR MOM OR/AND DAD. (SHOW PICTURES AND DISCUSS WHAT IS

LESSON 11 PRE-PENANCE CYCLE (CON'T)

HAPPENING) EG. WHAT IS THIS BOY DOING TO HELP HIS DAD?

WHAT COULD YOU DO TODAY TO SHOW MOM THAT YOU SAY THANK YOU FOR ALL SHE DOES FOR YOU?

WHAT COULD YOU DO TODAY TO SHOW DAD THAT YOU SAY THANK YOU FOR ALL HE DOES FOR YOU?

WHAT COULD YOU SAY TO GOD FOR GIVING YOU THE GIFTS OF YOUR MOM AND DAD?

MATERIALS: PICTURES OF MOM DOING TASKS FOR THE FAMILY.
PICTURES OF DAD DOING TASKS FOR THE FAMILY.
PICTURES OF CHILDREN DOING ACTIVITIES WITH THE FAMILY OR FOR THE FAMILY.

LESSON 12 PRE-PENANCE CYCLE

CONCEPT: GOD GAVE US THE GIFT OF OUR FAMILY. WE SAY THANK YOU TO GOD.

OBJECTIVE: GIVEN THE INSTRUCTION THAT A FAMILY IS A GROUP OF PEOPLE LIVING IN THE SAME HOUSE AND HAVING THE SAME MOM AND DAD, THE CHILD WILL BE ABLE TO ANSWER THE FOLLOWING QUESTIONS CONCERNING HIS FAMILY: WHAT IS YOUR FAMILY NAME? _____ HOW MANY BROTHERS DO YOU HAVE? _____ HOW MANY SISTERS DO YOU HAVE? _____ WHAT DOES YOUR FAMILY LIKE TO DO TOGETHER? _____ AND WILL STATE THAT HE CAN SAY "THANK YOU" TO GOD FOR HIS FAMILY BY DOING KIND THINGS FOR THEM.

READINESS: LAST WEEK, I ASKED YOU TO BRING A PICTURE OF YOUR FAMILY. I SEE YOU HAVE ONE. WHO IS THIS IN THE PICTURE? _____ IS THIS YOUR SISTER? _____ WHAT IS HER NAME? _____ SHE IS OLDER (BIGGER) THAN YOU, ISN'T SHE? _____ (CONTINUE TO DISCUSS ALL THE PEOPLE IN THE PICTURE)

MOTIVATION: TODAY I WANT TO TELL YOU ABOUT A FAMILY I KNOW. I HAVE A PICTURE OF THEM.

PRESENTATION: USE THE FELT BOARD.

THIS IS JOHN. HE IS A BOY AS OLD AS YOU ARE. HE GOES TO SCHOOL AND HE HELPS HIS MOM AND DAD AT HOME. (GIVE EXAMPLES AS HOW HE MIGHT HELP ACCORDING TO HIS AGE.)

JOHN HAS A BROTHER MIKE. HE IS OLDER THAN JOHN. SOMETIMES JOHN AND MIKE PLAY FOOTBALL TOGETHER. THEY HAVE FUN.

JOHN AND MIKE HAVE A BABY SISTER. HER NAME IS BARBARA. BARBARA DOES NOT GO TO SCHOOL. SHE IS TOO LITTLE. SHE PLAYS WITH HER TEDDY BEAR AT HOME.

JOHN, MIKE AND BARBARA ALL LIVE IN THE SAME HOUSE. THEY HAVE THE SAME MOM AND DAD WHO TAKES CARE OF THEM. WHEN PEOPLE LIVE TOGETHER IN THE SAME HOUSE AND HAVE THE SAME MOM AND DAD, WE CALL THEM A FAMILY.

FAMILIES DO THINGS TOGETHER. THEY HAVE FUN TOGETHER. (SHOW PICTURES OF FAMILIES. DISCUSS WHAT THEY ARE DOING.)

EACH FAMILY HAS A NAME. YOUR FAMILY NAME IS THE SAME AS YOUR LAST NAME. MY FRIEND DAVID SMITH BELONGS TO THE SMITH FAMILY. AND MY FRIEND SUE JOHNSON BELONGS TO THE JOHNSON FAMILY. AND YOU _____ BELONG TO THE _____ FAMILY.

LESSON 12 PRE-PENANCE CYCLE

MOM AND DAD TAKE CARE OF THE FAMILY. THEY HELP US IN MANY WAYS. THEY ARE A SPECIAL GIFT FROM GOD TO US. GOD WANTS US TO LOVE THEM BY DOING WHAT THEY TELL US. BY HELPING AROUND THE HOUSE AND OBEYING MOM AND DAD, WE SAY THANK YOU TO GOD FOR MOM AND DAD. BY SHARING OUR TOYS AND TAKING TURNS, WE CAN SAY THANK YOU TO GOD FOR OUR BROTHERS AND SISTERS.

COMPREHENSION CHECK: LET'S SEE HOW MUCH YOU CAN TELL ME ABOUT YOUR FAMILY.

WHAT IS YOUR FAMILY NAME? _____ IT IS THE SAME AS YOUR LAST NAME.
HOW MANY BROTHERS DO YOU HAVE IN YOUR FAMILY? _____ HOW MANY
SISTERS DO YOU HAVE IN YOUR FAMILY? _____ WHAT CAN YOU DO TO SAY
THANK YOU TO GOD FOR MOM AND DAD? _____ WHAT CAN YOU DO TO SAY THANK
YOU TO GOD FOR YOUR BROTHER(S)? _____ FOR YOUR SISTER(S)? _____

MATERIALS: CHILD'S FAMILY PICTURE
FELT BOARD
THREE HUMAN FIGURES: 2 BOYS, 1 GIRL

LESSON 13 PRE-PENANCE CYCLE

CONCEPT: GOD GAVE US THE GIFT OF OUR FRIENDS. WE SAY THANK YOU TO GOD.

OBJECTIVE: GIVEN THE INSTRUCTION THAT A FRIEND IS A PERSON WHO LIKES YOU AND YOU LIKE HIM, THE CHILD WILL SHOW HE CAN BE A FRIEND BY SHARING WITH ANOTHER CHILD OR THE TEACHER, A TOY HE HAS BROUGHT FROM HOME OR ONE GIVEN TO HIM BY THE TEACHER.

READINESS: YOU KNOW I'M HAPPY THAT YOU CAME TO CLASS TODAY. I'M HAPPY BECAUSE I LIKE TO BE WITH YOU. I WANT TO BE YOUR FRIEND.

MOTIVATION: WOULD YOU LIKE TO MEET ANOTHER FRIEND OF MINE? HIS NAME IS HENRY. (HOLD UP THE PUPPET)

PRESENTATION: TEACHER: HI HENRY!

HENRY: HI! WHO IS THIS (PUPPET LOOKS AT CHILD)?

TEACHER: THIS IS MY FRIEND (CHILD'S NAME).

HENRY: OH, (CHILD'S NAME) IS YOUR FRIEND?

TEACHER: YES, WE LIKE TO DO THINGS TOGETHER. DON'T WE, _____?

HENRY: BUT I THOUGHT I WAS YOUR FRIEND.

TEACHER: YOU ARE MY FRIEND.

HENRY: THEN YOU HAVE TWO FRIENDS.

TEACHER: NO HENRY, I HAVE MANY FRIENDS. A FRIEND IS SOMEONE WHO LIKES YOU AND YOU LIKE HIM. YOU TALK, PLAY OR SOMETIMES SING TOGETHER.

HENRY: I DIDN'T KNOW _____ COULD SING.

TEACHER: WELL, HE/SHE CAN. CAN'T YOU, _____?

HENRY: HEY, SINCE YOU, _____ AND ME ARE ALL FRIENDS, LET'S SING TOGETHER.

TEACHER: WHAT COULD WE SING?

HENRY: WHAT WOULD YOU LIKE TO SING _____? (IF CHILD DOESN'T RESPOND, HENRY ASKS THE TEACHER.)

TEACHER: HENRY, DO YOU KNOW THAT SONG?

HENRY: OH YES, THAT'S ONE OF MY FAVORITES.

TEACHER: HENRY, YOU START TO SING THE SONG AND _____ AND I WILL SING WITH YOU.

HENRY: O.K. (HE STARTS TO SING)

TEACHER: THAT WAS FUN. IT'S ALWAYS FUN TO BE WITH YOUR FRIENDS. I'M GLAD YOU AND _____ ARE MY FRIENDS. BUT I HAVE ANOTHER FRIEND WHO IS VERY SPECIAL TO ME TOO. HE IS SPECIAL BECAUSE HE SHARES MANY PRESENTS WITH ME EVERY DAY. I LIKE HIM AND HE LIKES ME.

HENRY: I KNOW WHO THAT IS. THAT'S YOUR MOM.

TEACHER: NO, THIS PERSON IS MORE SPECIAL THAN MOM.

HENRY: OH, NOW I KNOW WHO IT IS. IT'S YOUR DAD.

LESSON 13 PRE-PENANCE CYCLE

TEACHER: NO, IT'S NOT DAD. THIS SPECIAL FRIEND TAKES SPECIAL CARE OF YOU AND ME EVERY DAY. HE MADE US AND THE WHOLE WORLD.

HENRY: DO YOU KNOW WHO THAT SPECIAL FRIEND IS _____?

TEACHER: THAT'S RIGHT. IT'S GOD.

HENRY: GOD IS EVERYONE'S SPECIAL FRIEND.

TEACHER: GOD IS EVERYONE'S SPECIAL FRIEND. OH, HENRY, YOU WERE THINKING THE SAME THING I WAS.

HENRY: IT SURE IS NICE TO HAVE FRIENDS! MAKES ME FEEL GOOD.

TEACHER: RIGHT! I SAY THANK YOU TO GOD FOR MY FRIENDS EVERYDAY.

HENRY: THAT'S A GOOD IDEA. HOW DO YOU DO IT?

TEACHER: OH, SOMETIMES I COME RIGHT OUT AND SAY, "THANK YOU, GOD!" AND SOMETIMES I SHOW GOD I AM THANKFUL FOR MY FRIENDS BY SHARING THINGS WITH THEM.

HENRY: WELL, I HAVE TO GO NOW, _____. I HOPE TO SEE YOU AGAIN.

TEACHER: BYE, HENRY.

COMPREHENSION CHECK: SINCE WE ARE FRIENDS, I BROUGHT A NEW TOY TO CLASS TODAY. I WOULD LIKE TO SHARE IT WITH YOU. DO YOU KNOW WHAT THIS IS? (DISCUSS THE TOY AND PLAY TOGETHER. OBSERVE AND SEE IF THE CHILD IS WILLING TO SHARE WITH YOU AND WAIT HIS TURN, ETC....)

MATERIALS: PUPPET
A TOY TO SHARE

LESSON 14 PRE-PENANCE CYCLE

CONCEPT: GOD GAVE ME THE GIFT OF MY TEACHER. WE SAY THANK YOU TO GOD.

OBJECTIVE: GIVEN THE INSTRUCTION THAT A TEACHER IS A FRIEND WHO HELPS US, THE CHILD WILL BE ABLE TO ANSWER TWO OF THE THREE QUESTIONS: WHO IS MY TEACHER? WHAT CAN I DO TO HELP MY TEACHER? HOW CAN I SAY THANK YOU TO MY TEACHER?

READINESS: EVERYONE LIKES TO HAVE FRIENDS, RIGHT? SOME OF OUR FRIENDS ARE OLDER (BIGGER) THAN WE. SOME OF OUR FRIENDS ARE YOUNGER (SMALLER) THAN WE. SOME OF OUR FRIENDS ARE THE SAME AGE AS WE ARE. LET'S LOOK AT SOME PICTURES OF SOME FRIENDS. WHAT IS HE/SHE DOING FOR HIS/HER FRIEND? _____ DO YOU THINK THEY ARE HAVING FUN TOGETHER? _____

MOTIVATION: TODAY WE'RE GOING TO TALK ABOUT A FRIEND WHOM WE SEE EVERY DAY WHEN WE COME TO SCHOOL. THIS FRIEND IN SCHOOL HELPS US LEARN ABOUT MANY THINGS. DO YOU KNOW WHO THAT FRIEND IS? _____ YES, IT'S YOUR TEACHER. DO YOU KNOW THE NAME OF YOUR TEACHER? _____

PRESENTATION: TEACHERS ARE GOOD FRIENDS. THEY HELP US DO MANY THINGS. BUT TEACHERS CANNOT DO ALL THE WORK BY THEMSELVES. THEY NEED YOUR HELP. YOU HELP YOUR TEACHER WHEN YOU LISTEN WELL TO WHAT SHE SAYS. YOU HELP YOUR TEACHER WHEN YOU DO YOUR WORK EVERY DAY THE VERY BEST YOU CAN. IF YOU DO THAT YOU ARE BEING A FRIEND TO YOUR TEACHER. FRIENDS HELP EACH OTHER. THEY ARE HAPPY TO BE TOGETHER.

WOULD YOU LIKE TO PLAY A GAME WITH ME? WE'RE GOING TO PLAY SCHOOL. LET'S PRETEND THAT YOU ARE THE TEACHER. THAT'S RIGHT. YOU ARE (TEACHER'S NAME). I WILL BE YOU (CHILD'S NAME).

LET'S PRETEND WE ARE IN SCHOOL AND YOU ASK ME TO DO SOME WORK. (GIVE THE CHILD TIME TO RESPOND; IF HE DOESN'T, HELP HIM ALONG. PRAISE HIM FOR HIS EFFORTS.)

I'M HAPPY YOU HAVE (TEACHER'S NAME) FOR YOUR TEACHER, AREN'T YOU? LET'S SAY THANK YOU TO GOD FOR YOUR GOOD TEACHER FRIEND. (BOW HEAD AND FOLD HANDS. IF THE CHILD IS CAPABLE, LET HIM LEAD THE PRAYER.)

COMPREHENSION CHECK: CAN YOU TELL ME ABOUT YOUR TEACHER? _____ WHAT IS HER NAME? _____ WHAT CAN YOU DO TO HELP HER? _____ HOW CAN YOU SAY THANK YOU TO YOUR FRIEND? _____ WHAT CAN YOU SAY TO GOD FOR GIVING YOU YOUR TEACHER? _____

MATERIALS: PICTURES OF FRIENDS (OLDER/YOUNGER/SAME AGE AS THE CHILD); SOME SUPPLIES WITH WHICH TO PLAY SCHOOL.

LESSON 15 PRE-PENANCE CYCLE

CONCEPT: GOD GAVE US THE GIFT OF THE TREES AND FLOWERS. WE SAY THANK YOU TO GOD.

OBJECTIVE: GIVEN THE INSTRUCTION THAT THE TREES AND THE FLOWERS ARE GIFTS FROM GOD TO MAKE THE WORLD BEAUTIFUL FOR US, THE CHILD WILL BE ASKED TO ARRANGE SIX FRESH OR ARTIFICIAL FLOWERS IN A VASE AND PUT THEM IN A PLACE OF HONOR IN THE ROOM SUCH AS THE PRAYER CORNER OR TAKE THEM HOME AND SHARE THEM WITH THE REST OF THE FAMILY.

READINESS: WHEN GOD MADE THE WORLD, HE MADE MANY TREES AND FLOWERS; HE MADE SOME TREES TO GROW VERY TALL. (SHOW PICTURE). BIRDS COULD COME AND MAKE THEIR NESTS IN THE BRANCHES OF THE TREES. THE LEAVES ON THE TREES GIVE US SHADE IN THE HOT WEATHER, TOO. DID YOU EVER SIT UNDER A TREE IN THE SUMMER-TIME AND HAVE A PICNIC? YES, THAT'S ALWAYS LOTS OF FUN.

MOTIVATION: DO YOU LIKE TO WATCH T.V.? LET'S SEE WHAT IS ON MY MAKE BELIEVE T.V. OH LOOK, IT'S A FLOWER SHOW. LET'S WATCH IT.

PRESENTATION: WELCOME TO THE FLOWER SHOW. EVERYONE LIKES FLOWERS. SOME PEOPLE HAVE THEM IN THEIR YARDS. OTHER PEOPLE LIKE TO PICK THEM AND BRING THEM IN THE HOUSE. THEY LOOK PRETTY IN A VASE ON THE TABLE. SOMETIMES PEOPLE GET FLOWERS AS A PRESENT FOR THEIR BIRTHDAY. FLOWERS ARE BROUGHT TO PEOPLE WHO ARE SICK IN THE HOSPITAL. THE SICK PERSON CAN LOOK AT THE PRETTY COLORS IN THE FLOWERS. FLOWERS ARE ALL DIFFERENT COLORS. SOME ARE RED. OTHERS ARE YELLOW OR ORANGE. HERE ARE SOME PURPLE ONES. GOD MADE THE WORLD BEAUTIFUL WHEN HE MADE THE FLOWERS. THANK YOU GOD FOR ALL THE PRETTY FLOWERS IN THE WORLD.

WELL, THAT WAS A GOOD PROGRAM, WASN'T IT.

COMPREHENSION CHECK: HERE ARE SOME FLOWERS I BROUGHT TO CLASS TODAY. AREN'T THEY PRETTY? LET'S SEE HOW MANY THERE ARE. HELP ME COUNT THEM, _____. CAN YOU TELL ME WHAT COLORS THEY ARE? _____ WHICH ONE DO YOU LIKE BEST OF ALL? _____ SINCE THEY ARE SO PRETTY MAYBE YOU COULD PUT THEM IN THE PRAYER CORNER SO WE CAN ALL SEE THEM.

OR

SINCE THEY ARE SO PRETTY MAYBE YOU COULD TAKE THEM HOME AND SHARE THEM WITH THE REST OF THE FAMILY. WOULD YOU LIKE TO DO THAT?

WHO MADE THE TREES AND FLOWERS? WHAT CAN WE SAY TO GOD FOR THE TREES AND FLOWERS?

LESSON 15 PRE-PENANCE CYCLE (CON'T)

MATERIALS: PICTURES OF TALL TREES
SIX FRESH OR ARTIFICAL FLOWERS
A VASE
A MAKE BELIEVE T.V. SET
A ROLL OF PAPER FOR THE SCRIPT (10 SCENES)
PICTURES FOR THE SCREEN: PICTURES OF FLOWERS, IN THE
YARD, IN THE HOUSE, IN VASES, PEOPLE RECEIVING FLOWERS
IN HOSPITAL, PEOPLE RECEIVING FLOWERS FOR BIRTHDAY

LESSON 16 PRE-PENANCE CYCLE

CONCEPT: GOD GAVE US THE GIFTS OF THE SUN AND THE RAIN. WE SAY THANK YOU TO GOD.

OBJECTIVE: GIVEN THE INSTRUCTION THAT THE SUN AND THE RAIN ARE BOTH NECESSARY FOR PLANT LIFE, THE CHILD WILL CARE FOR A SMALL HOUSE PLANT.

READINESS: SOME DAYS WHEN IT GETS CHILLY OUTDOORS AND YOU FEEL A LITTLE COLD, YOU PUT ON YOUR SWEATER. YOUR SWEATER HELPS YOU TO FEEL WARM AGAIN. SOMETIMES AFTER YOU PLAY A GAME, YOU ARE THIRSTY. SO YOU TAKE A DRINK OF WATER. THE WATER IS SO COLD AND WET IT MAKES YOU FEEL GOOD AGAIN.

MOTIVATION: DO YOU KNOW WHAT THIS IS? _____ (SHOW A SMALL PLANT) I HAD THIS PLANT OUTDOORS IN MY BACK YARD. I BROUGHT IT IN SO WE CAN TALK ABOUT IT.

PRESENTATION: REMEMBER WE SAID, WHEN YOU GET COLD, YOU PUT ON YOUR SWEATER TO HELP YOU GET WARM AGAIN. WELL, WHEN THIS PLANT GETS COLD IT CAN'T PUT ON A SWEATER TO GET WARM. INSTEAD GOD SENDS SOME SUNSHINE TO THIS PLANT AND THE SUNSHINE MAKES IT WARM AGAIN.

WHEN YOU GET THIRSTY, YOU GET A DRINK OF WATER. WHEN THIS PLANT GETS THIRSTY, GOD SENDS SOME RAIN TO GIVE IT A DRINK. ISN'T THAT WONDERFUL. IF GOD DIDN'T MAKE SUNSHINE AND RAIN FOR PLANTS, THEY WOULD DIE.

GOD TAKES GOOD CARE OF ALL THE PLANTS. HE SEES THAT THEY HAVE WHAT THEY NEED. AND THEY NEED (RAIN) AND (SUNSHINE). THAT'S WHY SOME DAYS HE GIVES US SUNNY DAYS AND SOMETIMES GOD GIVES US RAINY DAYS. THE SUN AND THE RAIN ARE TWO IMPORTANT GIFTS FROM GOD.

HERE IS A SHEET OF PAPER AND A CRAYON. CAN YOU DRAW ME A PICTURE OF THE SUN IN THE SKY? _____ MAKE IT BIG AND BRIGHT. (PRAISE HIM FOR HIS EFFORTS) WHAT DOES THE SUN DO FOR THIS PLANT? _____ IT HELPS TO KEEP IT (WARM).

LET'S TURN THE PAPER OVER. CAN YOU DRAW A PICTURE OF THE RAIN FALLING FROM THE CLOUDS? _____ PRETEND IT IS A RAINY, RAINY DAY. (PRAISE HIM FOR HIS EFFORTS) WHAT DOES THE RAIN DO FOR THIS PLANT? IT (WATERS) IT. IT GIVES IT A DRINK SO THE PLANT CAN LIVE.

LET'S SAY A PRAYER TO GOD AND TELL HIM THANK YOU FOR THE SUN AND THE RAIN. (BOW HEAD AND FOLD HANDS.)

LESSON 16 PRE-PENANCE CYCLE (CON'T)

COMPREHENSION CHECK: WOULD YOU LIKE TO TAKE THIS PLANT HOME WITH YOU AND TAKE CARE OF IT? IF YOU KEEP IT IN THE HOUSE, YOU WILL HAVE TO PUT IT BY THE WINDOW SO THE SUN CAN SHINE ON IT AND KEEP IT WARM. WHAT CAN WE SAY TO GOD FOR GIVING US SUNSHINE AND RAIN?

EACH DAY YOU WILL HAVE TO PUT WATER ON THE PLANT SO THAT IT DOESN'T GET THIRSTY. CAN YOU REMEMBER TO DO THAT? _____ IF YOU DO THIS LITTLE PLANT WILL GROW TO BE A BIG PLANT SOME DAY.

MATERIALS: A SMALL PLANT
A SHEET OF PAPER
A CRAYON

LESSON 17 PRE-PENANCE CYCLE

CONCEPT: GOD GAVE US THE GIFT OF ANIMALS. WE SAY THANK YOU TO GOD.

OBJECTIVE: GIVEN THE INSTRUCTION THAT PETS ARE ANIMALS, PETS DEPEND ON MAN FOR FOOD/WATER, HOME/LOVE, AND THAT PETS ARE GIFTS FROM GOD TO US, THE CHILD WILL BE ABLE TO TELL WHAT PETS NEED FOR THEIR WELL BEING AND EXPRESS THANKS TO GOD.

READINESS: HERE IS A PICTURE OF A BOY WITH HIS DOG. THE BOY LIKES HIS DOG VERY MUCH. WHEN PEOPLE HAVE AN ANIMAL THAT THEY LIKE TO TAKE CARE OF, THE ANIMAL IS CALLED A PET. A PET IS LIKE A GOOD FRIEND. YOU DO THINGS TOGETHER. WHAT DO YOU CALL AN ANIMAL YOU LIKE VERY MUCH?

MOTIVATION: JUST ABOUT ANY KIND OF ANIMALS CAN BE A PET. IF YOU LIKE AN ANIMAL AND TAKE CARE OF HIM LIKE A GOOD FRIEND, YOU CAN CALL HIM YOUR PET. I ASKED MY FRIEND JERRY TO BRING HIS PET DOG TO CLASS TODAY TO SHOW HIM TO YOU. I KNOW YOU'LL LIKE HIM.

PRESENTATION: JERRY, WOULD YOU TELL US ABOUT YOUR PET? (JERRY WOULD DESCRIBE HIS PET TO THE CLASS, INCLUDING THE FOLLOWING INFORMATION) WHAT IS HIS NAME? WHAT COLOR IS HE? WHAT DO YOU FEED HIM? WHEN DO YOU FEED HIM? WHERE DOES HE LIVE? WHAT DO YOU DO TOGETHER? WHY DO YOU LIKE YOUR DOG?

**IF A LIVE PET WERE NOT AVAILABLE, THE PRESENTATION COULD BE DONE BY MEANS OF A PICTURE BOOK ON A PET WHICH GIVES SIMILAR INFORMATION OR BY MEANS OF A SHORT FILM ON PET CARE OR BY USING A SERIES OF MAGAZINE PICTURES SHOWING CHILDREN WITH THEIR PETS. BOTH THE FILM AND THE PICTURE BOOKS COULD BE AVAILABLE FROM THE LOCAL PUBLIC LIBRARY.

COMPREHENSION CHECK: JERRY LOVES HIS PET DOG. HE TAKES VERY GOOD CARE OF HIM. WHAT DID HE DO FOR HIS DOG TO MAKE HIM HAPPY? _____
WHERE DOES JERRY'S DOG LIVE? DO YOU THINK THE DOG KNOWS THAT JERRY LIKES HIM? WHY? WHAT DOES JERRY SAY TO GOD FOR HIS DOG?
**IF YOU USE A BOOK OR FILM BASE QUESTIONS FROM IT.
YES, JERRY LIKES HIS PET AND TAKES VERY GOOD CARE OF HIM. HE KNOWS THAT ANIMALS ARE A GIFT FROM GOD. THAT'S WHY WE TAKE GOOD CARE OF THEM.

MATERIALS: PICTURE OF A BOY WITH HIS DOG.
PICTURES OF CHILDREN WITH PETS.
BOOK - FILM - OR SERIES OF MAGAZINE PICTURES ON PETS
OR GUEST SPEAKER AND HIS PET

LESSON 18

CONCEPT: GOD GIVES US THE GIFT OF HAPPINESS. WE SAY THANK YOU, GOD.

OBJECTIVE: GIVEN THE INSTRUCTION THAT WE ARE HAPPY WHEN WE REMEMBER THAT GOD IS OUR SPECIAL FATHER AND FRIEND WHO LOVES US AND TAKES CARE OF US, THE CHILD WILL RECALL THE CONCEPTS PRESENTED IN PREVIOUS LESSONS BY DOING THE ACTIVITIES LISTED IN THE FOLLOWING.

PROCEDURE: WE HAVE TALKED MANY TIMES ABOUT THE PRESENTS GOD GIVES US. HE GIVES US THESE PRESENTS BECAUSE HE LOVES US. HE WANTS US TO BE HAPPY.

HERE IS A BIG BOX. IT IS ALL WRAPPED UP LIKE A PRESENT. WOULD YOU LIKE TO KNOW WHAT IS INSIDE THIS BIG BOX?___ WELL, INSIDE ARE PICTURE CARDS. THESE PICTURE CARDS ARE WRAPPED UP LIKE PRESENTS. THEY ARE TO REMIND US THAT GOD GIVES US MANY PRESENTS EVERY DAY. WHAT SHOULD WE DO WHEN WE GET PRESENTS FROM GOD OR FROM OTHER PEOPLE? THAT'S RIGHT, WE SAY THANK YOU. IT IS GOOD TO SAY THANK YOU, GOD.

YOU CAN REACH INTO THE BIG BOX AND PICK OUT A PRESENT. OPEN IT UP. WHAT IS IT?___ IS THAT A PRESENT FROM GOD?___ THANK YOU GOD FOR THE _____(CONTINUE WITH THE OTHER GIFTS IN THE BOX)

TODAY WE ARE GOING TO MAKE A BOOK. WE ARE GOING TO CALL THIS BOOK THE HAPPINESS BOOK. WE WON'T FINISH THE BOOK TODAY, AS IT WILL HAVE MANY PAGES IN IT.

TODAY, WE ARE GOING TO MAKE THE COVER FOR OUR BOOK. HERE IS A SHEET OF PAPER FOR THE COVER. ON THE COVER ARE THE WORDS "HAPPINESS IS..." THAT MEANS WE ARE GOING TO PUT PICTURES IN OUR BOOK THAT MAKE US HAPPY. WHAT ELSE DO YOU SEE ON THE COVER?___ YES, FIVE CIRCLES. I WANT YOU TO MAKE FACES WITH BIG SMILES IN THE CIRCLES, LIKE THIS (DEMONSTRATE) THE SMILEY FACES WILL REMIND US TO BE HAPPY AND SMILE.

*THE FOLLOWING EXPLANATIONS ARE BRIEF INSTRUCTIONS FOR THE ACTIVITY PAGES FOR THE HAPPINESS BOOK. THESE CAN BE COMPLETED IN AS MANY CLASS SESSIONS AS THE TEACHER JUDGES NECESSARY WITH HIS CHILD OR CLASS IN MIND. REMIND THE CHILD AS HE COMPLETES EACH ACTIVITY THAT YOU WILL PUT IT IN HIS HAPPINESS BOOK.

FIRST PAGE: REPEAT OF THE ART ACTIVITY IN LESSON 1. OUTLINE ON A SHEET OF COLORED CONSTRUCTION PAPER, TWO FIGURES OF BOYS OR GIRLS, FACING EACH OTHER. THEN GIVE THE CHILD A BOX OF CRAYONS.

LESSON 18 (CON'T)

TELL HIM THAT HE AND HIS FRIEND ARE IN THE PICTURE. THEY ARE OUTDOORS TO PLAY A GAME OF BALL. ASK HIM TO DRAW A RED BALL FOR THEM TO PLAY WITH. NOW DRAW SOME GREEN GRASS BY YOUR FEET. YOU AND YOUR FRIEND ARE HAVING A GOOD TIME PLAYING BALL. AS YOU ARE PLAYING, GOD IS WATCHING YOU AND YOUR FRIEND. HE IS TAKING GOOD CARE OF YOU. WE CANNOT SEE GOD BUT HE IS ALWAYS WITH US. WHO IS THIS IN THE PICTURE?___(POINT TO ONE OF THE FIGURES. WHO IS THIS?___(POINT TO THE OTHER FIGURE.) WHAT ARE YOU DOING?___ WHO IS TAKING GOOD CARE OF YOU AS YOU ARE PLAYING BALL?___ GOD IS OUR GOOD FATHER AND FRIEND.

SECOND PAGE: REPEAT OF THE ART ACTIVITY IN LESSON 5. HAVE ON HAND A SHEET OF COLORED CONSTRUCTION PAPER AND A BLACK CRAYON. REVIEW HOW WE CAN USE OUR HANDS: HANDSHAKE, FOLDED FOR PRAYER, CLAP FOR HAPPINESS, DO THINGS FOR OTHER PEOPLE.

TRACE THE OUTLINE OF THE CHILD'S HAND ON THE PAPER. PRINT THANK YOU GOD FOR MY HANDS ON THE PAPER.

THIRD PAGE: REPEAT OF THE ART ACTIVITY IN LESSON 6.

REVIEW THE MANY ACTIVITIES WE CAN DO WITH OUR FEET BY SINGING THE SONG ON FEET FOUND IN LESSON 6. TRACE THE OUTLINE OF THE CHILD'S FOOT ON THE PAPER WITH THE WORDS THANK YOU GOD FOR MY FEET.

FOURTH PAGE: REPEAT OF THE ART ACTIVITY IN LESSON 7.

GIVE THE CHILD A PICTURE OF A FACE WITHOUT EYES. ASK HIM WHAT IS MISSING? ASK HIM TO GIVE THE BOY A PAIR OF EYES. WHAT CAN WE DO WITH OUR EYES?

FIFTH PAGE: REPEAT OF THE ART ACTIVITY IN LESSON 8.

USE THE SAME PROCEDURE AS ABOVE ONLY WITH EMPHASIS ON THE GIFT OF OUR EARS.

SIXTH PAGE: REVIEW THE ART ACTIVITY IN LESSON 10.

STRESS THE FACT THAT WE ARE ALL UNIQUE. BECAUSE OF OUR UNIQUENESS, WE ARE ALL VERY SPECIAL TO GOD. POINT OUT THE FACT THAT THE DIFFERENT SHAPE AND COLOR OF OUR FACIAL FEATURES, MAKES US LOOK DIFFERENT. GIVE THE CHILD A PIECE OF PAPER WITH AN OVAL SHAPE TO REPRESENT A FACE. ASK HIM TO MAKE A PICTURE OF HIS FACE.

LESSON 18 (CON'T)

SEVENTH PAGE: REPEAT THE ART ACTIVITY IN LESSON 15.

STRESS THE BEAUTY OF TREES AT ANY TIME OF YEAR. REPEAT THE ART ACTIVITY AS GIVEN IN LESSON 15 ONLY SHOWING THE TREES AS THEY ARE IN THE SUMMERTIME BY PASTING PRE-CUT GREEN SQUARES FOR THE LEAVES.

EIGHTH PAGE: REVIEW THE ART ACTIVITY IN LESSON 16.

GIVE THE CHILD A SHEET OF CONSTRUCTION PAPER DIVIDED IN TWO PARTS BY A LINE. IN ONE SECTION, PRINT AT THE BOTTOM THANK YOU GOD FOR THE SUN. ON THE OTHER SECTION THANK YOU GOD FOR THE RAIN. GIVE THE CHILD A BOX OF CRAYONS. POINT OUT THE FACT THAT ALL PLANTS NEED TWO THINGS IN ORDER TO LIVE AND GROW. CAN YOU TELL ME WHAT PLANTS NEED? INSTRUCT THE CHILD TO DRAW THE PICTURE OF THE SUN AND TO DRAW A PICTURE OF THE RAIN ON THE PAPER PROVIDED.

NINTH PAGE: REFER TO THE ART ACTIVITY IN LESSON 17.

RECALL THE FACT ALL ANIMALS ARE A GIFT FROM GOD BY USING MAGAZINE PICTURES OF PETS. POINT OUT HOW THEY LOOK TO US FOR PROPER CARE AND LOVE. HAVE THEM PICK OUT A FAVORITE PET FROM THE PICTURES PROVIDED AND PASTE IT ON TO A SHEET OF CONSTRUCTION PAPER.

ASSEMBLE THE BOOK BY PUNCHING TWO HOLES AT THE SIDE AND HOLD TOGETHER BY MEANS OF YARN.

LET THE CHILD READ THROUGH THE BOOK BY HIMSELF FIRST. THEN ASK HIM TO READ IT FOR YOU. SEND THE BOOK HOME WITH THE CHILD AND ENCOURAGE HIM TO READ IT AT HOME.

APPENDIX B

LESSON 1 ART ACTIVITY

CONCEPT: GOD IS OUR SPECIAL FATHER AND FRIEND WHO TAKES CARE OF US.

OBJECTIVES: GIVEN THE FOLLOWING MATERIALS: TWO PRE-CUT FIGURES OF BOYS OR GIRLS, A RED PAPER BALL, GREEN STRIPS OF PAPER, A PAPER TREE, A COLORED SHEET OF 9XL2 CONSTRUCTION PAPER AND PASTE, THE CHILD WILL BE ABLE WITH THE HELP OF THE TEACHER TO ASSEMBLE THE MATERIALS INTO A PICTURE AS A REMINDER THAT GOD IS ALWAYS WITH US DURING OUR WORK AND OUR PLAY.

PROCEDURE: WE ARE GOING TO MAKE A PICTURE TODAY. WE ARE GOING TO DO IT TOGETHER. HERE IS A SHEET OF PAPER FOR OUR PICTURE. (PASS OUT CONSTRUCTION PAPER)

IN OUR PICTURE, WE ARE GOING TO HAVE SOME GRASS. LET'S PUT THE GRASS ON THE BOTTOM OF THE PAPER. (PASS OUT THE GREEN STRIPS OF PAPER)

NEXT LET'S PUT A NICE BIG TREE IN OUR PICTURE. (PASS OUT THE TREE) LOOK HOW TALL THE TREE IS.

HERE ARE TWO CHILDREN FOR OUR PICTURE. LET'S PRETEND ITS YOU AND YOUR FRIEND. (PASS OUT THE FIGURES) YOU AND YOUR FRIEND ARE PLAYING BALL. (PASS OUT THE BALL) AS YOU AND YOUR FRIEND ARE PLAYING BALL OUTDOORS ON THIS NICE DAY, GOD IS TAKING CARE OF YOU. YOU CANNOT SEE GOD IN THE PICTURE, BUT HE IS WITH US ALL THE TIME. HE IS WITH US TO TAKE GOOD CARE OF US WHEN WE WORK, WHEN WE PLAY, AND WHEN WE SLEEP. GOD IS OUR SPECIAL FATHER AND FRIEND.

POINT TO THE TREE IN THE PICTURE, NOW TO THE GREEN GRASS. POINT TO YOUR FRIEND AND YOURSELF. WHAT ARE YOU AND YOUR FRIEND DOING IN THE PICTURE? ___ WHO IS TAKING CARE OF YOU WHILE YOU ARE PLAYING BALL? ___ (PRAISE HIM FOR HIS EFFORTS)

LET'S SAY THANK YOU TO GOD FOR BEING SO GOOD TO US. CAN YOU BOW YOUR HEAD AND FOLD YOUR HANDS, LIKE THIS? (TEACHER AND CHILD PRAY TOGETHER)

MATERIALS: TWO PRE-CUT FIGURES OF GIRLS OR BOYS
A RED PAPER BALL
GREEN STRIPS OF PAPER FOR GRASS
A PAPER TREE
A COLORED SHEET OF 9XL2 CONSTRUCTION PAPER
PASTE

LESSON 2 ART ACTIVITY

CONCEPT: GOD IS OUR SPECIAL FATHER AND FRIEND, WHO GIVES US GIFTS.

OBJECTIVE: GIVEN THE FOLLOWING MATERIALS: A TREE BRANCH (ANCHORED IN A COFFEE CAN WITH STUFFED NEWSPAPER), EIGHT SHEETS OF WHITE 2x3 PAPER AND A BOX OF CRAYONS, THE CHILD WILL DRAW A PICTURE OF A BIRD, A FLOWER, A BALL, A HOUSE, AN APPLE, MOM, DAD AND A DOG. HE WILL THEN HANG THESE PICTURES ON THE TREE BRANCH AND EXPRESS THANKS TO GOD FOR THEM.

PROCEDURE: SOMETIMES WHEN WE LOOK AT A PRESENT, IT MAKES US THINK OF THE PERSON WHO GAVE IT TO US. WE REMEMBER HOW GOOD OUR FRIEND WAS TO US.

I RECEIVED THIS GIFT FROM MY FRIEND (SHOW SOMETHING) WHEN I WEAR IT OR USE IT, IT MAKES ME THINK OF MY FRIEND.

TO HELP US REMEMBER THAT GOD GAVE US MANY GIFTS, WE ARE GOING TO MAKE A GIFT TREE. A GIFT IS THE SAME AS A PRESENT. THIS TREE WILL HELP US REMEMBER THAT GOD CARES FOR US. HE GIVES US MANY PRESENTS EVERY DAY.

HERE IS ONE OF GOD'S GIFTS. IT IS A FLOWER. (SHOW A PICTURE) IT IS SO PRETTY. WHAT COLOR IS IT?___ I WANT YOU TO MAKE A FLOWER ON THIS PAPER. HERE IS A CRAYON. LET ME SEE HOW WELL YOU CAN DRAW A FLOWER. (PRAISE HIM FOR HIS EFFORTS) NOW YOU CAN HANG IT ON THE GIFT TREE. THAT WILL HELP YOU AND ME TO REMEMBER THAT FLOWERS ARE PRESENTS FROM GOD.

CONTINUE IN LIKE MANNER WITH THE OTHER PICTURES, UNTIL ALL THE PICTURES ARE ON THE TREE.

TO SAY THANK YOU TO GOD FOR ALL HIS PRESENTS TO US, LET'S JOIN HANDS IN A CIRCLE AROUND THE GIFT TREE AND SING THE SONG GOD'S CARE. (FROM LESSON 1)

MATERIALS: TREE BRANCH
COFFEE CAN
NEWSPAPER
YARN/STAPLER
CRAYONS
EIGHT SHEETS OF WHITE PAPER (2x3)

*IF THE CHILD IS TOO YOUNG TO DRAW, MAGAZINE PICTURES OF FOOD, CLOTHING, HOUSE, PARENTS, FRIENDS, TOYS, ANIMALS, BIRDS AND FLOWERS MAY BE USED.

LESSON 3 ART ACTIVITY

CONCEPT: WE MUST SAY THANK YOU TO GOD FOR HIS MANY GIFTS. THIS IS GOOD.

OBJECTIVE: GIVEN THE FOLLOWING MATERIALS: STENCILS OF AN APPLE, A HOUSE, A FLOWER, A TREE, A CLOUD, A BOY, A GIRL, A BOY AND A BOX OF CRAYONS; THE CHILD WILL COLOR THE OBJECTS AND HELP THE TEACHER HANG THEM ON THE MOBILE.

PROCEDURE: I'M GOING TO SHOW YOU SOME PICTURES. CAN YOU NAME THEM FOR ME? ___ (CHILD NAMES EACH PICTURE AS THE TEACHER SHOWS IT. PRAISE HIM FOR HIS EFFORTS.)

ALL OF THESE PICTURES REMIND ME OF GOD. GOD SENDS US PRESENTS EVERY DAY. HE MAKES THE WORLD BEAUTIFUL WITH MANY FLOWERS AND TALL TREES. THE SKY IS BEAUTIFUL WITH FLUFFY CLOUDS. BIRDS SING A SONG FOR US. GOD SEES THAT WE HAVE A HOME TO LIVE IN AND THAT WE HAVE FOOD TO EAT EVERY DAY. GOD IS SO GOOD TO US.

I WANT YOU TO COLOR THESE PICTURES. THEN WE ARE GOING TO DO SOMETHING VERY SPECIAL WITH THEM. WHICH PICTURE DO YOU WANT TO COLOR FIRST? ___ LET'S SEE HOW PRETTY YOU CAN MAKE IT LOOK. (PRAISE HIM FOR HIS EFFORTS) NOW COLOR THIS PICTURE. (CONTINUE WITH THE OTHER STENCILS)

MY, YOU MADE ALL OF THE PICTURES LOOK VERY REAL. NOW I'M GOING TO PUNCH A HOLE IN EACH PICTURE AND PUT A PIECE OF BLACK THREAD THROUGH EACH HOLE. YOU CAN HELP ME HANG THE PICTURES BY HOLDING THE HANGERS. (TEACHER HANGS EACH PICTURE ON THE MOBILE FRAME.)

EACH TIME WE LOOK AT THE MOBILE IT WILL REMIND US TO SAY THANK YOU TO GOD FOR HIS MANY PRESENTS TO US. LET'S SAY THANK YOU TO GOD RIGHT NOW FOR BEING SO GOOD TO US.

MATERIALS: STENCILS OF AN APPLE, A HOUSE, A FLOWER, A TREE, A BOY, A GIRL, A BIRD
BLACK THREAD
CRAYONS
PAPER PUNCH
TWO COAT HANGERS TIED TOGETHER TO FORM A MOBILE FRAME

LESSON 4 ART ACTIVITY

CONCEPT: WHEN WE DON'T SAY THANK YOU TO GOD. THIS IS BAD.

OBJECTIVE: GIVEN THE INSTRUCTION THAT IT IS BAD NOT TO SAY THANK YOU TO GOD FOR THE GIFTS OF NATURE, NAMELY THE SUN, THE TREES AND THE LAKE, THE CHILD WILL EXPRESS THANKS FOR THE ABOVE AS HE FRAMES THE PICTURE FOR HIS HOME.

PROCEDURE: IT'S FUN TO GET A PRESENT ALL WRAPPED UP FROM A FRIEND ISN'T IT? ___ HOW EXCITING IT IS TO UNWRAP IT AND SEE WHAT'S INSIDE. WHAT SHOULD WE SAY WHEN SOMEONE GIVES US A PRESENT? ___ IF I GAVE YOU A PRESENT RIGHT NOW, WHAT WOULD YOU SAY TO ME? ___ (TEACHER GIVES THE CHILD A SMALL GIFT)

GOD GIVES US PRESENTS TOO. SOMETIMES PEOPLE LOOK AT GOD'S PRESENTS, BUT FORGET TO SAY THANK YOU TO GOD. THIS IS BAD. HERE ARE SOME PICTURES OF PRESENTS FROM GOD. (SHOW A LAKE SCENE) THIS BEAUTIFUL LAKE IS A PRESENT FROM GOD. SOME PEOPLE LOOK AT IT OR SWIM IN IT, BUT THEY DON'T REMEMBER TO SAY THANK YOU TO GOD. THIS IS BAD.

HERE IS ANOTHER PRESENT FROM GOD. (SHOW PICTURES OF TREES) SOME PEOPLE SIT UNDER THE TREES TO KEEP COOL IN THE SUMMERTIME. OTHERS PICK APPLES OFF THE APPLE TREES AND NEVER SAY THANK YOU TO GOD. THIS IS BAD.

ANOTHER PRESENT FROM GOD IS THE SUN. IT SHINES SO BIG AND BRIGHT. IT KEEPS EVERYTHING WARM. SOME PEOPLE SIT OUT IN THE SUN AND GET A SUN TAN. THEY LIKE THE WARM SUN, BUT THEY DON'T SAY THANK YOU TO GOD FOR IT. THIS IS BAD.

TO HELP YOU REMEMBER THAT THE LAKE, THE TREES AND THE SUN ARE GIFTS FROM GOD AND THAT YOU SHOULD SAY THANK YOU TO GOD FOR THEM, WE'RE GOING TO MAKE THESE PICTURES SO THAT YOU CAN HANG THEM ON THE WALL AT HOME.

HERE IS A SHEET OF PAPER AND SOME PASTE. PUT SOME PASTE ON THE BACK SIDE OF THE PICTURE. NOW PASTE IT TO THE PAPER. HERE ARE SOME BLACK STRIPS OF PAPER TO PUT DOWN AROUND THE EDGE OF THE PICTURE. THAT WILL HELP IT LOOK LIKE A PICTURE FRAME. PASTE THE PIECES OF BLACK PAPER TO THE PICTURE. I WILL PUT A PAPER CLIP ON THE BACK SO YOU CAN HANG IT UP AT HOME.

CONTINUE IN LIKE MANNER WITH THE OTHER PICTURES IF TIME AND INTEREST PERMIT.

MATERIALS: A SMALL WRAPPED GIFT FOR THE CHILD
PICTURES OF A LAKE SCENE, SOME TREES, A SUNSET
PASTE/PAPER CLIPS
THREE SHEETS OF CONSTRUCTION PAPER
BLACK STRIPS OF CONSTRUCTION PAPER FOR THE FRAMES

LESSON 5 ART ACTIVITY

CONCEPT: GOD GAVE US THE GIFT OF OUR HANDS. WE SAY THANK YOU TO GOD.

OBJECTIVE: GIVEN THE FOLLOWING MATERIALS: A TEMPERA PAINT SOLUTION, A SHALLOW CONTAINER AND A PIECE OF CLOTH SUITABLE FOR A BANNER, THE CHILD WILL BE ABLE WITH THE HELP OF THE TEACHER TO PUT HIS HAND INTO THE PAINT AND PRESS IT ON BANNER.

IF PAINT IS NOT AVAILABLE, THE CHILD COULD CHOOSE HIS FAVORITE COLOR CRAYON AND WITH THE HELP OF THE TEACHER TRACE HIS HAND PRINT ON A PIECE OF COLORED CONSTRUCTION PAPER.

PROCEDURE: WE SHAKE HANDS WITH ONE ANOTHER TO SHOW THAT WE WANT TO BE FRIENDS. WHEN WE MEET SOMEONE NEW, WE SHAKE THEIR HAND AND SAY HELLO. SOMETIMES WHEN WE VISIT SOMEONE, WE WELCOME THEM BY SHAKING THEIR HAND.

TODAY, WE ARE GOING TO MAKE A FRIENDSHIP BANNER TO HELP US REMEMBER THAT WE ARE ALL FRIENDS AND THAT GOD IS OUR BEST FRIEND.

WATCH ME AND I WILL SHOW YOU HOW TO MAKE YOUR HANDPRINT ON THE BANNER. FIRST, YOU PUT ONE HAND INTO THE PAINT LIKE THIS. (TEACHER DEMONSTRATES) NOW PUT YOUR HAND CAREFULLY ON THE CLOTH. HOLD IT STILL FOR A MINUTE. NOW LIFT UP YOUR HAND CAREFULLY. SEE THERE'S MY HANDPRINT. NOW IT'S YOUR TURN.

PUT YOUR HAND INTO THE PAINT. SPREAD YOUR FINGERS OUT A LITTLE. THAT'S GOOD. NOW PUT YOUR HAND CAREFULLY ON THE CLOTH. KEEP IT THERE FOR A MINUTE. NOW LIFT IT UP CAREFULLY. SEE THERE'S YOUR HANDPRINT. (IF THERE ARE SEVERAL IN THE CLASS, COMMENT ON THE DIFFERENT HAND SIZES)

LET ME HANG UP THE BANNER SO THAT IT CAN DRY AND WE CAN ALL SEE IT. LET'S FOLD OUR HANDS NOW AND SAY THANK YOU TO GOD FOR GIVING US OUR HANDS WHICH HELP US SO MANY WAYS.

MATERIALS: TEMPERA PAINT
A PIECE OF CLOTH SUITABLE FOR A BANNER
CONTAINER FOR PAINT MIXTURE

LESSON 6 ART ACTIVITY

CONCEPT: GOD GAVE US THE GIFT OF OUR FEET. WE SAY THANK YOU TO GOD.

OBJECTIVE: GIVEN THE FOLLOWING MATERIALS: A SHEET OF WHITE ROLL PAPER, CRAYONS, NAME CARDS FOR EACH CHILD AND PASTE; THE CHILD WILL BE ABLE TO CHOOSE HIS FAVORITE COLOR FROM THE BOX OF CRAYONS, REMOVE HIS SHOES AND STAND STILL ON THE PAPER AS THE TEACHER OUTLINES THE SHAPE OF HIS FEET ON THE PAPER.

PROCEDURE: WHEN WE MADE THE BANNER OF OUR HANDS, WE SAW THAT SOME PEOPLE HAVE SMALL HANDS, WHILE OTHERS HAVE LARGE HANDS. BUT EVERYONE CAN USE THEIR HANDS TO HELP OTHER PEOPLE. WE FOLD OUR HANDS WHEN WE PRAY, AS WE ARE TALKING TO SOMEONE SPECIAL. THAT SOMEONE SPECIAL IS GOD. LET'S TALK TO GOD RIGHT NOW. (TEACHER AND CHILD PRAY TOGETHER)

ON THE FLOOR I HAVE A LARGE SHEET OF PAPER. ON THAT PAPER, I'M GOING TO DRAW AN OUTLINE OF YOUR FEET WITH A CRAYON. WHEN I'M FINISHED YOU CAN PASTE YOUR NAME CARD BY YOUR FOOT PRINT, SO THAT WE WILL REMEMBER THAT THEY ARE YOURS.

TAKE OFF YOUR SHOES. NOW BRING ME YOUR FAVORITE COLOR CRAYON FROM THE BOX. (PRAISE HIM FOR HIS EFFORTS) STAND ON THE PAPER AND I WILL OUTLINE YOUR FEET. YOU CAN STEP OFF THE PAPER NOW. TAKE A LOOK AT YOUR FOOTPRINT. YOU HAVE GOOD STRONG FEET, DON'T YOU? — YOU CAN GO TO THE TABLE. FIND YOUR NAME CARD. YOU CAN PASTE IT NEAR YOUR FOOTPRINT. (REPEAT THE PROCEDURE UNTIL EVERYONE HAS HAD A TURN)

BEFORE YOU PUT YOUR SHOES BACK ON, I'M GOING TO ASK YOU TO DO SOMETHING WITH YOUR FEET. READY. LISTEN. JUMP UP AND DOWN WITH YOUR FEET THREE TIMES. READY. JUMP. (PRAISE HIM)

SKIP TO THE OTHER SIDE OF THE ROOM WITH YOUR FEET. DANCE WITH YOUR FEET. VERY GOOD. HERE'S ONE MORE THING I WANT YOU TO DO. LISTEN. PUT YOUR SHOES BACK ON.

MATERIALS: A SHEET OF WHITE ROLL PAPER
CRAYONS
PASTE
A NAME CARD FOR EACH CHILD

LESSON 7 ART ACTIVITY

CONCEPT: GOD GAVE US THE GIFT OF OUR EYES. WE SAY THANK YOU TO GOD.

OBJECTIVE: GIVEN THE FOLLOWING MATERIALS: SIX DIFFERENT COLORED CIRCLES, SIX DIFFERENT COLORED SQUARES, EIGHT STRIPS OF DIFFERENT COLORED CONSTRUCTION PAPER (6" LONG, 1" WIDE) AND PASTE, THE CHILD WILL BE ABLE WITH THE GUIDANCE OF THE TEACHER TO PASTE EIGHT STRIPS TOGETHER IN THE FORM OF A CHAIN.

PROCEDURE: WITH OUR EYES, WE ARE ABLE TO SEE MANY THINGS. WE CAN SEE MANY PRETTY COLORS AROUND US TOO. LET'S PLAY THE GAME CALLED I'M THINKING OF A COLOR. IN FRONT OF YOU ARE SOME SQUARES AND CIRCLES. YOU SEE IF YOU CAN FIND THE ONE I'M THINKING OF AND POINT TO IT. READY. LISTEN. I'M THINKING OF A GREEN CIRCLE, A YELLOW SQUARE, A PURPLE SQUARE, ETC... (PRAISE THE CHILD FOR HIS EFFORTS)

TODAY I HAVE SOME PRETTY COLORED PAPER WITH ME. WE ARE GOING TO USE THIS PAPER TO MAKE A COLORED CHAIN. DOES THAT SOUND LIKE FUN?

LET'S WORK TOGETHER. HERE IS A RED STRIP OF PAPER. WHAT COLOR IS IT? ___ WATCH ME PASTE THE ENDS OF THE PAPER TOGETHER. NOW I HAVE A RED RING. HERE IS A RED STRIP OF PAPER FOR YOU AND SOME PASTE. YOU CAN MAKE A RED RING TOO. PUT PASTE ON THE ONE END OF THE PAPER. NOW PUT THE OTHER END ON TOP OF IT. HOLD IT TIGHTLY FOR A MINUTE. THERE IS YOUR RED RING.

HERE IS ANOTHER PRETTY COLOR. THIS IS ___ THAT'S RIGHT, IT'S BLUE. PUT THE BLUE STRIP OF PAPER IN THE CENTER OF THE RED STRIP, LIKE THIS. (DEMONSTRATE) PASTE THE TWO ENDS OF THE BLUE STRIP TOGETHER. NOW YOU HAVE TWO RINGS.

WHAT COLOR IS THIS STRIP OF PAPER? ___ IT IS THE SAME COLOR AS THE GRASS. PUT THE GREEN STRIP IN THE CENTER OF THE BLUE STRIP. PASTE THE TWO ENDS OF THE GREEN STRIP TOGETHER. NOW WE HAVE THREE RINGS.

CONTINUE WITH THE OTHER STRIPS. GIVE THE CHILD ONE STRIP AT A TIME AND REPEAT THE DIRECTIONS FOR EACH COLOR. (ORANGE/BLACK/PURPLE/BROWN/YELLOW)

MY YOU MADE A PRETTY COLORED CHAIN. DO YOU THINK WE COULD SAY THANK YOU TO GOD FOR GIVING US SUCH A WONDERFUL PRESENT AS OUR EYES. WOULD YOU LIKE TO SAY THE PRAYER? ___ (TEACHER AND CHILD PRAY TOGETHER)

MATERIALS: SIX VARIOUS COLORED PAPER CIRCLES
SIX VARIOUS COLORED PAPER SQUARES
EIGHT STRIPS OF VARIOUS COLORED PAPER (6"x1")
PASTE

LESSON 8 ART ACTIVITY

CONCEPT: GOD GAVE US THE GIFT OF OUR EARS. WE SAY THANK YOU TO GOD.

OBJECTIVE: GIVEN THE OPPORTUNITY TO SEE HOW POPCORN IS MADE, THE CHILD WILL USE HIS SENSES TO OBSERVE AND DESCRIBE TO THE TEACHER THE FOLLOWING:

WITH HIS EYES....THE SHAPE AND COLOR OF THE KERNELS BEFORE AND AFTER THEY ARE POPPED.

WITH HIS NOSE....THE SMELL OF THE POPCORN AS IT IS BEING POPPED.

WITH HIS EARS....THE SOUND OF THE KERNELS GOING INTO THE POPPER.

WITH HIS MOUTH...THE TASTE OF FRESHLY POPPED POPCORN.

PROCEDURE: I HOPE YOU FEEL WIDE AWAKE TODAY AS WE'RE GOING TO DO SOMETHING SPECIAL. FOR OUR GAME TODAY, YOU WILL NEED TO USE YOUR EYES, YOUR EARS, YOUR NOSE, YOUR MOUTH AND YOUR FINGERS. (POINT TO EACH SENSE AS YOU NAME IT)

HERE ARE SOME POPCORN KERNELS. THE KERNELS ARE SMALL AND HARD. LOOK AT THEM AND FEEL HOW HARD THEY ARE. (PASS THE CONTENTS IN A PLASTIC BAG TO THE CHILD) CAN YOU EAT THIS POPCORN, AS IT IS NOW?___ WHAT DO I HAVE TO DO WITH IT?___ THAT'S RIGHT, I HAVE TO POP IT.

ALL I NEED IS A POPCORN POPPER, SOME OIL AND SOME POPCORN. AND GUESS WHAT I HAVE RIGHT HERE IN THIS BOX?___ THAT'S RIGHT, A POPCORN POPPER, SOME OIL AND SOME POPCORN KERNELS.

FIRST, I HAVE TO PUT SOME OIL INTO THE POPPER AND HEAT IT. LISTEN AS I POUR IN THE KERNELS. NOW IN A FEW MINUTES, THE CORN WILL BEGIN TO LOOK DIFFERENTLY. LET'S WATCH IT.

THERE IT STARTS! LISTEN TO IT POP! LOOK HOW DIFFERENTLY THE KERNELS LOOK NOW. CAN YOU SMELL IT?___ HOW DOES IT SMELL?___

IT IS ALL FINISHED POPPING. WOULD YOU LIKE TO TASTE IT?___ HOW DOES IT TASTE?___ WHAT DO PEOPLE USUALLY PUT ON POPCORN?___ THAT'S RIGHT, BUTTER AND SALT. HOW DOES IT TASTE THEN?___

IT'S FUN TO BE WITH YOUR FRIENDS AND HAVE A POPCORN PARTY. LET'S SING A THANK YOU SONG TO GOD. WE CAN SAY THANK YOU GOD FOR ALL THE GIFTS HE GIVES US. WHAT SONG WOULD YOU LIKE TO SING? (TEACHER AND CHILD SING TOGETHER)

*USE AN ELECTRIC POPPER WITH A PLASTIC OR GLASS TOP COVER SO THE CHILD CAN OBSERVE THE POPPING OF THE CORN.

MATERIALS: POPCORN KERNELS IN A SMALL PLASTIC BAG
AN ELECTRIC POPCORN POPPER
OIL/BUTTER/SALT
POPCORN KERNELS
NAPKINS

LESSON 9 ART ACTIVITY

CONCEPT: GOD GAVE US THE GIFT OF OUR MOUTH. WE SAY THANK YOU TO GOD.

OBJECTIVE: GIVEN THE FOLLOWING MATERIALS: A SMALL PAPER PLATE WITH YARN TRIM FOR HAIR AND A BOX OF CRAYONS, THE CHILD WILL DRAW IN THE FACIAL FEATURES IN THE CORRECT POSITION ON THE PLATE.

PROCEDURE: WHEN GOD MADE US, HE GAVE US EACH A FACE. ON OUR FACE HE PUT OUR EYES, OUR EARS, OUR NOSE AND OUR MOUTH. (TEACHER POINTS TO HER FACE AS SHE NAMES THE SENSES)

WE ALL HAVE EYES, EARS, NOSE AND A MOUTH. YET, WE ALL DON'T LOOK THE SAME. THE COLOR AND THE SHAPE OF OUR EYES ARE DIFFERENT. SOME PEOPLE HAVE A LITTLE NOSE, OTHER PEOPLE HAVE BIGGER NOSES. WE ALL HAVE A MOUTH, BUT THE SHAPE AND THE SIZE OF OUR SMILE ARE DIFFERENT.

THAT'S WHY WHEN WE LOOK AT EACH OTHER WE ALL LOOK A BIT DIFFERENT. IF WE DIDN'T LOOK DIFFERENT, I WOULD BE CALLING YOU JOEY WHEN YOU ARE REALLY _____. CALLING YOU SUSAN WHEN YOU ARE REALLY _____. I'M GLAD I DON'T HAVE TO GET ALL MIXED UP LIKE THAT. ISN'T IT WONDERFUL THAT GOD MADE EACH ONE OF US DIFFERENT AND SPECIAL? WHAT CAN WE SAY TO HIM FOR ALL THESE GIFTS?_____ LET'S SAY A PRAYER AND THANK GOD FOR MAKING YOU AND MAKING ME THE WAY HE DID. (TEACHER AND CHILD PRAY TOGETHER)

I'M GOING TO GIVE YOU A PAPER PLATE. THIS PLATE IS TO MAKE YOU THINK OF YOUR FACE. AROUND THE PLATE IS SOME YARN. WHAT DOES THAT MAKE YOU THINK OF?___ CAN YOU POINT TO YOUR HAIR? ___WHAT COLOR IS IT?___

NOW TAKE YOUR BLUE CRAYON. I WANT YOU TO DRAW EYES ON THE PAPER PLATE FACE. (PRAISE HIM) NOW TAKE YOUR BLACK CRAYON. DRAW A NOSE ON THE FACE. WHAT ELSE DOES YOUR PAPER FACE NEED?___ TAKE YOUR RED CRAYON AND DRAW A MOUTH. MY, THAT FACE HAS A BIG SMILE ON IT.

I SEE YOU HAVE A BIG SMILE ON YOUR FACE TOO. I'M GLAD YOU ARE HAPPY. I'M SURE GOD IS HAPPY TO SEE YOUR BIG SMILE, TOO.

*IF THERE IS MORE THAN ONE CHILD IN THE ROOM, DISCUSS HOW DIFFERENTLY EACH FACE LOOKS WHEN COMPLETED. HANG IN THE ROOM FOR ALL TO SEE.

MATERIALS: A SMALL PAPER PLATE WITH YARN TRIM ON IT FOR HAIR
A BOX OF CRAYONS

LESSON 10 ART ACTIVITY

CONCEPT: GOD GAVE US THE GIFT OF OURSELF...WE SAY THANK YOU TO GOD.

OBJECTIVE: GIVEN THE FOLLOWING MATERIALS AND GUIDANCE FROM THE TEACHER, THE CHILD WILL BE ABLE TO SHOW GROWTH IN SELF AWARENESS BY ACTIVELY PARTICIPATING IN DRAWING A LIFE-SIZE PORTRAIT OF HIMSELF BY LYING ON A PIECE OF PAPER AND ALLOWING THE TEACHER TO TRACE HIS BODY IMAGE AND BY DRAWING AND COLORING IN HIS FACIAL FEATURES.

PROCEDURE: YOU ARE AN IMPORTANT PERSON. IMPORTANT MEANS SPECIAL. YOU ARE SPECIAL BECAUSE THERE IS NO ONE ELSE EXACTLY LIKE YOU. GOD MADE ONLY ONE OF YOU. TO SHOW EVERYONE THAT THERE IS JUST ONE OF YOU, I'M GOING TO MAKE A PICTURE OF YOU. WILL YOU HELP ME?___

ON THE FLOOR THERE IS A BIG PIECE OF PAPER. I WANT YOU TO LIE DOWN ON YOUR BACK ON THE PAPER. PUT YOUR ARMS NEAR THE SIDE OF YOUR BODY. READY. (TEACHER TRACES THE OUTLINE OF THE CHILD, TALKING TO HIM OF WHAT SHE IS DOING AS SHE IS DOING IT)

GET UP NOW AND TAKE A LOOK AT YOURSELF ON PAPER. DID YOU KNOW YOU WERE SO TALL?___

POINT TO YOUR HEAD ON THE PAPER. DO YOU THINK YOU COULD TAKE THESE CRAYONS AND COLOR IN YOUR HAIR?___ WHAT COLOR WILL YOU USE?___ IS THAT THE COLOR OF YOUR HAIR?___

CAN YOU MAKE SOME EYES ON YOUR FACE?___ WHAT COLOR ARE YOUR EYES? LET ME SEE HOW WELL YOU CAN DRAW YOUR EYES. CONTINUE WITH NOSE, MOUTH AND EARS IN LIKE MANNER.

*CLOTHING WILL BE DRAWN AND COLORED IN LESSON 11.

LET'S SAY THANK YOU TO GOD FOR MAKING YOU AND ME SO SPECIAL.

MATERIALS: A LARGE SHEET OF PAPER
CRAYONS

LESSON 11 ART ACTIVITY

CONCEPT: GOD GAVE US THE GIFT OF OUR MOM AND DAD. WE SAY THANK YOU TO GOD.

OBJECTIVE: GIVEN THE FOLLOWING MATERIALS: AN OUTLINED PICTURE OF HIS BODY IMAGE (MADE IN LESSON 10) AND A BOX OF CRAYONS, THE CHILD WITH THE GUIDANCE OF THE TEACHER WILL BE ABLE TO SHOW GROWTH IN SELF AWARENESS BY ACTIVELY PARTICIPATING IN NAMING, DRAWING AND COLORING HIS CLOTHING ON THE PAPER BODY IMAGE.

PROCEDURE: BRING OUT THE PAPER OF THE CHILD'S IMAGE. IF THE CHILD DIDN'T FINISH THE FACIAL FEATURES DURING THE LAST LESSON HELP HIM TO COMPLETE THEM.

TODAY WE'RE GOING TO DRAW AND COLOR YOUR CLOTHING OF YOU ON THE PAPER. WHAT ARE YOU WEARING TODAY?___ DISCUSS THE DIFFERENT ARTICLES OF CLOTHING THE CHILD IS WEARING. (AS YOU DISCUSS EACH ARTICLE OF CLOTHING, DRAW IT ON THE PAPER WITH THE HELP OF THE CHILD)

WHAT COLOR DO YOU WANT YOUR SHOES TO BE?___ LET ME SEE HOW WELL YOU CAN COLOR THEM?___ WHAT COLOR SHOULD WE USE FOR YOUR SHIRT/DRESS?___ DOES IT HAVE LONG OR SHORT SLEEVES?___ COLOR IT MAKING IT AS PRETTY AS YOU CAN. (CONTINUE IN LIKE MANNER UNTIL ALL THE CLOTHING IS COLORED)

AFTER THE FIGURE IS COMPLETED, THE TEACHER WILL CUT IT OUT. DISCUSS AND ADMIRE THE COMPLETED PROJECT WITH THE CHILD. COMMENT ON: HOW TALL THE CHILD IS GROWING/THE COLOR OF HIS EYES OR HAIR/HOW NICE AND CLEAN HE KEEPS HIS CLOTHING/ YOUR SHOES ARE SHINY.

LET'S SAY A THANK YOU PRAYER TO GOD FOR MAKING YOU SO SPECIAL.

*IF THERE ARE OTHER CHILDREN IN THE CLASS, THE FIGURES CAN BE HUNG, SO IT LOOKS AS IF THEY ARE JOINING HANDS.

*THIS LESSON DOESN'T DIRECTLY FIT IN WITH THE CONCEPT OF LESSON 11, BUT IT WAS NECESSARY TO DEVOTE ANOTHER PERIOD TO THE ART ACTIVITY OF LESSON 10.

MATERIALS: OUTLINED PICTURE OF THE CHILD'S BODY IMAGE
A BOX OF CRAYONS
A PAIR OF SCISSORS

LESSON 12 ART ACTIVITY

CONCEPT: GOD GAVE US THE GIFT OF OUR FAMILY. WE SAY THANK YOU, GOD.

OBJECTIVE: GIVEN THE FOLLOWING MATERIALS: A PRE-CUT PAPER HOUSE FRAME, PRE-CUT PAPER FIGURES OF PEOPLE AND SOME PASTE, THE CHILD WILL SHOW KNOWLEDGE OF HIS FAMILY BY CHOOSING THE CORRECT NUMBER OF FIGURES TO REPRESENT EACH MEMBER IN THE FAMILY AND BY STATING HIS FAMILY NAME.

PROCEDURE: WHEN PEOPLE HAVE THE SAME MOM AND DAD AND LIVE IN THE SAME HOUSE, WE CALL THEM A FAMILY. (SHOW PICTURES OF FAMILIES DOING THINGS TOGETHER)

A FAMILY WORKS TOGETHER. THEY HELP EACH OTHER OUT. THEY PLAY TOGETHER SHARING THEIR TOYS AND GAMES, BY TAKING TURNS. A FAMILY PRAYS TOGETHER TOO. THEY ASK GOD TO HELP THEM TO BE GOOD TO EACH OTHER.

TODAY WE'RE GOING TO THINK ABOUT YOUR FAMILY. LET'S PRETEND THIS IS YOUR HOUSE. (TEACHER PASSES OUT HOUSE FRAME) HERE ARE SOME PAPER PEOPLE. (TEACHER SETS OUT PAPER FIGURES BEFORE THE CHILD) I WANT YOU TO PICK OUT A PAPER FIGURE THAT MAKES YOU THINK OF MOM. NOW PUT MOM IN THE HOUSE.

WHO ELSE IS IN YOUR FAMILY? ___ NOW PICK OUT A PAPER FIGURE THAT MAKES YOU THINK OF DAD. PUT DAD IN THE HOUSE WITH MOM.

DO YOU HAVE ANY BROTHERS? ___ WHAT ARE THEIR NAMES? ___ LET'S PICK OUT PAPER PEOPLE FOR YOUR BROTHER(S). PUT THEM IN THE HOUSE WITH MOM AND DAD.

DO YOU HAVE ANY SISTERS? ___ WHAT ARE THEIR NAMES? ___ LET'S PICK OUT PAPER PEOPLE FOR YOUR SISTERS. CAN YOU PUT THEM IN THE HOUSE WITH THE REST OF YOUR FAMILY? ___

THERE IS SOMEONE ELSE WHO LIVES IN YOUR FAMILY TOO. DO YOU KNOW WHO THAT IS? ___ THINK HARD. (REPEAT THE NAMES OF THE MEMBERS OF THE FAMILY AS A HELP TO THE CHILD) THAT'S RIGHT, YOU BELONG TO YOUR FAMILY, TOO. LET'S PICK OUT A PAPER FIGURE FOR YOU AND PUT YOU IN THE HOUSE WITH THE REST OF THE FAMILY.

SINCE EVERYONE IN THE FAMILY IS IN THE HOUSE, WE ARE GOING TO PASTE THEM IN. (TEACHER PASSES OUT PASTE)

WHO LIVES IN THIS HOUSE? ___ (TEACHER POINTS TO THE PAPER HOUSE) LET'S PUT YOUR FAMILY NAME AT THE TOP OF THE HOUSE SINCE YOU LIVE HERE. WHAT IS YOUR FAMILY NAME? ___ I'LL GIVE YOU A HINT, IT'S THE SAME AS YOUR LAST NAME. NOW DO YOU KNOW YOUR FAMILY NAME? ___ (TEACHER PRINTS ON THE HOUSE THE _____ FAMILY)

LET'S ASK GOD TO TAKE GOOD CARE OF YOUR FAMILY. (TEACHER AND CHILD PRAY TOGETHER)

LESSON 12 ART ACTIVITY (CON'T)

*IF THERE IS MORE THAN ONE CHILD IN THE CLASS, THE TEACHER CAN COMPARE THE NUMBER OF CHILDREN IN EACH FAMILY. DISCUSS WHO HAS THE MOST BROTHERS, THE MOST SISTERS. WHAT DO YOU LIKE TO DO WITH YOUR FAMILY?_____

MATERIALS: PRE-CUT HOUSE FRAME
PRE-CUT FIGURES OF FAMILY MEMBERS
PASTE

LESSON 13 ART ACTIVITY

CONCEPT: GOD GIVES US THE GIFT OF OUR FRIENDS. WE SAY THANK YOU, GOD.

OBJECTIVE: GIVEN THE INSTRUCTION THAT HAVING A FRIEND AND BEING A FRIEND GIVES US THE OPPORTUNITY TO DO THINGS FOR ONE ANOTHER, THE CHILD WILL BE ABLE TO DESIGNATE ONE ADULT FRIEND FOR WHOM HE WILL MAKE A PRESENT AND GIVE IT TO HIM.

PROCEDURE: PEOPLE WHO LIKE TO BE TOGETHER ARE CALLED FRIENDS. THEY LIKE TO BE TOGETHER TO TALK, WORK AND PLAY. (SHOW PICTURES OF FRIENDS) I BET YOU HAVE MANY FRIENDS, DON'T YOU? _____ WHAT IS THE NAME OF ONE OF YOUR FRIENDS? _____ WHAT DO YOU LIKE TO DO TOGETHER? _____ SOME OF OUR FRIENDS ARE THE SAME AGE AS WE ARE. OTHER FRIENDS ARE OLDER AND BIGGER THAN WE ARE. THESE FRIENDS WE CALL GROWN-UP FRIENDS. CAN YOU TELL ME THE NAME OF ONE OF YOUR GROWN-UP FRIENDS? _____ WHAT DO YOU AND YOUR GROWN-UP FRIEND LIKE TO DO TOGETHER? _____

OF ALL YOUR FRIENDS WHOM DO YOU THINK IS YOUR VERY BEST FRIEND? _____ YES, GOD IS OUR VERY BEST FRIEND. AND WE SHOULD BE HIS VERY GOOD FRIEND, TOO. LET'S TALK TO OUR VERY BEST FRIEND RIGHT NOW. (TEACHER AND CHILD PRAY TOGETHER)

TODAY, I THOUGHT WE COULD MAKE A NICE PRESENT FOR A GROWN-UP FRIEND OF YOURS. WHOM WOULD YOU LIKE TO MAKE THE PRESENT FOR? _____

I THINK YOUR FRIEND _____ WOULD LIKE A PRETTY FLOWER LIKE THIS ONE. (SHOW A COMPLETED FLOWER) LET'S MAKE ONE FOR HER/HIM.

FIRST, YOU NEED A STEM FOR YOUR FLOWER. HERE IS ONE FOR YOU. (PASS OUT PRE-MADE STEM) NOW TO MAKE THE FLOWER, YOU NEED THIS SHEET OF PAPER. (PASS OUT A PIECE OF TISSUE PAPER) PICK UP THE SHEET OF TISSUE PAPER IN THE MIDDLE AND TURN IT OVER. (DEMONSTRATE) NOW I WILL STAPLE IT TO THE TOP OF THE STEM. WHAT ELSE DO WE NEED TO PUT ON THE STEM? _____ THAT'S RIGHT, LEAVES. HERE ARE TWO LEAVES. (PASS OUT PRE-CUT LEAVES) PASTE THEM ON THE STEM.

LOOK AT THE PRETTY FLOWER YOU MADE. DO YOU THINK YOUR FRIEND WILL LIKE IT? _____ TO MAKE IT SMELL LIKE A REAL FLOWER, LET ME SPRAY SOME PERFUME ON IT. OH, DOES THAT SMELL NICE! LET'S PUT A LITTLE NOTE ON THE FLOWER BEFORE YOU GIVE IT TO YOUR FRIEND. IT SAYS, "TO MY FRIEND _____ . FROM YOUR FRIEND _____ ."

*IF TIME AND INTEREST PERMIT, MAKE A VASE FOR THE FLOWER USING AN EMPTY POP CAN. ROLL A PIECE OF CONSTRUCTION PAPER AROUND THE CAN AND TAPE IT SECURELY. HAVE THE CHILD PASTE TORN PIECES OF TISSUE PAPER TO THE CONSTRUCTION PAPER FOR A MOSAIC PATTERN.

MATERIALS: PICTURES OF FRIENDS DOING THINGS TOGETHER
A PIECE OF ROLLED GREEN TISSUE PAPER FOR STEM OF FLOWER
A PIECE OF COLORED TISSUE PAPER FOR THE FLOWER
TWO PRE-CUT LEAVES MADE FROM GREEN TISSUE PAPER
AN EMPTY POP CAN/SHEET OF CONSTRUCTION AND TISSUE PAPER FOR THE VASE
STAPLER/STAPLES

LESSON 14 ART ACTIVITY

CONCEPT: GOD GIVES US THE GIFT OF OUR TEACHER. WE SAY THANK YOU TO GOD.

OBJECTIVE: GIVEN THE INSTRUCTION THAT A TEACHER IS A FRIEND WHO LIKES ME AND HELPS ME LEARN MANY NEW THINGS, THE CHILD WILL SHOW HIS APPRECIATION TO HER BY MAKING FOR HER AND PRESENTING TO HER A THANK YOU CORSAGE.

PROCEDURE: ONE OF OUR GOOD FRIENDS AT SCHOOL IS THE TEACHER. SHE HELPS US LEARN MANY NEW THINGS. WE HAVE FUN IN SCHOOL BECAUSE OUR TEACHER IS KIND TO US. HERE IS A PICTURE OF A TEACHER HELPING THE BOYS AND GIRLS IN HER CLASS WITH THEIR WORK. DO THE CHILDREN LOOK HAPPY? ___ DO YOU THINK THE TEACHER IS PLEASED WITH THE WORK THE BOYS AND GIRLS ARE DOING? ___ HOW CAN YOU TELL? ___ DOES YOUR TEACHER SMILE AT YOU WHEN YOU DO GOOD WORK?

TODAY WE WOULD LIKE TO SURPRISE YOUR TEACHER BY MAKING HER A PRESENT. THIS PRESENT IS OUR WAY OF SAYING THANK YOU TO HER FOR BEING OUR FRIEND. I THOUGHT IT WOULD BE NICE TO MAKE YOUR TEACHER A CORSAGE. THAT MEANS SOME FLOWERS SHE CAN WEAR.

THIS HOW YOU MAKE A CORSAGE. FIRST, WE MAKE FIVE LITTLE FLOWERS. WE MAKE LITTLE FLOWERS BY TAKING A SMALL SHEET OF PAPER AND STAPLING IT TO A GREEN STEM, LIKE THIS. (DEMONSTRATE) LET'S SEE IF YOU CAN DO SOME LIKE THIS TOO. (PASS OUT PAPER AND STEM TO CHILD) NEXT PASTE A GREEN LEAF ON THE STEM NEAR THE FLOWER. (PASS OUT LEAF AND PASTE) CONTINUE IN LIKE MANNER UNTIL ALL FIVE FLOWERS ARE MADE.

NOW WE CAN PUT THESE FLOWERS TOGETHER AND MAKE OUR CORSAGE. (ASSEMBLE THE CORSAGE BY OVERLAPPING THE STEMS AND STAPLING THEM)

TO MAKE THE CORSAGE SMELL LIKE A REAL ONE, I'M GOING TO SPRAY ON SOME PERFUME. DON'T YOU THINK YOUR TEACHER WILL BE SURPRISED WHEN SHE SMELLS IT? ___ REMEMBER WE WANT TO TELL HER THANK YOU FOR BEING SUCH A GOOD TEACHER FRIEND.

LET'S SAY A PRAYER FOR YOUR TEACHER FRIEND RIGHT NOW. IT IS OUR WAY OF SAYING THANK YOU GOD FOR GIVING ME SUCH A GOOD FRIEND. WOULD YOU LIKE TO SAY THE PRAYER? ___

MATERIALS: PICTURE OF A TEACHER HELPING HER CLASS OR A STUDENT
COLORED TISSUE PAPER FOR THE FLOWERS, STEM AND LEAVES
STAPLER/STAPLES
PASTE
PERFUME

LESSON 15 ART ACTIVITY

CONCEPT: GOD GIVES US THE GIFT OF THE TREES AND FLOWERS. WE SAY THANK YOU TO GOD.

OBJECTIVE: HAVING RECEIVED THE INSTRUCTION THAT TREES ARE A GIFT FROM GOD AND ADD TO THE BEAUTY OF THE WORLD, THE CHILD WILL SHOW HIS APPRECIATION BY ACTIVELY PARTICIPATING IN THE ART ACTIVITY.

PROCEDURE: MANY OF THE GIFTS THAT GOD HAS GIVEN US ARE BEAUTIFUL. WE ARE GOING TO LOOK AT SOME OF THEM RIGHT NOW. (SHOW PICTURES OR SLIDES OF A LAKE, A BIRD, A SUNSET, ETC..) GOD MADE ALL THE BEAUTIFUL TREES AND FLOWERS, TOO. (SHOW PICTURES OF TREES AND FLOWERS)

ON THE BRANCHES OF THE TREES, ARE LEAVES. IN THE SUMMERTIME, THE LEAVES ARE BIG AND GREEN. IN THE FALL, THE LEAVES CHANGE TO PRETTY COLORS OF RED, YELLOW AND BROWN; AND THEN FALL TO THE GROUND. WHEN WINTER COMES THERE ARE NO LEAVES ON THE TREES. INSTEAD THE SNOW LIES ON THE BRANCHES. WHEN THE WARM WEATHER COMES AGAIN, NEW LEAVES COME OUT ON THE BRANCHES.

TODAY, WE ARE GOING TO MAKE A PICTURE OF A TREE IN THE WINTER TIME. HERE IS A PICTURE OF A TREE. I WANT YOU TO MAKE THE TREE BEAUTIFUL BY COLORING IN THE TRUNK OF THE TREE (POINT TO IT) AND THE BRANCHES. (POINT TO THEM) SHOW ME HOW WELL YOU CAN COLOR IN THE TREE.

SINCE IT IS WINTER TIME AND THERE ARE NO LEAVES ON THE TREE, LET'S PRETEND THERE IS SNOW ON THE BRANCHES. HERE IS SOME COTTON TO MAKE SNOWY BRANCHES. (GIVE THE CHILD A COTTON BALL)

FIRST, PULL THE COTTON BALL APART INTO SMALLER PIECES, LIKE THIS. (DEMONSTRATE) NOW PUT SOME PASTE ON THE BRANCHES LIKE THIS. (DEMONSTRATE) NEXT PICK UP THE COTTON AND PUT IT ON TOP OF THE PASTE. DON'T PUSH IT DOWN. WE WANT THE SNOW TO LOOK WHITE AND FLUFFY. LET ME SEE YOU DO ANOTHER BRANCH. CONTINUE UNTIL ALL THE BRANCHES ARE COVERED.

HOW BEAUTIFUL THE TREES LOOK. LET'S SAY A THANK YOU PRAYER TO GOD FOR GIVING US ALL THE BEAUTIFUL TREES IN THE WORLD. (TEACHER AND CHILD PRAY TOGETHER)

MATERIALS: PICTURES OR SLIDES OF NATURE
OUTLINE OF A TREE FOR THE CHILD TO COLOR
CRAYONS
PASTE
COTTON BALLS FOR SNOW OR GREENPAPER SQUARES FOR LEAVES

LESSON 16 ART ACTIVITY

CONCEPT: GOD GIVES US THE GIFT OF THE SUN AND THE RAIN. WE SAY THANK YOU TO GOD.

OBJECTIVE: HAVING RECEIVED THE EXPLANATION THAT RAINDROPS, DARK CLOUDS, AND AN UMBRELLA ARE SYMBOLS OF RAINY WEATHER AND THAT WHITE CLOUDS, THE SUN AND A BALL FOR OUTDOOR PLAY ARE SIGNS OF SUNNY WEATHER; THE CHILD WILL ACTIVELY PARTICIPATE IN THE ART ACTIVITY BY NAMING THE SYMBOLS, STATING WHAT TYPE OF WEATHER THEY SIGNIFY AND BY PASTING THE SYMBOLS GIVEN HIM ON THE PAPER BLOCK.

PROCEDURE: HERE IS A PLANT I HAVE GROWING IN MY HOUSE. IN ORDER FOR IT TO GROW IT NEEDS TWO THINGS. DO YOU KNOW WHAT THEY ARE? THAT'S RIGHT, ALL PLANTS NEED SUN AND WATER. IF PLANTS DO NOT GET SUNSHINE AND WATER THEY WILL DIE. THAT'S WHY GOD GIVES US SOME SUNNY DAYS AND SOME RAINY DAYS. THE SUN WARMS THE PLANTS. THE RAIN KEEPS IT FROM GETTING THIRSTY.

TODAY, WE ARE GOING TO SAY THANK YOU TO GOD FOR THE SUN AND THE RAIN. BY MAKING SOMETHING THAT WILL HELP US REMEMBER HOW GOOD GOD IS TO US. HERE IS A PAPER BLOCK. IT'S NOT VERY PRETTY BECAUSE IT DOESN'T HAVE ANY PICTURES ON IT. YOU ARE GOING TO MAKE IT PRETTY BY PASTING PICTURES ON THE SIDES. DOESN'T THAT SOUND LIKE FUN?_____

EACH PICTURE I GIVE YOU WILL MAKE YOU THINK OF A SUNNY DAY OR A RAINY DAY. HERE IS A PICTURE OF AN UMBRELLA. DO PEOPLE USE AN UMBRELLA ON A SUNNY DAY OR A RAINY DAY?_____ YES, THE UMBRELLA HELPS TO KEEP US DRY ON A RAINY DAY. LET'S PUT SOME PASTE ON THE BACK OF THE PICTURE AND PASTE IT ON THE BLOCK.

HERE IS A PICTURE OF A DARK CLOUD. DO BLACK CLOUDS COME IN THE SKY ON A RAINY DAY OR A SUNNY DAY?_____ DISCUSS AND PASTE.

HERE IS A PICTURE OF THE SUN. DOES THE SUN SHINE ON A RAINY DAY OR A SUNNY DAY?_____ DISCUSS AND PASTE.

HERE IS A PICTURE OF A WHITE CLOUD. ARE WHITE CLOUDS IN THE SKY ON A RAINY DAY OR A SUNNY DAY?_____ DISCUSS AND PASTE.

HERE IS A PICTURE OF A BALL. DO YOU LIKE TO PLAY BALL WITH A FRIEND OUTDOORS?_____ DO YOU AND YOUR FRIEND PLAY BALL OUTDOORS ON A RAINY DAY OR A SUNNY DAY?_____ DISCUSS AND PASTE.

WHAT DO YOU THINK THESE ARE?_____ (SHOW RAINDROPS) THAT'S RIGHT, RAINDROPS. WOULD YOU SEE RAINDROPS ON A SUNNY DAY OR A RAINY DAY?_____ DISCUSS AND PASTE.

LESSON 16 ART ACTIVITY (CON'T)

NOW LOOK AT YOUR BLOCK. IT IS FILLED WITH PICTURES.

LET'S PLAY A GAME AND ROLL THE BLOCK ON THE FLOOR. (LIKE PLAYING DICE) LET'S SEE WHAT PICTURE LANDS ON THE TOP OF THE BLOCK, WHEN YOU ROLL IT. IF IT IS A RAINY DAY SIGN, I GET THE POINT IN THE GAME. IF IT IS A SUNNY DAY SIGN, YOU GET THE POINT IN THE GAME. I'LL MARK THE POINT DOWN ON THIS PAPER SO I WON'T FORGET THEM. YOU CAN ROLL THE BLOCK FIRST. THEN I WILL TAKE MY TURN NEXT. (PLAY FOR FIVE POINTS)

I ENJOYED PLAYING THAT GAME WITH YOU. YOU MAY TAKE THE BLOCK HOME AND PLAY THE GAME AGAIN WITH SOMEONE AT HOME. WHEN YOU LOOK AT THE PICTURES ON THE BLOCK, THEY WILL REMIND YOU OF SOMEONE WHO LOVES YOU VERY MUCH. SOMEONE WHO SENDS YOU MANY GIFTS EACH DAY. YOU KNOW WHO THAT IS, DON'T YOU?___ LET'S TELL HIM THANK YOU RIGHT NOW FOR GIVING US SUNNY AND RAINY DAYS. CAN YOU BOW YOUR HEAD AND FOLD YOUR HANDS?___

MATERIALS: A SMALL PLANT
A PAPER BLOCK
PRE-CUT SYMBOLS OF AN UMBRELLA, RAINDROPS, A BLACK CLOUD
PRE-CUT SYMBOLS OF THE SUN, A BALL AND A WHITE CLOUD

LESSON 17 ART ACTIVITY

CONCEPT: GOD GIVES US THE GIFT OF THE ANIMALS. WE SAY THANK YOU TO GOD.

OBJECTIVE: THE TEACHER HAVING SHOWN FIVE PICTURES OF ZOO ANIMALS, IDENTIFYING THEM BY NAME AND DESCRIBING THEIR COLOR; THE CHILD WILL BE ABLE TO IDENTIFY ONE ANIMAL BY SEEING THE OUTLINE, COLOR IT AND EXPRESS THANKS TO GOD FOR GIVING US ANIMALS.

PROCEDURE: ALL ANIMALS ARE A GIFT FROM GOD. SOME ANIMALS ARE SPECIAL TO PEOPLE AND ARE CALLED PETS. (SHOW A PICTURE OF A DOG, CAT, BIRD, FISH AND DISCUSS HOW THEY ARE SPECIAL TO PEOPLE)

OTHER ANIMALS ARE CALLED ZOO ANIMALS AND LIVE AT THE ZOO. DID YOU EVER GO TO THE ZOO? _____ WHAT ANIMALS DID YOU SEE? _____ I HAVE SOME PICTURES OF ZOO ANIMALS. LET'S LOOK AT THEM. (SHOW ONE PICTURE AT A TIME)

THIS IS A BIG ZOO ANIMAL. IT IS CALLED AN ELEPHANT. ELEPHANTS LOOK LIKE THEY HAVE TWO TAILS. THE TAIL IN THE FRONT IS CALLED A TRUNK. CAN YOU SAY THAT WORD? _____ HE USES HIS TRUNK TO HELP HIM EAT AND TO MOVE THINGS. WHAT IS THE NAME OF THIS ANIMAL WITH A TRUNK? _____

THIS IS A GIRAFFE. HE IS A TALL ANIMAL BECAUSE HE HAS A VERY LONG NECK. HE LIKES TO EAT THE LEAVES OFF THE TREES FOR HIS DINNER. THIS ANIMAL IS CALLED A _____.

HERE IS A LION. HE LIVES AT THE ZOO TOO. WHEN HE OPENS HIS MOUTH, HE MAKES A BIG LOUD GROWL. A LION LOOKS LIKE A BIG CAT.

HERE IS ANOTHER BIG ANIMAL. HE LIKES TO SLEEP IN THE WATER. HE CAN'T RUN TOO FAST IN THE GRASS BECAUSE HE IS VERY FAT. THIS ANIMAL IS CALLED A HIPPOPOTAMUS.

DID YOU EVER SEE AN ANIMAL LIKE THIS ONE? _____ (BEAR) WHAT IS IT? _____ THAT'S RIGHT, IT IS A BEAR. HE LIKES TO GO IN THE WATER FOR A SWIM SOMETIMES. WHEN HE DOES, THERE IS A BIG SPLASH BECAUSE HE IS VERY BIG.

(SHOW PICTURES AGAIN) THE ELEPHANT, GIRAFFE, LION, HIPPOPOTAMUS AND BEAR ALL LIVE AT THE ZOO. THE MAN AT THE ZOO, THE ZOO KEEPER, TAKES GOOD CARE OF THE ANIMALS. HE SEES THAT THEY HAVE A PLACE TO LIVE. HE GIVES THEM FOOD TO EAT AND WATER TO DRINK. HE LIKES THE ANIMALS. MANY PEOPLE COME AND VISIT THE ANIMALS AT THE ZOO. THEY KNOW THAT ALL ANIMALS ARE GIFTS FROM GOD. WHEN WE ARE NICE TO THE ANIMALS, IT'S LIKE SAYING THANK YOU TO GOD FOR GIVING US ALL THE ANIMALS.

LESSON 17 ART ACTIVITY (CON'T)

TODAY, WE ARE GOING TO MAKE A PICTURE OF A ZOO ANIMAL. WE WILL MAKE IT TOGETHER. DO YOU KNOW WHAT ANIMAL THIS IS? _____ (SHOW AN OUTLINE OF ONE OF THE ANIMALS DISCUSSED PREVIOUSLY.) I WANT YOU TO COLOR IT. DO YOU KNOW WHAT COLOR TO MAKE HIM? _____ LET'S SEE HOW WELL YOU CAN COLOR IT.

NEXT CAN YOU MAKE SOME GRASS FOR THE _____? LET'S PRETEND IT IS A SUNNY DAY. CAN YOU MAKE YOUR PICTURE LOOK LIKE A SUNNY DAY? DOES YOUR ANIMAL LOOK HAPPY OUT IN THE SUN AND FRESH GREEN GRASS?

WHY DON'T WE STOP NOW AND TELL GOD THANK YOU FOR ALL THE ZOO ANIMALS. WOULD YOU LIKE TO SAY THE PRAYER? _____

MATERIALS: PICTURES OF PETS: DOG, CAT, BIRD AND FISH
PICTURES OF ZOO ANIMALS: LION, ELEPHANT, GIRAFFE,
BEAR AND HIPPOPOTAMUS.
STENCIL OF A ZOO ANIMAL TO TRACE FOR THE CHILD TO COLOR
CRAYONS
SHEET OF PAPER

LESSON 18

CONCEPT: GOD GIVES US THE GIFT OF HAPPINESS. WE SAY THANK YOU GOD.

OBJECTIVE: GIVEN THE INSTRUCTION THAT WE ARE HAPPY WHEN WE REMEMBER THAT GOD IS OUR SPECIAL FATHER AND FRIEND WHO LOVES US AND TAKES CARE OF US, THE CHILD WILL RECALL THE CONCEPTS PRESENTED IN PREVIOUS LESSONS BY DOING THE ACTIVITIES LISTED IN THE PRESENTATION.

READINESS: WE HAVE TALKED MANY TIMES ABOUT THE PRESENTS GOD GIVES US. HE GIVES US THESE PRESENTS BECAUSE HE LOVES US. HE WANTS US TO BE HAPPY.

MOTIVATION: HERE IS A BIG BOX. IT IS ALL WRAPPED UP LIKE A PRESENT. WOULD YOU LIKE TO KNOW WHAT IS INSIDE THIS BIG BOX? WELL, INSIDE ARE PICTURE CARDS. THESE PICTURE CARDS ARE WRAPPED UP LIKE PRESENTS. THEY ARE TO REMIND US THAT GOD GIVES US MANY PRESENTS EVERY DAY. WHAT SHOULD WE DO WHEN WE GET PRESENTS FROM GOD OR FROM OTHER PEOPLE? THAT'S RIGHT, WE SAY THANK YOU. IT IS GOOD TO SAY THANK YOU GOD.

YOU CAN REACH INTO THE BIG BOX AND PICK OUT A PRESENT. OPEN IT UP. WHAT IS IT? IS THAT A PRESENT FROM GOD? THANK YOU GOD FOR THE _____ (CONTINUE WITH THE OTHER GIFTS IN THE BOX).

PRESENTATION: TODAY WE ARE GOING TO MAKE A BOOK. WE ARE GOING TO CALL THIS BOOK THE HAPPINESS BOOK. WE WON'T FINISH THE BOOK TODAY, AS IT WILL HAVE MANY PAGES IN IT.

TODAY, WE ARE GOING TO MAKE THE COVER FOR OUR BOOK. HERE IS A SHEET OF PAPER FOR THE COVER. ON THE COVER ARE THE WORDS "HAPPINESS IS...." THAT MEANS WE ARE GOING TO PUT PICTURES IN OUR BOOK THAT MAKE US HAPPY. WHAT ELSE DO YOU SEE ON THE COVER? YES, FIVE CIRCLES. I WANT YOU TO MAKE FACES WITH BIG SMILES IN THE CIRCLES, LIKE THIS (DEMONSTRATE). THE SMILEY FACES WILL REMIND US TO BE HAPPY AND SMILE.

**THE FOLLOWING EXPLANATIONS ARE BRIEF INSTRUCTIONS FOR THE ACTIVITY PAGES FOR THE HAPPINESS BOOK. THESE CAN BE COMPLETED IN AS MANY CLASS SESSIONS AS THE TEACHER JUDGES NECESSARY WITH HIS CHILD OR CLASS IN MIND. REMIND THE CHILD AS HE COMPLETES EACH ACTIVITY THAT YOU WILL PUT IT IN HIS HAPPINESS BOOK.

FIRST PAGE: REPEAT OF THE ART ACTIVITY IN LESSON 1. OUTLINE ON A SHEET OF COLORED CONSTRUCTION PAPER, TWO FIGURES OF BOYS OR GIRLS, FACING EACH OTHER. THEN GIVE THE CHILD A BOX OF CRAYONS.

TELL HIM THAT THIS IS HE AND HIS FRIEND IN THE PICTURE. THEY ARE OUTDOORS TO PLAY A GAME OF BALL. ASK HIM TO DRAW A RED BALL FOR THEM TO PLAY WITH. NOW DRAW SOME GREEN GRASS BY YOUR FEET.

YOU AND YOUR FRIEND ARE HAVING A GOOD TIME PLAYING BALL. AS YOU ARE PLAYING, GOD IS WATCHING YOU AND YOUR FRIEND. HE IS TAKING GOOD CARE OF YOU. WE CANNOT SEE GOD BUT HE IS ALWAYS WITH US. WHO IS THIS IN THE PICTURE? (POINT TO ONE OF THE FIGURES.) WHO IS THIS? (POINT TO THE OTHER FIGURE.) WHAT ARE YOU DOING? WHO IS TAKING GOOD CARE OF YOU AS YOU ARE PLAYING BALL? GOD IS OUR GOOD FATHER AND FRIEND.

SECOND PAGE: REPEAT OF THE ART ACTIVITY IN LESSON 5. HAVE ON HAND A SHEET OF COLORED CONSTRUCTION PAPER AND A BLACK CRAYON. REVIEW HOW WE CAN USE OUR HANDS: HANDSHAKE, FOLDED FOR PRAYER, CLAP FOR HAPPINESS, DO THINGS FOR OTHER PEOPLE.

THIRD PAGE: REPEAT OF THE ART ACTIVITY IN LESSON 6. REVIEW THE MANY ACTIVITIES WE CAN DO WITH OUR FEET BY SINGING THE SONG ON FEET FOUND IN LESSON 6. TRACE THE OUTLINE OF THE CHILD'S FOOT ON THE PAPER WITH THE WORDS THANK YOU GOD FOR MY FEET.

FOURTH PAGE: REPEAT OF THE ART ACTIVITY IN LESSON 7. GIVE THE CHILD A PICTURE OF A FACE WITHOUT EYES. ASK HIM WHAT IS MISSING. ASK HIM TO GIVE THE BOY A PAIR OF EYES. WHAT CAN WE DO WITH OUR EYES?

FIFTH PAGE: REPEAT OF THE ART ACTIVITY IN LESSON 8. USE THE SAME PROCEDURE AS ABOVE ONLY WITH EMPHASIS ON THE GIFT OF OUR EARS.

SIXTH PAGE: REVIEW THE ART ACTIVITY IN LESSON 10. STRESS THE FACT THAT WE ARE ALL UNIQUE. BECAUSE OF OUR UNIQUENESS, WE ARE ALL VERY SPECIAL TO GOD. POINT OUT THE FACT THAT THE DIFFERENT SHAPE AND COLOR OF OUR FACIAL FEATURES, MAKES US LOOK DIFFERENT. GIVE THE CHILD A PIECE OF PAPER WITH AN OVAL SHAPE TO REPRESENT A FACE. ASK HIM TO MAKE A PICTURE OF HIS FACE.

SEVENTH PAGE: REPEAT THE ART ACTIVITY IN LESSON 15. STRESS THE BEAUTY OF TREES AT ANY TIME OF YEAR. REPEAT THE ART ACTIVITY AS GIVEN IN LESSON 15 ONLY SHOWING THE TREES AS THEY ARE IN THE SUMMERTIME BY PASTING PRECUT GREEN SQUARES FOR THE LEAVES.

EIGHTH PAGE: REVIEW THE ART ACTIVITY IN LESSON 16. GIVE THE CHILD A SHEET OF CONSTRUCTION PAPER DIVIDED IN TWO PARTS BY A LINE. IN ONE SECTION, PRINT AT THE BOTTOM THANK YOU GOD FOR THE SUN. ON THE OTHER SECTION THANK YOU GOD FOR THE RAIN. GIVE THE CHILD A BOX OF CRAYONS. POINT OUT THE FACT THAT ALL PLANTS NEED TWO THINGS IN ORDER TO LIVE AND GROW. CAN YOU TELL ME WHAT PLANTS NEED. INSTRUCT THE CHILD TO DRAW THE PICTURE OF THE SUN AND TO DRAW A PICTURE OF THE RAIN ON THE PAPER PROVIDED.

NINTH PAGE: REFER TO THE ART ACTIVITY IN LESSON 17. RECALL THE FACT THAT ALL ANIMALS ARE A GIFT FROM GOD BY USING MAGAZINE PICTURES OF PETS. POINT OUT HOW THEY LOOK TO US FOR PROPER CARE AND LOVE. HAVE THEM PICK OUT A FAVORITE PET FROM THE PICTURES PROVIDED AND PASTE IT ONTO A SHEET OF CONSTRUCTION PAPER.

ASSEMBLE THE BOOK BY PUNCHING TWO HOLES AT THE SIDE AND HOLD TOGETHER BY MEANS OF YARN.

LET THE CHILD READ THROUGH THE BOOK BY HIMSELF FIRST. THEN ASK HIM TO READ IT FOR YOU. SEND THE BOOK HOME WITH THE CHILD AND ENCOURAGE HIM TO READ IT AT HOME.

APPENDIX C

LESSON 1 MUSIC ACTIVITY

CONCEPT: GOD IS OUR SPECIAL FATHER AND FRIEND WHO TAKES CARE OF US.

OBJECTIVE: AFTER LISTENING TO THE WORDS AND MUSIC OF THE SONG, GOD'S CARE, SUNG OR PLAYED BY THE TEACHER, THE CHILD WILL BE ABLE TO JOIN IN SINGING WITH THE TEACHER AND ANSWER THE QUESTION: WHO TAKES CARE OF YOU EVERY DAY?

PROCEDURE: (TEACHER SHOWS SOMETHING SHE HAS RECEIVED AS A GIFT) I WANT TO SHOW YOU MY PRETTY _____. MY FRIEND GAVE IT TO ME AS A PRESENT. I TAKE CARE OF IT BECAUSE MY FRIEND GAVE IT TO ME.

GOD MADE YOU. SO YOU ARE SPECIAL TO GOD. YOU BELONG TO GOD, SO HE TAKES CARE OF YOU. HE TAKES CARE OF YOU EVERY DAY.

TODAY, WE ARE GOING TO LEARN A NEW SONG. THE NAME OF THE SONG IS GOD'S CARE. I WANT YOU TO LISTEN TO IT. (TEACHER SINGS IT) IT'S A VERY SHORT SONG, ISN'T IT? LET'S LISTEN TO IT AGAIN.

NOW LET'S SING THE SONG TOGETHER. THAT WAS FUN. LET'S DO IT AGAIN. READY. SING. (PRAISE HIM FOR HIS EFFORTS)

CAN YOU TELL ME WHO TAKES CARE OF YOU EVERY DAY? -- YES, GOD DOES. HE IS OUR SPECIAL FATHER AND FRIEND.

LET'S PRAY TO OUR SPECIAL FATHER AND FRIEND AND TELL HIM THANK YOU FOR BEING SO GOOD TO US. (TEACHER AND CHILD PRAY TOGETHER)

MATERIALS: EVERETT, REVEREND WILLIAM. SONGTIME FOR SPECIAL ONES. WISCONSIN ASSOCIATION FOR RETARDED CHILDREN: MADISON, WISCONSIN.

GOD'S CARE

GOD WILL TAKE CARE OF ME, EVERY DAY, EVERY DAY.
GOD WILL TAKE CARE OF ME. GOD WILL TAKE CARE OF ME.

LESSON 2 MUSIC ACTIVITY

CONCEPT: GOD IS OUR SPECIAL FATHER AND FRIEND WHO GIVES US GIFTS.

OBJECTIVE: AFTER LISTENING TO THE WORDS AND MUSIC OF THE SONG, GOD'S CARE, THE CHILD WILL JOIN IN SINGING WITH THE TEACHER AND BE ABLE TO ANSWER THE QUESTION: WHEN DOES GOD TAKE CARE OF US?

PROCEDURE: TO SHOW THAT WE LOVE SOMEONE, WE DO NICE THINGS FOR THEM. YOUR MOM AND DAD LOVE YOU, SO THEY DO MANY, MANY THINGS FOR YOU. YOUR MOM FIXES YOU SOMETHING TO EAT EVERY DAY. SHE WASHES AND IRONS YOUR CLOTHES. DAD GOES TO WORK EVERY DAY, SO HE CAN EARN MONEY TO TAKE CARE OF YOU. HE FIXES THINGS AROUND THE HOUSE SO YOU HAVE A NICE HOUSE TO LIVE IN. MOM AND DAD DO THESE THINGS FOR YOU BECAUSE THEY LOVE YOU.

GOD LOVES YOU TOO. HE TAKES GOOD CARE OF YOU. HE GIVES YOU MANY PRESENTS EVERY DAY.

LAST WEEK, WE LEARNED A SONG ABOUT GOD'S CARE. I WANT YOU TO LISTEN TO IT AS I SING IT. READY. LISTEN.

NOW I WANT YOU TO SING IT WITH ME. READY. SING. (PRAISE HIM FOR HIS EFFORTS) LET'S DO IT ONCE AGAIN. READY. SING.

LET'S JOIN HANDS AND MAKE A CIRCLE. GOD OUR SPECIAL FATHER AND FRIEND IS SO GOOD TO US. HE TAKES CARE OF US. LET'S SAY THANK YOU TO HIM BY SINGING OUR SONG THE VERY BEST WE CAN FOR HIM. (TEACHER AND CHILDREN SING TOGETHER AS THEY TURN IN A CIRCLE)

LET'S SIT DOWN AND PLAY A GAME. GOD TAKES CARE OF US EVERY DAY AS WE EAT OUR LUNCH. LET'S SING AND PRETEND WE ARE EATING OUR LUNCH. (SING AND DO THE ACTIONS OF EATING) GOD TAKES CARE OF US EVERY DAY AS WE WALK TO SCHOOL. LET'S SING AND PRETEND WE ARE WALKING TO SCHOOL.

CONTINUE IN LIKE MANNER WITH PICKING UP YOUR TOYS, SAYING YOUR PRAYERS AND HELPING MOM DO THE DISHES.

CAN YOU TELL ME WHEN DOES GOD TAKE CARE OF US?

MATERIALS: EVERETT, REVEREND WILLIAM. SONGTIME FOR SPECIAL ONES. WISCONSIN ASSOCIATION FOR RETARDED CHILDREN: MADISON, WISCONSIN.

GOD'S CARE

GOD WILL TAKE CARE OF ME, EVERY DAY, EVERY DAY.
GOD WILL TAKE CARE OF ME. GOD WILL TAKE CARE OF ME.

LESSON 3 MUSIC ACTIVITY

CONCEPT: WE MUST SAY THANK YOU TO GOD FOR HIS MANY GIFTS. THIS IS GOOD.

OBJECTIVE: AFTER LISTENING TO THE WORDS AND MUSIC OF THE SONG, THANK YOU LORD, THE CHILD WILL JOIN IN SINGING WITH THE TEACHER AND BE ABLE TO ANSWER THE QUESTION: WHAT CAN WE SAY TO GOD AND TO OTHER PEOPLE WHEN THEY DO NICE THINGS FOR US?

PROCEDURE: GOD IS SO GOOD TO US. HE GIVES US MANY PRESENTS EVERY DAY. ONE OF HIS BEST PRESENTS TO US IS OUR LIFE. TO BE ALIVE TO SEE AND USE ALL OF GOD'S PRESENTS IS A WONDERFUL THING.

GOD IS TAKING CARE OF US ALL THE TIME. TO HELP US TELL GOD, WE ARE HAPPY THAT HE GIVES US LIFE, WE ARE GOING TO LEARN A NEW SONG. IT IS CALLED THANK YOU LORD. LORD IS ANOTHER WORD FOR GOD. LISTEN WHILE I SING IT FOR YOU. READY, LISTEN.

ISN'T THAT A NICE WAY TO SAY THANK YOU TO GOD? ___ LISTEN TO THE SONG ONCE MORE. READY. LISTEN. (TEACHER SINGS THE SONG) THIS TIME YOU TRY TO SING WITH ME. READY. SING. (TEACHER AND CHILD SING TOGETHER) LET'S TRY TO DO IT AGAIN. READY. SING.

THAT WAS VERY GOOD. THIS TIME LET'S SEE IF WE CAN SING THE SONG AND CLAP OUR HANDS, LIKE THIS. (TEACHER DEMONSTRATES) READY. SING.

NOW, LET'S WALK AROUND THE ROOM AS WE SING THE SONG AND CLAP OUR HANDS, READY. SING. (TEACHER AND CHILD SING AND CLAP AS THEY WALK AROUND THE ROOM.)

I'M SURE GOD WAS VERY PLEASED WITH THAT THANK YOU SONG. DO YOU THINK YOU COULD TEACH THAT SONG TO MOM AND DAD WHEN YOU GO HOME TODAY? ___ I THINK THEY WOULD LIKE TO SAY THANK YOU TO GOD FOR GIVING THEM LIFE TOO.

MATERIALS: LANDRY, CAREY. HI GOD. NORTH AMERICAN LITURGY
RESOURCES: CINCINNATI, OHIO.

THANK YOU LORD

THANK YOU LORD FOR GIVING US LIFE.
THANK YOU LORD FOR GIVING US LIFE.
THANK YOU LORD FOR GIVING US LIFE.
RIGHT WHERE YOU ARE.

OH, ALLELUIA PRAISE THE LORD.
ALLELUIA, PRAISE THE LORD.
ALLELUIA, PRAISE THE LORD.
RIGHT WHERE WE ARE.

LESSON 4 MUSIC ACTIVITY

CONCEPT: WHEN WE DON'T SAY THANK YOU TO GOD, THIS IS BAD.

OBJECTIVE: AFTER LISTENING TO THE SONG, THANK YOU LORD SUNG BY THE TEACHER, THE CHILD WILL BE ABLE TO JOIN IN SINGING WITH THE TEACHER AS AN EXPRESSION OF THANKS FOR THE GIFT OF LIFE.

PROCEDURE: WHEN YOU RECEIVE A PRESENT FROM SOMEONE IT MAKES YOU FEEL HAPPY. WE TELL OUR FRIEND, WE ARE HAPPY BY SAYING THANK YOU. GOD GIVES US MANY PRESENTS EACH DAY. HE HAS GIVEN US THIS SUNNY DAY AND THE BEAUTIFUL LEAVES ON THE TREES. GOD SEES THAT WE HAVE SOMETHING TO EAT AND A PLACE TO SLEEP. GOD IS SO GOOD TO US. WHEN WE SAY THANK YOU TO GOD, THIS IS GOOD. WHEN WE DON'T SAY THANK YOU TO GOD, THIS IS BAD. ONE OF GOD'S BEST PRESENTS TO US IS OUR LIFE. THAT'S WHY IN OUR THANK YOU LORD SONG WE SING THANK YOU TO GOD FOR OUR LIFE. LISTEN WHILE I SING IT FOR YOU. (TEACHER SINGS THE SONG)

NOW YOU SING IT WITH ME. (PRAISE HIM FOR HIS EFFORTS) REPEAT THE SONG THREE OR FOUR TIMES TOGETHER. TRY TO VARY THE SINGING BY HAVING THE CHILD CLAP AND SING, MARCH AND SING OR TAP TWO PENCILS TOGETHER AND SING.

MATERIALS: LANDRY, CAREY. HI GOD. NORTH AMERICAN LITURGY
RESOURCES: CINCINNATI, OHIO.

THANK YOU LORD

THANK YOU LORD FOR GIVING US LIFE.
THANK YOU LORD FOR GIVING US LIFE.
THANK YOU LORD FOR GIVING US LIFE.
RIGHT WHERE WE ARE.

OH ALLELUIA, PRAISE THE LORD.
ALLELUIA, PRAISE THE LORD.
ALLELUIA, PRAISE THE LORD.
RIGHT WHERE WE ARE.

LESSON 5 MUSIC ACTIVITY

CONCEPT: GOD GAVE US THE GIFT OF OUR HANDS. WE SAY THANK YOU TO GOD.

OBJECTIVE: AFTER LISTENING TO THE EXPLANATION OF THE TEACHER THAT CLAPPING IS AN OUTWARD SIGN OF OUR INNER HAPPINESS, THE CHILD WILL EXPRESS HIS JOY BY JOINING IN THE SINGING OF THE SONG AND CLAPPING ON THE WORDS CLAP-CLAP-CLAP.

PROCEDURE: PEOPLE CLAP THEIR HANDS TO SHOW THEY ARE HAPPY ABOUT SOMETHING. DID YOU EVER CLAP YOUR HANDS WHEN MOM AND DAD TOLD YOU THE FAMILY WAS GOING TO THE LAKE FOR A PICNIC AND A SWIM? DID YOU EVER CLAP YOUR HANDS AT THE EXCITING PART OF A T.V. PROGRAM? THAT MEANS YOU LIKED THE T.V. PROGRAM.

I KNOW A SONG ABOUT CLAPPING YOUR HANDS. IT GOES LIKE THIS. (TEACHER SINGS THE SONG AND CLAPS ON THE WORDS CLAP-CLAP-CLAP) DID YOU HEAR ME CLAP-CLAP-CLAP? LISTEN AGAIN AND WATCH WHAT I DO. (TEACHER REPEATS AS BEFORE)

THIS TIME WHEN I SING I WANT YOU TO CLAP YOUR HANDS WHEN I SING CLAP-CLAP-CLAP. READY. LISTEN.

NOW IT'S YOUR TURN TO SING WITH ME. LET'S SING THE WHOLE SONG TOGETHER AND CLAP ON THE WORDS, CLAP-CLAP-CLAP.

LET'S JOIN HANDS IN A CIRCLE. I THINK WE SHOULD SAY THANK YOU TO GOD FOR GIVING US OUR HANDS. WOULD YOU LIKE TO SAY THANK YOU TO GOD WITH ME? (TEACHER AND CHILD PRAY TOGETHER)

MATERIALS: GINN AND CO. WE SING AND PLAY.

ACTION SONG

TAKE YOUR LITTLE HANDS AND GO CLAP-CLAP-CLAP.
TAKE YOUR LITTLE HANDS AND GO CLAP-CLAP-CLAP.
TAKE YOUR LITTLE HANDS AND GO CLAP-CLAP-CLAP.
CLAP-CLAP-CLAP JUST SO.

LESSON 6 MUSIC ACTIVITY

CONCEPT: GOD GAVE US THE GIFT OF OUR FEET. WE SAY THANK YOU TO GOD.

OBJECTIVE: AFTER LISTENING TO THE TEACHER SING THE WORDS TO THE ACTION SONG AND OBSERVING THE TAPPING PATTERN DONE BY THE TEACHER THE CHILD WILL BE ABLE TO JOIN IN SINGING AND DOING THE ACTION WITH THE TEACHER.

PROCEDURE: DO YOU REMEMBER THE SONG WHICH WE SANG THAT ASKED US TO CLAP-CLAP-CLAP? ___ IT WENT LIKE THIS. (TEACHER SINGS AND CLAP ON THE WORDS CLAP-CLAP-CLAP) I KNEW YOU WOULD REMEMBER THAT FUN SONG. THIS TIME YOU SING AND CLAP WITH ME. (PRAISE HIM FOR HIS EFFORTS)

TODAY, WE ARE GOING TO SING SOME NEW WORDS TO THAT SAME SONG. IT TELLS WHAT WE CAN DO WITH OUR FEET. LISTEN AND WATCH ME. (TEACHER SINGS THE NEW WORDS AND DOES THE TAPPING WITH HER FEET)

NOW LISTEN AND WATCH ONCE MORE. (TEACHER REPEATS SONG AND ACTIONS) ARE YOU READY FOR YOUR TURN? ___ TRY TO SING AND TAP YOUR FEET WITH ME. READY. SING. THAT WAS FUN. LET'S DO IT AGAIN. READY. SING.

*IF TIME PERMITS AND INTEREST IS MAINTAINED, YOU CAN SUBSTITUTE THE WORDS SKIP-SKIP-SKIP OR HOP-HOP-HOP IN THE PLACE OF TAP-TAP-TAP. THE CHILD CAN THEN PERFORM THE ACTION ACCORDINGLY.

MATERIALS: GINN AND CO. WE SING AND PLAY.

ACTION SONG

TAKE YOUR LITTLE FEET AND GO TAP-TAP-TAP.
TAKE YOUR LITTLE FEET AND GO TAP-TAP-TAP.
TAKE YOUR LITTLE FEET AND GO TAP-TAP-TAP.
TAP-TAP-TAP, JUST SO.

LESSON 7 MUSIC ACTIVITY

CONCEPT: GOD GAVE US THE GIFT OF OUR EYES. WE SAY THANK YOU TO GOD.

OBJECTIVE: AFTER LISTENING TO THE WORDS AND MUSIC TO RHYTHMICS ANATOMY AND OBSERVING THE MOVEMENTS, THE CHILD WILL BE ABLE TO JOIN IN SINGING AND DOING THE MOVEMENTS OF THE SONG WITH THE TEACHER.

PROCEDURE: WE ARE GOING TO LEARN A NEW SONG TODAY. IN THIS SONG WE ARE GOING TO NAME AND POINT TO DIFFERENT PARTS OF OUR BODY. LET'S STAND UP. AS I NAME THE BODY PART YOU POINT TO IT. READY. LISTEN. POINT TO YOUR EARS. POINT TO YOUR EYES. POINT TO YOUR CHIN. POINT TO YOUR LEGS. MY, YOU LISTENED VERY WELL.

LET'S SIT DOWN NOW. I WANT TO TELL YOU ABOUT YOUR EARS, EYES, CHIN AND LEGS. YOU LISTEN AND WATCH. (TEACHER SPEAKS THE WORDS OF THE SONG AND DOES THE ACTION.)

THESE ARE MY EARS AND I HAVE TWO. (POINT TO YOUR EARS)
 THESE ARE MY EYES AND I SEE YOU. (POINT TO YOUR EYES)
 THIS IS MY CHIN, THAT MOVES TO TALK. (POINT TO YOUR CHIN)
 AND I USE MY LEGS, TO TAKE A WALK. (POINT TO YOUR LEGS)

NOW IT'S YOUR TURN. SAY THE WORDS WITH ME AND DO THE ACTIONS. LET'S SEE IF WE CAN STAY TOGETHER. (REPEAT THE ABOVE WORDS AND ACTIONS.)

THIS TIME I WILL SING THE WORDS AND DO THE ACTIONS. IF YOU LISTEN AND WATCH CAREFULLY, YOU WILL KNOW HOW TO DO IT SOON. READY. LISTEN. (TEACHER SINGS THE SONG TO THE TUNE OF I CAN'T SPELL HIPPOPOTAMUS.)

YOU DO IT WITH ME THIS TIME. READY. SING. (TEACHER AND CHILD SING TOGETHER AND DO THE MOVEMENTS. REPEAT TWO OR THREE TIMES) YOU DID THAT SO WELL. THIS TIME LET'S LINE UP AND TAKE A WALK AROUND THE ROOM. AS WE WALK, LET'S SING AND POINT TO OUR BODY PARTS THAT ARE NAMED IN THE SONG. READY. SING.

COME AND SIT DOWN FOR AWHILE. WE HAD FUN TODAY, DIDN'T WE? BEFORE WE GO LET'S SAY THANK YOU TO GOD FOR GIVING US OUR EYES, OUR EARS, OUR MOUTH AND OUR LEGS. (TEACHER AND CHILD PRAY TOGETHER.)

MATERIALS: FERRIS & JANNET ROBINS. EDUCATIONAL RHYTHMICS FOR MENTALLY AND PHYSICALLY HANDICAPPED CHILDREN: ASSOCIATION PRESS, NEW YORK.

RHYTHMIC ANATOMY

THESE ARE MY EARS AND I HAVE TWO. THESE ARE MY EYES AND I SEE YOU. THIS IS MY CHIN, THAT MOVES TO TALK. AND I USE MY LEGS TO TAKE A WALK.

LESSON 8 MUSIC ACTIVITY

CONCEPT: GOD GAVE US THE GIFT OF OUR EARS. WE SAY THANK YOU TO GOD.

OBJECTIVE: AFTER LISTENING TO THE WORDS OF THE SONG, RHYTHMICS ANATOMY SUNG BY THE TEACHER AND OBSERVING THE MOVEMENTS PUT TO THE SONG, THE CHILD WILL BE ABLE TO JOIN IN SINGING WITH THE TEACHER AND DO THE MOVEMENTS.

PROCEDURE: I HAVE SOME PICTURE CARDS TO SHOW YOU. THEY ARE PICTURES OF SOME PARTS OF YOUR BODY. AS I SHOW YOU THE CARD, YOU TELL ME THE NAME OF THIS PART OF YOUR BODY. (SHOW PICTURES OF EYES, EARS, NOSE, MOUTH, CHIN, HANDS, FEET AND LEGS)

YOU PLAYED THAT GAME WELL. LET'S PLAY ANOTHER GAME. THIS TIME I WANT YOU TO TELL ME WHAT YOU CAN DO WITH YOUR EYES? (SEE, LOOK) WHAT CAN YOU DO WITH YOUR EARS? (HEAR, LISTEN) WHAT CAN YOU DO WITH YOUR NOSE? (SMELL, SNIFF) WHAT CAN YOU DO WITH YOUR MOUTH? (TALK, EAT). THAT WAS FUN.

TODAY I'M GOING TO SING A SONG ABOUT PARTS OF YOUR BODY. AS I SING THE SONG, YOU LISTEN AND POINT TO THE PART I'M SINGING ABOUT. IF I SING ABOUT YOUR FEET POINT TO YOUR FEET. IF I SING ABOUT YOUR EYES POINT TO YOUR EYES. READY. LISTEN. (TEACHER SINGS)

THIS TIME, LET'S SING AND POINT TOGETHER. (TEACHER AND CHILD SING TOGETHER AND POINT TO BODY PARTS) LET'S TRY THAT AGAIN.

AS WE SING THIS TIME, I WANT YOU TO POINT TO MY EARS, EYES, CHIN AND LEGS AND I'LL POINT TO YOURS.

DID YOU KNOW THAT OUR EYES (POINT), OUR MOUTH, OUR EARS AND OUR LEGS ARE GIFTS FROM GOD? LET'S SAY A THANK YOU PRAYER RIGHT NOW (TEACHER AND CHILD FOLD HANDS AND BOW HEAD AND TRAY TOGETHER).

MATERIALS: FERRIS AND JENNET ROBINS, EDUCATIONAL RHYTHMICS FOR MENTALLY AND PHYSICALLY HANDICAPPED CHILDREN: ASSOCIATION PRESS, NEW YORK.

PICTURE CARDS OF EYES, EARS, CHIN, MOUTH, HAND, FOOT, NOSE AND LEGS.

RHYTHMIC ANATOMY

THESE ARE MY EARS AND I HAVE TWO.
THESE ARE MY EYES AND I SEE YOU.
THIS IS MY CHIN, THAT MOVES TO TALK.
AND I USE MY LEGS TO TAKE A WALK.

LESSON 9 MUSIC ACTIVITY

CONCEPT: GOD GAVE US THE GIFT OF OUR MOUTH. WE SAY THANK YOU TO GOD.

OBJECTIVE: AFTER LISTENING TO THE WORDS OF THE SONG BE CAREFUL SUNG BY THE TEACHER AND OBSERVING THE ACTIONS OF THE SONG, THE CHILD WILL BE ABLE TO JOIN IN SINGING THE SONG AND DOING THE ACTIONS WITH THE TEACHER.

PROCEDURE: DID YOUR MOTHER EVER TELL YOU TO BE CAREFUL WHEN YOU CROSS THE STREET? SHE WANTED YOU TO LOOK BOTH WAYS FOR CARS BEFORE YOU CROSSED THE STREET.

DID DAD EVER TELL YOU TO BE CAREFUL WHEN YOU CLIMBED UP THE LADDER OR ON A CHAIR? HE DIDN'T WANT YOU TO FALL OFF AND HURT YOURSELF.

GOD WANTS US TO BE CAREFUL IN WHAT WE SAY TO OTHER PEOPLE. IF WE TALK NICELY TO ONE ANOTHER, WE CAN MAKE EACH OTHER HAPPY. IT'S FUN TO TALK TO OUR FRIENDS AND TELL THEM ALL THE THINGS WE LIKE TO DO. BUT SOMETIMES BOYS AND GIRLS USE THEIR MOUTH TO SAY BAD OR MEAN THINGS TO OTHER PEOPLE. WHEN WE DO THAT WE MAKE PEOPLE SAD.

THERE IS A SONG I KNOW THAT WILL HELP YOU TO REMEMBER TO SAY KIND WORDS TO EACH OTHER. LISTEN AS I SING. (TEACHER SINGS)

THIS TIME I WILL USE MY HANDS AS I SING. READY. LISTEN. (TEACHER SINGS AND DOES THE ACTIONS) NOW IT'S YOUR TURN TO SING AND DO THE ACTIONS. YOU HAVE BEEN LISTENING AND WATCHING SO WELL, I'M SURE YOU CAN DO IT. READY. SING. (TEACHER AND CHILD SING AND DO THE ACTIONS TOGETHER) LET'S TRY IT AGAIN. REPEAT TWO OR THREE TIMES.

GOD WANTS US TO USE OUR MOUTH TO TALK TO HIM TOO. WE SHOULD TALK TO GOD BECAUSE HE IS OUR SPECIAL FATHER AND FRIEND. WHEN WE TALK TO GOD, WE CALL THAT PRAYING. LET'S PRAY TO GOD RIGHT NOW. (TEACHER AND CHILD PRAY TOGETHER)

MATERIALS: LANDRY, CAREY. HI GOD, NORTH AMERICAN LITURGY RESOURCES.

BE CAREFUL

BE CAREFUL LITTLE MOUTH, WHAT YOU SAY. (POINT TO YOUR MOUTH)
 BE CAREFUL LITTLE MOUTH, WHAT YOU SAY. " " "
 FOR GOD UP ABOVE, IS LOOKING DOWN WITH LOVE (RAISE HANDS UP)
 BE CAREFUL LITTLE MOUTH, WHAT YOU SAY. (FOLD HANDS AS IN PRAYER)

LESSON 10 MUSIC ACTIVITY

CONCEPT: GOD GAVE US THE GIFT OF OURSELVES. WE SAY THANK YOU TO GOD.

OBJECTIVE: AFTER LISTENING TO THE WORDS OF THE SONG, I AM SPECIAL SUNG BY THE TEACHER, THE CHILD WILL BE GIVEN THE OPPORTUNITY TO SHOW HIS GROWTH IN SELF AWARENESS BY BEING ABLE TO LOOK INTO A MIRROR, SMILE AND POINT TO HIMSELF AS HE SINGS WITH THE TEACHER.

PROCEDURE: WHEN SOMEONE GIVES YOU A PRESENT, YOU TRY TO TAKE GOOD CARE OF IT. YOU ARE CAREFUL WHEN YOU USE THE PRESENT. WHEN YOU ARE FINISHED WITH IT YOU PUT IT IN A SAFE PLACE.

YOU ARE VERY SPECIAL TO GOD. GOD TAKES GOOD CARE OF YOU. DO YOU KNOW WHY YOU ARE SO SPECIAL TO GOD?__ YOU ARE GOD'S SPECIAL PRESENT. HE MADE ONLY ONE OF YOU. THERE IS NO ONE ELSE IN THIS WHOLE WIDE WORLD WHO IS JUST LIKE YOU. SO YOU ARE VERY SPECIAL TO GOD.

I KNOW A SONG ABOUT YOU. IT TELLS ABOUT YOUR BEING SPECIAL. LET ME SING IT FOR YOU. READY. LISTEN. (TEACHER SINGS WHILE CHILD LISTENS). I LIKE THAT SONG. LISTEN WHILE I SING IT ONCE MORE.

NOW IT'S YOUR TURN TO TRY IT WITH ME. READY. SING.

LET'S DO IT AGAIN. THINK ABOUT THE WORDS WHILE YOU SING THEM.

YES, EACH PERSON IS VERY SPECIAL TO GOD. GOD LOVES ALL OF US. HERE IS A MIRROR. WHEN YOU LOOK INTO THE MIRROR, WHOM DO YOU SEE?__ YES, THAT'S YOU. AND YOU ARE SOMEONE SPECIAL. GOD TAKES GOOD CARE OF YOU BECAUSE YOU BELONG TO HIM. LET'S SING TOGETHER AS YOU LOOK INTO THE MIRROR. CAN YOU SMILE?__ POINT TO YOURSELF WHEN WE SING THE LAST LINE OF THE SONG, "YES, IT'S ME. YES, IT'S ME." READY. SING. (PRAISE HIM FOR HIS EFFORTS)

MATERIALS: SADLER, WILLIAM. SONGS TO OUR FATHER.

I AM SPECIAL

I AM SPECIAL. I AM SPECIAL.
TAKE A LOOK, YOU WILL SEE.
SOMEONE VERY SPECIAL. SOMEONE VERY SPECIAL.
YES, IT'S ME. YES, IT'S ME.

LESSON 11 MUSIC ACTIVITY

CONCEPT: GOD GAVE US THE GIFTS OF MOM AND DAD. WE SAY THANK YOU TO GOD.

OBJECTIVE: AFTER LISTENING TO THE WORDS OF THE SONG, WE ALL NEED ONE ANOTHER SUNG BY THE TEACHER, THE CHILD WILL BE ABLE TO JOIN IN SINGING THE SONG WITH THE TEACHER.

PROCEDURE: SOMETIMES WHEN WE WORK, WE DO OUR WORK AS PARTNERS. DO YOU EVER HELP MOM WITH THE DISHES? ____ DO YOU WASH OR DRY THE DISHES? ____ YOU AND MOM WORK AS PARTNERS. YOU WORK TOGETHER.

SOMETIMES WE NEED A PARTNER WHEN WE PLAY. IT'S FUN TO PLAY BALL WITH A PARTNER TOO. ONE THROWS THE BALL, THE OTHER ONE CATCHES IT.

AT HOME YOUR MOM HELPS YOUR DAD. (SHOW PICTURES) SHE HELPS HIM BY GETTING HIM SOMETHING TO EAT, BY WASHING AND IRONING HIS CLOTHES. YOUR DAD NEEDS MOM TO HELP HIM TO MAKE A NICE HOME FOR YOU.

SOMETIMES YOUR DAD HELPS YOUR MOM BY FIXING BROKEN THINGS AROUND THE HOUSE. (SHOW PICTURES) HE HELPS BY GOING TO WORK TO EARN MONEY FOR THE FAMILY. YOUR MOM NEEDS YOUR DAD TO HELP HER TO MAKE A NICE HOME FOR YOU.

TODAY WE ARE GOING TO LEARN A NEW SONG. IT'S ABOUT MOM AND DAD. IT'S ABOUT YOU AND ME TOO. LISTEN WHILE I SING IT. READY. LISTEN. (TEACHER SINGS)

SINCE THE SONG HAS MANY WORDS IN IT, LISTEN TO JUST THE FIRST LINE. (TEACHER SINGS THE FIRST LINE) NOW YOU TRY IT WITH ME. (TEACHER AND CHILD TOGETHER) LISTEN TO THE NEXT PART. NOW YOU TRY IT WITH ME. NOW LET'S SING BOTH PARTS TOGETHER THIS TIME.

CONTINUE WITH THE REST OF THE SONG, SINGING ONE LINE AT A TIME.

*TO INVOLVE THE CHILD TO A GREATER EXTENT, TRY TO ACT OUT THE SONG. APPOINT SOMEONE TO BE MOM, SOMEONE TO BE DAD AND ANOTHER CHILD TO BE "YOU." MOM AND DAD COULD WEAR HATS, IF AVAILABLE.

MATERIALS: SADLER, WILLIAM. SONGS TO OUR FATHER.

WE ALL NEED ONE ANOTHER

I NEED MOM AND I NEED DAD. (CHILD SINGS AND POINTS TO PARENTS)
AND THEY BOTH NEED EACH OTHER. (MOM AND DAD JOIN HANDS)
I NEED YOU AND YOU NEED ME. (CHILD POINTS TO OTHER CHILD/HIMSELF)
WE ALL NEED ONE ANOTHER. (ALL JOIN HANDS)

LESSON 12 MUSIC ACTIVITY

CONCEPT: GOD GIVES US THE GIFT OF OUR FAMILY. WE SAY THANK YOU, GOD.

OBJECTIVE: AFTER LISTENING TO THE WORDS OF THE SONG, WE ALL NEED ONE ANOTHER SUNG BY THE TEACHER, THE CHILD WILL BE ABLE TO SING ALONG WITH THE TEACHER.

PROCEDURE: WE ALL BELONG TO A FAMILY. THE NAME OF YOUR FAMILY IS _____. THAT'S RIGHT, IT'S THE SAME AS YOUR LAST NAME. HOW MANY GIRLS ARE IN YOUR FAMILY? _____ HOW MANY BOYS ARE IN YOUR FAMILY? _____

WHEN PEOPLE BELONG TO A FAMILY, THEY DO THINGS TOGETHER. ONE THING A FAMILY DOES TOGETHER IS EAT. (SHOW PICTURES) MOM PREPARES THE FOOD. SOMEONE ELSE SETS THE TABLE. DAD CUTS THE MEAT. SOMEONE ELSE POURS THE MILK AND COFFEE. THEN EVERYONE SITS DOWN TO EAT. IT'S GOOD TO BE ABLE TO HELP.

I KNOW A SONG ABOUT A FAMILY. I THINK YOU KNOW IT, TOO. IT'S CALLED WE ALL NEED ONE ANOTHER. LISTEN WHILE I SING IT. YOU CAN SING IT THE NEXT TIME. READY. LISTEN. (TEACHER SINGS) NOW IT'S YOUR TURN. READY. SING. VERY GOOD. LET'S DO IT AGAIN.

THIS TIME, LET'S MAKE A CIRCLE. AS WE SING THE SONG LET'S HOLD HANDS AND WALK AROUND IN A CIRCLE. READY. SING. (TEACHER AND CHILD SING TOGETHER) THAT WAS FUN. NOW LET'S TURN AND WALK THE OTHER WAY. READY. SING. (REPEAT)

MATERIALS: SADLER, WILLIAM. SONGS TO OUR FATHER.

PICTURES OF A FAMILY PREPARING A MEAL AND EATING TOGETHER.

WE ALL NEED ONE ANOTHER

I NEED MOM AND I NEED DAD.
AND THEY BOTH NEED EACH OTHER.
I NEED YOU AND YOU NEED ME.
WE ALL NEED ONE ANOTHER.

LESSON 13 MUSIC ACTIVITY

CONCEPT: GOD GIVES US THE GIFT OF OUR FRIENDS. WE SAY THANK YOU, GOD.

OBJECTIVE: GIVEN THE OPPORTUNITY TO LISTEN TO THE WORDS AND MUSIC OF THE SONG, GOD LOVES ME SUNG OR PLAYED BY THE TEACHER, THE CHILD WILL BE ABLE TO JOIN IN SINGING WITH THE TEACHER AND ANSWER THE QUESTION: WHO LOVES YOU ALL THE TIME?

PROCEDURE: YOU'VE MET MY PUPPET FRIEND, HENRY, DIDN'T YOU? _____ ISN'T HE NICE? _____ I LIKE HIM BECAUSE HE'S MY FRIEND.

HERE ARE SOME PICTURES OF SOME FRIENDS. (SHOW PICTURES OF PEOPLE WORKING AND PLAYING TOGETHER. DISCUSS WHAT THEY ARE DOING.)

DO YOU HAVE A FRIEND? _____ WHAT IS YOUR FRIEND'S NAME? _____ WHAT DO YOU LIKE TO DO TOGETHER? _____ FRIENDS ARE NICE TO HAVE. WHEN YOU WORK OR PLAY WITH A FRIEND, YOU DON'T HAVE TO BE BY YOURSELF.

NO MATTER HOW MANY FRIENDS WE HAVE, GOD IS OUR BEST FRIEND. HE LOVES US MORE THAN ANYONE ELSE. GOD IS ALWAYS TAKING GOOD CARE OF US. WHO IS OUR BEST FRIEND? _____

SINCE GOD IS OUR SPECIAL FRIEND, WE WANT TO TALK TO HIM EVERY DAY. WHEN WE TALK TO GOD, WE PRAY. DO YOU EVER TALK TO GOD? _____ DO YOU TALK TO GOD BEFORE YOU GO TO BED AT NIGHT? _____ DO YOU TALK TO GOD BEFORE YOU EAT YOUR SUPPER? _____ YES, GOD WANTS US TO TALK TO HIM BECAUSE HE IS OUR FRIEND. LET'S SAY SOMETHING TO HIM RIGHT NOW. LET'S TELL HIM WE KNOW HE IS OUR BEST FRIEND. (TEACHER AND CHILD PRAY TOGETHER)

I KNOW A SONG THAT TELLS ABOUT GOD BEING MY FRIEND. LET ME SING IT TO YOU. I THINK YOU'LL LIKE IT. (TEACHER SINGS THE SONG.)

LISTEN TO IT ONCE MORE. (TEACHER SINGS THE SONG AGAIN.) THIS TIME I'M GOING TO SING THE FIRST LINE AGAIN. READY. LISTEN. NOW YOU TRY IT WITH ME. LISTEN TO THE NEXT PART. NOW YOU TRY IT WITH ME. THAT WAS VERY GOOD, BUT LET'S TRY TO SING THE WHOLE SONG TOGETHER THIS TIME. (PRAISE HIM FOR HIS EFFORTS.)

**TO PROVIDE VARIETY AND MAINTAIN INTEREST IN THE SONG, FORM A CIRCLE AND SING AS YOU MOVE AROUND IN A CIRCLE. OR HOLD HANDS AND SWING ARMS TOGETHER AS YOU SING AS A SIGN OF FRIENDSHIP.

MATERIALS: EVERETT, REVEREND WILLIAM. SONGTIME FOR SPECIAL ONES. WISCONSIN ASSOCIATION FOR RETARDED CHILDREN.

PICTURES OF FRIENDS.

GOD LOVES ME

GOD LOVES ME ALL THE TIME. GOD LOVES ME ALL THE TIME.
HE IS A FRIEND OF MINE. HE IS A FRIEND OF MINE.

LESSON 14 MUSIC ACTIVITY

CONCEPT: GOD GIVES US THE GIFT OF OUR TEACHERS. WE SAY THANK YOU, GOD.

OBJECTIVE: AFTER LISTENING TO THE WORDS OF THE SONG, WHO AM I, SUNG BY THE TEACHER, THE CHILD WILL BE ABLE TO JOIN IN SINGING THE SONG WITH HER.

PROCEDURE: TODAY WE'RE GOING TO PLAY A GUESSING GAME. HERE'S HOW YOU PLAY THE GAME. IN FRONT OF YOU ARE TWO PICTURE CARDS. HERE IS A PICTURE OF A NURSE. HERE IS A PICTURE OF A POLICEMAN. I'M THINKING OF A PERSON WHO HELPS YOU CROSS THE BUSY STREET. CAN YOU POINT TO THE PERSON I'M THINKING OF? _____

HERE ARE TWO MORE PICTURES. THIS IS A PICTURE OF A FIREMAN. THIS IS A PICTURE OF A MAILMAN. I'M THINKING OF A PERSON WHO BRINGS YOU LETTERS. CAN YOU POINT TO THE PERSON I'M THINKING OF? _____

LET'S PLAY ONCE MORE. HERE IS A PICTURE OF A TEACHER AND HERE IS A PICTURE OF A BUS DRIVER. I'M THINKING OF A PERSON WHO HELPS YOU LEARN SO MANY NEW THINGS EACH DAY. CAN YOU POINT TO THE PERSON, I'M THINKING OF? _____ THAT GAME WAS LOTS OF FUN.

TODAY WE'RE GOING TO LEARN A NEW SONG. IT IS ABOUT YOUR FRIEND, THE TEACHER. DO YOU KNOW THE NAME OF YOUR TEACHER? _____ SHE/HE IS YOUR FRIEND BECAUSE YOU DO MANY THINGS TOGETHER.

THE NAME OF THE SONG IS WHO AM I? LISTEN WHILE I SING IT FOR YOU. READY. LISTEN. (TEACHER SINGS THE SONG.) THIS SONG IS LIKE A GUESSING GAME. LISTEN ONCE MORE WHILE I SING IT.

SINCE THE SONG HAS MANY WORDS, LISTEN WHILE I SING THE FIRST TWO LINES. (TEACHER SINGS, CHILD LISTENS) NOW IT'S YOUR TURN.

CONTINUE IN LIKE MANNER WITH THE REST OF THE SONG.

NOW LET'S TRY TO SING THE WHOLE SONG TOGETHER. REPEAT TWO OR THREE TIMES.

MATERIALS: GINGLOND, DAVID AND STILES, WINIFRED. MUSIC ACTIVITIES FOR RETARDED CHILDREN. NEW YORK: ABINGDON PRESS.

WHO AM I?

DO YOU KNOW WHO I AM? DO YOU KNOW WHO I AM?
I HELP YOU LEARN SO MANY THINGS
DO YOU KNOW WHO I AM?

YES, I KNOW WHO YOU ARE. YES, I KNOW WHO YOU ARE.
YOU HELP ME LEARN SO MANY THINGS.
YES, I KNOW WHO YOU ARE. YOU'RE THE TEACHER.

LESSON 15 MUSIC ACTIVITY

CONCEPT: GOD GIVES US THE GIFT OF THE TREES AND FLOWERS. WE SAY THANK YOU TO GOD.

OBJECTIVE: HAVING HEARD THE WORDS OF THE SONG, GOD MADE OUR WONDERFUL WORLD SUNG BY THE TEACHER, THE CHILD WILL BE ABLE TO JOIN THE TEACHER IN SINGING THE WORDS AND DOING THE MOVEMENTS.

PROCEDURE: ONE OF THE MOST BEAUTIFUL THINGS GOD MADE IN THIS WORLD IS A TREE. (SHOW PICTURES OF TREES) A TREE IS SO TALL AND BEAUTIFUL. IT LOOKS BEAUTIFUL IN THE DAY AND IN THE NIGHT. IN THE SUMMERTIME, BIRDS COME AND BUILD THEIR NESTS IN THE TREES. IN THE WINTERTIME, SNOW FALLS ON THE BRANCHES. IT MAKES THEM LOOK SO BEAUTIFUL.

WHEN YOU SEE THE BRANCHES MOVING ON THE TREES, YOU KNOW THE WIND IS BLOWING. LET'S PRETEND WE ARE TREES. OUR ARMS ARE THE BRANCHES. PUT THEM UP IN THE AIR, LIKE A BIG BALL. AS WE SING THE SONG, LET'S MOVE OUR ARMS LIKE MOVING BRANCHES. SWAY FROM ONE SIDE TO THE OTHER. (TEACHER SINGS AND DOES THE MOVEMENTS.)

GOD MADE THE FLOWERS TOO. HE MADE SO MANY KINDS OF FLOWERS. LIKE THE TULIP, THE ROSES AND THE DAISIES. FLOWERS ARE ALL DIFFERENT COLORS. LIKE RED, YELLOW, ORANGE AND PURPLE. LET'S PRETEND THERE ARE FLOWERS IN FRONT OF US. LET'S PICK SOME TO TAKE HOME TO OUR MOM. (TEACHER SINGS AND DOES THE MOVEMENTS)

THIS TIME I WOULD LIKE YOU TO SING WITH ME. READY. SING. (TEACHER AND CHILD SING AND DO THE MOVEMENTS FOR BOTH VERSES) REPEAT TWO OR THREE TIMES.

MATERIALS: PRAISE BOOK/GOSPEL LIGHT LITTLE ONES SING
PICTURES OF TREES
PICTURES OF FLOWERS

GOD MADE OUR WONDERFUL WORLD

GOD MADE OUR WONDERFUL WORLD. GOD MADE OUR WONDERFUL WORLD.
GOD MADE ALL THE TREES. GOD MADE ALL THE TREES.
GOD MADE OUR WONDERFUL WORLD.

GOD MADE OUR WONDERFUL WORLD. GOD MADE OUR WONDERFUL WORLD.
GOD MADE ALL THE FLOWERS. GOD MADE ALL THE FLOWERS.
GOD MADE OUR WONDERFUL WORLD.

LESSON 15 MUSIC ACTIVITY (CON'T)

I LIKE TO SING

I LIKE TO SING WHEN THE SUN IS SHINING.
I LIKE TO SING TRA-LA-LA-LA-LEE.
I LIKE TO SING WHEN THE RAIN IS FALLING.
I LIKE TO SING TRA-LA-LA-LA-LEE.

I LIKE TO SING WHEN THE WIND IS BLOWING.
I LIKE TO SING TRA-LA-LA-LA-LEE.
I LIKE TO SING WHEN THE SNOW IS TWIRLING
I LIKE TO SING TRA-LA-LA-LA-LEE.

LESSON 16 MUSIC ACTIVITY

CONCEPT: GOD GIVES US THE GIFT OF THE SUN AND THE RAIN. WE SAY THANK YOU TO GOD.

OBJECTIVE: HAVING HEARD THE WORDS OF THE SONG, I LIKE TO SING BY THE TEACHER AND SEEING THE MOVEMENTS PUT TO THE WORDS, THE CHILD WILL BE ABLE TO JOIN THE TEACHER IN SINGING THE WORDS AND DOING THE MOVEMENTS.

PROCEDURE: YESTERDAY I GAVE YOU A SMALL GREEN PLANT TO TAKE HOME. YOU TOLD ME YOU WOULD TAKE VERY GOOD CARE OF IT. DID YOU PUT IT NEAR THE WINDOW?__ NOW THE SUN CAN SHINE ON IT. WHAT WILL THE SUN DO FOR THE PLANT?__ DRAW THE SUN ON THE BOARD.

WHAT ELSE DO YOU NEED TO GIVE YOUR PLANT?__ YES, YOUR PLANTS NEED WATER SO IT WON'T BECOME THIRSTY. IF THE PLANTS GETS SUNSHINE AND WATER IT WILL GROW AND GROW. SOMEDAY IT WILL BE A BIG PLANT. DRAW RAIN ON THE BOARD.

GOD GIVES US THE GIFT OF THE SUN AND THE RAIN SO THAT ALL THE PLANTS CAN GROW. THAT'S WHY WE HAVE SOME SUNNY DAYS AND SOME RAINY DAYS. (SHOW PICTURES) ALL PLANTS NEED SUN AND WATER. IF WE KNOW THAT THE SUN AND THE RAIN ARE GIFTS FROM GOD, WE CAN BE HAPPY NO MATTER WHAT KIND OF WEATHER WE HAVE.

I KNOW A FUN SONG ABOUT THE WEATHER. IT TELLS ABOUT SUNNY DAYS-- RAINY DAYS--WINDY DAYS--SNOWY DAYS. LISTEN WHILE I SING IT. (TEACHER SINGS THE SONG) THIS TIME AS I SING THE SONG I WILL DO SOME ACTIONS. READY. LISTEN. (TEACHER SINGS AND DOES THE MOVEMENT TO THE SONG)

CAN YOU MAKE A BIG SUN BY STRETCHING OUT YOUR ARMS LIKE A BIG BALL?__

NOW MAKE SOME RAIN BY PUTTING YOUR ARMS UP INTO THE AIR AND BRING THEM DOWN AGAIN, WIGGLING YOUR FINGERS.

NOW MAKE A BIG TREE BLOWING IN THE WIND. BRING YOUR ARMS TOGETHER WAY ABOVE YOUR HEAD. NOW MOVE YOUR ARMS BACK AND FORTH LIKE MOVING BRANCHES.

THE WIND BLOWS THE SNOW ALL AROUND. CAN YOU MAKE YOUR HANDS GO IN CIRCLES ROUND AND ROUND, AS IF THE SNOW FLAKES ARE BEING BLOWN BY THE WIND?

NOW LET'S SEE IF WE CAN DO THE SUN, THE RAIN, THE WIND AND THE SNOW TOGETHER. (REPEAT THE ACTIONS ABOVE)

THIS IS A FUN SONG TO SING. LET'S DO IT TOGETHER. TRY TO SING AND DO THE ACTIONS TOGETHER. (REPEAT TWO OR THREE TIMES.)

LESSON 16 MUSIC ACTIVITY (CON'T)

MATERIALS: GINN AND Co. WE SING AND PLAY
PICTURE OF A SUNNY DAY
PICTURE OF A RAINY DAY
CHALK AND CHALKBOARD OR PAPER AND CRAYON

LESSON 17 MUSIC ACTIVITY

CONCEPT: GOD GIVES US THE GIFT OF THE ANIMALS. WE SAY THANK YOU, GOD.

OBJECTIVE: AFTER LISTENING TO THE WORDS OF THE SONG, I WISH I WERE, SUNG BY THE TEACHER, THE CHILD WILL BE ABLE TO JOIN IN SINGING THE SONG WITH THE TEACHER.

PROCEDURE: SOME ANIMALS THAT GOD MADE ARE AT THE ZOO. WE CALL THEM ZOO ANIMALS. HERE ARE SOME PICTURE CARDS OF SOME ZOO ANIMALS. SEE IF YOU CAN NAME THEM AS I PUT THE CARDS ON THE TABLE. (SHOW PICTURES OF BEAR, LION, ELEPHANT, GIRAFFE AND HIPPOPOTAMUS.)

LET'S PLAY A GAME. YOU CAN PICK UP THE CARD I'M THINKING OF. LET'S SEE IF YOU CAN GUESS THEM ALL. I'M THINKING OF A ZOO ANIMAL THAT HAS A TRUNK. I'M THINKING OF AN ANIMAL THAT HAS A LONG NECK. I'M THINKING OF AN ANIMAL THAT LOOKS LIKE A BIG PIG. I'M THINKING OF AN ANIMAL THAT HAS A BIG ROAR. AND WHAT ANIMAL PICTURE IS LEFT ON THE TABLE? YOU DID VERY WELL.

THAT IS ANOTHER ANIMAL GOD MADE THAT WE DIDN'T TALK ABOUT YET. THAT IS THE BIRDS. GOD MADE ALL THE BIRDS TOO. DO YOU KNOW WHAT BIRDS CAN DO? YES, THEY CAN FLY AND SING. THEY FLY TO MOVE FROM ONE PLACE TO ANOTHER. WHEN WE WANT TO MOVE WE WALK. BIRDS SING TO ONE ANOTHER, PEOPLE TALK TO ONE ANOTHER.

DID YOU EVER THINK THAT MAYBE YOU WOULD LIKE TO BE A BIRD? IF YOU WERE, YOU COULD FLY HIGH IN THE SKY. YOU COULD TELL EVERYONE YOU ARE HAPPY BY SINGING.

I KNOW A SONG THAT TALKS ABOUT A PERSON WHO WISHED THEY COULD BE A BIRD UP IN A TREE, SO THAT THEY COULD SING A SONG FOR YOU AND ME. LISTEN WHILE I SING THE SONG. (TEACHER SINGS THE SONG.) LISTEN ONCE MORE AS I SING IT.

THIS TIME I'LL SING THE FIRST LINE. THEN I WANT YOU TO SING IT. CONTINUE WITH ALL THE LINES IN LIKE MANNER.

NOW LET'S TRY TO SING THE WHOLE SONG TOGETHER. (TEACHER AND CHILD TOGETHER) REPEAT THREE OR FOUR TIMES.

MATERIALS: GINGLEND, DAVID AND STILES, WINIFRED. MUSIC ACTIVITIES FOR RETARDED CHILDREN. NEW YORK: ABINGDON PRESS.

PICTURES OF BIRDS IN THE TREES

PICTURES OF ZOO ANIMALS: LION, ELEPHANT, BEAR, GIRAFFE AND HIPPOPOTAMUS

I WISH I WERE

I WISH I WAS A BIRD UP IN A TREE.
I WISH I WAS A BIRD UP IN A TREE.
IF I WERE A BIRD UP IN A TREE,
I'D SING A SONG FOR YOU AND ME,
I WISH I WAS A BIRD UP IN A TREE.