2.1 Images of God

This unit introduces and explores a variety of biblical images of God that tell something of what God is like. The unit also introduces and explores the Genesis account of human beings made in the image of God. The final section focuses on prayer as a means of nourishing the Spirit of God in our lives. It reflects on the ‘Our Father’.

Outcomes

Students will be able to:

S1.2 demonstrate growing familiarity with Scripture stories

S1.5.1 recognise that God is present in their lives, the lives of other people, the Church and the whole of creation

S1.9 recognise that they are made in God’s image

S1.10.2 demonstrate familiarity with some formal prayers

|  |  |
| --- | --- |
| Scripture | Doctrine |
| **Students are introduced to doctrine through Scripture and the living Tradition of the Church.** |
| Ezekiel 34:11-16 *God is like a:* *Shepherd*Jeremiah 18: 1-6 *… Potter*Isaiah 49:15 *… Mother* Genesis 1:26-27 *Made In God’s Image*Mark 4:2-9 *Parable of the Sower*  | * God is love
* The work of the Holy Spirit can be seen in people who live the Word of God
* In the ‘Our Father’, Jesus taught us how to pray
* Prayer is spending time with God
* I am unique and loved by God
* We are made in the image and likeness of God
 |

Spiritual Reflection for Teachers

In a parish there was a woman called Bev who was renowned for her way of relating to people. She was a woman who had special needs and also special gifts. Bev was particularly demonstrative in her affection and she would often approach the parish priest and others with the words, “I love you”. One of Bev’s favourite parts of the Mass was the Sign of Peace. She would spend much time shaking hands and hugging fellow parishioners. At first people did not know how to receive this. They felt a little uncomfortable. Over time this began to change. The people in the parish came to understand Bev and see who she really was. They valued the joy and enthusiasm that she exuded. Something began to happen to them as well – Bev helped them see something they were not aware of. Feelings of discomfort were replaced with feelings of great affection.

Bev reflected for this community the face of God - all loving, totally accepting and joy-filled. She reflected a God who wants to be in relationship with us and is able to embrace our frailties. A God who is not concerned with the superficial but wants to help us discover our authentic self. Though Bev has died she is not forgotten. She is greatly missed.

*Who in your life reflects the face of God?*

*What holds you back from recognizing the face of God in others?*

*Is there an event in your life where you felt a sense of God’s presence?*

Catechism of the Catholic Church

**Excerpts from the Catechism of the Catholic Church are included below as information for teachers. They present the Church’s teachings contained in the unit.**

**40** Since our knowledge of God is limited, our language about him is equally so. We can name God only by taking creatures as our starting point, and in accordance with our limited human ways of knowing and thinking.

**41** All creatures bear a certain resemblance to God, most especially man, created in the image and likeness of God. The manifold perfections of creatures – their truth, their goodness, their beauty – all reflect the infinite perfection of God. Consequently we can name God by taking his creatures’ perfections as our starting point, “for from the greatness and beauty of created things comes a corresponding perception of their Creator.”

**369** Man and woman have been *created,* which is to say, *willed* by God: on the one hand, in perfect equality as human persons; on the other, in their respective beings as man and woman. “Being man” or “being woman” is a reality which is good and willed by God: man and woman possess an inalienable dignity which comes to them immediately from God their Creator. Man and woman are both with one and the same dignity “in the image of God.” In their “being-man” and “being- woman,” they reflect the Creator’s wisdom and goodness.

**370** In no way is God in man’s image. He is neither man nor woman. God is pure spirit in which there is no place for the difference between the sexes. But the respective “perfections” of man and woman reflect something of the infinite perfection of God: those of a mother and those of a father and husband.

**381** Man is predestined to reproduce the image of God’s Son made man, the “image of the invisible God” (Colossians 1:15), so that Christ shall be the first-born of a multitude of brothers and sisters (cf Ephesians 1:3-6; Romans 8:29).

**2799** The Lord’s Prayer brings us into communion with the Father and with his Son, Jesus Christ. At the same time it reveals us to ourselves.

**2801** When we say “Our” Father, we are invoking the new covenant in Jesus Christ, communion with the Holy Trinity, and the divine love which spreads through the Church to encompass the world.

Scripture: Background Information

 **God is like…**

**Ezekiel 34:11-16 a Shepherd**

The prophet Ezekiel is speaking from Babylon. He is in exile with the Jewish people in the 6th century BC. They are exiled far from their homeland. Ezekiel describes God as a very loving and caring shepherd – who watches, protects and feeds the sheep. God looks for the lost, the wounded and the weak. This is how God cares for us. We too should follow God’s example and do the same in our classrooms and families. The image in Ezekiel depicts God rescuing the sheep/the people from all their suffering in exile. The image of the caring shepherd is a very common biblical image of God. It reminds us of Psalm 23 – “the Lord is my shepherd there is nothing I shall want”.

**Jeremiah 18:1-6 the Potter**

Jeremiah is writing at the same time as Ezekiel, or perhaps a little earlier. It is just before the Exile. He watches the potter making jugs, bowls, cups from clay. The potter handles them very carefully to make them beautiful but sometimes the pottery shape comes out wrong and so the potter must remake it as potters do. He remoulds it. We are like the potter’s clay in God’s hands. Beautifully made but sometimes remade as only God can. The image, of course, reminds us of Genesis 2 where God moulds a human being from the clay of the earth (Genesis 2:7). This is a common but profound image of God the creator.

**Isaiah 49:15 a Mother**

The prophet who wrote in this second part of Isaiah is also in exile with the Jewish people, like Ezekiel was. This prophet has more hope because the people have been allowed to return home. The image of God in Second Isaiah is one of a comforting, consoling God who protects and supports us with deep compassion. In this text God is described as a mother. In fact even more loving than a mother. “If a mother could ever forget her child” – an impossible thought – but if this was possible God would never forget. God will never forget us.

**In the Image of God**

**Genesis 1:26-27 Made In God’s Image**

These verses are at the end of the first account of creation. Chapter one of Genesis was written during the Babylonian exile in the 6th century BC. It was written by the priestly scholars who were in exile with the Jewish people in Babylon. The priestly editors of this text assure us that humanity is created in the image and likeness of God – both male and female. Other creation stories of the period do not present such a unique theological understanding of their gods and humans. Humankind is seen here as the representative of God in creation, with responsibility like God to care for the created world. The human person is thus an icon of God. Our ability to love, forgive and be creative is a reflection of God. Being created in the image of God is a privilege and provides us with important work – to respect all created beings and all of creation.

**Time with God**

**Mark 4:2-9 Parable of the Sower**

This familiar parable follows the pattern of good storytelling - it has repetition and so is easy to remember. It is concise and has contrasting conditions throughout and at the end with “thirty, sixty and even hundredfold” (verse 9) has good production rates. The parable is mainly about the seeds and even the soil more than about the sower. The seeds are us, the soil the community we live in and the sower can represent God. God is a lavish sower but a “freedom” sower. The sower does not try to control the seeds or the soil. The fate of the seeds is different in the different environments presented - the path, the rocky ground, amongst the thorns and the good soil. The good soil “produced crop – thirty, sixty, even an hundred fold”. And even thirty percent is a good yield in good soil. We do not all have to yield a hundred fold. This is a very comforting thought.

Suggested Assessment

**Suggestions for determining students’ development towards the achievement of the outcomes are included below:**

**S1.2 demonstrate growing familiarity with Scripture stories**

The students typically might:

* listen to and talk about the story
* recount/recall/retell parts of the story
* respond to the story: oral or written, art, movement, wondering etc
* identify and describe a scriptural image of God

**S1.5.1 recognise that God is present in their lives, the lives of other people, the Church and the whole of creation**

The students typically might:

* identify times when they feel the presence of God in their lives
* list people who reflect God’s goodness
* identify ways that they can reflect God’s goodness to the world

**S1.9 recognise that they are made in God’s image**

The students typically might:

* recount Genesis 1:26-27
* identify ways that we can reflect God’s goodness to others

**S1.10.2 demonstrate familiarity with some formal prayers**

The students typically might:

* pray the ‘Our Father’ and identify it as the prayer that Jesus taught us

Resources

***To Know Worship and Love* – Book 2, Ch 1, Parts 1 and 2, Ch 14 and Ch 17, (2005), James Goold House Publications, Melbourne, Victoria**

***To Know Worship and Love -* Big Book, *Parables Jesus Told –* ‘The Sower and the Seed’**

**Teacher Resources**

Bretherton B, (1997), *You And Me God,* Social Science Press, PO Box 89, Wentworth Falls, NSW, Australia

Bretherton B, (1999), *Prayers At Your Fingertips,* Social Science Press, PO Box 624, Katoomba, NSW, Australia

Cooney J and Burton K, (1986), *Photolanguage Australia: Human Values,* Catholic Education Office, Sydney

Macdonald Anthony Sr, (2004), *To God On A Magic Carpet,* Spectrum Publications, PO Box 75, Richmond Vic, Australia

 Wintour R, (2000), *Just Imagine – Creative Ways of Presenting Scripture,* Mountjoy Enterprises, Brisbane, Australia

**Children’s Literature**

Girzone J, (1996), *What is God?* Doubleday, USA

**Music**

Brown M, (1994), ‘God Is’*,* *God Is*, Emmaus Productions, PO Box 54, Thornleigh, NSW Australia

Chan K, (1987), ‘The Sower*’, As One Voice for Kids - Children’s Edition*, Willow Connection Pty Ltd and Openbook Publishers, Australia

Landry C & Kinghorn C J, (1973), ‘What Makes Love Grow’*,* *Hi God*

Landry C & Kinghorn C J, (1973), ‘All Your Gifts of Life’*, Hi God 2*

Walker C, (1992), ‘Like A Child Rests’, *As One Voice*, Willow Connection Pty Ltd, Dee Why, NSW, Australia

Russell M, (1994) ‘Different Gifts’, *As One Voice for Kids - Children’s Edition*, Willow Connection Pty Ltd and Openbook Publishers, Australia

Mead Sr J, ‘Our Father’*, Super Hits of the 70s: Have a Nice Day, Vol 12* or *Spinning Around: 50 Years of Festival Records*

**NOTE: See** [**RE Online**](http://www.ceo.syd.catholic.edu.au/portal/site/re/?epi_menuItemID=8e598d1f3784c2f5414de233404101ca&epi_menuID=4f4e0a6b567a05c5414de233404101ca&epi_baseMenuID=de1e8e5b7f37c3c5414de233404101ca) **for additional resources for this unit.**

Unit Content A: God is Like …

**The Bible contains images of God that help us to know and discover what God is like.**

Students will:

* listen and respond to different names and images of God in the Scriptures that tell us something of what God is like
* explore and present their own images of God

Background Information

Since the beginning of time people have always wrestled with the questions ‘What is God like?’ and ‘Who is God?’ Throughout history people have named and described God in a myriad of ways. However every name and description of God is always incomplete. Names and images certainly tell us something about God, but there is no one name or image that can possibly tell everything about God. God is always much more than any description, name or image.

The different metaphors used by people to name and describe God show how they have come to know God in their own lives and experience. For a person of faith, their image of God is vital in their efforts to develop in genuinely human ways. A person’s self image will also influence their ability to describe, name and know God. A person who feels that they are unloved and worthless may find it very difficult to accept or believe in a God who loves unconditionally, who protects and cares for all of creation.

The Bible gives witness to the human experience of divine revelation. It is the word of human beings about their experience of God. In it we find many names and images to describe what God is like. The Old Testament describes God as fire (Exodus 3:1-8), rain (Hosea 14:6), like a mother eagle (Deuteronomy 32:11), like a lion (Psalm 29), father (Deuteronomy 32:6, 18 & Psalm 103:13), a potter (Jeremiah 18:1-6), a shepherd (Psalm 23), a powerful warrior (Exodus 15:3) and as mother (Isaiah 49:15-16, 66:11 & Psalm 131:2). God is also described as being like water (Psalm 42:1-2) and light (Psalm 27:1). This list is not exhaustive, but representative of the human search for understanding the mystery of God.

Through this Unit Content students come to know more about God through the images of God presented. They will also see that people use different images to relate to the mystery of God. It is important that students begin to realise that coming to know God is lifelong. There is always more to discover about the mystery of God and our relationship with God.

Suggested teaching/learning strategies

**The following suggested activities are organised around the key elements of *Telling the Story, Wondering, Exploring and Prayer*. Teachers select, adapt or substitute activities, ensuring that each of the abovementioned elements is evident in the cycle of learning.**

* Give the children a piece of paper and invite them to draw/present their image of God. Focus the activity with a statement like: ‘I wonder what God looks like.’

**or** ‘Draw what you think God is like.’

**or**  ‘Draw who you think God is like.’

Invite the students to share their images and to say one or two sentences about their image. Students write their response to the phrase: God is like…

* Explain to the children that many stories in the Bible try to tell us something about what God is like. Invite the students to sit comfortably in a circle ready to listen. Using clay, the teacher moulds a small bowl whilst explaining that one of the images of God presented in the Bible is that of a potter. Use similar language and descriptions to KWL p5. Wonder with the children:

I wonder …

- how we could be like the clay

- how God could be like a potter

* Use KWL ch 1, Part 1 to explore other biblical images of God. Use 3D or 2D figures of a shepherd and sheep, image of father and mother and/or baby doll to engage with the text. The teacher describes each image using the concrete materials.
* Explore the ‘I wonder…’ statements from KWL p8 to engage the students in wondering about what and who God is like.
* Organise four groups – Shepherd, Potter, Father and Mother. Give children some choice in choosing which group to start working in. Each group is given materials to work with to explore the images of God as shepherd, potter, father, mother.

Shepherd – explore the words of the song ‘Like A Shepherd’ and devise actions and movements to accompany the words of the chorus

Potter – students given clay to create their own symbol of something beautiful created by God to further explore the image of God as a potter

Father – students role play different examples of how fathers nurture and show care for their children.

Mother – students given symbols related to a mother, baby doll, feeding objects for a baby, and students explore how a mother cares for her child. [Rotate groups]

* Teach students the song ‘God Is’by Monica Brown. This song is a reflection on the mystery of God.
* Use Joseph F Girzone’s book ‘What is God’ to contemplate and explore images of God and what God is like. Invite the children to select images that speak to them of God to create their own artworks for a class audiovisual sequence. Adding music and narration to the children’s artworks produce a class reflection to be shared with other children, parents and guests for a shared prayer experience.
* Using the refrain, ‘Like a child rests in its mother’s arms, so will I rest in you’ from Christopher Walker’s song ‘Like A Child Rests’. Wonder with the children: ‘I wonder how it would feel to rest in God’s arms.’
* Draw the Unit Content together by revisiting the children’s initial drawings and written responses about their images of God. Invite the students to create a class collage about what they think God is like now. Create a word bank which includes images and qualities of God that have been discovered by the students. Discuss why we need to use so many different images and descriptions to show us what God is like.
* Prayer Celebration: Create a sacred space using coloured cloth, children’s class collage of their images of God, candle, Bible. Sing a suitable song that explores the imagery of God, eg ‘God Is’by Monica Brown. Proclaim the image of God as a Shepherd, Ezekiel 34:11-16. During the prayer invite the children to close their eyes and reflect on their own image of God

**or**

Play quiet music and invite the children to be with their God during a meditation. Focus on biblical images of God – God is like a shepherd, a potter, a mother, a father. During the meditation ask “Who is God like for you?” Use ‘Circle Prayer’ from KWL p9.

Unit Content B: In the Image of God

**Every person is made in the image of God and reflects God’s goodness to the world.**

Students will:

* learn about all people as unique and made in the image of God
* listen and respond to the story of human beings created in God’s image from Genesis 1:26-27
* explore ways we can reflect God’s goodness

Background Information

Among all God’s creation, human beings hold a most special place. Genesis 1:26-27 reveals to us that God created man and woman in God’s own image. As such, humanity shares in a unique way in the life and holiness of God. As icons of God, human beings are called to reflect God’s image and recognise God’s goodness in others.

The Genesis story reveals not only that we are a special part of creation, but also that we have a distinct role in creation. We are in relationship with all of creation and as such have a responsibility for it. Indeed, we experience the presence of God in our own lives through our relationship with all of creation.

The focus for this Unit Content is that all human beings are made in the image and likeness of God. It is important to explore this concept with students as it lays the foundations for future learning about the Church’s social teachings based on the dignity of the human person. At this stage, do not explore the moral and ethical implications of the Genesis story. It is more important that students be given ample opportunity to engage with wondering about their own goodness as being made in God’s image and the goodness of others.

Suggested teaching/learning strategies

**The following suggested activities are organised around the key elements of *Telling the Story, Wondering, Exploring and Prayer*. Teachers select, adapt or substitute activities, ensuring that each of the abovementioned elements is evident in the cycle of learning.**

* The teacher creates a special box with colourful wrapping and places a mirror inside, face up on the bottom. Teacher explains that the box contains a very special gift from God and invites each child to come up to the box, open the lid and look inside to see what the special gift is. Children are asked not to tell anyone what they see until everyone has had a look. The children see their own reflection. Wonder with the children: ‘I wonder what the special gift from God was in the box.’
* Tell the story of the creation of man and woman in God’s image (Genesis 1:26-27) in KWL ch 1, Part 2 (pp11-13) using 2D figures. See ‘Resource Sheet 1’ for script and RE Online for 2D masters.
* Choose from the following ‘I wonder’ statements, KWL p14, to engage children with the story. Acknowledge and value all responses.

I wonder …

- how people can be like God

- why God loves all people equally

- how we can all be made in God’s image.

* Using a globe or a map of the world teacher leads a discussion about how God intimately knows and loves every person in the world. Emphasise that despite the vastness of the world and the billions of people in it, God loves and knows everyone by name and each person is made in the image of God.

Invite the children to look at themselves in a mirror again and draw/paint a portrait of their own face onto paper. Create a class collage to be displayed with the words, ‘In God’s Image’.

Invite each child to name one quality that makes them special/unique. Perhaps use a sentence stem on a flash card to pass around the group to signal each person’s turn to speak, eg. “I’m special because…” , “I’m unique because…”

* Discuss with the children the importance of their name, parents chose it at their birth; it identifies them. Children write their name in big letters at the top of a piece of paper. Colour and decorate. Each page is passed around the class and each student writes a positive quality about that person. Display with class collage, ‘In God’s Image’.
* Use KWL ch 1, Part 2 to further engage with the story of being created in the image of God. Explore the remaining ‘I wonders’. Encourage listening to and valuing others’ responses.
* Create badges for the children to wear – Name of child with the words, ‘In God’s Image’. See ‘Resource Sheet 2’.
* Lead the children in a discussion about being made in the image of God. What might this mean? Children identify ways that they reflect God’s goodness to others and all of creation. Using the coloured box from the first activity, place in strips of paper with ways of reflecting God and being signs of God’s love in the world. Students draw out a strip of paper each day and the class focuses on doing that during the day.
* Select, in co-operation with the children, a broad range of photographs from different sources representing images of how people are like God. Laminate these images to produce a set in the style of ‘Photolanguage Australia’. Then ask the children to form groups of three. One child is referred to as the **storyteller**, the second as the **responder** and the third as the **listener**. Refer to this drama activity as ‘**1,2,3s’**. The storyteller chooses a photo of meaning for them, as a stimulus to tell their story to the responder about an image of how people can be like God. The responder can agree, comment, add to the story, empathise or share a similar experience. The teacher then calls on the listener in each group, one at a time, to report on what they heard by beginning with, ‘I learnt that’ . . . eg ‘I learnt that Mary thinks when a mother or grandparent hugs a child this is how people can be like God and John said that it’s the same for a father when he does it’.
* In the teaching/learning structure of *Moments and Movements in Life* – *Tiwi Children,* ask children to use the photos from the activity above to dramatise the human expressions, feelings and gestures in the images of how people are like God.
* Use for reflective prayer ‘Made In God’s Image’ from *Prayers At Your Fingertips,* p36.
* Prayer celebration: Proclaim Scripture: Genesis 1:26-27. Meditation reflecting on their own uniqueness, eg ‘Gifted for Others’in *You and Me God* by Barbara Ann Bretherton or following a format from *To God On A Magic Carpet* by Sr Anthony. Children could pray prayers of thanksgiving for their names, identity, special qualities, uniqueness and being made in God’s image. Before the prayer students could compose prayers asking God to help them be true reflections of God to others. Sing a suitable song about their giftedness, eg ‘Different Gifts’ by Maggie Russell, ‘All Your Gifts of Life’ by Carey Landry or ways to show God’s goodness to others, eg ‘What Makes Love Grow?’ by Carey Landry.

Unit Content C: Time with God

**Prayer helps God’s life to grow in us.**

Students will:

* listen and respond to the parable of The Sower (Mark 4:2-9) relating it to the word of God growing in our lives
* identify prayer as an important way of God’s life growing in us
* learn to pray the ‘Our Father’

Background Information

In the hundreds of years before the birth of Jesus, people named and described God in many different ways. These metaphors emerged out of the significant events, people and experiences of the people of God as they tried to express their understandings of God. God was presented as an almighty judge, fearful and distant from the people, a caring and patient potter, a loving parent, a protective shepherd or God was compared to fire, wind, or a mighty eagle. When God became human in Jesus Christ we were given the perfect expression of God. Through the life and teachings of Jesus, people began to gain a deeper understanding of who God was. Jesus directly called God, Father and Abba (like a daddy) to show his own relationship with God as God’s Son.

This relationship is best shown in the prayer that Jesus taught, the ‘Our Father’. With this prayer, Jesus was not only saying something significant about God but also about our need to spend time with God in prayer. Jesus was saying that God is near, concerned for us, loving us like a parent. The ‘Our Father’ shows us that we are related to Jesus and to each other as part of God’s family. Jesus’ father is our father and we are all brothers and sisters of Jesus and each other. Through the ‘Our Father’ Jesus invites us to reflect on our lives and our relationship with God. We are encouraged to spend time with God in prayer so that we can allow God’s Word to grow in our lives.

Jesus also told many stories about God and his parables help us understand more fully who God is. In the Parable of the Sower (Mk 4:2-9), God is shown to be a God who gives people the freedom to choose their own path, their own way in life. In this parable the seed that is scattered falls in four different areas – the path, rocky ground, amongst thorn bushes and good, rich soil. We can wonder about how the seed grows in these different environments. We can explore what happens to the seed as it falls on different soils and conditions. This parable helps us to understand how God’s Word can grow in our lives and how we can become more like God. It is important that the students at this level are given ample opportunity to explore this parable and wonder how the seed of God’s Word can grow in their own lives. Taking time to pray with God is one way that Jesus taught us to do this.

In Jesus’ life we find the perfect image of God. Jesus loved and cared for those most in need. He protected those who were victims of injustice and oppression of all kinds. He treated people with dignity and respect. Jesus was just and truthful. He loved unconditionally. He spent time praying to God, allowing God to speak to him. We are encouraged to do the same.

Suggested teaching/learning strategies

**The following suggested activities are organised around the key elements of *Telling the Story, Wondering, Exploring and Prayer*. Teachers select, adapt or substitute activities, ensuring that each of the abovementioned elements is evident in the cycle of learning.**

* As an introduction to the story of the Sower, review different images of God and explain to the children that Jesus also used other images of God when he told parables. Give some examples: vineyard owner, forgiving father, King.
* Tell the story of ‘The Parable of the Sower’, Mark 4:2-9, KWL ch 14, using 2D masters on RE Online and materials suggested in script, ‘Resource Sheet 3’.
* Engage with the story using the ‘I wonder’ statements from KWL p150.
* Retell the story of the Sower using one of the strategies in Rina Wintour ‘Just Imagine’ - a liquid picture, p48 or an echo mime, p61. The key phrases used in the liquid picture could be used to create a wall story which the students can illustrate.
* Sing song, ‘The Sower’ by Kathie Chan. Children could devise movements to accompany the parts of the story outlined in the song.
* Students choose a part of the story to illustrate or journal about.
* Use KWL ch 14 and KWL Big Book, *Parables Jesus Told,* ‘The Sower and the Seed’, to further engage with the story of the Sower and the Seed. Allow the children to use the concrete materials to retell the story individually or in small groups.
* Indicate that one of the best ways we can encourage God’s seed to grow in us is through prayer, spending time with God. Discuss prayer as a way of being with God. Remind the children that we are always in the presence of God and prayer is a special time when we become more aware of this.
* Explore ways of prayer, specifically the ‘Our Father’ using KWL ch 17, ‘Time With God’.
* Invite the children to reflect on their prayer life through the use of ‘I wonder’ from KWL p170, ‘Time With God’. After wondering, children could be encouraged to deepen their reflections through journaling and/or painting. Quiet, reflective music could be played during their reflective time.
* Utilise the watercolour painting technique demonstrated in *Inspiring Images – Part Three* ‘Watercolours’, p16 as a guided meditation. The children consider each part of the painting of the landscape as an opportunity to create their ‘special place’ where they ‘close out the world and pray to their Father in private’. They need to consider the time of day, weather, landscape, features of the scene and discuss the symbolic nature of these decisions. During the discussion ask the children to share and consider where this special place is: a favourite holiday destination with the family, a place to play with friends, a location for leisure time activity, a place of great beauty, wonder or awe.
* Pray the ‘Our Father’, KWL p171, Prayer section. Remind the children that this is the prayer that Jesus taught us. The image of God that Jesus presents is one of a parent to whom we can turn, ask for our needs and thank for all that we have.

The children could also sing a version of the ‘Our Father’, eg Sr Janet Mead’s folk version or the form of singing the ‘Our Father’ that the students would hear if they were at Mass. The students could learn to sing the ‘Our Father’ as a further reflection on the words and meaning of this prayer.

 **Resource Sheet 1**

**In the Beginning**

**KWL Chapter 1, Part 2, pp11-13**

**(Genesis 1:26-27)**

**You will need:**

* a long piece of paper to look like a parchment or scroll
* class Bible
* pictures of people from a variety of cultural and ethnic backgrounds, both male and female, young and old
* 2D masters on RE Online:
sun, moon, stars, trees, water, fish, animals, birds, mountains, fruits, a man, a woman, four other male and female figures

*Children are seated in a semi-circle ready to listen to the story. When the children are settled, go to the shelf and carry the materials as you would the Bible.*

*Hold the Bible open and show to the children as you say:*

**In the Bible, there is a story about people being made in God’s image. It is the story of how God made the whole world.**

*Place the Bible to one side and roll out the parchment in front of you and say:*

**It is a very old story. Long, long ago it was written on scrolls. The first three words of the story are, “In the beginning…” It was told to children by their parents and grandparents.**

*Place images of sun, moon, stars, trees, water, fish, animals, birds, mountains, fruits around the parchment as you say:*

**It tells us about the whole world being created out of nothing.**

*Pick up images of people and place in the centre of the parchment.*

**We read in the story that God said, “Let us make people in God’s own image”.**

*Add other people images to parchment as you say:*

**All people were made to love like God, to forgive like God and to be like God in goodness.**

**God then saw all that had been made and indeed, it was very, very good!**

*Engage with ‘I wonder’, KWL p14.*

*Carefully pack story materials into storage box and put on shelf. Ensure that children are watching so they know how to pack the materials away and where to find them.*

 **Resource Sheet 2**

 **Resource Sheet 3**

**The Parable of the Sower**

**KWL Chapter 14**

**(Mark 4:2-9)**

**YOU WILL NEED:**

* 2D masters on RE Online:

sower

3 birds

thorn bushes

trees

* felt road
* 3 rocks
* thin strip of brown felt: 2cm x 15cm (for good soil)

*Spread the road out in front of you. Place the sower on one side of the road.*

**One day Jesus told a story about a person who went out to throw some seeds on the ground**.

*Make the action of scattering with your hand.*

**Some of the seeds fell along the side of the road.**

*Place the birds on the other side of the road.*

**Birds came and ate the seeds up straight away**.

*Place the rocks further down the road to the side.*

**Some of the seeds fell on rocks.**

**As soon as they started to grow, the hot sun dried them up and they quickly died.**

*Place the thorn bushes further down the road to the side.*

**Some of the seeds fell into thorn bushes.**

**When those seeds started to grow, the thorn bushes strangled them so they couldn’t grow any fruit.**

*Place the strip of brown felt further down the road to the side.*

**But most of the seeds fell on good earth.**

*Place the trees on top of the brown felt.*

**The seeds in the good earth grew. They grew tall and strong with lots of fruit.**

*Engage with ‘I wonder’, KWL p150.*

*Carefully pack story materials into storage box and put on shelf. Ensure that children are watching so they know how to pack the materials away and where to find them.*