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JOURNEY

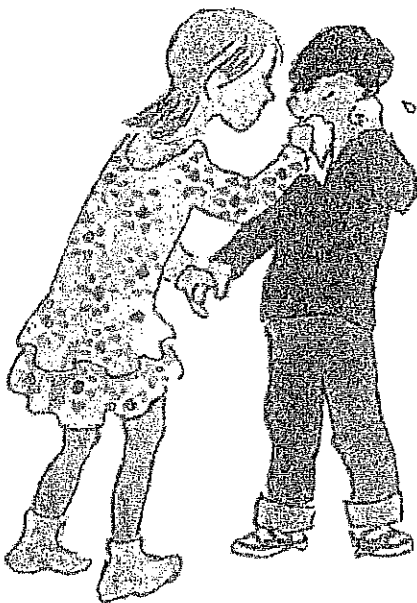
IN

LOVE

YEAR 3

YEAR THREE

How we live in love



PHYSICAL



- (1) Who takes care of me?
- (2) How do I look after myself?
e.g. safety, crossing the road,
healthy eating.
- (3) How am I changing?

LEARNING OBJECTIVES

Children know and understand the virtues essential to friendship, e.g. loyalty, responsibility... and experience the importance both of forgiving and being forgiven and of celebrating God's forgiveness.

ACTIVITIES

- List/discuss the various people who care for you at home, at school, in the Parish and in the community.

Home research: collect/design and draw pictures/photographs to illustrate above.

Share the different categories and aspects of caring by all those identified above.

- Focus on ways of growing healthily and keeping safe, e.g. eating healthily, regular exercise, (see science topic teeth and eating) rules of the road, school rules, positive relationships, community involvement.
- Look at photographs of yourselves taken over the years and note the changes in your growth and development.

SKILLS

*Listening
Observing
Relating
Speaking
Respecting
Reflecting
Praying
Understanding*



PAUSE and REFLECT

Think about all the people we have talked about in this lesson. All those whose photographs are displayed.

PRAYER

*Generous God,
bless and care for them.
Amen.*

S O C I A L

- (1) How do I keep myself safe?
- (2) How do I help others to make and keep friends?
- (3) How do I take care of others?

ACTIVITIES

- Discuss and expand on ways children can take care of their families and friends,
e.g. in school: looking out for new children; friendship stop, read poem 'The Loner' by Julie Holder,
e.g. at home: Younger brothers and sisters, cousins, role in the family.

- Look at ways of making and keeping a friend,
e.g. always being there for others, class friendships, circle time, playground games and friendships.
- Become more aware of others and their needs,
e.g. new children to the class and school, children sick or going through trauma. Being quick to forgive and forget upsets.

THE LONER

He leans against the playground wall,
Smacks his hands against the bricks
And other boredom-beating tricks,
Traces patterns with his feet,
Scuffs to make the tarmac squeak,
Back against the wall he stays
And never plays.

The playground's quick with life,
The beat is strong. Though sharp as a knife
Strife doesn't last long.
There is shouting, laughter, song,
And a place at the wall
For who won't belong.

We pass him running, skipping, walking,
In slow huddled groups, low talking.
Each in our familiar clique
We pass him by and never speak,
His loneliness is his shell and shield
And neither he nor we will yield.

He wasn't there at the wall today,
Someone said he'd moved away
To another school and place
And on the wall where he used to lean

Someone had chalked
'Watch this space.'

Julie Holder

PAUSE and REFLECT

We raise up to the Lord all those we have mentioned in this lesson.

PRAYER

Bless our friends and help me to be a better friend.

Amen.

EMOTIONAL



- (1) How do you feel when a friend is not there for you?
- (2) How do your friends feel when you are not there for them?
- (3) How can you be a more supportive friend?

ACTIVITIES

- Read a story highlighting how a friend feels when they are not helped,
e.g. 'Dogger' by Shirley Hughes.
Reflect on how it feels to be let down by a friend.
- How does your friend feel when let down by you.
Share what we mean by a supportive friend: loyalty, trust,

listening, understanding, forgiving, reliability.

- Compose a friendship promise of supportiveness.
Illustrate and share with your friend.
Introduce: Friend of the Day, Friend of the Week.

PAUSE and REFLECT

Children share their friendship promises.

PRAYER

Forgive us, Lord, for the times we have not been a true friend.

Amen.



INTELLECTUAL

- (1) Can you recognise the difference between being alone and being lonely?
- (2) To recognise the need for personal privacy, e.g. personal space.

ACTIVITIES

■ Discuss the difference between being alone and being lonely. Use relevant photographs/press cuttings/poems and music to illustrate how some people are alone and happy and others although surrounded by people are very lonely. Explore together reasons why this can be.

■ Consider the meaning of 'personal space'.

Reflect on its importance in our lives to: calm ourselves down when we get angry, think and see a better way of acting and behaving, praying, researching and so on.

PAUSE and REFLECT

Gather in a friendship circle and encourage children to sit beside someone they seldom choose to be with.

Share a sign of peace and friendship.

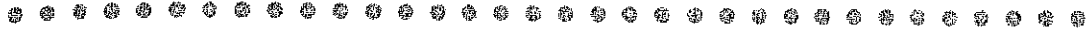


PRAYER

Thank you God for _____
(name the person beside me) and
bless our time together in school.
Amen.



SPIRITUAL



- (1) Read or sing the story of Zacchaeus who was an outcast.
Jesus accepted him as a friend, welcomed and forgave him.
- (2) How can I forgive and include others as Jesus did?
- (3) Write on a card what you like about your friend and share.
Take the card home and keep in a special place.



PAUSE and REFLECT

Sign of peace and friendship.

PRAYER

Pray together (in song with actions if preferred) the 'Our Father'.

