**Children’s Class Book 3A**

**Theme:** Maintaining a Prayerful Attitude

**PRELESSON:** God and our soul

**(NOT FROM RUHI GRADE 2 Book)**

**4-4:10 Opening Prayers:**

We always start our class with prayers because it is important to make mention of God and to ask for His help and guidance. I will start with a prayer learned by heart, and then we will have 2 prayer sharers for each week.

Say prayer by memory

Two children offer prayers by memory

I will ask two children at the end of class to be the prayer sharers for next week, so you will have a week to get ready and prepare the prayer that you want to share. Everyone will get a chance to do this, you just need to be patient!

**Attention signs (3)- Waterfall- shhhh….. or When I say\_\_\_ you say\_\_\_\_\_**

**Hand in air is another signal**

**4:10-4:30** **Creating Guidelines for the class**

**(you can shorten the creation of guidelines into something simpler if you want- but just make sure that the children have a say in creating them, rather than having them posted and done when they walk in)**

Since we are going to be meeting almost every Tuesday for the entire school year, we need to create some guidelines for our time together and I would like your help to create them. So, I want to know **what do we all need to do to make this the best children’s class ever? One where together we ALL learn, teach and feel safe? To create the best children’s class ever, we would…** (write suggestions on separate sticky notes) *\*\*STICKY NOTES- large, write with permanent marker so can be seen*

*Be kind, respect each other, listen to each other, play more games, etc.*

(*if inappropriate suggestion- CONNECT before correct-* wouldn’t that be fun! However, we do have certain material we need to cover - *and then move on*) While we do have to follow the rules, I hear that it is important to have more playtime.

(If someone is calling someone out by name or attacking- Class, we want to be respectful, and so if there are problems, we are going to be able to address it, but we want it to be done in a respectful way and be **respectful for everyone. So you are saying that you want the class to be more quiet and peaceful?)**

**Let’s take a look and see if we can group these.** HAVE STUDENTS GIVE INPUT- **Do you see anything up here that seems to go together?** *(put them side by side)*

*Finish all and then say,* **Let’s think of a name or title that goes with each of these groups!**

*Have fun, be respectful, make new friends, take care of our environment, help each other learn, etc.*

**So let’s take \_\_\_\_\_ group. In order to have a great children’s class we would…do what?- what captures all of these thoughts from this group?**

*Write in we would… spot on new template.*

*We would work together.*

**We say this…**

**What kind of things would we say to each other if we are going (to work together)?**

*Specific sentences :*

*I appreciate…*

*I like how…*

*How can I help you….*

*How does that work for you?...*

*I hear you.*

*Are you open to hearing another point of view*

**What are the things we will do?**

**We do this…**

*Take turns speaking*

*Smile*

*Waiting for someone to finish*

*Practice patience*

*Eye to eye*

*Listening*

*Speak respectfully*

*Asking for clarification*

**Our guideline: We will \_\_\_\_ because \_\_\_\_\_\_.**

*We will help each other learn because we care about each other and the future of our community.*

In small groups you would brainstorm- each group taking one guideline to work on- taking all of the sticky notes from that category, markers and a blank prepared template sheet. (Give approx 10 minutes or so for them to discuss and fill in- depending on the age.)

*This activity can be done over more than one class, and you are aiming for between 4-6 guidelines. So once you are done with the initial process, you check for buy-in with each guideline. Let’s do that with the guideline we just created.*

**Does anyone have questions about this guideline? Show me with a thumbs up if you can live with this guideline.**

--

If someone has a concern about a guideline, you can ask- **“How would we need to change this so that you and the others could agree with it?”**

*As a teacher, you are a member of your classroom community and if there is a guideline that you can’t live with, you can respectfully offer one that you can agree with.*

*When a change is offered, you check with the class again to make sure that everyone can live with it. May need to re-write the guideline- ex. from no memorization to keep memorization interesting and engaging. This is repeated for each chart.*

If change offered- **Is everyone okay with that change to the guideline?**

Operating by consensus

If really a stalemate- can say,

**Are you willing to have the class go forward with this for a couple of weeks and then we can check in on how it is going?**

Then, when all sheets are completed, you invite each student to sign each sheet as an acknowledgement of their agreement.

--

Then, later on when it seems appropriate, you can ask the class- **How are we doing on our guideline of…. I notice today this was really happening and wasn’t it great?!**

OR **Thumbs up, down, sideways, how are we doing on our guideline of \_\_\_\_? What is one thing you can do right now to make a positive difference?** Can also do this quietly with an individual.

*It is the teacher’s job to invite students to self-reflect and self-correct over and over again, until through experiential practice they being to understand and feel what a smoothly functioning classroom is like*

**With very young kids- can have three basic guidelines**

**Safe, kind, gentle**

**What does it mean to be…**

*Pictures of what it looks like*

*No running- what DO you want? Put them in the positive*

**4:30-4:40 Memorizing Quotations:**

We will be working on this prayer today and then for 3 more classes, before we introduce a new prayer. Please do your best to practice this prayer and learn it by heart over the next few weeks. What would help you with this?

**“O Lord! I am a child; enable me to grow beneath the shadow of Thy loving-kindness. I am a tender plant; cause me to be nurtured through the outpourings of the clouds of Thy bounty. I am a sapling of the garden of love; make me into a fruitful tree. Thou art the Mighty and the Powerful, and Thou art the All-Loving, the All-Knowing, the All-Seeing.”**

O Lord! – Who are we talking to? What is God? (show God is… poster drawn from the Bahai Writings)

Show picture of tender plant- to nurture means to feed and protect

**We are tender plants- our soul- great potential-what does it need?:**

Sun- warmth of God’s love and light- His teachings- lighten our way, give us energy we need to grow spiritually

Water- His Words are like the water of life to our soul

Prayer- which we will talk about next time, is like food for our soul and also helps us grow

Protect- laws of God do this- we will talk about that more in future lessons too

**If we are a sapling in the garden of love, how do we become a fruitful tree- what are those fruits that our lives can give?**

**Sing prayer together**

**4:40-4:45 Songs: God is One**

Discuss meaning of God is one, man is one, and all the religions are one by asking them what they think this means. Then sing God is One

**4:45-4:55 Story: God is… by Bambi Betts**

As your first drawing entry, you will get the chance to do a God is… drawing. We will be decorating our covers too, so you might choose to do that at home this week and bring it back to share.

**4:55-5:15 Drama:** This year in children’s classes we will be using the dramatic arts. How many of you have experience doing drama? Wonderful! For the first few lessons, we will just be developing some of the basic skills and abilities for doing dramatic performance. To be able to gain the discipline, but also freedom of movement needed for creative drama, you need to learn to control your actions in a defined space. So, we are going to do some activities to help us with that. GO OUTSIDE- get into square spaces- about 4 feet x 4 feet- should have freedom to move hands without touching anyone.

**Attention signs (3)- Waterfall- shhhh….. or When I say\_\_\_ you say\_\_\_\_\_**

**Hand in air is another signal**

1. Imagine that you are standing in a corner of a square measuring about 4 feet by 4 feet. Draw with your eyes the boundaries of your imaginary squares. Now I want you to walk along the border of your imaginary square. (I know it is tight out here- does everyone have a space big enough to do this?)

2. Now imagine that there is a rope about 2 feet above the ground, stretching across the middle of each of your squares. Do you see the pretend rope in your mind’s eye? Now I am going to ask you to do some things, but you need to stay within your imaginary square and really control your body. Ready? Okay- now I want you to jump over it….crawl under it….walk along it….hop along it….and go around it **without leaving your square**

3. Now, still staying in your imaginary square, we are going to pretend to be some things. Ready?

- a grasshopper jumping (walk around and encourage- point out characteristics being dramatized, facial expressions, etc.)

-a butterfly fluttering

-a rabbit hopping

-a cat walking

-a bird gliding (stay in your square!)

-a horse galloping

-a frog lurching

-a duck waddling

4. Since we are also going to need to learn to cooperate and work together, you are going to divide into pairs to do the last drama activity for today. You will find your partner by making the sound and movement that goes with what you draw out from the hat- (duck, chicken, etc.- two of each); we will wait to find our pairs until everyone has gotten a slip.

Find pairs

Now, you are going to pretend you are carrying a very, very heavy chair together. You are not going to move far- just a few paces. Think about how it would look, and feel to carry something extremely heavy.

Now, pretend you are digging a well- making a big whole in the ground to tap into the water way under the surface. What would it look like? How would you be working together?

Now you are going to imagine that your father has invited a guest over, but the guest has arrived early before he is back from work. One of you will be the guest, and the other one in your pair will be the person who invites the guest in, and offers him something to drink while they wait for your Dad.

**How was that?**

**5:15-5:30 Drawing:** Do collage to decorate cover of drawing notebook.

**Materials:** Blank white books, with plastic covers, glue, scissors, already-cut-out magazine pictures, name of each child in sticker letters for their cover

**5:30 Closing Prayer: Blessed is the Spot**