

## KINDERGARTEN THROUGH GRADE TWO

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# **KINDERGARTEN THROUGH GRADE TWO**

## **Credal/Belief**

### **GENERAL RELIGION THEME:**

**God is Creator of All Things**

### **RELIGION OBJECTIVES**

God reveals His love through creation.

God the Father is the Creator of all things, and all things were created good.

### **SUGGESTED RESPECT LIFE LESSONS**

God Created Everything

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God Cares for His Creation

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## God Created Everything

**Objectives:** The students will be able to:

1. Demonstrate an understanding of the difference of making and creating...by explaining to the teacher in their own words.
2. Demonstrate an understanding of God's power...by coming up with a list of things that God can do that we cannot.

**Materials:** Play-dough, Bible, flashlight

**Media:** None

**Catechism:** 287, 296-298, 318

**Opening Prayer:** Our Father, Hail Mary, or Glory Be

**Bible Verse:** The first day of Creation from Genesis 1:1-5

**Discussion:** **Genesis 1:1-5 aloud to the children.**

“In the beginning, God created the heavens and the earth. The earth didn’t have any shape. And it was empty. Darkness was over the surface of the ocean. At that time, the ocean covered the earth. The Spirit of God was hovering over the waters.

God said, “Let there be light.” And there was light. God saw that the light was good. He separated the light from the darkness. God called the light “day.” He called the darkness “night.” There was evening, and there was morning. It was day one.”

- *In the beginning –*

In the beginning of what? (allow for responses) The beginning of the world.

- *God –*

God was in the beginning of the world

- *created –*

In the dictionary, "create" means, “to bring somebody or something into existence”. In the dictionary, "make" means, “to assemble something from parts”. Many people say that God made the world. No He didn’t!! He **created** the world! That means that God created something with nothing! He didn’t have parts laying around and decided to make the world. No! He didn’t have anything, but He created! Just think how awesome that really is!

- *the heavens and the earth –*

What was there before God created the heavens and the earth? (allow for responses) Nothing, absolutely nothing. How did God create the heavens and the earth? (allow for responses, if any) I really don’t have the answer, other than God is God, and His power is beyond our comprehension.

- *The earth didn't have any shape –*

What? The earth didn't have any shape? So what was it? (allow for responses...encourage thinking outside of the box...there is not a right answer...but try to get them to think deeper)

- *and it was empty –*

So, the earth had no shape and it was empty, huh? That's really hard to think about, isn't it? An earth that is empty. I guess it had to start somewhere.

- *Darkness was over the surface of the ocean. At that time, the ocean covered the earth.*

So, the earth had no shape. It was empty; it was dark, and the ocean covered the earth. Wow! What a sight! Well, not really a sight, because you can't see anything since there was only darkness. So, at this point, there is only water in the earth? Strange!

- *The Spirit of God was hovering over the waters.*

Wow! The Spirit of God hovered over the waters! What does it mean to hover? (allow for responses) It kind of means to glide over or fly over something. What would it be like if God hovered over us? (allow for responses) Would you do some of the things you do, or act the way you do if you saw God hovering over you? (allow for responses) God does sort of hover over us. He can see everything we do, even though we can't physically see Him.

- *God said, "Let there be light." And there was light.*

God only has to speak things into existence. If I said, "let there be light," nothing would happen. What power God has!

- *God saw that the light was good.*

God liked what He saw. God has an opinion of things, whether it's good or bad. Sometimes we think of God as something completely different from us. Well, He did make us in His image and so we do have some of the same characteristics as God.

- *He separated the light from the darkness.*

Separating light from dark! How? Who knows! That just shows the awesome power of God!

- *God called the light "day." He called the darkness "night."*

God gave things names. Later on, He let man name everything. But, before He made man, He named everything.

- *There was evening, and there was morning. It was day one.*

It only took God one day to create the heavens, the earth and light? Isn't that just amazing? All of that happened in only one day. This was the first day, ever! God made light on the first day...what would you have made?" (allow for responses)

"What did God create on the first day of creation? (allow for responses) Right, God created light. Without light, we wouldn't be able to see anything because it would be completely dark.

Turn out the lights. Discuss how hard it is to find your way in the darkness. (use a flashlight to continue to lesson and demonstrate how much we rely on the power of light to see)

- Ask the children:

- What would you do if there was no light anywhere on the earth?
- Where does light come from? (the sun, the moon)
- Who created the light? (God)

### **Activity 1: Bible Verse Memorization**

“In the beginning, God **created** the heavens and the earth.” Genesis 1:1

### **Activity 2:**

- Give each child a small amount of play-dough. Instruct them to **make** something out of the play-dough that looks like a living thing.
- After a few minutes of play, ask them to describe how they made their object and what they made.
- Next remove the play-dough and ask them to **create** the same play-dough object. Help them to see through discussion the difference between **creating and making**.

### **Closing Prayer:**

Jesus, Mary and Joseph, I love you very much. I beg you to spare the lives of the unborn children who are scheduled to be aborted today.

## **God Cares for His Creation**

**Objective:** The students will be able to:

Describe how God cares for his creation.

**Materials:** Paper cups, soil, seeds, water  
Bible

**Media:** None

**Catechism:** 319-321, 341-343

**Opening Prayer:** Our Father, Hail Mary, or Glory Be

**Bible Verse:** Psalm 139:13-16

How God cares for his creation, especially babies in the womb

Discuss meaning of this verse.

How has God formed and fashioned us?

(Answers may vary—recall the story of creation; consider that God places babies in the womb, and consider that God’s grace fashions us in his image every day as we grow in love and wisdom. Formed or fashioned means to create something, to mold it or make it, to care for it.)

### **Discussion:**

1. How does God take care of his creation?  
(Answers may vary—He gives us what we need to grow and to live)
2. What sorts of things do we need to live?  
(Food, shelter, love, etc.)
3. What do other creatures (like plants and animals) need to live?
4. What about babies in the womb?  
(Answer: Food from their mothers, time to grow, and love)
5. How are babies in the womb and plants alike?  
(Answer: They both need to be cared for by others to help them grow. Both seeds and babies in the womb start very small and do not look like what they will become.)

### **Activity:**

Have children plant grass seeds (or any fast growing plant seeds) in paper cups. Make a list with children of the sorts of things plants need to grow (water, sunlight, etc.).

Have children take home their cups and encourage them to take care of the plants by giving them the proper things they need to grow and remember that by taking care of their plants, they are helping God care for His creation.

**Closing Prayer:**

Dear God, thank You for giving us our daily bread. Thank You for giving us all the things we need to live. Thank You for our mothers who cared for us in the womb and our parents who care for us every day. Amen.

Huntsville

# **KINDERGARTEN THROUGH GRADE TWO**

## **Credal/Belief**

### **GENERAL RELIGION THEME:**

#### **Human Beings Are Made in the Image of God**

### **RELIGION OBJECTIVES**

Human persons are created in the image of God. Therefore, humans have dignity and must be respected by everyone.

Recognize that life is sacred because it comes from God.

God is our loving Father and that He always loves us.

Humans are the highest of all God's earthly creatures.

God's greatest gift to us is the gift of life - both natural life and supernatural life (sanctifying grace).

God created us, His children, body and soul. Our soul gives life to our body, and the soul thinks and chooses, i.e. intellect and will (makes decisions).

### **SUGGESTED RESPECT LIFE LESSONS**

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## **Our Lives Begin as Babies, Who Come From God**

**Objective:** The students will be able to:

Know where life begins and that God is the Creator of life.

**Materials:** Various fresh fruit  
Bible

**Media:** None

**Catechism:** 380-384

**Opening Prayer:** Our Father, Hail Mary, or Glory Be

**Bible Verse:** Jeremiah 1:5

God made me and knew me in my mother's womb.

Discuss meaning of this verse.

1. Where are you before you are born?
2. How can God know you before you are born?

**Discussion:**

1. What does womb mean?  
(Answer: the special place that God gives mothers to keep babies before they are born)
2. Remember in the prayer, the Hail Mary, when we say "blessed is the fruit of your womb"? Consider the meaning behind this: Who is the fruit of Mary's womb?  
(Answer: Jesus)
3. Who is the fruit of your mother's womb?  
(Answer: You)

**Activity:**

To give children an idea of the various sizes of babies in the womb, have an assortment of fresh fruits (grapes, plums, apples, watermelon) to represent different sizes of babies at different stages of development in the womb. Pass the fruit around for everyone to hold.

**Discussion:**

1. Using the fruit as a reference, explain to children that babies start out very small in a mother's womb (perhaps an apple seed would be a good starting object). Without being too scientifically specific (and as appropriate for the age), pick a piece of fruit in ascending order of size to talk about how a baby grows in a mother's womb.
2. Explain that once God places a baby in a mother's womb, the baby continues to grow until he or she is ready to be born. The last and largest fruit should be approximately 6-9 pounds (to represent a baby at birth).

**Closing Prayer:**

Dear God, thank You for placing me in my mother's womb. Thank You for giving me life and all the things I need to know, love, and serve You during my life. Amen.

## **Babies are Gifts from God**

**Objectives:** The students will be able to:

Know that babies are gifts from God.

**Materials:** Construction paper, scissors, paper, crayons, pencils, glue, etc.

**Media:** None

**Catechism:** 2215-2219, 2221-2229, 2373

**Opening Prayer:** Our Father, Hail Mary, or Glory Be

**Bible Verse:** James 1:17-18

Discuss the meaning of this verse.

1. What does the phrase “from above” mean?  
(Answer: from God who is the Father of heavenly lights)
2. What are some good gifts he gives us?  
(Answers may vary—our families are good gifts, babies are good gifts, etc.)

**Discussion:**

1. Who makes up a family? (Answer: parents, children, grandparents, babies)
2. How does each of these members of a family help the good of the whole family?  
(Answer: Parents teach and provide, children bring joy and help, grandparents care for us and teach us, babies bring joy and responsibility and love)
3. Humans are always created as good gifts because we are made in the image and likeness of God, who is perfect goodness. How are mothers special gifts to their families?
4. How do they take care of us? How did they care for us when we were in the womb? (Answer: they gave us food, time to grow, and love.) How are we gifts to our parents?

**Activity:**

Do some sort of project or make a card, maybe in coordination with Mother’s Day, Father’s Day, or Christmas for the children to give as gifts to their parents.

**Closing Prayer:**

Dear God, thank You for our families. Thank You for babies in the womb, our brothers and sisters, our parents, aunts and uncles, cousins and grandparents. Thank You for everyone who plays an important role in our lives and families. Thank You for showing yourself to us in so many different ways and faces. Amen

Huntsville

## **Babies Feel Emotions**

**Objectives:** The students will be able to:

1. Recognize that babies are alive and can experience things in the womb
2. Describe emotions felt by babies.

**Material:** Bible

**Media:** None

**Catechism:** 2258, 2270

**Opening Prayer:** Our Father, Hail Mary, or Glory Be

**Bible Verse:** Luke 1:39-45

**Discussion:**

1. What did the baby John have to be able to do? (sense the spirit of God in the baby Jesus inside of his mother)
2. Was John able to be happy? (Yes—babies can experience joy.)
3. What things bring you joy? (Have the children give examples.)
4. How would you feel if your dad brought a puppy home to you? (Equate this with John's experience.)
5. Has anyone's mother told him/her what he/she did in his/her mother's womb?

**Activity:**

Look at pictures of babies. Identify their emotions. (happy, sad, content, upset, tired, etc.)

**Closing Prayer:**

Jesus, Mary and Joseph, I love you very much. I beg you to spare the lives of the unborn children who are scheduled to be aborted today.

Huntsville

## **Our Bodies Are Important Places for Our Souls to Dwell No Matter What Size or Shape (Part 1)**

**Objective:** The students will be able to:

Recognize that all life, even the tiniest, is important.

**Materials:** Bible

**Media:** *Horton Hears A Who*, by Dr. Seuss (book or video)

**Catechism:** 363-364, 2319, 2323, 2330

**Opening Prayer:** Our Father, Hail Mary, or Glory Be

**Bible Verses:** Luke 18:15-18

**Reading:** Horton Hears a Who (or video)

**Discussion:**

1. Discuss how all human beings are important, even the smallest. (E.g., babies)
2. Are short kids less important than tall ones? (Size doesn't matter.)
3. All of us are precious.

**Activity:**

1. Line up students in order of height. Have the tallest person give a command (e.g.: jump). They can choose the command. Everyone obeys the command.
2. Have the smallest person give a different command (e.g.: wave their hands). Everyone follows the command.
3. Explain: They are all different heights but can do the same thing. It doesn't matter what size you are. You can all come up with good ideas.

**Closing Prayer:**

Jesus, Mary and Joseph, I love you very much. I beg you to spare the lives of the unborn children who are scheduled to be aborted today.

## **Our Bodies are Important Places for Our Souls to Dwell, No Matter What Size or Shape (Part 2)**

**Objective:** The students will be able to:

Know that our bodies are important places for our souls to dwell, no matter what size or shape

**Materials:** Paper, crayons, pencils  
Bible

**Media:** Book: *Horton Hears A Who*, by Dr. Seuss (book)

**Catechism:** 363-366

**Opening Prayer:** Our Father, Hail Mary, or Glory Be

**Bible Verses:** 1 Corinthians 3:16-17

Discuss the meaning of this verse.

1. How are our bodies temples?  
(Answer: Our souls and the Holy Spirit dwell in our bodies just as people dwell in a temple. A temple is a church or holy place.)
2. In what ways do we destroy our bodies?  
(Answer: We destroy our bodies by abusing them or by not using them according to God's commandments—hitting ourselves or others, or even eating too much.)
3. How can we use our bodies as holy places for God to dwell?

**Reading:** *Horton Hears A Who*

This book tells the story of Horton, the kindhearted elephant who rescues the citizens of Whoville.

**Discussion:**

All people, no matter what size or shape are people. All people are created to be temples of the Holy Spirit.

Even people who are very sick or very old are temples of the Holy Spirit, which means that God lives in them.

Even little babies who are no bigger than the size of the tip of your pencil are temples of the Holy Spirit. We should look for God in everyone no matter how big or small they are.

We should treat everyone like he/she has God inside him or her. We should never hurt or mistreat others because they are temples of God just like we are.

**Activity:**

Have children draw pictures of themselves—as temples of the Holy Spirit.

**Closing Prayer:**

Dear God, Thank You for our bodies. Thank You for living in us. Thank You for other people. Help us to remember that You are inside of everyone and help us treat everyone like temples of Your Holy Spirit. Amen.

Huntsville

## **All People, No Matter What Age, are Made in God's Image to Be Like Him**

**Objective:** The students will be able to:

Know that all people, no matter what age, are made in God's image to be like Him

**Materials:** Paper, crayons, and pencils  
Bible

**Media:** Family photographs brought by students

**Catechism:** 356-359

**Opening Prayer:** Our Father, Hail Mary, or Glory Be

**Bible Verse:** Genesis 1:27

God made us to be like him.

### **Discussion:**

1. Why would God create us to be like Him?
2. What is an image?  
(Answer: Something that is very much like another thing)
3. How are we images of God?
4. What is divine?  
(Answer: Supremely good, heavenly, and Godlike)
5. How do we reflect God in us?

### **Activity:**

1. Have children bring in three photographs of family members. Have children look at photographs of their family. Talk about the different family members depicted—brothers, sisters, mothers, fathers, grandparents, etc.  
  
So, who best reflects the image of God? (Answer: Everyone can be an image of God because God created everyone to be like Himself, no matter what age or what he/she looks like).  
  
Have children think of something good and God-like about every member pictured in their photographs.
2. Have children draw pictures of different people in their family at different ages. Under each person have the children write a word describing how that person can reflect God's divine image (innocent, good, joyful, merciful, powerful, wise, etc.).



**Closing Prayer:**

Dear God, thank You for all people. Thank You for babies in their mothers' wombs and little babies who show us how to be good and trust in You for all that we need. Thank You for children and teenagers who joyfully play, sing, and learn about the wonderful world You have given us. Thank You for our parents, grandparents, aunts, uncles, teachers, and all adults who teach us with the wisdom you have given them. Help us to be good images of You. Amen.

Huntsville

## **The Gift of Life is Given to Everyone at the Moment of Conception (Part 1)**

**Objective:** The students will be able to:

Know that the gift of life is given to everyone from the first moment they are created in the womb.

**Materials:** Paper, crayons, and pencils  
Bible

**Media:** None

**Catechism:** 2270, 2274

**Opening Prayer:** Our Father, Hail Mary, or Glory Be

**Bible Verse:** 1Corinthians 7:7

God gives everyone special gifts that we use to love and to serve Him with our bodies and souls.

### **Discussion:**

1. Ask children to think about the different sorts of gifts that he/she have received during their lives. What are some gifts that God gives us to love and serve Him with our bodies and souls?
2. What does gift mean? (Answer: something given to someone freely)
3. Ask each child to think of the most special gift he/she has ever received. Then, suggest that God has, in fact, given him/her the best gift: life!
4. When are we given this gift?  
Is it when God places us in our mother's womb?  
Is it when we are born?

God first gives us our gift of life when we are placed in our mother's womb. He continues to give us this gift everyday and with every breath we breathe and every beat of our heart. Life, the biggest and best gift of all, is like a big present that has lots of smaller parts.

One of the first and most important parts of the gift of life is the gift of our soul. From the very moment we are created in our mother's womb, we are given a soul. Even before we have a heartbeat, a brain, hands, feet, and everything else, we have a soul. It is through our soul that God continues to give us other spiritual gifts like: love, truthfulness, hope, faith, kindness, patience, etc.

**Activities:**

1. Have children think of different gifts that God gives them to do His will. Help them think of various talents and abilities that they can use to serve the Lord through their bodies.
2. Use a large piece of paper to trace the outline of a child to represent the class (or do one for a boy and one for a girl). Let the children color and decorate the tracings. Then, have them write different talents they may have or activities that they can do to serve the Lord. Have them write these ideas near or on the parts of the body that pertain to that particular idea. Ideas that pertain to just spiritual gifts can be written around the tracing.

**Discussion:**

2. Remind children that this gift of life is the most important gift we are given. We are given this gift from the first moment we are created in our mother's womb. It is this gift of life that allows us to enjoy all the other gifts we receive during our lifetime.
3. Suggest that children consider what the world would be like if they had not been born. If God gives everyone His own gift, then only that person can do the work God has for him/her. Even two people who have the same gift don't use them in the exact same way. Every person is precious and special from the moment he/she is created—even before birth!

**Closing Prayer:**

Dear God, thank You for giving me the gift of life. Help me to use all my gifts to love and serve You. Please give me gifts that help me become more like You. Help me to remember all the little babies in their mother's womb whom You have given the gift of life. Thank You for all life. Amen.

## **The Gift of Life is Given to Everyone at the Moment of Conception (Part 2)**

**Objective:** The student will be able to:

Know that life begins long before birth when you are formed inside your mother

**Material:** Bible

**Media:** None

**Catechism:** 2270, 2274

**Opening Prayer:** Our Father, Hail Mary, or Glory Be

**Bible Verse:** Jeremiah 1:5

**Discussion:**

1. When does life begin?  
(Answer: The first instant you were in the womb.)
2. Does God know you before you are born?  
(He knows everyone and everything.)
3. Do you have to be any certain size to be important?  
(No)
4. Is a baby more important than a grandparent?  
Is a parent more important than a child?  
(Answers: They are all equally important to God.)

**Activity:** Select pictures of things that you know are alive and describe what life looks like.

**Closing Prayer:**

Jesus, Mary and Joseph, I love you very much. I beg you to spare the lives of the unborn children who are scheduled to be aborted today.

Huntsville

## **God Blesses Children; Children Are Important**

**Objective:** The students will be able to:

1. God blesses children
2. Children are important
3. Adults could believe and trust in Jesus like children
4. Even adults can learn from children

**Materials:** Bible

**Media:** None

**Catechism:** 2214-2220, 2221-2231, 2373

**Opening Prayer:** Our Father, Hail Mary, or Glory Be

**Bible Verse:** Mark 10:13-16

**Discussion:**

1. Does Jesus think children are important?
2. What can adults learn from children? (Be specific about this passage—i.e., adults need to learn to trust in Jesus' word like a child does.)
3. Does God bless children?
4. Optional: Read Luke's version (Luke 18:15-17) because the word *infant* is used. What are the differences between infants and children? (God loves them both the same.)

**Bible Verse:** Matthew 18:1-5

**Discussion:**

1. What was Jesus saying in this passage? (Explanation: Children are used as an example because they are completely trusting and relying on their parents.) Adults need to be this way with Jesus.
2. What are some ways you need your mom and dad? Relate this to our needing Jesus.

**Closing Prayer:**

Jesus, Mary and Joseph, I love you very much. I beg you to spare the lives of the unborn children who are scheduled to be aborted today.

# **KINDERGARTEN THROUGH GRADE TWO**

## **Credal/Belief**

### **GENERAL RELIGION THEME:**

**Jesus and Mary**

### **RELIGION OBJECTIVES**

Recognize that Jesus is the Son of God who became man to teach us about God.

Recognize that God chose Mary to be the mother of His son, Jesus, and because of that we honor her.

Recognize that Mary said “Yes” to be the mother of Jesus.

### **SUGGESTED RESPECT LIFE LESSONS**

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## **Celebrate Life**

**Objective:** The students will be able to:

Express ways to celebrate a new life

**Materials:** Supplies to make presents for baby or one big present from the class; could bring a present from home or supplies for a small party

Bible

**Media:** None

**Catechism:** 2221-2231

**Opening Prayer:** Our Father, Hail Mary, or Glory Be

**Bible Verses:** Luke 2:6-7

**Discussion:**

1. Discuss all the things a new baby needs. Why do we come together to “shower” a baby with gifts before it is born?
2. Share the gifts presented for the baby in need and discuss how they will be used.
3. What is celebrated at a Birthday Party?
4. When is a Person’s First Birthday Party? Who is there? (Include God)

**Activity:**

Collect the gifts into one large basket if possible to donate them to Catholic Charities or pro-life Pregnancy Help Center.

**Closing Prayer:**

God, please deliver our gifts brought today to some baby and mother in need. Please bless them Lord and take care of them so that they may have a happy life.

Huntsville

## **Equate the Birth of Jesus with that of All Babies**

**Objective:** The students will be able to:

Retell the story of the birth of Jesus

**Materials:** Bible, Christmas cards

**Media:** None

**Catechism:** 525-526

**Opening Prayer:** Our Father, Hail Mary, or Glory Be

**Bible Verses:** Luke 2:1-20, Matthew 2:1-15

**Discussion:** Retell the story by using different Christmas cards depicting the nativity.

**Activity:** Ask the students to arrange the Christmas cards depicting the nativity in the correct order on a board or table. Compare the story of Jesus' birth to how it is similar to that of all babies. Where was Jesus before He was born? Where was he born and where are other babies born? Who were Jesus' special guests? Talk about special guests that come to celebrate a new baby's birth. What presents did Jesus get, and what presents do they get for Christmas?

**Closing Prayer:**

God, help us to be present with the baby Jesus newly born to Mary and Joseph many years ago that night in Bethlehem. Help us to imagine the smells, the sounds, and the feel of that night of his birth. Help us to always grow in deeper love for our Lord. Thank you God the Father for sending your son to us that night in Bethlehem. May we always give our hearts to him.

Huntsville



## **Motherhood is Saying Yes to Life**

**Objectives:** The students will be able to:

1. Describe the Annunciation as Mary saying “yes” to God (March 25)
2. Recall Mary the Mother of God as a special feast day (Jan 1)
3. Celebrate our Mothers, Mother’s Day (2<sup>nd</sup> Sunday of May)

**Materials:** Bible

**Media:** None

**Catechism:** 494-495

**Opening Prayer:** Our Father, Hail Mary, or Glory Be

**Bible Verse:** Luke 1: 26-38

**Discussion:**

1. What does God ask of Mary?
2. How does Mary say “yes” to God
3. Do you realize that your mother said “yes” to life when she became your mother? How will you say “yes” to your mother in return today?
4. Imagine you are resting in the divine arms of Jesus, like a little infant in his/her mother’s arms, and sleeping peacefully. Describe how this would feel.

**Bible Verse:** Isaiah 66:13 “As a mother comforts her child, so I will comfort you...”

**Discussion:**

1. Do you worry sometimes about things? Mary teaches us the lesson of peace of heart. If I am doing God’s will for me now, I am at peace because I can leave the big things up to God. How can you be a peacemaker?
2. How do we honor our mothers?

**Closing Prayer:**

Heavenly Father, hold me in Your arms and assure me that, in the safety of Your embrace, all will be well. Amen.

**Optional Assignment:** If possible, talk to your mother about the day you were born.

Williby

## **Each of Us is Important to Our Family**

**Objective:** The students will be able to:

1. List the blessings of being part of a family
2. Explain why it is important everyone plays a helpful role in a family
3. Understand how to respond when stressful times, occur within a family

**Materials:**

A variety of family photographs

**Media:** None

**Catechism:** 2214-2220, 2221-2231, 2373

**Opening Prayer:** Our Father, Hail Mary, or Glory Be

**Bible Verse:** Retell the story of the Prodigal Son, Luke: 15: 11-32

**Discussion:**

We are all very fortunate to belong to a family, no matter who is in it. Typically, we hear of a family made up of a father, mother and their children. But it makes no difference if your family is you and someone else, or you and a dozen other people, for each family is special. Each family, big or small, is a special unit filled with people who are close to one another, and who love one another, and who help one another.

Helping each other in a family is a very important responsibility and one that we can all share. To be part of the family, we must do part of the work. Every day there are jobs to be done so that our families run smoothly. These jobs let us take an active part in helping our family. What are some of the jobs you do to help your family? Would it be fair if only one person did all the work? Would you like to do all the work in your family? Of course not! It is important that we all share in the work that needs to be done, and that we do our work without complaining.

We have a great deal to be thankful for too. We can be thankful we have a family that loves us and wants to share in the work, for that's part of being a family. We can be thankful when other family members do simple things for us, or things that would be too hard for us to do. We can be thankful that we can be an active part of our family. By showing others we can work too, we can feel good about sharing family responsibilities. We can feel the love of our family, for we and our families are special.

**Questions:**

- 1) What tasks have you been asked to do at home which you think aren't too important? Why did you think they are not important?

- 2) How would you feel if your parents gave you a special chore to do that required you to be careful and very responsible?
- 3) Do you have some tasks that are more fun than work? What are they?
- 4) Do you ever spend your time doing things that might not seem too important to others, but are very important to you? What are they?
- 5) Do you know anyone whose work hours are different from your father's or mother's? Does the different time make his/her work any less important?
- 6) When was the last time you felt as though you were the only one who ever did any work? Why did you feel like that?
- 7) What thoughtful act could you do for someone in your family?
- 8) When have your mom and dad said something to you that sounded like "wait until your older, then you'll understand."? How did you feel?
- 9) How might we respond to people who get grouchy from time to time?
- 10) How might we respond to people who are different from us? Do differences mean much at all?
- 11) Were you ever thankful that somebody performed a special task for you, even though you didn't know it at the time? How many jobs, done by other people, affect you every day? Would it be a good idea to say "thank you" now and then?

**Activities:**

- 1) Ask each student to tell a little about his/her family.
- 2) Have students bring a picture of their families to class.
- 3) Bring a picture of your family and tell about each one.
- 4) Discuss Jesus' family.
- 5) Have students draw a member of their family.
- 6) Discuss family holiday traditions.
- 7) Display family pictures and drawings on a bulletin board.

**Closing Prayer:**

Dear God, thank You for the gift of family and friends. Inspire us to be patient and forgive those who offend or irritate us from time to time. Help us always to love them as you love us in spite of our own sinfulness.

## **KINDERGARTEN THROUGH GRADE TWO**

### **Sacramental/Worship/Prayer**

#### **GENERAL RELIGION THEME:**

**Prayer**

#### **RELIGION OBJECTIVES**

Prayer is conversation with God by which we talk and listen to God.

#### **SUGGESTED RESPECT LIFE LESSONS**

Prayer is the Foundation of All Pro-Life Activities

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## **Prayer is the Foundation of All Pro-Life Activities**

**Objectives:** The students will be able to:

Defend that prayer can help others.

**Materials:** Bible

**Media:** None

**Catechism:** 2629, 2633, 2645

**Opening Prayer:** Our Father, Hail Mary, or Glory Be

**Bible Verse:** Luke 11: 5-9

**Discussion:**

1. According to Jesus' parable on prayer, what will happen to those who ask?
2. How does persistence in prayer make a difference?
3. What are prayers of petition? Who can we pray for? (the unborn, the elderly, the sick, pregnant mothers)
4. Jesus words in the gospels tell us that prayer is cooperation with God's plan. Prayer will help us to know God's will and to do it. There is a sort of prayer that continues throughout the day in which you talk to God and share with Him your thoughts and activities, projects and accomplishments, desires and intentions. The soul that loves Jesus, not only thinks of Him, but keeps a continuous conversation with Him and tries to please Him in your daily activities. How can the things you do each day become a prayer to Jesus?

**Activity:**

1. Write a petition that prays for the life of another person that you can share with everyone.
2. Write other prayers of petition.

**Closing Prayer:**

Jesus, Mary and Joseph, I love you very much. I beg you to spare the lives of the unborn children who are scheduled to be aborted today.

Williby

## **KINDERGARTEN THROUGH GRADE TWO**

### **Christian Living/Morality**

#### **GENERAL RELIGION THEME:**

**Love of God**

#### **RELIGION OBJECTIVES**

We are to love God above all things, and love our neighbor as ourselves.

God reveals how to live human life correctly through the Ten Commandments.

#### **SUGGESTED RESPECT LIFE LESSONS**

God Created Us to Do Good Works

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## **God Created Us to Do Good Works**

**Objective:** The students will be able to:

Learn that God created us to do good works.

**Materials:** Paper, crayons, scissors, glue, and pencils  
Bible

**Media:** None

**Catechism:** 2427-2428

**Opening Prayer:** Our Father, Hail Mary, or Glory Be

**Bible Verse:** Ephesians. 2:10

1. What sort of good works can we do to serve God?
2. What sort of good works can we do to serve each other?
3. How can we show Jesus to others by the things we do?

### **Discussion:**

1. How can we serve God with our bodies? (e.g., do good works to help people in need)
2. Name some ways that we can offend God with our bodies. (e.g., hitting people)
3. How do mothers serve their children and God with their bodies? (e.g., taking care of their babies—feeding them, hugging them, etc.)
4. What about mothers who have babies in their wombs?
5. Do we serve God even when we do things that are difficult?

### **Activity:**

Explain to children that God creates us to use our bodies as special tools to do good works. We are supposed to serve God and each other with our bodies.

Mothers use their bodies to serve God by carrying babies until they are ready to be born. Sometimes it is very difficult for mothers to carry babies in their wombs. Sometimes they get very tired and it becomes uncomfortable, but they are happy to carry babies in their wombs because it is God's special work especially for mothers to do.

Have children make thank you cards for women who are pregnant or who have just had a baby. Deliver the cards to the postpartum ward of a local hospital or to a crisis pregnancy center.

**Closing Prayer:**

Dear God, thank You for creating us to do good works. Thank You for our bodies that help us serve You and each other. Thank You for mothers who serve You in such a special way by carrying babies in their wombs. Help us all to do Your good work and show Jesus to others by the things we do. Amen.

Huntsville



## **KINDERGARTEN THROUGH GRADE TWO**

### **Christian Living/Morality**

#### **GENERAL RELIGION THEME:**

##### **Love of Neighbor**

#### **RELIGION OBJECTIVES**

Loving and helping others brings joy to our life.

The Holy Family is an example of family life.

We give special care for those who are weak and small, like babies, and especially the unborn, the sick, and the elderly.

Understand how people are different, but special.

Jesus is our model of love and goodness and commands us to love one another as He loves us.

God gives everyone special gifts to use for the good of others.

#### **SUGGESTED RESPECT LIFE LESSONS**

The Love of Family Toward s a Baby is Beautiful	Pg. 33
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Each of Us Is Special	Pg. 36
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## **The Love of Family Towards a Baby is Beautiful**

**Objective:** The students will be able to:

Appreciate the beautiful gift of life in a baby.

**Materials:** a doll baby that looks real if a real baby is not available

**Media:** None

**Catechism:** 2207-2209

**Opening Prayer:** Our Father, Hail Mary, or Glory Be

**Bible Verse:** Isaiah 49:15

### **Reading:**

We all belong to a family and all of us were little tiny babies at one time. Many of you probably have a little brother or sister, but in case you don't, today we brought a little baby to visit with you.

(Enter baby) This baby's name is \_\_\_\_\_ and he/she is \_\_\_\_\_ months old.

Baby \_\_\_\_\_ lives here in \_\_\_\_\_ with his/her mommy and daddy and \_\_\_\_\_ brothers and sisters.

### **Discussion:**

How many of you have a tiny baby brother or sister?

How can you help your parents take care of the baby?

That's wonderful, because babies are very tiny and need a lot of help. One time you were very tiny too and needed help. And even your daddy and mommy were tiny babies who needed others to take care of them.

What things must we help a baby with?

Feed the baby

Dress the baby

Wash the baby

Wash the baby's clothes

Change the baby's diapers

Rock the baby

Play with the baby

And we also have to love the baby. We have to make him/her accepted into this big world and especially into our family. How do we love the baby? Kiss him/her and hug him/her. Take care of his/her needs and don't hurt him/her.

We can begin to love new babies even when they are in their mother's womb. As the baby grows in mother and her tummy gets larger, we can help her do her jobs around the house, so she doesn't become overly tired. This will help the baby inside grow stronger, too. We also can remind mother to eat good, healthy foods, not to smoke, and to get plenty of rest. If we love the baby and don't hurt him/her while he/she is growing inside mother and after he/she is born, the baby will like our family very much.

So remember to always be good to babies because they are very tiny and they need our help. They depend on us to see that their basic needs are taken care of. Because a baby can't talk and tell us what he/she wants, we must pay special attention to the baby and check on him/her often. For example, if it starts snowing and the temperature drops below freezing, we know we must put on a coat, gloves, a hat and boots before we go outside, but baby doesn't know this. The baby would die if he/she went out into the snow without the coat, so we must protect the baby against the cold. We must make certain that the baby is always dressed properly, and fed properly, so he/she will grow strong, healthy, and happy.

Now let's have three students (pick at random) come forward. (Ask the first child's name.)

(Student's name) were you ever this tiny? Do you know how much you weighed when you were born? We're going to have (1<sup>st</sup> student's name) show you how much he's/she's grown since he/she was a baby. (Hold baby's palm to student's palm and show the class. Have them come up to look.) Thank you.

Now let's have (2<sup>nd</sup> student) tell us his/her name.

Well (2<sup>nd</sup> student's name) do you have a baby brother or sister? We're going to show the class how tall you've grown since you were a baby. (Take tape measure and measure child and then measure baby or know baby's measurement beforehand. Discuss how tall he/she is compared to the tiny baby.) Thank you.

Now we'll ask (3<sup>rd</sup> student's name) to touch the baby's arm and tell us how it feels. Is it soft? Sure, a baby's skin is soft because it is very new skin, and often mommy will put baby cream on it to keep it soft.

Now if you'd like to see the baby, come up a row at a time. Does anybody have any questions about the baby? We'd like to leave some pictures for you to color. Take them home to color and wear your pro-life sticker with joy. Thank you.

### **Questions:**

- 1) What did you learn about babies today?
- 2) Why do babies need someone to take care of them?
- 3) Were you once a tiny baby?
- 4) Who took care of you?
- 5) Why are babies special?
- 6) What can you do to help a baby?

**Activities:**

- 1) Bring a birth certificate and discuss the tiny baby prints compared to the students'.
- 2) Obtain permission to visit a maternity ward to view the new babies.
- 3) Invite a maternity ward nurse to come in and to talk to the children about his/her job.
- 4) Make a picture book of babies cut from various magazines.
- 5) Bring baby pictures and baby books to class to share with one another.
- 6) Bring baby clothes and hold them up to a student and discuss why they won't fit.

**Closing Prayer:**

Jesus, Mary and Joseph, I love you very much. I beg you to spare the lives of the unborn children who are scheduled to be aborted today.

## Each of Us is Special

**Objective:** The students will be able to:

Explain why everyone is special.

**Materials:** Paper, markers, magazines, newspapers

**Media:** None

**Catechism:** 356-357, 2258

**Opening Prayer:** Our Father, Hail Mary, or Glory Be

**Bible Verse:** Luke 12:7

### Reading:

You are special! You are unique! You are wonderful! You are talented! You are a precious gift from God. You are you, and no one can ever take your place in all of creation. Don't ever forget that.

Too often we take ourselves and our talents or gifts as well as those around us, for granted. Too often we become blinded to the real beauty of others and of ourselves. Sometimes we forget that "God doesn't make junk" and we put down ourselves or our friends, our family members, or even people we see on the street that we haven't met.

Now I'm not saying that God wants us to walk up to everyone and say, "Hey Dude, I'm the best looking, the most wonderful, and the greatest thing that ever happened to this world since grape bubble gum." No, I am saying that we need to look at what talents we have, and we need to use them. God has given every one of us a special talent.

Before we use our talents, we must identify them. Maybe someone's talent is holding a jump rope just right, or saying the multiplication tables without missing any. Maybe someone's talent is running the fastest, kicking the soccer ball into the goal, quieting a crying baby, or talking with an older person in a nursing home. Some people are so talented that they can even do dishes, take out the trash, mow the lawn, and put their dirty laundry in the hamper. (Yes, being a neat, tidy person is a talent.)

Too often we overlook the many talents we have been given and too often we overlook the many talents of others. Why? One of the biggest reasons is all the attention major athletes, movie stars, or rock stars get in the media. We are made to believe that we must do something that everyone finds out about in order to prove that we're talented.

Have any of you heard of [*insert name of famous athlete*]? But have you heard of Scott Wurdeman? He was paralyzed from the neck down in a car accident and cannot use his arms and legs. Scott moves his electric wheelchair by breathing into a tube attached to the top part of his chair. What is amazing about Scott is his fantastic talent for making people laugh. He has been handed a tragedy, but he doesn't ask for anyone to feel sorry for him. Instead, Scott uses

his speaking talents to tell jokes, to speak to others with problems, and to bring smiles to the world.

Sometimes it takes a tragedy or even the death of someone we know, to help us to see the talents in others. Let's make this a better world by focusing on the good and the gifts of others before tragedy happens. We can start doing this right now. We can start using our own talents to make this a better world, and we can start looking at all the talents in others. Remember, you are special. Remember, everyone God created is special too.

### **Discussion:**

- 1) What is a special talent of someone you know?
- 2) What is a special talent you have?
- 3) What are some things you like to do?
- 4) If someone else doesn't like to do these same things, is that okay? Why?
- 5) When you do something for others, how does it make you feel?
- 6) Why is it okay if we aren't good at everything we try?
- 7) Why should we use our talents?

### **Activities:**

- 1) Invite in a person who is a good storyteller to share his/her talent.
- 2) Have students draw pictures of themselves using one of their talents.
- 3) Bring a magazine or newspaper and discuss articles that tell of talents or achievements.
- 4) Ask someone with a special talent to demonstrate it for the class.
- 5) Have the students write to someone and compliment him/her on his/her talent. Ask the person to write back to the students.

### **Closing Prayer:**

Jesus, Mary and Joseph, I love you very much. I beg you to spare the lives of the unborn children who are scheduled to be aborted today.

Slusarski

## **KINDERGARTEN THROUGH GRADE TWO**

### **Christian Living/Morality**

#### **GENERAL RELIGION THEME:**

**Love of Creation**

#### **RELIGION OBJECTIVES**

One way we can know that God is the Creator is through the beauty and order of nature.

Identify that we show appreciation, respect, and care for God's creation.

#### **SUGGESTED RESPECT LIFE LESSONS**

We Have to Care for Living Things and There Are Consequences for Not Doing So Pg. 39

God Created All People And All Life Pg. 40

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## **We Have to Care for Living Things and There Are Consequences for Not Doing So**

**Objective:** The students will be able to:

1. Identify why we have to care for living things.
2. Acknowledge the consequences of not caring for living things.
3. Relate to the description of us as God's babies.
4. Compare a fishbowl having similarities of a womb.

**Materials:** Fish  
Fishbowl filled with water  
Fish food  
Bible

**Media:** None

**Catechism:** 2415-2418

**Opening Prayer:** Our Father, Hail Mary, or Glory Be

**Bible Verse:** Genesis 1:28

**Discussions:**

1. Teacher says, "I bought this fishbowl and I am giving it to the class like God gives babies to their parents."
2. Put the fish in the fishbowl.
3. Every day, someone is to care for the fish, and discuss this activity.
4. Would you be upset if someone didn't feed the fish when it was his/her turn?  
Would it upset you if someone harmed the fish?
5. Why do we need to care for a baby? If not, what will happen? (I.e., it will cry, get sick, die, etc.)
6. Would God be upset if you didn't care for His babies?
7. Read and discuss the meaning of the Bible quote.

**Activity:**

At the end of a period of time, have a drawing, and one child can take home the fish. The children can be rewarded for good behavior by being given additional chances for the drawing.

**Closing Prayer:**

Jesus, Mary and Joseph, I love you very much. I beg you to spare the lives of the unborn children who are scheduled to be aborted today.

Huntsville



## **God Created All People and All Life**

**Objectives:** The students will be able to:

1. Understand God is the creator of the whole world.
2. Understand God as the creator of all living things.
3. Understand God created people in a special way to live in the world.

**Materials:** Bible  
Old Magazines  
Poster Board

**Media:** None

**Catechism:** 279-289

**Opening Prayer:** Our Father, Hail Mary, or Glory Be

**Bible Verse:** Genesis 1:1-31

**Discussion:**

1. What are some things outside that God created? (Connect this with the created things mentioned in the Bible: sun, moon, clouds, dirt, trees, flowers, birds, etc.)
2. What are some things in this room that God has created? (Plants, trees for paper, water, etc., you and me!)
3. What does the Bible say was God's most special creation? (human beings)
4. Does God create every person who comes into the world? (Yes, from the tiniest babies to the oldest person.)

**Activities:**

1. Take a walk with the class and point out the many different things that God created in nature.
2. Have the children draw or cut out pictures from a magazine of some of the most important things that God has created.
3. Sing: "He's Got the Whole World in His Hands"

**Closing Prayer:**

Jesus, Mary and Joseph, I love you very much. I beg you to spare the lives of the unborn children who are scheduled to be aborted today.

Eickhoff

## Cross Curricular Lesson Plan Ideas

### Grades Kdg-2<sup>nd</sup>

Subject	Lesson/ Activity
Science	Creation neighborhood Walk—thank God for the many living and non-living things
Religion	Church Field Trip--Visit the church sanctuary and stop at the baptismal font to talk about what happened on their baptismal day, the role of their family, and how they were baptized in the name of the Father, the Son, and the Holy Spirit (share Genesis 2-3 and Matthew 28)
Science	Body Tracing--Traced around each child's body and discuss how we are similar but different and review that God created each one of us and each is a child of God, created, redeemed, and sanctified by God.
Fine Arts	Fingerprint Art with an ink pad—each has a unique set of fingerprints, all made by God. Possibly share a footprint made from the hospital when someone was born.
Religion	The Greatest Treasure Hunt—hide precious feet and figures from the nativity scene in plastic eggs for the students to find, open, and discuss. Place the baby Jesus in a special box marked treasure and hide as well. All will be placed in a nativity scene after being found. They also can be numbered and placed in order.
Language Arts	Read Horton Hatches the Egg by Dr. Seuss and discuss what “faithful” means and how much is 100%--then how Jesus is faithful 100% and 100% for life.
Science	Baby/Mommy Match—find and glue separate pictures of animals mothers and babies to individual sheets of construction paper. Include a pregnant woman and a baby. Shuffle the cards and practice matching the mothers with their young.
Religion	Jesus and the Family Trip—Ask children to share the feeling of Joseph and Mary when they <ul style="list-style-type: none"> <li>a) Walked to Jerusalem with their relatives and friends</li> <li>b) Discovered Jesus was missing</li> <li>c) Found Jesus teaching in the temple (God's house)</li> </ul>
Religion	Baby Moses—from one family to another—adoption is a loving act, share the story. Invite other adopted people to share. Exodus 2
Technology	Deleting Sin—Use the delete key to eliminate the word sin and share the story of the sinful woman whose sins were forgiven and washed the feet of Jesus (Luke 7:36-50). Her peace filled heart was restored.
Religion	Read John 9:1-7 and act out the story of the healing of the blind man, the resurrection, and the children coming to Jesus.
Social Studies	Share the benefit of service projects like Kids Against Hunger that package meals to feed children in 3 <sup>rd</sup> world countries. Discuss culture similarities and differences, how all are children of God

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