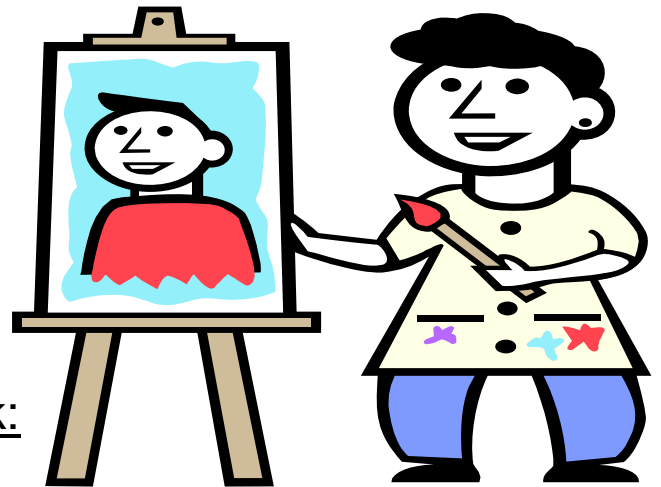


Portraits

'Portraits' Steve McCurry
(50 postcards)
Phaidon






- Choose a postcard
- Sit with it a while
- Share it with your neighbour
- Whole group discussion



Some questions you might ask:

- Why did you choose it?
- Which part of the picture attracted you first?
- In your mind think how you might describe him/her.
- Consider what might have just happened to that person.
- Consider what might happen next.
- How might the person be feeling?
- Have you ever experienced that feeling?
- What question would you like to ask him/her?
- What question might they like to ask you?
- How might you answer it?
- In what ways are we the same as the person in the portrait?
- In what ways are we different?
- Have you learnt anything about yourself?
- Are there any questions you would like to ask?

Approaches Which Promote Reflection

1. Start with something that is non-threatening and grabs their interest. 
2. Provide choice.
3. Ask thought-provoking questions.
4. Provide opportunities for paired work. 
5. Encourage the use of imagination and empathy.
6. Encourage children to look beneath the surface. 
7. Reflect on a range of feelings and emotions.
8. Encourage a questioning approach.
9. Challenge them to search for possible answers. 
10. Encourage attentive listening to each other.
11. Recognize 'time' as essential.
12. Practise the skill of being still. 



Stilling

- Sit alert and relaxed
- With eyes gently closed
- Breathe slowly and deeply – through your nose
- Combine all three



Visualisation

- Have the children sufficient knowledge of the background before you begin?
- Use the present tense. It's happening now
- Include as many of the senses as possible
- Make a clear demarcation between imagination and reality.

[For further ideas see “Don’t Just Do Something, Sit There.” Stone, M.K. RMEP £6.50]

Getting to know this wonderful world which religious people call God’s world

Use natural materials: stones, leaves, bark, shells, conkers.....
Examine them in detail: Shape, size, colour, texture, pattern, the feel, smell, weight.....

Visualise it in its normal surroundings
Invite children to imagine that they are _____
What can they see, hear, touch, smell, taste.
How do they feel?
Bring them back to the classroom.
Debrief, followed by a choice of activity.



I used to see stones as just stones,
Grey, dull, lifeless things,
Then one day, Lord I noticed
That a stone was full of the most
Beautiful colours.
Thank you for opening my eyes.

This prayer could be used as a model for a poem. Starting with “I used to see.....” Then continuing: “But now I see”

[For similar approaches see “teaching About God, Worship and Spirituality” Ewens and Stone RMEP £9.95]

Getting to know your (stone)

1. Children choose a stone (leaf, nut, or other natural object) each and get to know it so well they could pick it out of a pile. Each table group mixes them up and each child tries to find their stone.
2. Repeat the exercise but this time by touch only. Ask the children to do this with their eyes closed.
3. Keeping their eyes closed ask the children to imagine they are a stone. Ask: -
 - 'How old are you?'
 - 'Can you remember how you came to be your smooth self? Was it wind, rain, sea or a river?'
 - 'Where do you come from?'
 - 'If you could ask a human being a question what would you ask?'

Pause between questions and encourage the children to answer them in their minds.

4. *Bring the children slowly back to reality with words such as: -*

'We're now going to leave the stone and come back to the classroom, so when you're ready open your eyes and have a good stretch.'

5. Sharing time: - 'How did you feel being a stone?
Did anything surprise you?
Why aren't all the stones the same?'



6. Possible activities: - Drawing/painting their stone.
Modelling it but on a larger scale.
Write a short poem about your feelings.

Talk about what have made, how you feel about it and what your responsibility might be.

Lesson 2. "I am the vine, you are the branches"

The children were reminded that in the first lesson they had to use their imagination when they were deciding what they'd be if they were a flower or a colour; that whatever they chose might tell us something about their true selves, that the names they chose weren't true but contained truth.

The teacher read **John 15 v. 1.4-5.** 'I am the vine you are the branches.'

What is the relationship between the vine and the branches?
Can a branch bear fruit if it isn't growing on a tree that has roots that nourish it?

If Christians are nourished by Jesus what was Jesus like?

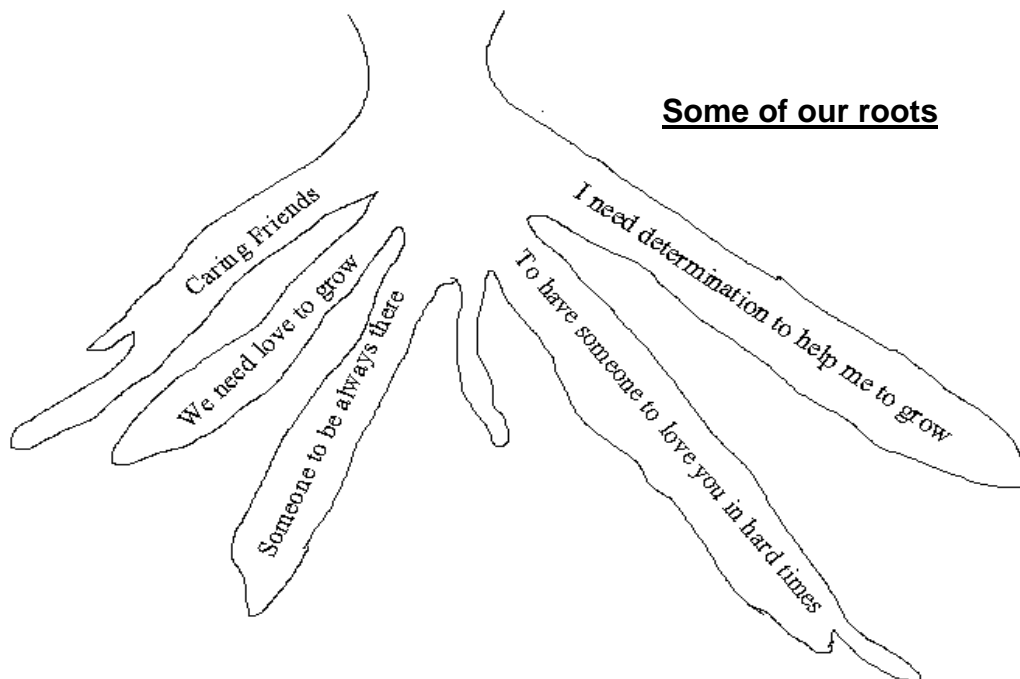
Kind, helpful, trustworthy, able to tell right from wrong, true to his word, sharing and caring, set a good example, honest, not selfish.



What are the roots that have helped us to grow?

Food, parents, friends and family, love and care, knowledge, thinking, religion, beliefs, faith in yourself, praying, faith in God, courage from inside yourself.

Choose one of these that you think is really important and write it on a root shaped piece of paper giving the reason for your choice.



If we have all this nourishment we should be strong and healthy in every way, so what kind of fruit are we going to bear? Or, to put it another way, what are we able to give others?

Friendship, kindness, love, support, care, food and water, time, praise, a kind heart, help others to have faith in themselves, talk to them, give encouragement, believe in them.

As each idea is suggested discuss it, i.e. how could these ideas be put into practice?

A possible approach to looking at Paul's teaching.



Joy

Peace



Kindness

Kindness



Goodness

Faithfulness



Gentleness

Self Control

(Galatians 5.v.22)

1. Write down 3 words from this list that you think are very important

i. _____

ii. _____

iii. _____

2. Share with your neighbour and give your reasons.

3. See if you can find 2 words about which both agree. Write them down.

i. _____

ii. _____

4. Share them with the whole class.

5. Why do you think Paul listed all these?

An alternative would be to write the words on cards and ask the children to work in pairs and either prioritise, and be prepared to share their reasoning.

Or

Choose 2 or 3 words and give reasons.