



Supplement for Green Trek Curriculum for Terms 3 and 4 for CRE Teachers

2010

Green Trek	Unit Title	Key Competency
Unit 6	The ups and downs of families	Managing self Relating to others

Session Number	Title/Values	W.A.L.T – We Are Learning To/That	Notes
6.1	Good things are for sharing Values: Respect, community and participation	...be kind to others or ... to share good news	Choose your WALT and focus for the lesson. BLM 2 and 3 are useful for WALT 1 and student book for WALT 2. There is no need to mention the word 'blessing' which is a Christian word – stick to kindness. BLM 4 is a parent letter – not suitable for use in NZ – if you wish to do one, you would need permission from the school through your team leader.
6.2	Here he is! Values: Respect and integrity	... obey those who care for us. NB: For those schools who use cornerstone values obedience is one of the cornerstone values.	Be sensitive to those children in your class who come from a one parent family or who are in care. Suggest you use the phrase 'adults who care for us' in place of parent/s.
6.3	Best choice Values: Diversity and respect	... make good choices.	Guided Discovery Question: 'What things do we need to do when we have a decision to make?' - is an excellent question giving students skills for life. Allow the children to record their answers on a group chart or cards. Challenge the students to use these when making a good decision this week.
6.4	At your service Values: Diversity and respect	... treat others as important by serving them.	This is a difficult lesson for this age group – we suggest that you focus on the fact that James and John wanted special treatment from Jesus but Jesus wanted them to understand that we are to give special treatment to others. Concentrate on ways we can serve others this week as suggested in the Student Reflection.

Green Trek	Unit Title	Key Competency
Unit 7	Bravo!	Managing self

Session Number	Title/Values	W.A.L.T – We Are Learning To/That	Notes
7.1	A girl who was brave Values: Integrity	...be brave and help others	It may be good to ask the children 'What instances in the classroom or playground may need you to be brave and speak up for someone or help someone out?'
7.2	We all need help Values: Integrity and respect	... ask for and accept help when we need it	In the story Naaman struggled to accept help. The Student Exploration activities and Student Reflection focus more on asking for help

Green Trek	Unit Title	Key Competency
Unit 8	A wonderful world	Participating and contributing

Session Number	Title/Values	W.A.L.T – We Are Learning To/That	Notes
8.1	Look at the sky Values: Excellence and enquiry	...appreciate all that is in the sky	Note that the CRE teacher is told to say: The Bible tells us that God made the sky. In session 2 & 3 the assumption is made that God made the earth and water. Please insert, as in session one the statement The Bible tells us
8.2	Look at water Values: Ecological sustainability	... be wise with water	In session 2 & 3 the assumption is made that God made the earth and water. Please insert, as in session one the statement The Bible tells us The last question of the Guided Discovery and the first question of the Student Reflection reinforces the WALT. There is no Student Exploration activity that reinforces the WALT but you could use Group activity 3 to do this. Playing bus stop can make this an even more fun activity. In groups the students are given a set number of minutes to record some ways of using water wisely and keeping it clean. CRE teacher calls 'bus stop' and the students must stop. They leave their 'Tank' shape and move to the next group where they read the ideas of the previous group and add any ideas of their own. They are given a shorter time at bus stop 2. Repeat until students have returned to their own tank shape. No need to feed back as students have seen all tanks
8.3	Look at the earth Values: Ecological sustainability	... to care for our earth	Just a reminder to use the phrase 'the Bible says' when making your statements about God making the world. BLM's are worth using. This could be used over 2 weeks.

Green Trek	Unit Title	Key Competency
Unit 9	Let's talk to God	Using Language, symbols and texts

Notes: In Trek Green 1 Unit 1 Session 1 the students were introduced to the concept of prayer as talking to God. As said in the overview of the Teachers Book, the focus of this unit is to explore 4 different types of prayer – thanking, asking for help, saying sorry and times of stillness.

For children who do not have a relationship with God and who have not seen prayer modelled by family this unit could be difficult.

You know your own class. We ask that you as the CRE teacher be sensitive to your own class and where they are in terms of prayer.

If you feel your class is not ready for the depth of teaching in this unit, your focus of the unit could be 'Let's Talk' with you as the CRE teacher encouraging the students to say thank you, ask for help and say sorry in all their relationships. Through the Bible stories you can introduce the concept that just as we need to say thanks, ask for help and say sorry at times in all our relationships that we can also say thank you, ask for help and say sorry to God.

Session Number	Title/Values	W.A.L.T – We Are Learning To/That	Notes
9.1	Thank you! Values: Respect	... say thank you	Orientation: Enthuse We suggest that you stop the orientation time at the question. 'Who have you said thanks to, today or yesterday? ' Guided Discovery: Introduce your Bible story with the question: Listen to today's story and see if you can find out to whom and what Jesus says thank you for. Keep the story simple – don't discuss the communion aspect. You may include a further question: Jesus said thanks -What other things can we be thankful for? Write on a board as this will help the students when writing their thank you prayers. The Student Exploration activity 3 introduces a new teaching concept - Where do we pray? This could be a further lesson. Keep away from BLM 19 & 20
9.2	Please help me! Values: Respect	... ask for help	An alternate orientation: Introduce your WALT and then brainstorm the people your students would go to to ask for help. You might like to give them some scenarios: e.g.: You can't tie up your shoe lace; You have fallen over in the playground, etc. There are some good scenarios listed in the student book activity 3. This Bible story is out of context as it is more about Jonah's disobedience than prayer. Consider using the story of Hannah and her prayer for a baby. You do not need to complete the story – the point is that we can ask God for help. Introduce your Bible story with the question: Listen for who our Bible character today asks for help from? Q. What sorts of things could we ask God to help us with? Use only activities 3 and 4 in the student workbook.
9.3	I'm sorry! Values: Respect say sorry	A heavy lesson with no actual story to focus on – the Bible reference relates to the Psalm expressing how David felt when he had done wrong. Personally, I think that if your 6 and 7 year olds have learnt to say thank you to God and have learnt to ask God for help then you as the CRE teacher have done well. You may decide to leave this lesson as Sorry prayers are introduced in Green Search 2.
9.4	Let's be still! Values: Respect for yourself	...it is good to spend time alone	Separating words into 'things that are good to do alone' and into 'things to do with others' is an excellent orientation activity. Guided Discovery: Rather than working with a BLM and ticking boxes as you read from the Bible passage we suggest you tell this as a story: 'But where is Jesus?' You could begin with Peter waking in the morning, stretching and thinking through the wonderful day they had had with Jesus the day before – healing his Mother-in-law, the whole town coming to his home, the sick being healed. He wonders what exciting things are going to happen with Jesus today. He looks across to where Jesus should be sleeping and discovers he is not there. He goes in search of Jesus. He goes to see his Mother-in-law to see if Jesus is helping prepare breakfast but Jesus is not there. He looks in the garden to see if Jesus is picking figs from the fig tree but Jesus is not there. He goes down to the lake to see if Jesus is fishing – but Jesus is not there. He asks Andrew and John if they have seen Jesus. Where could Jesus be? The children can be included in the story by asking them if they know where Jesus might be. Tell the children that Jesus had gone to a quiet place to be alone and to talk to God. His friends finally found him and told him, "Everyone has been looking for you." The stillness exercise following the story will be difficult for this age group. You may choose to leave this exercise out.

Green Trek	Unit Title	Key Competency
Unit 10	Good news!	Participating and contributing

Session Number	Title	W.A.L.T – We Are Learning To/That	Notes
10.1	Good news for two Values: Community and participation	... Christmas is a celebration to share	
10.2	Good news for you and me Values: Community and participation	... Christmas is a celebration to share	
10.3	Good news for everyone Values: Community and participation	... Christmas is a celebration to share	