

RE IN THE EARLY YEARS (Yr 2-3)

~ 2016



Image from <http://acidstag.com/2015/09/14/louis-the-child-its-strange-ft-k-flay-new-single>

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PRAYER

READING - Luke 1: 57-66

Now the time came for Elizabeth to give birth, and she bore a son. Her neighbours and relatives heard that the Lord had shown his great mercy to her, and they rejoiced with her. On the eighth day they came to circumcise the child, and they were going to name him Zechariah after his father. But his mother said, 'No; he is to be called John.' They said to her, 'None of your relatives has this name.' Then they began motioning to his father to find out what name he wanted to give him. He asked for a writing-tablet and wrote, 'His name is John.' And all of them were amazed. Immediately his mouth was opened and his tongue freed, and he began to speak, praising God. Fear came over all their neighbours, and all these things were talked about throughout the entire hill country of Judea. All who heard them pondered them and said, 'What then will this child become?' For, indeed, the hand of the Lord was with him.

REFLECTION

We wonder how our students will turn out. We have hopes for them – for friendship, love, a good life, prosperity, a goal in life and many more. We have fears and anxieties about how they will get on in life. The people said of John the Baptist, 'What will this child be?' While his parents, old as they were, knew there was something really special about him in God's plan, they also had the usual parental fears. They put their child into the protection and hands of God, as we should do with our students.

RITUAL

Light a candle for a student (either past or present) that you often wonder "What then will this child become?" Silently bring this child to mind and pray a prayer for them.

PRAYER

Loving God, as we encounter Your image in every child no matter what age, we ask for wisdom and Your grace to ...

See the wonder and awe of the world through the eyes of children

Acknowledge and celebrate their agency

Listen to their voices with respect and understanding

Celebrate with them as they live who they are called to be

Invite and nurture their full participation in life and community

Value their relationships and heritage

Commit ourselves to their right to dream, to seek meaning, to love and to grow in knowing that they are Your children loved by You.

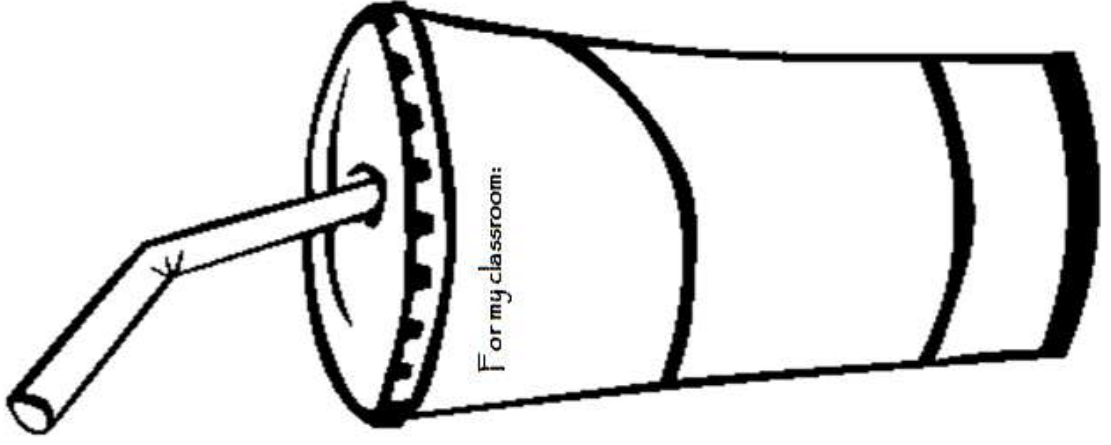
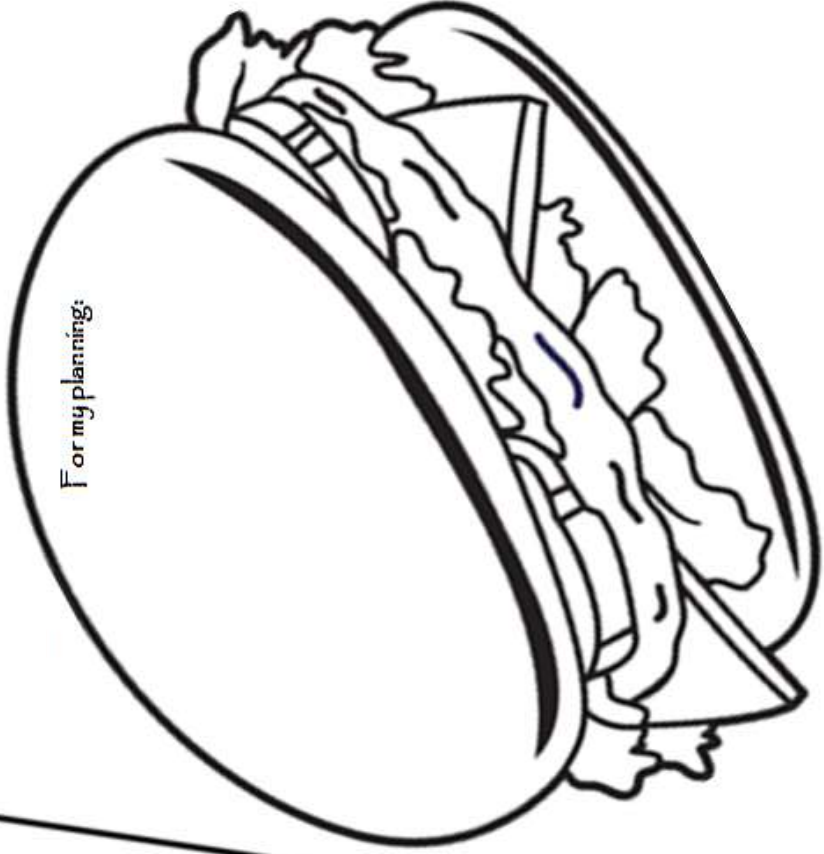
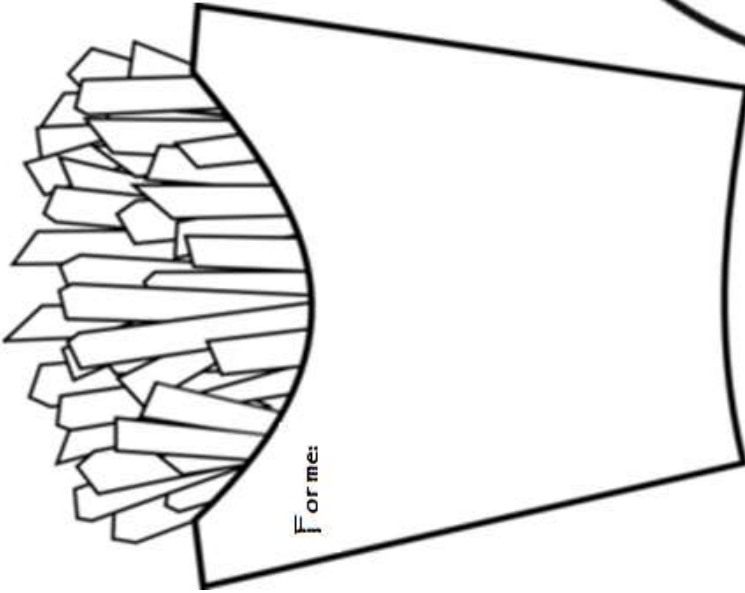
We ask this prayer through Jesus, the Child, the Adult, the Christ, Who lives with You and the Holy Spirit, Amen.

Blow out the candle and keep it to remind you of your hopes and dreams for the child.





WHAT ARE YOUR TAKE-AWAYS?



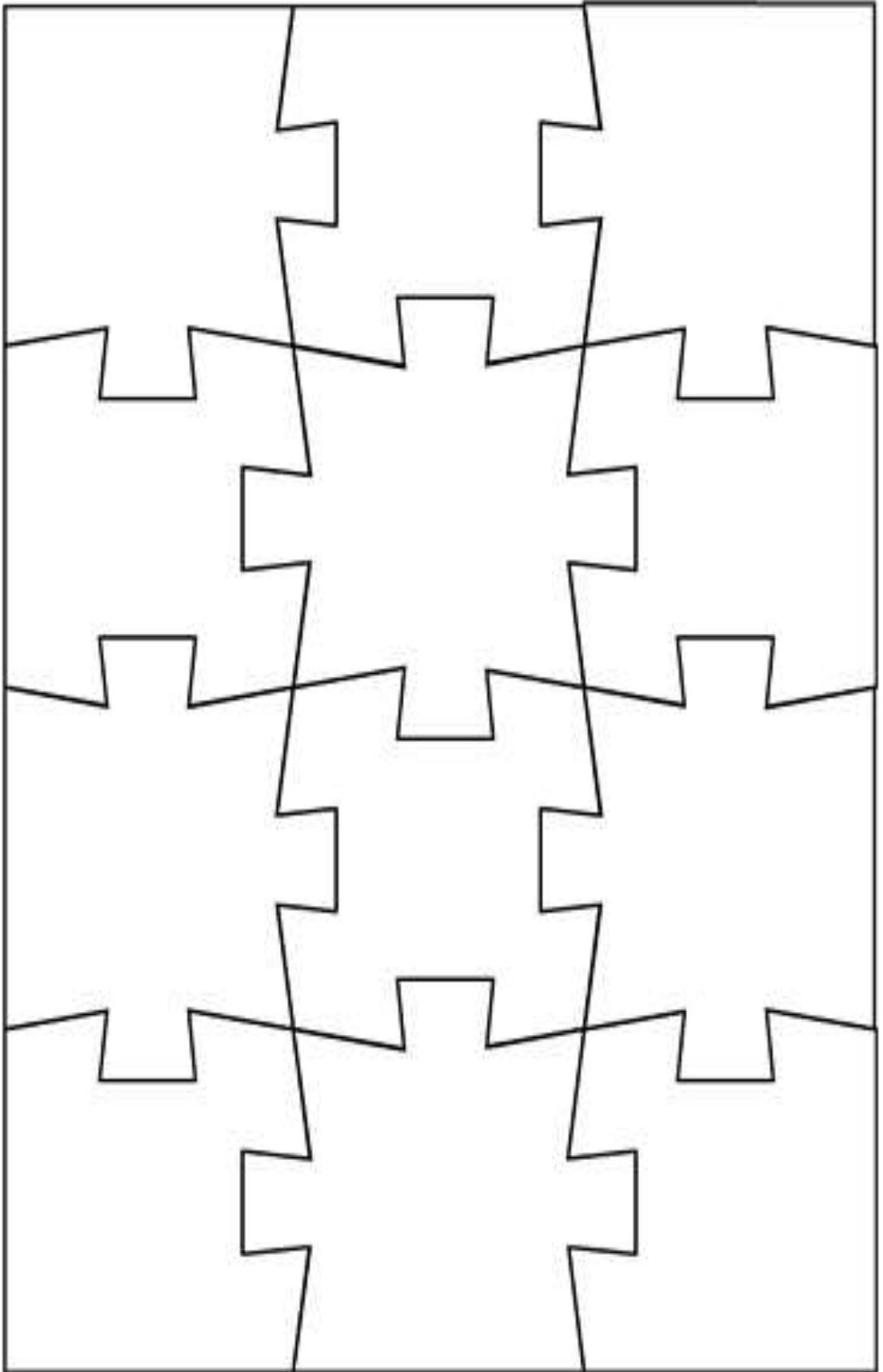


MY IMAGE OF THE CHILD (SPIRITUALITY)





IDEAS JIGSAW





WEBSITES FROM THE DAY

Easter ideas padlet - http://padlet.com/harris_joanne/easterkindy



RE in the Early Years weebly - <http://reinthey.weebly.com/>

Early Years weebly - <http://earlyyears.ceo.wa.edu.au/>





CONTEXTUAL INFORMATION

~HOLY WEEK

PALM SUNDAY

**THE LAST
SUPPER**

THE ROMANS



A Kindergarten Teacher Explains Using ChatterPix to Promote Creativity

[by Matt Gomez](#)

ChatterPix is a FREE iPhone and iPad app that is simple to use but endless in possibilities. The app allows you to take any image, add a "mouth" and then record audio to allow the image to talk.

In my class, I have used the app to describe the life cycle of a butterfly, practice skip counting, introduce vocabulary, announce special events and much more. The simplicity and creative nature of this app make it a sure hit in your classroom.

In my kindergarten class, the kids use it as part of our animal research projects. After they have completed their animal research, they pick an image of their animal from [Creative Commons](#) and open it within the app (images below show the steps). Then they record the audio, describing three facts they know about the animal. The final product is saved as a video to your camera roll and can be emailed to parents, shared on the iPad during open house, or even added to your class blog or website.

Another way we have used this app in my class is for adjectives. I preload the iPad with pictures I want them to use, and they record adjectives about the image using the app.

Other ideas included making historical figures, important leaders, celebrities and heroes come to life for bibliographies or book reports. I have seen classes create poems about objects and then use the app to record the audio of the poem to make it seem the object is reciting the poem itself. The only limitation for this app is the recordings can only be 30 seconds long. Of course, you could always use iMovie to stitch together multiple recordings if that limit is an issue.

Check out the images below if you would like to see the steps or are a visual learner. Hope you have fun using this app in your class!





After recording the audio, you review it by pressing Play or rerecord the audio by pressing the red record button again (not pictured). Once you approve of the audio, press Next to see the options below.

How might you use Chatterpix in RE in PP/Yr 1?

For teaching –

For learning –

JOINING TOGETHERA

One great way that we can continue supporting each other and networking and sharing ideas is through Togethera.

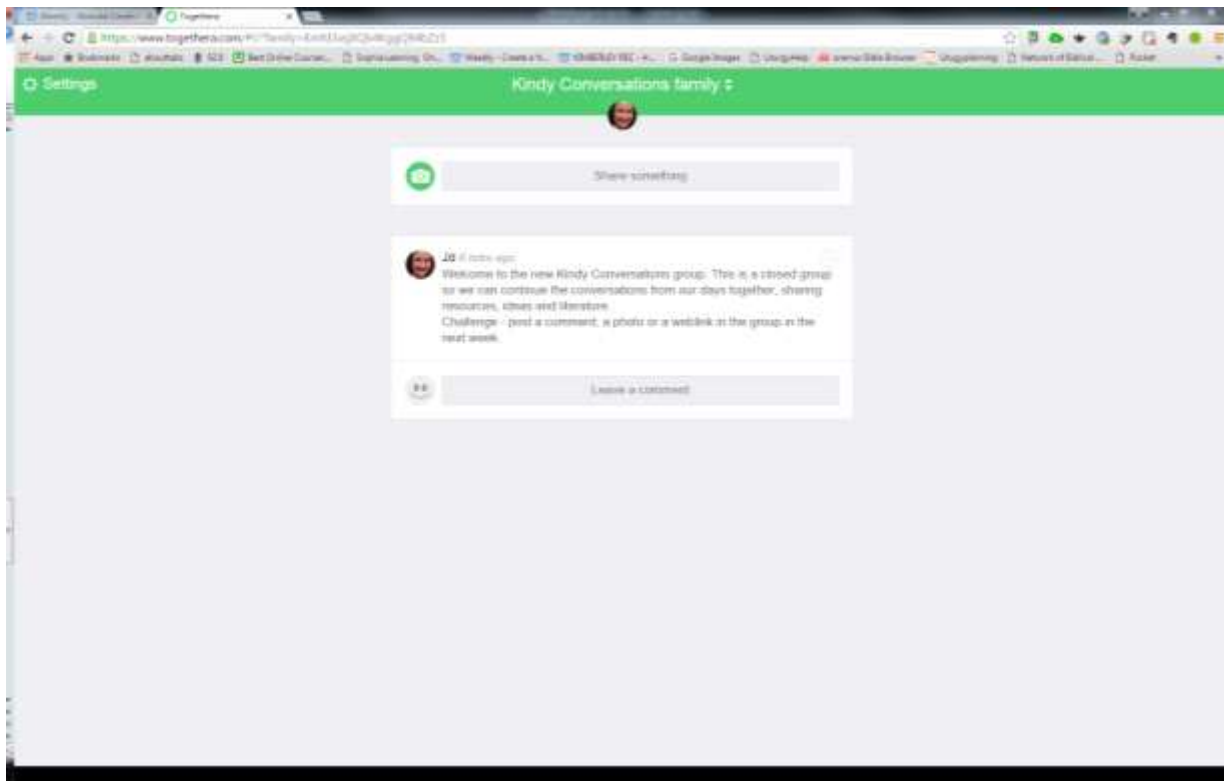


Togethera is an app or a website that allows you to organise a closed group. You will receive an invitation to join Togethera. Togethera is like a closed Facebook page where you can share ideas, resources, video and photos to promote a professional network, despite our vastly different locations.

To join, you simple need to download the app onto your device and then just click on the link in the invitation email. If you are doing it via the web, then you can just click on the link and it will take you through signing up.

You will get an alert when someone puts something new on the page, just like on Facebook. If you have any problems, please let Jo know and she'll see what she can do to help you.

I set you a challenge – to post something (a website, photo, resource or strategy idea on the Togethera in the next week. Alternatively, you could ask a question!!!!





In the next week I plan to...



This term I plan to...



This year I plan to...



Article 31 of the United Nations Convention on the Rights of the Child states that children:

**'have the right to play and rest -
When I play, I use my imagination,
I characterize, I explore, I discover, organise, I lead, I delegate, I contribute, and relate my
ideas, I question,
I compromise, I follow.**

**I work both co-operatively and
independently, I create, I socialize,
I practice caring and sharing, I regulate my emotions, I indulge my senses,
I re-enact my experiences and tell stories
through games, I negotiate and problem solve.**

I am making sense of my world and my place in it.

**I am learning through play
for I will make a difference one day'**

(Meerilinga Young Children's Foundation Inc 2012).



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FEEDBACK FROM RE IN THE EARLY YEARS

-Yr 2-3 (PERTH, MARCH 4)

The goals of the day are for participants to:

- ❖ develop an understanding of children's spirituality and how this may affect their work in RE.
- ❖ understand the context of some of the events during Holy Week.
- ❖ develop links between children's literature and the Yr 2/3 Units of Work.
- ❖ develop a bank of storytelling strategies, response activities to the Bible stories and ideas for Holy Week and Easter.
- ❖ Experiment with the use of Chatterpix in RE.
- ❖ have time to network and share ideas.

Did you feel that the activities throughout the days met these outcomes? Please explain your answer.

What did you find particularly helpful in the sessions?

What would you do to improve your learning today?

Thank you for your participation and feedback 😊