

Work Pattern Summary

Cover	Done in class. Discuss at home.
Page 1	Started in class. Discuss and complete at home.
Page 2	Started in class. Discuss and complete at home.
Pages 3 & 4	Started in class. Discuss and complete at home.
Pages 5 & 6	Started in class. Discuss and complete at home.
Pages 7 & 8	Started in class. Discuss and complete at home.
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Pages 11 & 12	Started in class. Discuss and complete at home.
Pages 13 & 14	Started in class. Discuss and complete at home.
Pages 15 & 16	Started in class. Discuss and complete at home.
Pages 17 & 18	Started in class. Discuss and complete at home.
Page 19	Home. Follow up in class.
Page 20	Class. Follow up at home.
Pages 21 & 22	Home. Follow up in class
Pages 23 & 24	Discuss in class. Discuss and complete at home.
Pages 25 & 26	Home. Follow up in class.
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Pages 29 & 30	Discuss in class. Discuss and complete at home.
Page 31	Home.
Page 32	Home. Follow up in class.
Page 33	Home. Follow up in class

Advice to Parents

God - The Caring Protector.

The junior programme is built around 6 booklets which share one common theme

*The God we love reveals himself to us
through the wonderful world he has created for us.*

EACH BOOKLET IS LIKE A PIECE OF JIG-SAW PUZZLE ...
gradually building a picture, an understanding of life and life
processes, appropriate to the developing child.

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The aim of the children's workbook:

To grow to recognise the father figure of God to whom we pray;
someone to turn to, someone to look after us, someone to trust in

... a watchman ... a guardian ... a guide.

Using the **Stickleback** as the focus we explore the miracle of new
life, created when eggs from the female fish are fertilized by sperm
from the male.

But more than this we see how the male fish takes on the role of
parent - protecting and caring for the helpless fry until they are old
enough to make their own way in the world.

God oversees our lives in much the same way.

Beyond this, the booklet develops the strands of **care** and **protection**
through exploration of the world around us and through prayers and
familiar biblical stories.

Page 23

Discuss these, and others which might have been shown.
CHANCE to discuss use & abuse of DRUGS designed to protect.

Page 24

A VERY important page. Many opportunities for discussion
~ BULLYING and the need to talk if it happens to you
~ DRUGS and the dangers they present when mis-used
~ ABUSE (including "good touches and bad touches",
non-accidental injury, AND THE IMPORTANCE OF
sharing problems with someone you can trust to help you.

Pages 25 & 26

Use these pages to your advantage to get across 2 messages
~ parents have dozens and dozens of jobs!
~ parents give up lots of things to put children first!
THESE PAGES CAN HELP YOU TO REINFORCE THE IDEA
THAT PARENTHOOD IS AN "**ADULT**" RESPONSIBILITY.

Pages 27 & 28

Link these true stories to the themes of "protection" and "fish."
Fishers of men = spreading the word / Good News of Christianity
.... **we** have been caught in their nets!

Pages 29 & 30

Look at the damage modern man has already done to our world. We
must recognise the need to CARE and ACT ... not only for our own
future, but also (and especially) for those who have least to look
forward to in the future.

Page 31

Test their memory. How much of the story can they remember?

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Help your child to write a meaningful prayer to God the Father
the Caring Protector.

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Well - isn't He?

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Pages 13 & 14

Remind the child that both fish have a cloaca - one releasing eggs, one releasing sperm. Think back to the flower and the pollen grain which has to reach an ovule inside the ovary for new life to begin. Why do the eggs need to be protected?

Pages 15 & 16

Lots to think about and talk about.

Compare the story of the flower with the story of the fish and the miracle of new life. The flower produces a seed. The stickleback produces a tiny replica fish. Both will grow to look like their parents.

Pages 17 & 18

All sorts of comparisons could be drawn here eg. going on holiday with a large family (dangers). Teachers looking after a classful of children!!! A group/ family crossing the road.

**** very important...**get the message through that it is a very responsible job being a parent.... because this message will appear again in **all** other EPR booklets.

Can the child re-tell the story of the stickleback?

Page 19

Perhaps the most important page in the book.

We recognise God our Father and communicate with him through thought and prayer.

There are no right / wrong answers to the question.

Page 20

What is the Bible? ... a collection of Holy books telling the story of God's relationship with man ... stories of power, love, protection, and (always) forgiveness.

The Old Testament = the first half (before Jesus)

The New Testament = the second half (Jesus and after Jesus)

Pages 21 & 22

Two well known stories which illustrate the loving, caring, protecting God who created us. If necessary help them identify the best suggestions to write down.

Through discussion and work with your child it is hoped he/she will understand and appreciate:-

1. Our beautiful world as created by God (the Caring Protector).
2. The need to take care of this wonderful gift to mankind.
3. The process of fish reproduction ~ the cycle whereby male sperm meets female egg to produce new life.
4. **The BIG responsibility attached to being a parent (it's a full-time job!)**
5. God our heavenly father cares for, and **protects** us.
6. We all need protection in life (children especially as they are growing up).
7. Our world needs protection ~ modern man has already caused so much damage.
8. We all have a responsibility to protect our world (Stewardship).
9. We all have a responsibility to help the poor, the needy.
10. The importance of keeping God in our DAILY LIVES.

NB Parents are reminded that any aspect of the children's workbook can be further developed at home to whatever level of understanding you feel to be suitable/appropriate to your child.

Advice to Parents

Junior Book 2 ~God - The Caring Protector

General Advice

1. Please avoid the use of felt pens and wax crayons for colouring.
2. Stick type adhesives are better than messy glues.
3. Teachers will indicate which work is to be done at any given time; **please do not go beyond the page(s) set.**
4. Try to encourage the children to take care of the booklet and to take pride in their work.
5. Please return the book to school on time. When the book is completed it will be sent home for you to keep and, so that it might be referred to when necessary.
6. Please try to encourage correct colour schemes (e.g. no pink elephants) and help them to colour neatly.
7. A Work Pattern Summary can be found at the back of this booklet.

The most important piece of advice is to talk to your child about this work making the discussions as wide as you feel appropriate.

Advice related to specific pages

Inner Cover

Discuss the quotations, laying emphasis on the countless varieties of fish which make up the watery world we often fail to see, but which nevertheless were created in awesome beauty by God.

Page 1

Discuss the language on the page "streamlined efficiency".... think of the shapes of cars - built and shaped for speed, think of Olympic swimmers who have shaved their heads/wear caps to reduce water resistance etc.

Page 2

Discuss fish as living creatures belonging to a common family - different in size, shape and colour. (A bit like humans!!!) - and divided into male and female.

Remind them of the story of the flower and the way it produces new life.

Encourage the use of every single colour available when colouring the fish!

Pages 3 & 4

Consider the size of your child's finger and a life span of 2 years. Read through with them the names of the various parts of the stickleback and point out that in this fish the front fin on it's back is in fact 3 spines.

Pages 5 & 6

Discuss the difference in shape.

Ask the child where they think the eggs are in the female.

Does each fish have a tail, a mouth, a cloaca!?

Ask why the male changes colour (answer on pg 2 of their booklet).

Pages 7 & 8

Discuss the unusual shape of the nest which the male stickleback makes.

Why should it have an opening at both ends? You are not expected to know the answer - discuss and guess.

Discuss "fanning" - like blowing away dust on a shelf.

Where do spiders get webs from?

Pages 9 & 10

Remind the child that the flower's "eggs" were called ovules, and could be found in the ovary. So here the female fish has storage places called ovaries to house her eggs.

Pages 11 & 12

Now can the child work out why the nest has two "holes" (ie entrance and exit).

If they cannot remember the name of the sexual opening, encourage them to look back over work already done to find the answer. Discuss what has happened in the nest.