



When God Made You Teacher Plan

At only 650 words, *When God Made You* can be read at home or used in a school or church setting as a tool to speak of the peoples of this world and of our individual gifts, virtues, and differences. It is also useful as a creative prompt for children to write or draw interesting descriptions or depictions of themselves.

A tiny bit about the book

When God Made You celebrates virtue and diversity, color and language and names that have meaning. It's about the gifts God plants in us, the charge He gives us to use these gifts, not only for our own growth and benefit, but also for that of our neighbor and broader community. It charges the individual child to look around at others and to look inside himself and see what wonderful things God has hidden inside his mind, body, and heart.

To read more about the book, you can head to:

my website-- <http://www.janegmeyer.com/books/when-god-made-you/>

or to the publisher's-- <http://store.ancientfaith.com/when-god-made-you/>

and you can contact the author at jane@janegmeyer.com

Following are four lesson plans:

Preschool to early elementary)—*Sharing Who I Am* (need 20-30 minutes)

2nd-6th graders—*When God Made Me*, writing (need 50 minutes)

2nd-6th graders-- *When God Made Me*, self portrait (need 50 minutes)

2nd-6th graders-- *When God Made Me*, write & draw (need 70-90 mins)

Activity One—Sharing Who I Am...Thinking of Others...

Age range: Especially for preschoolers and early elementary, but fine for older...

Materials: *When God Made You*

Time needed: 20-30 minutes

1. Before reading the book aloud to the children, speak in a hushed voice to gain their attention, have the kids close their eyes, and **think of one thing that is really special about themselves**. Make sure it's quiet and count to ten while they think. Then ask them to save that thought for sharing time after the book is done.
2. Read the book (takes about 10-12 minutes if read slowly).
3. Allow the children to share a thought on one special thing that God placed inside of them.
4. If time allows, have them find that place of quiet again, then ask them to choose someone else in the room to think about. Have them close their eyes, and then identify in their minds one really interesting, unique thing about the person they thought of. Then have a quick time of silent prayer, asking the **children to say—not aloud--a short prayer** for the person they thought of.

Activity Two—When God Made Me: Writing Exercise

Age range: Second through sixth grade

Materials: *When God Made You*, paper and pencil for each child

Time needed: 50 minutes

Choose focus:

Lyrical language (alliteration “When God made Matteo, He gathered a speck of stone, a mite of mud, and a whit of wood.”).

Personal and spiritual exploration (paragraph or essay on--who am I, what is unique about me, what spiritual gifts do I have?)

World geography (have the kids close their eyes and randomly point to a place on a map, then have them write a profile of a child from that place matching the style in the book).

Example lesson exploring lyrical language through alliteration.

1. Before reading the book, introduce the lesson. Example: *The focus today is to write more poetically. The sounds of words when we hear them makes a big difference in how **we feel** about them. When we combine sounds that are pleasing to our ears, we automatically appreciate the meaning of the words more. Today we are exploring alliteration, which is a way of combining sounds that are alike to create sentences that are more poetic.*
2. Read *When God Made You*, then re-read the page near the end about the child, Theodoor. Ask the children to point out the two consonant sounds that repeat in the paragraph. The SH sound in “...and shifting shapes in every shade of blue...” and the L sound in “...layered light and dark with love and lazy afternoons...” Write a few new alliterative phrases on the board that you think of as a group.
3. Have the children write a sentence, paragraph, or a small essay describing themselves. Have them include at least one string of three words in the description that has the same sound.

Publish Your Student’s Work

Any artwork or profiles that are sent to me will be “published” on the When God Made You Facebook page. Feel free to send along jpegs, or pdfs, or simply include the attachments and/or descriptions in an email to: jane@janegmeyer.com.

Activity Three—When God Made Me: Drawing a Self Portrait

Age range: Second through sixth grade

Materials: *When God Made You*, drawing paper and colored pencils, markers, pastels, or crayons for each child

Time needed: 50 minutes

1. Before reading the book, introduce the lesson. Example: *Today we're going to read, and then draw our own self portrait. You'll see that in this book, it is a series of self portraits of children from around the world. When I'm reading, try to listen with your ears **and your eyes**. Each child likes to do different things, but also notice how there is a dominant color for each child in the book. Brigid is green. Theodoor is blue. Shira is the rainbow...*
2. Read *When God Made You* to the kids.
3. Pass out the art supplies and ask the children to fill up the page with a portrait of themselves, especially using their favorite color. If they're on a roll, they can draw some of their favorite objects into the design as well.

Variation:

Have the children make self portraits just of their faces and necks on small, square sheets of nice art paper. Larger sizes, maybe 5 x 5 for smaller children, and smaller (since their fine motor skills are better), maybe 3 x 3 for older children. Then paste all of these together onto one board in a grid format. It's amazing to see all the faces side by side, each one so different, yet creating a community of people all together...

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Activity Four—When God Made Me: Write and Draw

Age range: Second through sixth grade

Materials: *When God Made You*, drawing paper and colored pencils, markers, or crayons for each child

Time needed: 50 + 20-30 minutes

- Simply combine Activity Two and Three together, splitting the work into two sessions. Have the child draft the writing portion of the activity on a piece of scratch paper, then transfer the (corrected, if you want) paragraph to the self portrait once the artwork is finished.

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