

Class About God

Suggestion 1.2: Description of activities created and applied by me, Rita Foelker, together with the teens from the children's project (SEMIS – Jundial SP, proposal of teaching without religious or doctrinaire ties).

God

Initially we had a game for the presentation.

1. When the group was seated, I wrote on the "flip chart" two words: TO BELIEVE and TO KNOW.

I then asked what was the meaning of the first one. The answers of the two groups were similar: to have faith, to think of something as being true. As far as TO KNOW, we had the answers: to have the knowledge, to be informed, have the certainty, have the capacity, to have the ability to teach.

2. Then I asked: when we talk about God, we usually say "I believe in God", but, would it be possible to have the total confidence that God exists?

3. We proceeded to listen to some opinions and then we had a voting poll between the groups so we could get to know everyone's opinion. In one of the groups there was a technical tie"; the other group had an unanimous opinion that it was possible.

4. Then I showed them a clock (one of those with batteries and bought at the street pedlar). I asked them what had been necessary to make that watch. The answers: someone built it, there was planning involved, parts were needed, someone had to invent it, someone first had to come up with a sketch of the watch. Someone also said that in order for the clock to work it needed batteries and I demonstrated that the batteries depended upon whether the watch is or not properly functioning, not on its existence. The student's answer was noted with this remark.

5. We talked about many types of clocks: digital, pendulum, wall ..All these clocks had been invented, sketched, manufactured by one or more persons. Were they smart? After all, someone had to come up with the idea, use their intelligence to build a clock able to work properly and show the time, one that didn't break all the time...We talked about this. Do you think that it would be possible, by putting all the parts of the clock in a box and then shaking the box, the parts of the clock would come properly together merely by chance? We gathered opinions, and all came to the conclusion the answer was no.

6. Let's think of something else, our planets, the solar system, human body _ all that exists. We have two ways we can imagine how all this started taking place: (1) By chance or (2) the result of some INTELLIGENCE .

Which do you think it was? By chance or the will of some intelligence? As both groups agreed on the second one I went on to say that this intelligence

which created the universe, and planned everything so that all would function in perfect harmony is God.

7. I played an Arab song and asked them what the song reminded them of. There were several references to the popular soap opera, *The Clone*, and the main character, Jade. I then told them the story of the Arab Caravan from *Memei**, while the song was still playing and asked them if this story had anything to do with the subject presently at hand. There was a precise identification regarding the evidence that there is a God.

8. We also talked about having the knowledge of things through signs Ex. : If your neighbor is having a party, you don't have to go there to know that there is a party going on. If someone gives you a written note from someone, you can figure it out by the hand writing who wrote the message. All is a sign from God, including us creatures, who can be so critical of ourselves, thinking that we are ugly, with imperfections, however, we were all created by God, each with our unique beauty.

- From the book *Our Father*, Memei?F.C Xavier, Ed, FEB.
Suggestion 1.3: Proposal of activity(from Rita Foelker, published in the Educator Space – www.edicoesqil.com.br/edificador/boasvindas.html)

God for the little ones (5 years and up)

GENERAL OBJECTIVE" To understand the meaning of "to create"

SPECIFIC OBJECTIVE: to create a panel of collages