

# God Made You and Will Always Love You

**PRO TIP**  
Download other  
grades for alternate  
activities!

## CONNECTIONS TO THE CATECHISM OF THE CATHOLIC CHURCH

CCC 301, 356

## MATERIALS

- ▶ [God Made You and Will Always Love You](#) (foldable booklet)

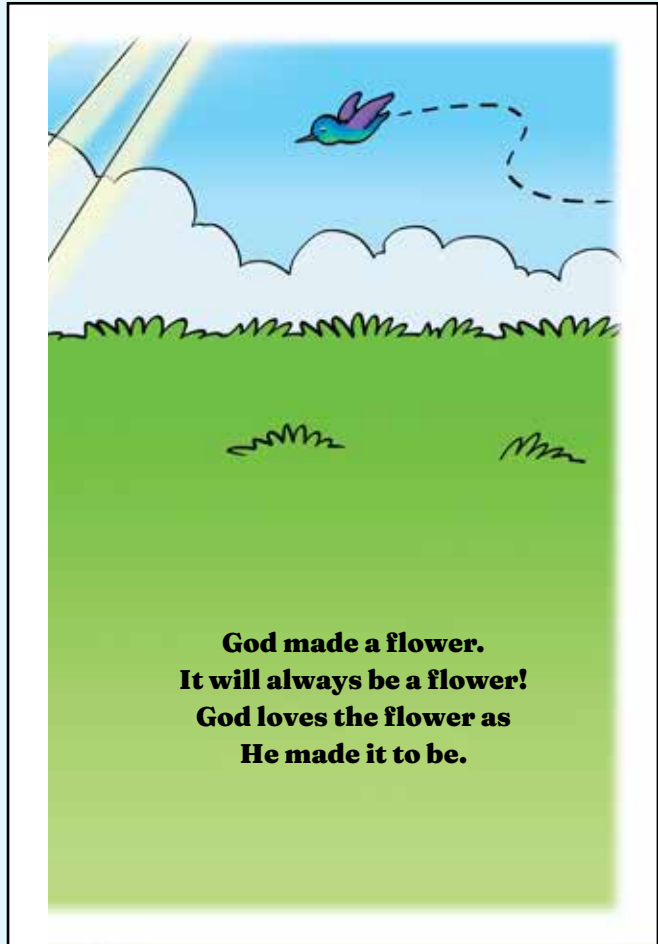
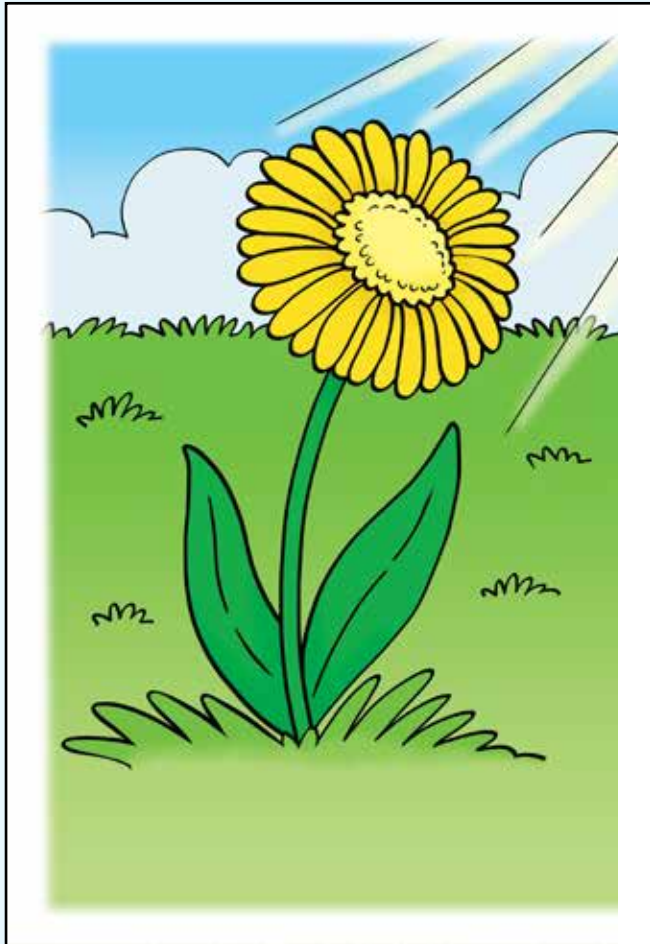
## CHRISTIAN ANTHROPOLOGY STANDARDS

K.1.1 TOB Express that creation is a gift from God who is loving.  
(TOB 13:2-3; CCC 301, 356)

## SUGGESTED TIME

10 minutes

## STUDENT PAGES 1-2



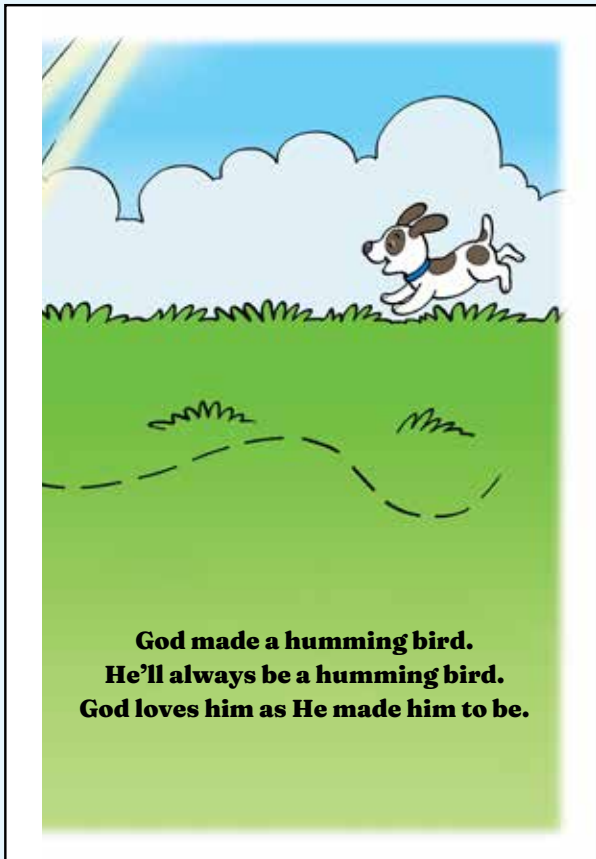
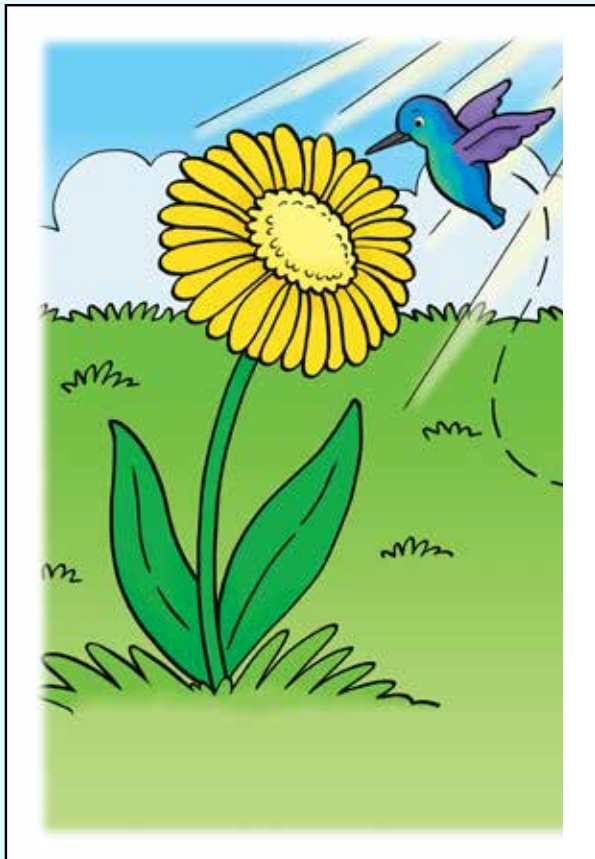
**God made a flower.  
It will always be a flower!  
God loves the flower as  
He made it to be.**

### Activity

- A.** Prepare a booklet for each child by printing them out double-sided and folding, or you may also make just one for yourself to hold up as you read.
- B.** Hold up the first pages and read aloud the words on the page.
- C.** Ask the class what they see on the page. Point to the flower, and ask if they can see anything on the page that shows God loves the flower as He made it to be. *Accept all answers. Students may say he is shining the sun's rays on the flower, the flower looks happy, and so forth.*
- D.** Continue to read aloud, asking the class what they see in the background on the each page, and how they can tell God loves His creation.

**ACTIVITY CONTINUES**

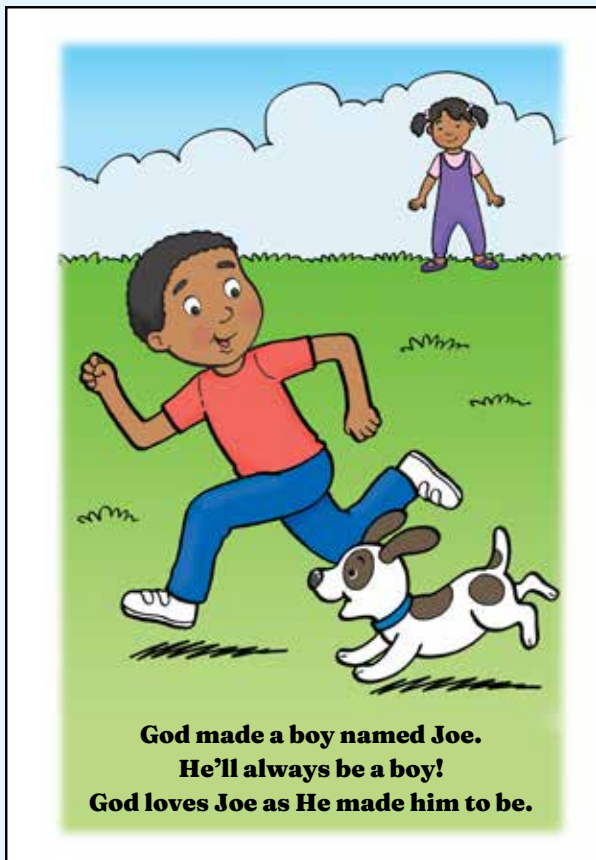
**STUDENT PAGES 3-4**



**God made a humming bird.  
He'll always be a humming bird.  
God loves him as He made him to be.**



**God made a dog.  
He'll always be a dog!  
God loves him as He made him to be!**



**God made a boy named Joe.  
He'll always be a boy!  
God loves Joe as He made him to be.**

## STUDENT PAGES 5-6



**God made a girl named Marie.  
She'll always be a girl.**



**God loves Marie as He  
made her to be.**

- E. After reading them aloud, hold up these pages and ask what are some things in God's creation they can see. Accept all answers.
- F. Emphasize that Joe and Marie in this story, and their family we see on the next page, and all people everywhere, are part of God's creation! We are part of creation, and God loves us!

**ACTIVITY CONTINUES**



## STUDENT PAGES 7-8



- G.** After reading aloud these pages, hold up the pictures and ask which is the girl, and which is the boy.
- H.** Explain that God makes every person a girl or a boy. Girls stay girls their whole lives, and boys stay boys their whole lives! Being a girl is wonderful, and being a boy is wonderful!

**ACTIVITY CONTINUES**

## STUDENT PAGE 9



**If you are a boy, you'll  
always be a boy!**

**If you are a girl, you'll  
always be a girl!**

**God loves you as He made you to be.**

**And He always will!**

1. Finish reading the story, and explain that God makes each of us a boy or a girl, and that never changes, just like His love for us never changes!



**If you are a boy, you'll  
always be a boy!**

**If you are a girl, you'll  
always be a girl!**

**God loves you as He made you to be.**

**And He always will!**



**God Made You  
and Will Always  
Love You**



**He made you a boy or a girl.**





**God made you!**



**God made a flower.**

**It will always be a flower!**

**God loves the flower  
as He made it to be.**

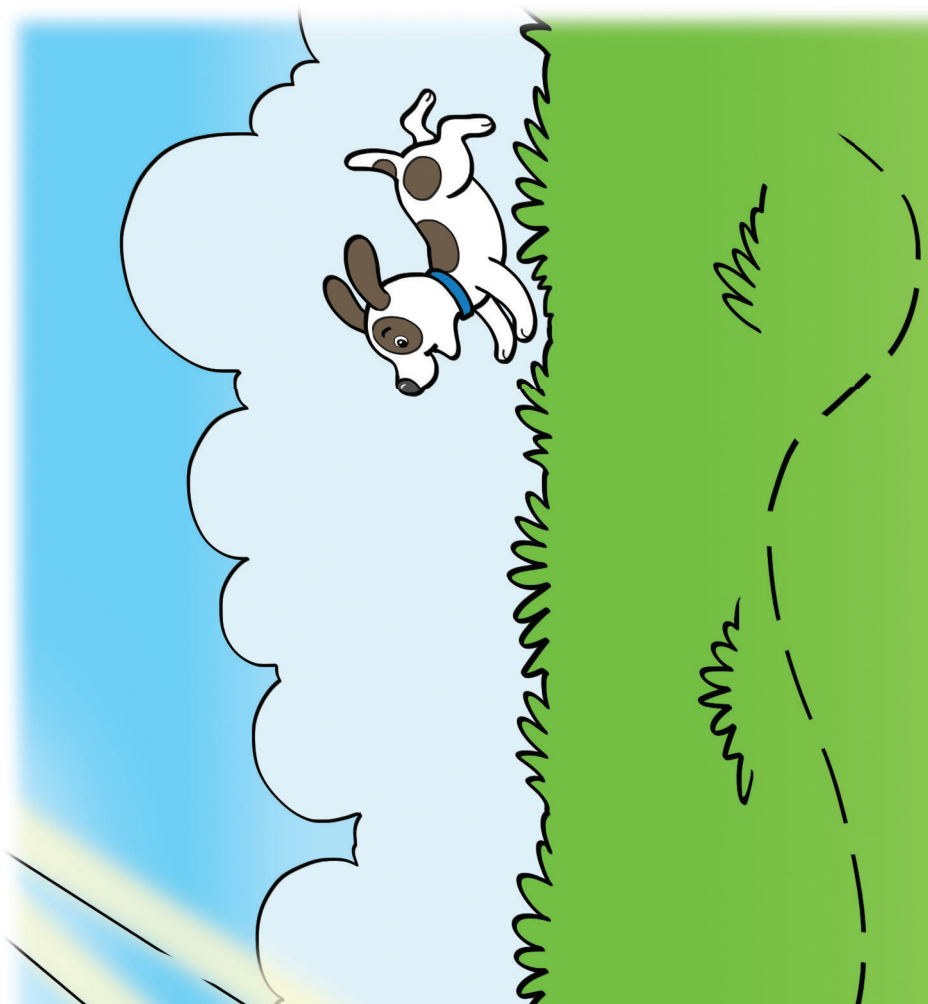


**God loves Marie as He  
made her to be.**



**God made a girl named Marie.**

**She'll always be a girl.**



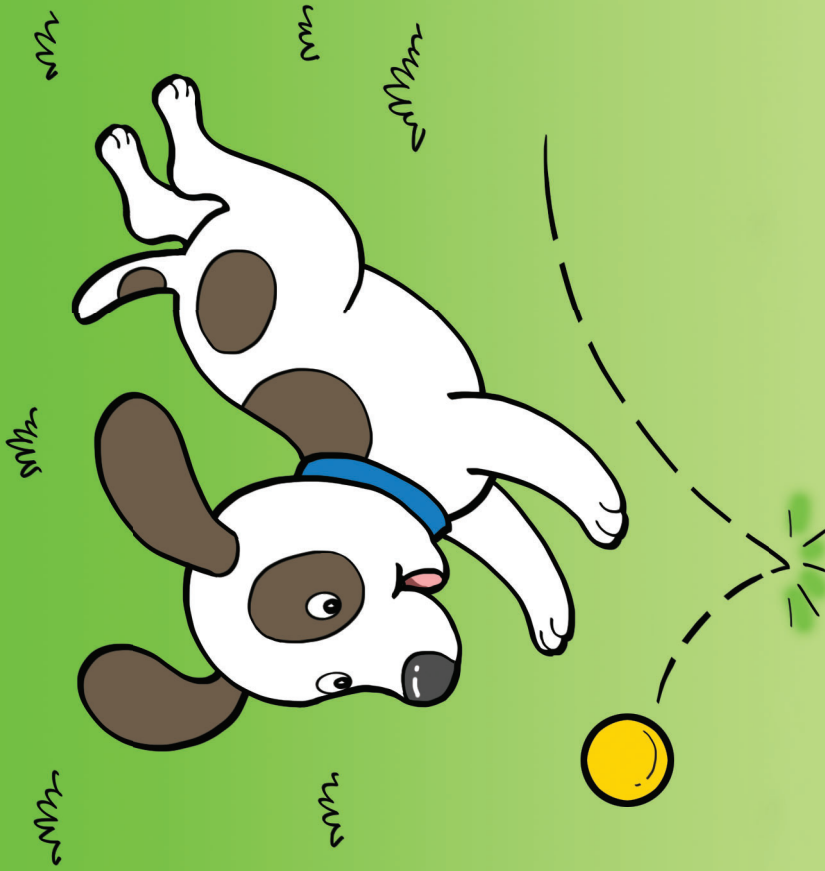
**God made a hummingbird.**

**He'll always be a hummingbird.**

**God loves him as He**

**made him to be.**





**God made a dog.**

**He'll always be a dog!**

**God loves him as He made him to be!**



**God made a boy named Joe.**

**He'll always be a boy!**

**God loves Joe as He made him to be.**



# God Made Me a Boy or a Girl

**PRO TIP**  
Download other grades for alternate activities!

## CONNECTIONS TO THE CATECHISM OF THE CATHOLIC CHURCH

CCC 301, 356

## MATERIALS

- ▶ [Teacher Resource: Instrument Pictures](#)  
Video of The Swan, by Camille Saint-Saëns, at [SophiaOnline.org/TheSwan](https://SophiaOnline.org/TheSwan)
- ▶ Cut-outs from [Teacher Resource: God Made Us Boys and Girls](#)
- ▶ Scissors, crayons, markers, and/or colored pencils

## CHRISTIAN ANTHROPOLOGY STANDARDS

K.1.1 TOB Express that creation is a gift from God who is loving. (TOB 13:2-3; CCC 301, 356)

## SUGGESTED TIME

20 minutes

## Teacher Background

From the beginning of creation, God made human beings male or female. Our sexuality is a gift from God, who is loving. The differences between men and women allow them to complement each other as husband and wife and reflect God's selfless, faithful, and life-giving love in marriage.



### HOW DOES THIS LESSON HELP INOCULATE STUDENTS AGAINST GENDER IDEOLOGY?

Gender ideology often teaches us to see human relationships through the lens of power struggles: everyone is either an oppressor or being oppressed in some way. This dynamic even applies to our bodies: the constraints our male or female bodies impose on us may be oppressive, and therefore we should be able to manipulate our bodies to free us from those limits. But the truth is that our bodies are gifts from our loving God, and He created men and women to work together, to give of themselves to each other, and to share in His love.

## Activity

*Note to teacher: before class, make enough copies of cut-outs from [Teacher's Resource: God Made Us Boys and Girls](#) and cut out the figures so you have one girl for each female student and one boy for each male student.*

- A. Begin by explaining the following to your students: *God loves His creation so much! He created boys and girls to work together, to help each other. Boys and girls are different in many ways, and their differences are very good and part of God's plan.*
- B. Distribute or hold up a copy of the [Teacher Resource: Instrument Pictures](#) and ask if any of your students know what the instruments pictured are. A harp and a cello.
- C. Then, ask the following questions:
  - How is the harp like the cello? *They are both musical instruments, they both are made of wood, they both have strings, and so forth.*
  - How is the harp different from the cello? *They are different shapes, the harp has more strings than the cello, the harp is bigger than the cello, and so forth.*
- D. Then, explain that you will now show a video of the harp and cello being played together to make beautiful music. Before beginning, ask your students to pay attention to how each instrument is played in the video: how are they the same? How are they different?



E. Show your students the video of *The Swan*, by Camille Saint-Saëns, available at [SophiaOnline.org/TheSwan](https://www.sophiaonline.org/TheSwan). When the video is over, ask your students the following questions:

- Did the instruments sound the same? *No*.
- Were the instruments played in exactly the same way? *No*.
- Did they work together to make the music? *Yes*.

F. Wrap up the discussion by explaining that the harp and the cello are both musical instruments. They have some things in common, but they also have many differences. The harp and cello work together to make beautiful music. In fact, the music is beautiful because the instruments are different! The example of these instruments helps us see how God made boys and girls to work together and help each other. Boys and girls have some things in common, but they also have many differences. The differences between boys and girls are part of God's beautiful plan. *Every boy is a gift given by God and every girl is a gift given by God.*

G. Finally, announce that we are going to celebrate the fact that some of us are boys and some of us are girls by coloring pictures of ourselves.

H. Distribute the appropriate cut-outs from [Teacher Resource: God Made Us Boys and Girls](#) to each student, and have them color and decorate their cut-outs as pictures of themselves. Have them sign their names to the best of their ability at the bottom of their pictures.

I. When they are finished, put the pictures on display in the classroom or hallway under the title: "God made us boys and girls!"



# Instrument Pictures

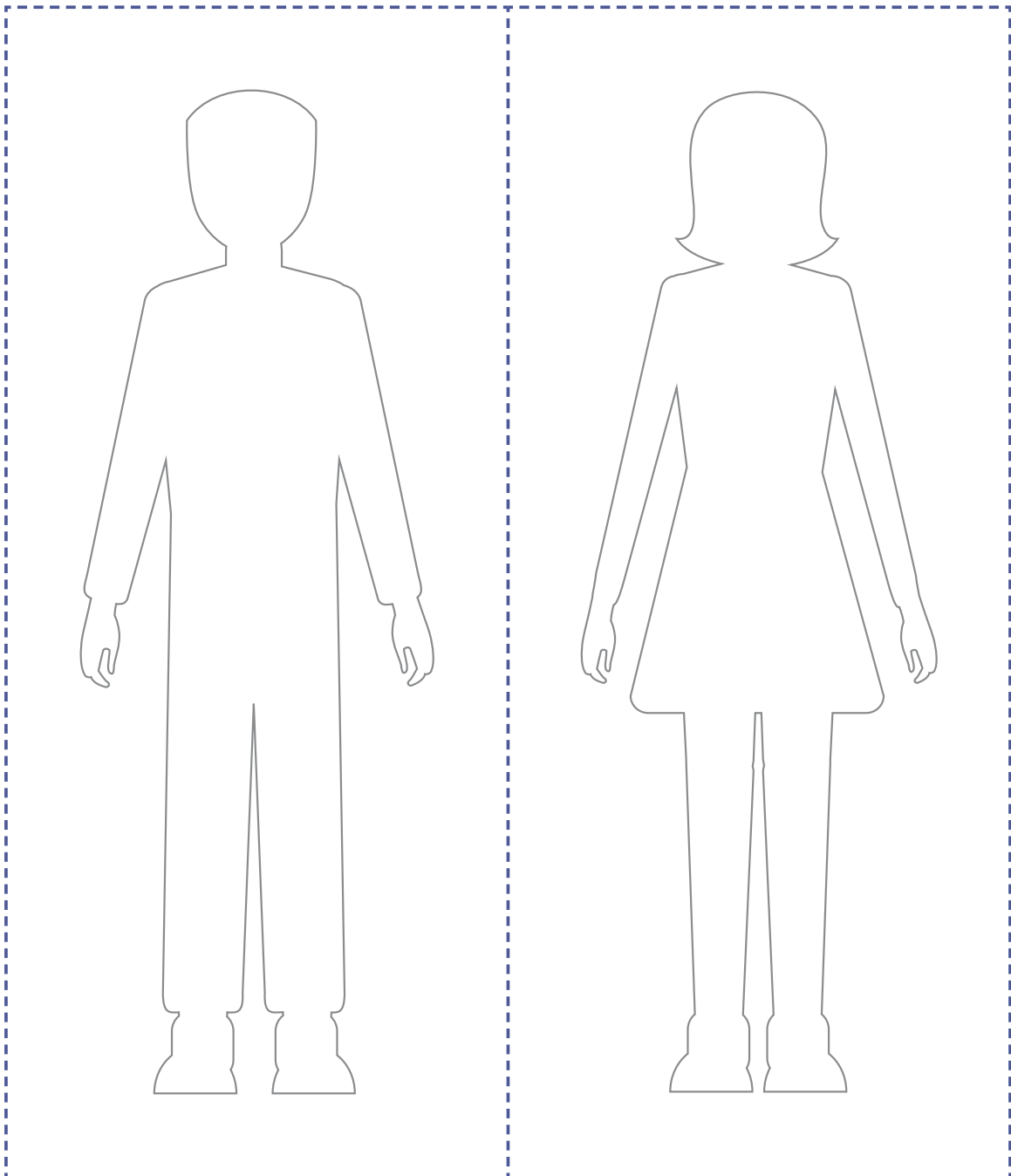




## TEACHER RESOURCE

# God Made Us Boys and Girls

**Note to teacher:** Copy and cut out enough figures so you have one girl figure for each girl in your class, and one boy for each boy in your class.



# What God's Love Shows Us About Being Human

**PRO TIP**  
Download other grades for alternate activities!

## CONNECTIONS TO THE CATECHISM OF THE CATHOLIC CHURCH

CCC 356, 358, 380

## MATERIALS

- ▶ [Word Tracing](#)
- ▶ Scissors, crayons, markers, and/or colored pencils

## CHRISTIAN ANTHROPOLOGY STANDARDS

K.2.2 TOB Recognize that the human person has a special relationship with God in comparison to animals.

(TOB 5-6; CCC 356, 358, 380)

## SUGGESTED TIME

20 minutes

## Teacher Background

The life of Jesus reveals to us what authentic love is. Though God created all things, only human beings are made in His image and likeness. Only human beings can give and receive love like God. Because of the Fall of our first parents, Adam and Eve, sin has damaged our ability to love like God. The Son of God, who created the world and everything in it with the Father and the Holy Spirit, came into the world in a special way. He assumed a human nature and became the Son of Mary so that we could have a special relationship of love with God and with each other. He became like us in everything but sin to save us from sin and teach us what true love is.



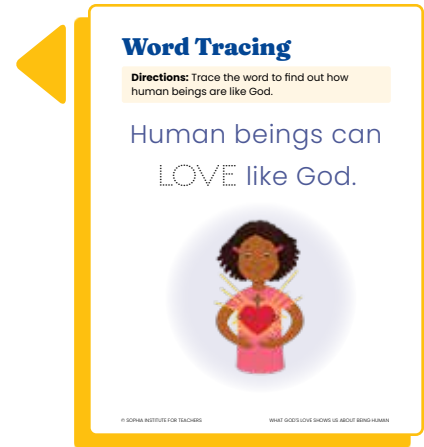
### HOW DOES THIS LESSON INOCULATE...

Gender ideology asserts that loving someone means engaging in or encouraging sinful behavior if it seems to provide temporary pleasure. But the truth Jesus shows us is that love is to freely make a gift of oneself for the good of another. Since we are made in God's image and likeness, we are called to love as He loves: to make a gift of self to others, and to love all those we encounter unconditionally.

## Activity

- A. Begin by having your class form a large circle. Have each student think of their favorite animal.
- B. When they are ready, have students take turns standing in the center of the circle to act out their animal using only their body and the sounds of the animal. The rest of the class should try to guess what animal it is. (You may choose to go first to give them an example.)
- C. When the game is over, ask your students to think of things that human beings can do that animals cannot. *Answers may vary.*
- D. Explain that one key difference between human beings and animals is that humans are free to love others like God loves.
- E. Ask the class if they think any animals are made in God's image and likeness. *No, they are not.*
- F. Explain that human beings have a very special relationship with God because we alone are made in His image and likeness. Jesus became man to show us how much God loves us, and He is our perfect example of what it means to really love in a way only human beings can.

- G. Next, distribute the **Word Tracing** worksheet, and make crayons, markers, and/or colored pencils available. Explain that the word on the page spells out the most important thing that animals cannot do but human beings can.
- H. Have students trace the dotted letters on the worksheet and decorate the page as they wish.
- I. When they are finished, read the completed worksheet aloud to them: "Humans beings can love like God."





# Word Tracing

**Directions:** Trace the word to find out how human beings are like God.

Human beings can  
LOVE like God.



**What  
God's Love  
Shows  
Us About  
Being  
Human**

# Word Tracing

**Directions:** Trace the word to find out how human beings are like God.

Human beings can  
LOVE like God.

