



Youth and  
Children's  
Ministries



Transformation

Integration

Discipleship

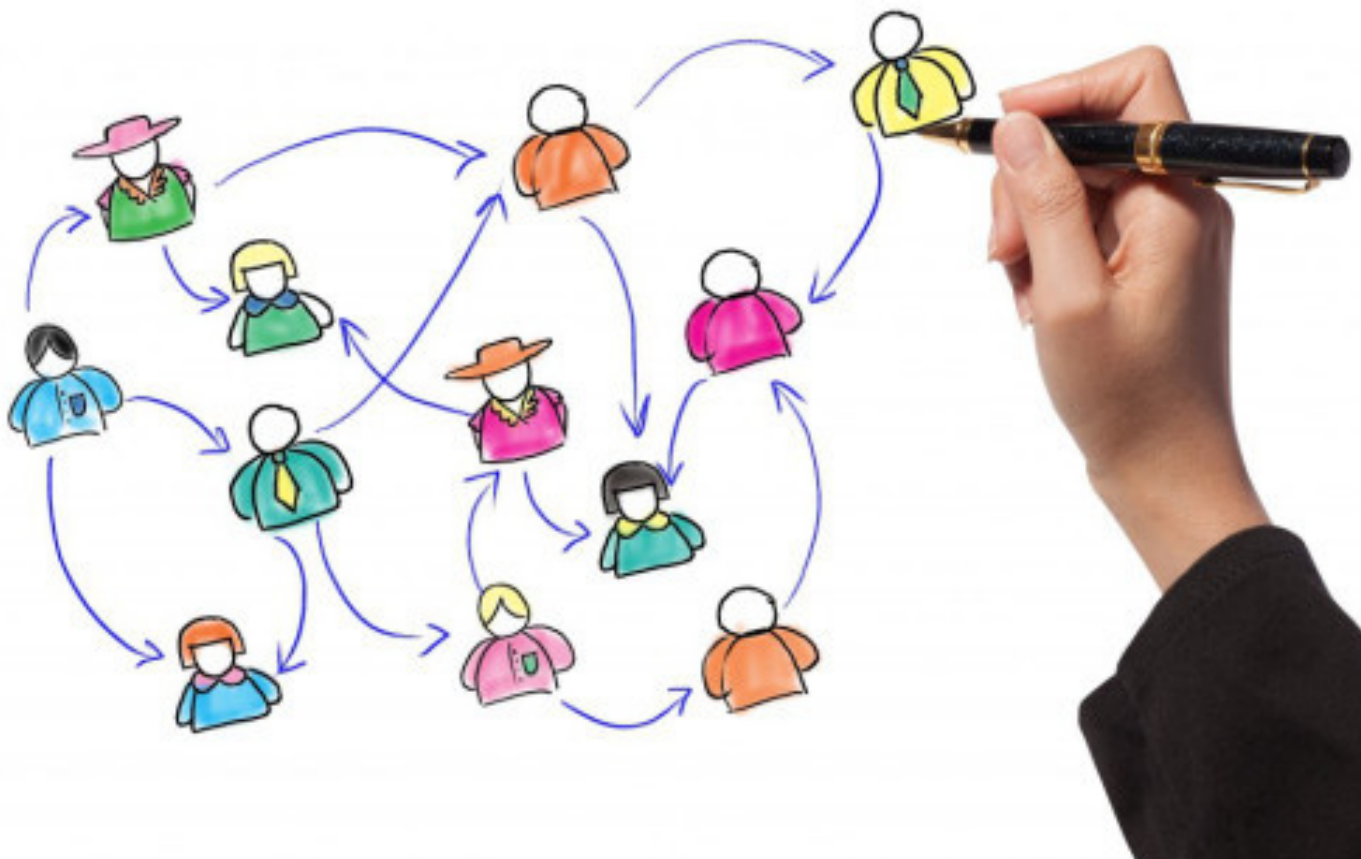
Effectiveness

# CONNECTED+

**'He is before all things and in him all things hold together.'**

Colossians 1:17

## Material for Children's Events 2017





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## What this resource is all about

The Salvation Army is actively seeking to be more effective in God's mission. Working together we are committed to delivering the renewed vision which has four mission priorities that spell out the word TIDE.

**Transformation:** We are a 'new creation'

**Integration:** The whole Army with the whole message to the whole person

**Discipleship:** If we've stopped learning, we've stopped following

**Effectiveness:** We need to be 'fit for mission'

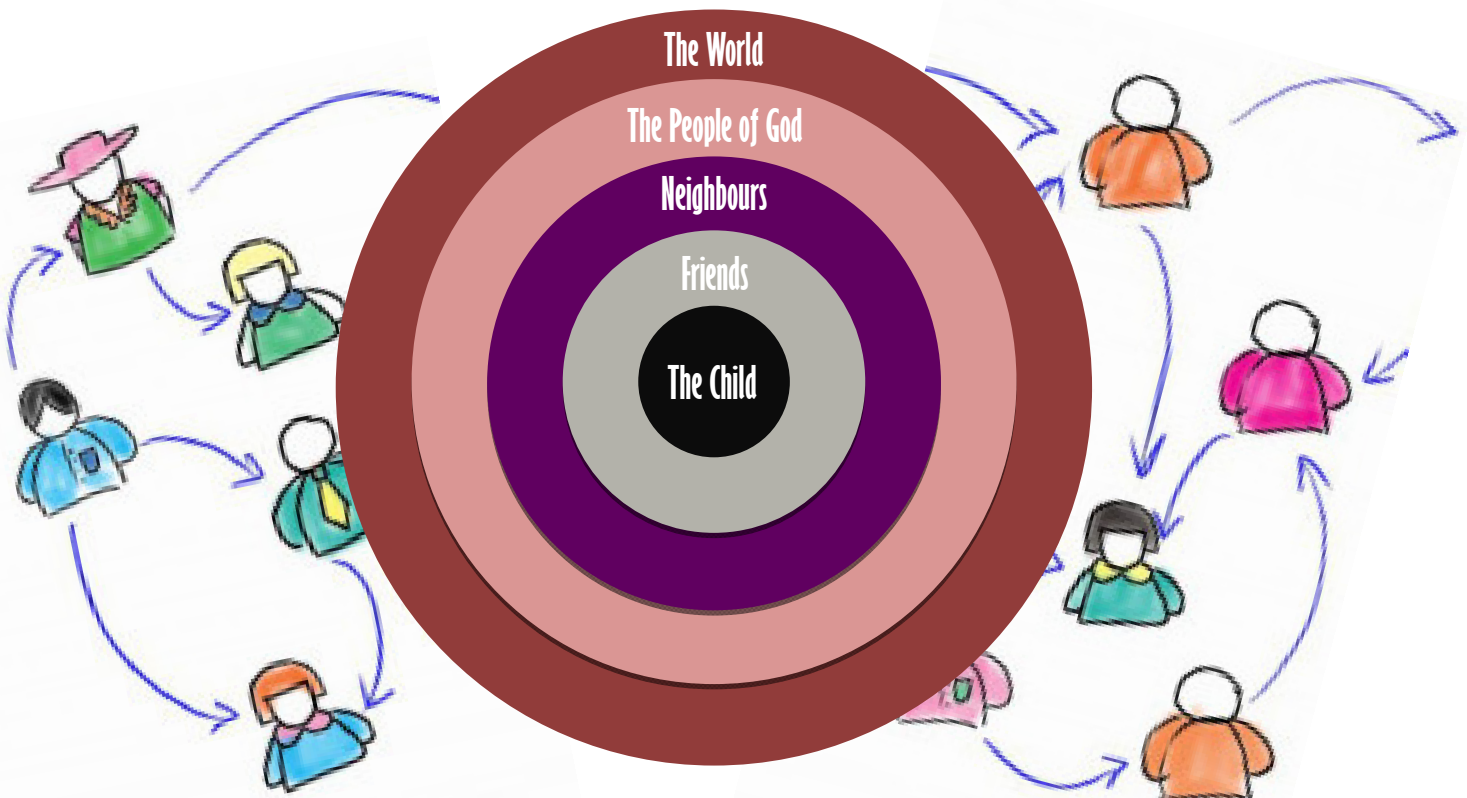


This means bringing about lasting **Transformation** in lives and communities blighted by spiritual and social poverty; engaging every aspect of our movement in our **Integrated** mission of physical, emotional and spiritual health for every person; nurturing and equipping people in our faith to commit to lifelong **Discipleship** and **Effectiveness** in how we support and deliver mission'.

This year the focus is on **Integration:** the whole Army with the whole message to the physical, emotional and spiritual health of every person. We want to be 'connected' in every way.

Within this resource there are five sessions. Each session can stand alone, but if you are going to use more than one session we recommend you use them in sequence of order. The sessions take the child on a journey as they explore the different ways to connect to God and the world around them.

The children start their journey by focusing on themselves, how they are 'wonderfully made' and their connection with God. The next step is how they connect with their friends in their everyday relationships. Next, they move on to looking at their neighbours: Who are their neighbours? What impact do children have on one another? They then explore the people of God (their church, their community and so on), what they are and why those are important. Finally, they take a look at the world and explore how to connect with God in his mission, finding out what the Lord is asking of them.



## Spiritual Formation

In Rebecca Nye's book *Children's Spirituality - What it is and Why it Matters* the author explores the child's spiritual formation. Rebecca mentions six criteria, using them as a checklist to see how well a child's spirituality is being supported – and all six are equally important. Rebecca states: "...at the core of achieving a "best practice" policy for spirituality in a day-to-day children's work.... the idea is that in every situation you could use these criteria..."

Here are the six criteria as the acrostic 'SPIRIT' to help make it easier to recall them:

- **Space** – crossing a threshold to come into a safe & sacred place and the response time for connecting with God.
- **Process** — spirituality is more about process than product, our spiritual life is an on-going piece of work, not something to be seen as 'completed'.
- **Imagination** — spirituality depends on our being open and willing to go deeper, imagination and creativity can facilitate this.
- **Relationship** – offering authentic models of relating to one another is right at the core of spirituality.
- **Intimacy** – to create a safe environment where children can come closer to God, delve deeper, take risks and pursue passions.
- **Trust** – being comfortable with different kinds of knowing, and not knowing.

## Faith Formation

In his book *Growing Upwards - The Faith Journey of Christian Young People*, Colin Bennett says: 'Christian young people grow holistically. In my work with young people I have developed and used a holistic methodology based on Numbers 13. In our post-Christian Western World, I believe young people need help as 'SPIES' in the land.'

SPIES, in the context of growth and development, stands for Spiritual, Physical, Intellectual, Emotional and Social. Bennett continues: 'Within faith formation young people need help to be SPIES, while spirituality is important. If as a Church family we do not nurture the other elements within Christian living, how are we equipping them to live out their Christian lives within their communities? Bennett adds: 'Young people need space and encouragement to grow as rounded individuals, and engaging them in these other areas will have spiritual implications.'

- **Spiritual**
- **Physical**
- **Intellectual**
- **Emotional**
- **Social**



### Further Reading:

*Children's Spirituality - What it is and Why it Matters* by Rebecca Nye (Church House Publishing; 2009)

*Growing Upwards - The Faith Journey of Christian Young People* by Colin Bennett (Grove Books Limited, 2016)

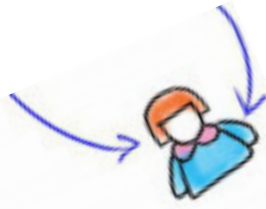
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**‘He is before all things and in him all things hold together.’**

*Colossians 1:17*

## **The Sessions**

# Session One



# The Child

## Psalm 139

### Leaders' Reflection

Can you remember back to the time when you were eight? It is perhaps a longer time ago for some of us. Take a moment to reflect upon when you were that age.

Did you have a favourite toy? Did it need to smell just right? (God forbid if it was ever put in the washing machine!) Did you have a favourite item of clothing? And can you remember that day when you could no longer wear it as it no longer fitted you? How was your family made up? Who were the influences in your life? What was your experience of school, church and home? How did you view your world when you were eight years old?

Your childhood experiences and those influences will have an impression on how you view your relationships, your actions, the world and God today. The way you think and your personality will affect the way you view God, others and the world too. Read Psalm 139:13-16 (NIV) and consider these words for yourself. How does it make you feel? To know that God 'created my inmost being' and that you are 'fearfully and wonderfully made'? Read Psalm 139:1-12 (NIV). How do you view your relationship; actions; the world and God - knowing these truths?

### Session Aims

- To help individuals to know that they are a child of God
- To help children explore their relationship with God and think about where they are now

### Leaders' Bible Background

The theme for all the material in this book links to The Salvation Army's focus for the year which is 'Integration'. Integration can be described as bringing together, merging; the knitting together of people. But before we can consider the knitting together of different people - the session focuses on the individual child and how they were knitted together by God in their mother's womb. Psalm 139 has been chosen to bring out two main themes:

- Children knowing that they are a child of God
- Children identifying where they are in their personal relationship with God.

The order of these two key thoughts is intentionally not explored in the order they appear in Psalm 139. So the first part of the session is designed to create a sense of amazement that God actually made each child as an individual. Each child is a unique creation – a work of art! (See vv 13-16). God decided how the different bones in our bodies would be knitted together to make them. He didn't decide to make everyone exactly the same. He chose some to be boys and others to be girls; he decided some people would have blue eyes and some brown. Some to be tall and others short, some able to speak in one language - others in another. He chose some to be white and others black. God would decide all these things about us even before we were born.

Teaching children how to connect with God offers them the ultimate gift: an eternal relationship with the all-powerful, perfectly loving and faithful God. As Christians, our relationship with God is the most important relationship we will ever have. (See vv 1-10).

To have a meaningful relationship you have to know something about the other person - what you call them, what they do, what they like, what they want from you. Verses 1-10 is a way to amaze us (not frighten us) about how much God knows about each of us. God wants to be in a relationship with us. He knows when we sit down and when we stand up, when we speak and when we are silent, where we go and when we need guidance. This covers almost everything we do each day. So, as you approach these wonderful themes, think about what each child already knows about God and what kind of relationship they have with him already.

**'I praise you because you made me in an amazing and wonderful way. What you have done is wonderful.'**

**Psalm 139:14 (International Children's Bible)**



## Scripture (Psalm 139:1-16, NCV)

- 1 Lord, you have examined me. You know all about me.
- 2 You know when I sit down and when I get up. You know my thoughts before I think them.
- 3 You know where I go and where I lie down. You know well everything I do.
- 4 Lord, even before I say a word, you already know what I am going to say.
- 5 You are all around me—in front and in back. You have put your hand on me.
- 6 Your knowledge is amazing to me. It is more than I can understand.
- 7 Where can I go to get away from your Spirit? Where can I run from you?
- 8 If I go up to the skies, you are there. If I lie down where the dead are, you are there.
- 9 If I rise with the sun in the east, and settle in the west beyond the sea,  
10 even there you would guide me. With your right hand you would hold me.
- 11 I could say, “The darkness will hide me. The light around me will turn into night.”
- 12 But even the darkness is not dark to you. The night is as light as the day. Darkness and light are the same to you.
- 13 You made my whole being. You formed me in my mother’s body.
- 14 I praise you because you made me in an amazing and wonderful way. What you have done is wonderful. I know this very well.
- 15 You saw my bones being formed as I took shape in my mother’s body. When I was put together there,  
16 You saw my body as it was formed. All the days planned for me were written in your book before I was one day old.

## Tell the Story

Think about how you will tell this story, instilling a sense of awe and wonder. You may want to simply read it aloud as a meditation, or ask the children to sit quietly whilst an audio version of the Bible is played. The Godly Play Story of Creation is an ideal way to unpack some of the wondering questions featured in the ‘I Wonder’ sections.

## Ideas and Activities

Use an A4 sheet of paper divided into sections as per the game ‘Consequences’. The children are asked to design a person (head, body, arms, hands, legs and feet), drawing each part on a separate section of the paper. They then swap different parts with others to make up different people, to much hilarity!

Beetle Drive game. The children roll a dice to get a numbered body part (1: head, 2: body, 3: arms, 4: hands 5: legs 6: feet). Play in teams until the body is completed. The online supplier [www.bakerross.co.uk](http://www.bakerross.co.uk) sells a ‘Design a Jointed Person’ pack which is ideal for this game.

Human ‘Guess Who?’ You will need a selection of hats, glasses, scarves and gloves and other bizarre items of clothing. Children can decide what they want to wear. Sit the participants in a grid formation. Choose a child to be ‘it’ and one to guess. When a guess is made, the chosen child lies down. Play until the correct child is chosen.

Names of God. Prepare a list of names of God from Scripture. You could use Hebrew words such as Jehovah, Jireh etc. The children are given cards with Hebrew names on some and English translations on the others. Play a simple matching game in teams.

Ask the children to prepare a short drama to present Psalm 139 in their own way. They might choose to perform the drama in silence (as a mime) or have someone narrate from the Bible. They may also want to sing, write an extended poem, or if you have the means – to prepare some visual slides on a computer or some artwork.

Provide mirrors and glass pens. Using the mirrors, ask the children to write what they think of themselves. Next, ask them to write what God thinks of them.

**Creative Space**

Space to reflect on Psalm 139 is really important. Ask the children find a space and lie down to listen to Psalm 139. You could read it aloud from a children’s version of the Bible or play an audio recording from something like the Street Bible.

**Prayer Time**

Have a large world displayed painted on card. Provide an ink pad or large finger paint pad. Each child should have a sheet of paper and pen for personal prayer and reflection. First, give the children some time to think about how God has made them special and to thank God for this. They may want to write or draw on the paper. Next, ask them to turn the paper over and write down how they want God to help them to get to know him more. When they have finished, invite them to place their finger or hand print somewhere on the ‘world’. Invite group leaders to pray a blessing over individuals or a corporate prayer could be said over the whole group. The ‘world’ should be left visible as this can be used in a later session.

**‘I praise you because you made me in an amazing and wonderful way. What you have done is wonderful.’**

**Psalm 139:14 (International Children's Bible)**

**I wonder...**

- What is the ugliest thing you have ever seen?
- Why you think it is ugly?
- If God thinks it ugly?
- What is the most beautiful thing that you have ever seen?
- What God was thinking when he knitted you together?
- If you have ever experienced knowing something before everyone else? How did that feel?
- What kinds of things make us different?
- Why God chose to make us to different?

*\*(When using these questions with children, try and give an example first that avoids making the answers about other children)*

**I wonder...**

- When you picture God what he looks like to you?
- When God sits down and when he gets up?
- If you know where God is when you need him?
- How you can have a relationship with God?
- What you need to do to keep the relationship going strong?

# Session Two

# Friends Daniel 1

## Leaders' Reflection

Consider your friendships. Do you have a best friend who knows everything about you and yet still stands by you and accepts you for who you are? Maybe you have more than one. Are you that sort of friend to someone else?

Do you have the sort of friends that you may not see as often as you would like? No matter the length of time that you have been apart, as soon as you meet you pick up from where you left off, without any need to try too hard?

Are you the sort of person that makes friends easily or does it take you a while to get to know someone and trust them?

Our friendships have a major influence on our lives; on our attitude; on our family, maybe even on the decisions that we make. Take some time to reflect on your friendships.

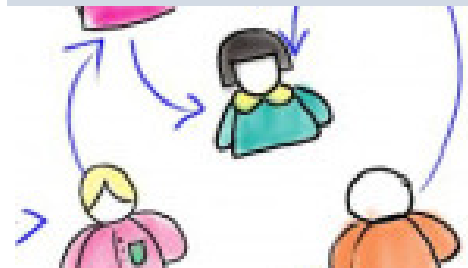
What part do you play within these friendships? Are they healthy friendships? Do you share your faith together? Do you pray together? Do you disciple each other, and hold each other accountable?

Read Daniel 1. These four friends had many trials, and yet they knew true friendship. Their friendship was strong. They were there for each other. Their prayer life together was strong.

On reflection, what do you need to consider within your friendships? What elements do you need to work on for you, for them, for your faith, and for God?

## Session Aims

- To help children to explore what makes a good friendship
- To help children to discover what part other children play in their friendships.



## Leaders' Bible Background

As we've already explained, the theme for this material links to The Salvation Army's focus for the year which is 'Integration'. In Session 1, the focus was on the individual child. We move into Session 2 exploring the relationships the child has with others and in particular their closest friends.

Daniel 1:1-21 has been chosen to show an example of a group of friends. Friends who had been through so much together and yet through it all remained strong due to mutual support. This session is designed to help children explore what makes a good friend and how they can be a good friend. And what we can learn from Daniel and his friends is the meaning of true friendship through really challenging circumstances.

This session is also designed to encourage the children to think about what having a relationship with God and others means. As Christians, our relationship with God is the most important relationship we will ever have, but how does this affect the relationships we have with others and in particular with our friends? Because God loved us first, we then must love others. Jesus reminded his followers that his is the most important commandment.

To have a meaningful relationship you have to know something about the other person, their name, their likes and dislikes, what makes them laugh and what makes them cry. By exploring this passage, we can see how the four friends are connected to one another and more importantly to God. We can recognise how we are connected to God and how we are connected to one another.

**'Two people are better than one. They get more done by working together. If one person falls, the other can help them up.'**

**Ecclesiastes 4:9-10 (International Children's Bible)**

## Leaders' Bible Background (continued ...)

The whole story of Daniel is introduced in verse one: 'In the third year of the reign of Jehoiakim king of Judah, Nebuchadnezzar king of Babylon came to Jerusalem and besieged it' (NIV). The siege took place in 605BC. Nebuchadnezzar took away riches as well as the people from the city. Daniel and his friends were amongst those taken captive from Jerusalem to Babylon. To outward appearances it looked as if Nebuchadnezzar was triumphant and God was beaten. Nebuchadnezzar had taken articles from the Temple of God and put them in the treasure house of his god. However, in reality nothing is outside of God's plan. Once in Babylon, the officials chose Israelites who they thought were the most likely to be natural leaders. These men were of good appearance, were wise, full of knowledge and teachable. They were to be given specialised Babylonian education. They were to be re-programmed and re-educated in the ways of Babylonian culture. The plan behind this was to take away any threat from these young men and weaken future Israelite leadership. As part of their induction into Babylonian culture, the friends were given Babylonian names. Their Hebrew names were religiously significant: Daniel means 'God is my judge', Hananiah means 'God has been gracious', Mishael means 'who is what God is?', and Azariah means 'God has helped'. Their change of name meant losing their Hebrew identity. However, the young men would not defile themselves with the king's food and wine, as it would have been offered to Babylonian idols. They were determined not to be unfaithful to their God and lose their identity in him. The four friends were faithful witnesses to their faith. Daniel persuaded the steward to let them consume only water and vegetables and invited him to examine them to see if they looked in good health. After ten days the young men looked much healthier. The water and vegetables became their permanent menu, and their faithfulness continued. Daniel and his friends were given divine gifts. God blessed them because of their faithfulness. '

## Scripture (Daniel 1:1-21, International Children's Bible)

Nebuchadnezzar king of Babylon came to Jerusalem and surrounded it with his army. This happened during the third year that Jehoiakim was king of Judah. The Lord allowed Nebuchadnezzar to capture Jehoiakim king of Judah. Nebuchadnezzar also took some of the things from the Temple of God. He carried them to Babylonia and put them in the temple of his gods.

Then King Nebuchadnezzar gave an order to Ashpenaz, his chief officer. He told Ashpenaz to bring some of the men from Judah into his house. He wanted them to be from important families. And he wanted those who were from the family of the king of Judah. King Nebuchadnezzar wanted only healthy, young, Israelite men. These men were not to have anything wrong with their bodies. They were to be handsome and well educated. They were to be able to learn and understand things. He wanted those who were able to serve in his palace. Ashpenaz was to teach them the language and writings of the Babylonians. The king gave the young men a certain amount of food and wine every day. That was the same kind of food that the king ate. They were to be trained for three years. Then the young men would become servants of the king of Babylon. Among those young men were some from the people of Judah. These were Daniel, Hananiah, Mishael and Azariah. Then Ashpenaz, the chief officer, gave them Babylonian names. Daniel's new name was Belteshazzar. Hananiah's was Shadrach. Mishael's was Meshach. And Azariah's new name was Abednego. Daniel decided not to eat the king's food and wine because that would make him unclean. So he asked Ashpenaz for permission not to make himself unclean in this way. God made Ashpenaz want to be kind and merciful to Daniel. But Ashpenaz said to Daniel, 'I am afraid of my master, the king. He ordered me to give you this food and drink. If you don't eat this food, you will begin to look worse than other young men your age. The king will see this. And he will cut off my head because of you.' Ashpenaz had ordered a guard to watch Daniel, Hananiah, Mishael and Azariah. Daniel said to the guard, 'Please give us this test for ten days: Don't give us anything but vegetables to eat and water to drink. Then after ten days compare us with the other young men who eat the king's food. See for yourself who looks healthier. Then you judge for yourself how you want to treat us, your servants.' So the guard agreed to test them for ten days. After ten days they looked very healthy. They looked better than all of the young men who ate the king's food. So the guard took away the king's special food and wine. He gave Daniel, Hananiah, Mishael and Azariah vegetables instead. God gave these four men wisdom and the ability to learn. They learned many kinds of things people had written and studied. Daniel could also understand all kinds of visions and dreams.

The end of the three years came. And Ashpenaz brought all of the young men to King Nebuchadnezzar. The king talked to them. He found that none of the young men were as good as Daniel, Hananiah, Mishael and Azariah. So those four young men became the king's servants. Every time the king asked them about something important, they showed much wisdom and understanding. He found they were ten times better than all the fortune-tellers and magicians in his kingdom. So Daniel continued to be the king's servant until the first year Cyrus was king.

## Creative Space

Ask the children to find a space on the floor and to lie down, relax and close their eyes. Talk about: Daniel had three close friends. Who are your close friends? Think about them for a moment. (Pause) Daniel's friends took time together to pray for Daniel when he went to speak to the king. Take some time to thank God for your friends. Take some time to pray for each of your friends. Perhaps you may want to tell them that you have been praying for them. Within a sensible time frame, sense the atmosphere in the room and if the children are starting to move say, 'When I say "Go" you can get up quietly.'

(Count down from 3...2...1...Go....)

## Session Two Continued...

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## Prayer Time

Give each child in the group a pipe cleaner. Ask them to make the shape of a person from the pipe cleaner. Explain that this represents either their best friend or a group of friends. Ask them to hold the 'person' flat in their hand and, as they do, think about that friend. Invite them to thank God for their friendships. Ask the children to think how they can be a best friend to those around them. Invite them to consider how they might try to help their friends to be friends of Jesus.



**'Two people are better than one. They get more done by working together. If one person falls, the other can help them up'.**

**Ecclesiastes 4:9-10 (International Children's Bible)**

## I wonder...

- What part of the story you liked best?
- What part of the story is the most important?
- Where you are in the story? What part of the story is about you?
- If we could take anything away from the story, would you still have everything you need?
- How you would feel being taken away from home?
- What makes you, you?
- What makes a good friend?
- How would you feel if you were made to change your name?
- How important are your friendships? Why?
- What was important about the friendship of the four friends?
- How the friends helped each other?
- What the story tells us about friendship in difficult times?
- How does this story impact our friendships?
- How you could be a better friend?

## Tell the Story

Present the theme of 'Friends' to the whole group, perhaps by showing video clips from the popular TV show of the same name.

Present the Bible story either up front or in the small groups initially. For younger children you could use *The Lion Storyteller Bible* page 72, *The Boys Who Liked to Say No* for older children you could read the Bible passage from *The International Children's Bible*.

## Explore Together

Once the story has been presented ask these questions and have them displayed. Don't answer the questions.

- What makes a good friend?
- I wonder how the friends helped each other?
- What does the story tell us about friendship in difficult times?
- I wonder how you might be a better friend?

At this point pray to ask God to help you explore the story and hear what he wants to say to you. Have six 'zones' set up around the space. Each zone will have a set of resources for the children to explore the passage and what God is saying to them through it. There are no organised crafts in the zones because the focus then becomes the end product rather than the process. Focus on encouraging individual creativity and thought. The children can choose to go to any zone at any point during the session, or stay in the same zone the whole time. Below are the six different zones with suggested resources. These lists are not exhaustive, but offer ideas that can be adapted. All zones need copies of the Explore Together questions displayed.

### Colour Zone (this zone will attract those who learn by seeing, image and colour)

- Pictures and images depicting the Bible passage displayed around the zone
- Paint, paint brushes, crayons, chalks, pastels, marker pens, felt-tip pens
- Large sheets of good quality paper or a roll of paper

### Listening Zone (this zone will attract those who learn by hearing)

- MP3 players ready loaded with the Bible passage
- A group leader reading the story

### Chat Zone (this zone will attract those who learn by thinking out loud)

- Comfy seating or cushions
- A group leader to ask the questions posed, without dominating the discussion.
- Copies of the Bible passage

### Word Zone (this zone will attract those who learn by reading and writing)

- Pens, paper, pencils, rulers
- Copies of the Bible story
- Selected words from the passages or themes displayed in the zone

### Busy Zone (this zone will attract those who learn by doing)

- Clay, play dough, plastic building bricks, pipe cleaners
- Coloured threads, string, twine, ribbons, strips of rag
- Construction items, such as junk for modelling

### Quiet Zone (this zone will attract those who learn by reflecting)

- A quiet area to simply be with your thoughts and God
- Include images and perhaps objects such as large pebbles and holding crosses
- Have the Bible passage displayed clearly

### Sharing time

After the allotted time, gather the children into small groups. Gather the children into groups of no more than ten. The group leaders will ask the children to share what they discovered in the Zone time. They might want to talk about what they did in each zone. This time is important as the children support one another, learn from each other and encourage one another. During this time encourage everyone to respect one another's viewpoints.

### Giving thanks

Draw the children back together as a whole group. At this stage encourage some of the things that have been shared in the small groups to be presented to the whole group. Give opportunity for everyone to hear what has been explored and discovered.

## Ideas and Activities

- Draw round your hand, then using the hand patterns to make a wreath writing your friends' names on your hands. The children can make individual wreaths or a big double-width wreath including every child at the event.
- Make friendship bracelets. Be creative with this. Use different threads, ribbon, or supply beads with letters of the alphabet on them.
- Blindfold a child and ask another child to lead them through an obstacle course.
- Baker Ross ([www.bakerross.co.uk](http://www.bakerross.co.uk)) sell Jumbo People (in packs of 72). Give each child a paper person. Ask them to write on the figure all the things they can think of that make a good friend.
- Make simple paper-chain people. Invite the children to add names of themselves and their friends. You could expand this activity to take in praying for friends.
- Take an A4 sheet of card and fold in half to A5 size. Place the thumb and finger of one hand so that they both touch the long edge of the card. Draw around the hand and cut it out, taking care not to separate the card. The result when folded out flat is two hands with a heart shape in the centre.
- Create a template of a large Yale key. Get the children to draw around the template and then ask them to write down the 'key things to being a good friend'.



# Session Three

# Neighbours

## Luke 10:25-37

### Leaders' Reflection

You must be well aware that a neighbour (those who live next door) can either make or break you. Having a difficult neighbour can really impact on your life. But it need not be those that live beside you. A work colleague can be a neighbour. Groups that you belong to, such as church, could be described as neighbours. How you are treated can impact you greatly and affect many other areas of your life.

Read Luke 10:25-37 (NIV). When we consider this passage it is easy to jump right into the story. But let's stop and reflect for a moment on verses 25-29.

This was a learned man who had an agenda, but nevertheless asked some great questions: 'What must I do to inherit eternal life?' We notice that he knew and answered it for himself with confirmation from Jesus: "Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind"; and, "Love your neighbour as yourself" 'You have answered correctly,' Jesus replied. 'Do this and you will live.'

Then the expert of the law asked 'And who is my neighbour?'

As Christians from a young age we explore who is our neighbour and what it means for us to 'Love our neighbours as we love ourselves'. As adults we perhaps begin to realise the implications of all this commandment means - to love people as much as you love yourself – to love everyone.

Take time to reflect on your relationships and those people you meet during your everyday life. Consider this commandment and what that means for you.

### Session Aims

- To help children explore the question: 'Who is my neighbour?'
- To help children to think about how relationships within their neighbourhood impact them

### Leaders' Bible Background

This session will help the children to consider their neighbourhood and the relationships that they have within them. These relationships could be positive or negative, there could be many or few. Be prepared for a variety of experiences from your group of children. 'Neighbourhood' is defined by the Oxford English Dictionary as 'a district or community within a town or city'. However, the definition goes on to say that a neighbourhood can be defined as 'a neighbourly feeling or conduct'. This broadens the definition of neighbours beyond those who live directly with us and includes other groups or people we may interact or be part of a group with. It is this definition of neighbourhood that we would like the children to consider. Children may consider their neighbourhood to be where they live, but it could also be their school, their church, their sports club or any other place or group that they belong to. God wants us to love our neighbours, but to do that we need to know who our neighbours are. The people that we interact with have an impact on us and how we view ourselves. The way in which a person (adult or child) integrates with their neighbourhood and the relationships that they build within it have a huge impact on their life, emotionally, physically and spiritually.

Jesus tells this parable after being asked by an expert in religious law how he might inherit eternal life. Jesus, in return, asks him what the Law of Moses says. The man answers that he must love God with all his heart, soul, mind and strength and that he must also love his neighbour as himself. The Bible tells us that the man wanted to justify his actions so he asked Jesus, 'Who is my neighbour?' Jesus' response to his question is to tell this parable.

**'It is good and pleasant when God's people live together in peace!'**

**Psalm 133:1 (International Children's Bible)**



## Leaders' Bible Background (Continued ...)

In Jesus' time Samaritans were considered by the Jews to be a lower class of people. They would not have interacted or associated with one another. Samaritans were considered to have 'not kept Jewish Law'. Jesus contrasts this with the priest and the Levite, both of whom followed Jewish Law and had specific duties within the Temple. They would have been respected and considered as good examples to follow in the way they lived their lives.

However, Jesus using the Samaritan as his example was completely different from the ways in which the Jewish community regarded a neighbour. He was challenging them to think beyond simply the people they knew or associated with. His message was one of love for everybody whatever their perceived social status. He wanted people to know that living by the Law was not enough, but that people's actions would demonstrate their true character and heart.

## Scripture (Luke 10:25-37, ICB)

Then a teacher of the law stood up. He was trying to test Jesus. He said, 'Teacher, what must I do to get life forever?' Jesus said to him, 'What is written in the law? What do you read there?' The man answered, 'Love the Lord your God. Love him with all your heart, all your soul, all your strength, and all your mind.' Also, 'You must love your neighbour as you love yourself.'

Jesus said to him, 'Your answer is right. Do this and you will have life forever.' But the man wanted to show that the way he was living was right. So he said to Jesus, "And who is my neighbour?"

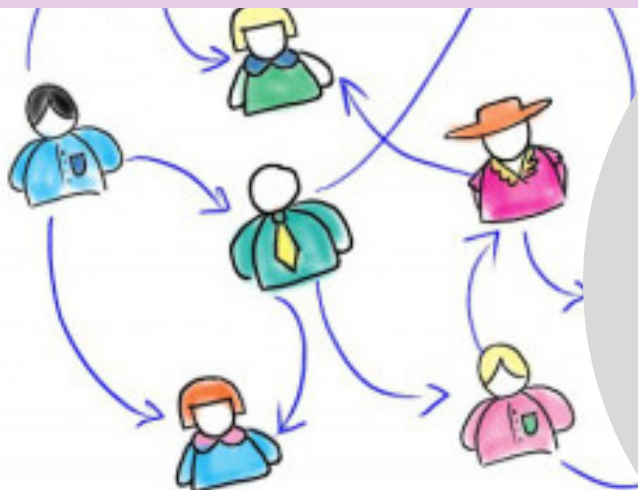
To answer this question, Jesus said, 'A man was going down the road from Jerusalem to Jericho. Some robbers attacked him. They tore off his clothes and beat him. They left him lying there, almost dead. It happened that a Jewish priest was going down that road. When the priest saw the man, he walked by on the other side of the road. Next, a Levite came there. He went over and looked at the man. Then he walked by on the other side of the road.'

Then a Samaritan travelling down the road came to where the hurt man was lying. He saw the man and felt very sorry for him. The Samaritan went to him and poured olive oil and wine on his wounds and bandaged them. He put the hurt man on his own donkey and took him to an inn. At the inn, the Samaritan took care of him. The next day, the Samaritan brought out two silver coins and gave them to the innkeeper. The Samaritan said, "Take care of this man. If you spend more money on him, I will pay it back to you when I come again." Then Jesus said, 'Which of these three men do you think was a neighbour to the man who was attacked by the robbers?' The teacher of the law answered, 'The one who helped him.' Jesus said to him, 'Then go and do the same thing he did.'

## Creative Space

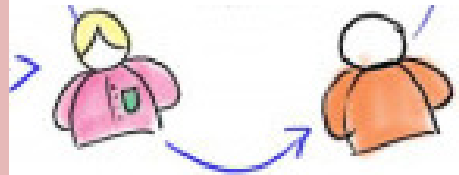
Ask the children to find a space and to lie down, relax and close their eyes. Say: 'We have been thinking about "Loving your neighbour as yourself"'. Lift up your hands and clasp them together in front of you. Think of yourself and the things you love about yourself. Now think of your hands in front of you — how close your fingers are to the other fingers in your hands when they are together. Take a moment to think of the people that you know that need to be shown love and hear about Jesus. Rest your hands still on your tummy and think about who might help you to do this.

Sense the atmosphere in the room and if the children are starting to move say, 'When I say 'Go' you can get up quietly. (Count down from 3...2...1...Go....)



## Prayer Time

You will need: a large sheet of paper and pens. Talk about: 'The second commandment is this: "Love your neighbour as yourself." There is no other commandment greater than these two.' (Mark 12:31) How do we measure love? By the many people we show love to. Across the top of the sheet of paper, write, 'Love your neighbour'. Then write 'your' 20 times down the left-hand side and 'neighbour' 20 times down the right-hand side. Think of a 'neighbour' (someone you may know) whom God is calling you to pray for, and add them to the prayer sheet. Write their name or an adjective that describes them in some way. If you don't want to write it down, just say it quietly to yourself.



**'It is good and pleasant when God's people live together in peace!'**

Psalm 133:1 (International Children's Bible)

## I wonder...

- if the man who was beaten up knew about the priest and the levite?
- how this would have made him feel?
- how the Jewish man felt when he found out about the Samaritan man?
- how this would have made him feel?
- if somebody unexpected has ever helped you?
- why the priest and the Levite didn't stop to help?
- how this would have made them feel?
- if you have ever walked away from someone you could have helped?
- how that made you feel?
- why the Samaritan man stopped to help?
- why he did so much to help the Jewish man?
- how this would have made him feel?
- if you have ever helped someone who was different in your neighbourhood?
- how your relationship with that person changed?
- why the teacher of the Law asked Jesus the question?
- what he thought of the answer?
- if there are people who help you in your neighbourhood?
- who is your neighbour?

## Tell the Story

If you, or somebody in your team is trained in Godly Play, the Parable of the Good Samaritan could be told in a Godly Play session. The script is in Godly Play Volume 3. Guidance on doing Godly Play (or sourcing materials) can be given by your regional children's specialist.

This is always a fun parable to tell using drama. Create a drama acting out the story. Have a narrator reading the story and others acting out the different parts. Could the children write a poem or song?

Could this be a dance to music?

Play a video clip of the story. There is a particularly good (and free) video

version of the story at:

[www.max7.org](http://www.max7.org)

## Ideas and Activities

- Make a comic strip of the Bible story. Split the story into 'frames' and split the whole group into smaller teams as required. Try doing something more active than a paper-based activity, by taking children outside and using jumbo chalk on tarmac, separating the frames with masking tape.
- An internet search can provide amusing 'long medical names' of various illnesses. Print the illnesses on separate cards, a set for each team. The children are challenged to place the cards where they think the illness affects the body.
- Do a Mannequin Challenge on the story of the Good Samaritan. Freeze frame, take pictures.
- Get loads of empty cardboard boxes. Challenge the children to build their own neighbourhood.
- Ask the children to stand in a circle. Using a ball of string, the children throw it to each other without letting go of the string. The results demonstrate our connectedness.
- Use jars, bandages, goggle eyes and a light (electronic tea light). Wrap the bandages around the jar (just one layer) and secure with tape, leaving no spaces. Finally, stick on two goggle eyes and place the light inside the jar.
- Stand children in a circle. The children choose someone (not next to them) and take hold of their hand. When everyone is joined together, ask the children to untangle themselves without letting go of hands!



# Session Four

# The People of God

## 1 Corinthians 12

### Leaders' Reflection

Read 1 Corinthians 12. Within verses 4 to 6 we acknowledge it is the same Lord in each and every one of us and this is the same Lord whom we serve. He is the same Lord who equips us for this, with gifts from the Holy Spirit. We need to understand how we can belong to and 'be church' – this is about living a life through the Holy Spirit. It cannot be achieved in our own strength. Read verses 7-11. The wonderful truth is that the Lord is not asking us to do anything in our own strength. We should be amazed every time we read this list and wonder at all the gifts the Lord bestows on us. Take some time to reflect on your own spiritual gifts. How do you use your gifts within the church? You may want to consider finding out more and explore what your gifts are.

Looking further into the chapter we realise that it's not just about using our gifts through the Lord's strength (by the power of the Holy Spirit), but we also need others too. Note the way Paul describes the whole Church as a 'body' and 'different body parts'. Note how this describes perfectly the way things are designed and how everything works together. Reflect for a moment and consider your part within your church. How do you share with others?

When considering this chapter the verses 25 and 26 are a real challenge for us: '...so that there should be no division of the body, but that its parts should have equal concern for each other. If one part suffers, every part suffers with it; if one part is honoured, every part rejoices with it.' Reflect on how your church is made up. How many parts are connected? What do you need to consider to make those connections even stronger?

### Session Aims

- To help children to understand how they can serve one another
- To help children to understand that everyone has a unique part to play and that no one is more important than anyone else



### Leaders' Bible Background

The Bible teaching for today takes us on a stage from the understanding of how we need friends and how we interact with them. We are now focusing on a wider group of people – the people of God. Some might term this the family of God and some might suggest that this describes the Church. For the children we're teaching, we are concentrating here on the way that they can learn about how we serve one another and how we should interact with one another.

In his writings to the people in Corinth, Paul was dealing with a relatively new thing – the Early Church (and all the pitfalls and problems that came with it). In Corinth, the context was that there had been a lot of abuse of power as people exercised their 'spiritual gifts' to demonstrate their authority. People did not really understand the workings of the Holy Spirit. Paul was attempting to make it clear: 'There are different kinds of service, but we serve the same Lord. God works in different ways, but it is the same God who does the work in all of us' (vv 5-6).

The way that we should serve one another comes from God. It is the work of his Spirit who should guide us, direct us, counsel us and rebuke us. And because his Spirit lives within us, this should make a difference in everything that we do.

A spiritual gift is given to each of us so we can help one another. That's a pretty straightforward explanation. It should also help us to answer the question of what spiritual gifts are not. There's a whole list of gifts in the following verses.

**'All of you together are Christ's body, and each of you is a part of it'.**

**1 Corinthians 12:27 (New Living Translation)**

## Leaders' Bible Background (Continued ...)

As you read these verses, look at how these gifts are spread around, differing from one person to another: 'To one person the Spirit gives the ability to give wise advice; to another the same Spirit gives a message of special knowledge. The same Spirit gives great faith to another, and to someone else the one Spirit gives the gift of healing. He gives one person the power to perform miracles, and another the ability to prophesy. He gives someone else the ability to discern whether a message is from the Spirit of God or from another spirit. Still another person is given the ability to speak in unknown languages, while another is given the ability to interpret what is being said' (vv 8-10).

Again, Paul emphasises that spiritual gifts come from God. Perhaps there's a challenge to us to think differently about what God wants from us. How might we respond to him and how might we discover what gifts he has given to us?

'It is the one and only Spirit who distributes all these gifts. He alone decides which gift each person should have' (v 11).

When Paul was helping the early Christians to understand about their gifts and their way of serving one another, we need to bear in mind that those he was teaching had got it wrong. But we can come to this from a positive perspective. There's so much that we can learn from this passage which helps us understand about how we're created as individuals and how we interact with and live alongside one another:

'The human body has many parts, but the many parts make up one whole body. So it is with the body of Christ' (v 12).

Paul was helping the Early Church to understand that we're designed to live interdependently. Like the creation of the human body, God has designed for us to live and work together and to recognise that we need each other: 'Yes, the body has many different parts, not just one part. If the foot says, "I am not a part of the body because I am not a hand," that does not make it any less a part of the body. And if the ear says, "I am not part of the body because I am not an eye," would that make it any less a part of the body? If the whole body were an eye, how would you hear? Or if your whole body were an ear, how would you smell anything? But our bodies have many parts, and God has put each part just where he wants it. How strange a body would be if it had only one part! Yes, there are many parts, but only one body. The eye can never say to the hand, "I don't need you." The head can't say to the feet, "I don't need you"' (vv 14-21).

## Ideas and Activities

- Websites such as [www.pinterest.com](http://www.pinterest.com) have simple instructions on how to make a cotton bud and black Play-Doh skeleton. You could also repeat an activity (or use one you didn't use) from Session 1 featuring large paper people or paper chain people.
- Place the children into teams of four. One child is blindfolded, one has their hands tied, one has their feet tied and one is not allowed to speak. Explain the rules, and then give them a challenge to do together, such as walking a simple obstacle course.
- Do a google search for 'children's spiritual gifts' to find ideas and even worksheets/question sheets on gifts designed for children to engage with. A simple search online produced this: <http://cozmtzion.weebly.com/uploads/9/9/1/6/991676/92739299-youth-spiritual-gifts-test-1.pdf>
- Outside team game – a version of 'Capture the Flag'. Different areas have different body parts in them. The teams must 'capture the body part'. Use a cheap plastic doll taken apart. The teams need to make a complete body.
- Get hold of some giant Jenga blocks. Labels can be attached to blocks with questions about different spiritual gifts for children to answer. You could use some of the 'I wonder' questions featured in this session, to help them explore their gifts. The children answer the questions whilst playing the game.

## Creative Space

## Session Four Continued...

# CONNECTED+

Ask the children to find a space and lie down. Say: 'Put your hands out beside your body palms down. Touch the floor, and sense how hard it is. Whilst you are touching the floor, think about the walls, the windows, the ceiling, the roof. Your church is much more than a building. Now put your hands on your legs. (Pause). Put your hands on your tummy. (Pause) Put your hands on your head. You and other friends who love Jesus are the people of God. Put your hands on your heart. (Pause) You are all made differently and can do different things. Take a moment to think of the things you can do as part of the Church.' Sense the atmosphere in the room and if the children are starting to move say, 'When I say 'Go' you can get up quietly'.

(Count down from 3...2...1...Go....)

## Prayer Time

You will need bags of pretzels, chocolate sauce and bowls. The pretzel shape shows us how people in the early church crossed their arms across their chest in prayer. It is said that in AD610, a monk baked pretzels as a gift for children who could recite prayers. Thank God for his love (and your church) and the gifts he has given you to serve him as people of God. Dip a pretzel in chocolate sauce and eat it as a celebration of prayer.



**'All of you together are Christ's body, and each of you is a part of it'.**

**1 Corinthians 12:27 (New Living Translation)**

## Tell the Story

Think about how you will tell this story, instilling a sense of awe and wonder. You may want to simply read it aloud as a meditation, or ask the children to sit quietly whilst an audio version of the Bible is played. The best way to help children to understand this passage of the Bible is to have it read clearly, slowly and deliberately. Perhaps you could challenge the children to re-write this passage in their own words...

## I wonder...

- If there's anybody you help?
- What you could do to help your church?
- What you could do to help other people?
- What a spiritual gift actually is?
- How you would know what your spiritual gifts are?
- If the gifts listed in the Bible are the only spiritual gifts? Are any left out?
- If God's Spirit really controlled everything you do, how would things be different?
- How it feels to help other people?
- How you feel when others help you?
- How it feels when you are not listened to?
- How it feels when other people listen to you?

# Session Five

# The World

## Matthew 5:14-16

### Leaders' Reflection

Read Matthew 5:14-16. There are only three verses in this chosen passage, but what a powerful statement we read: 'You are the light of the world...' How does that make you feel? Amazing? Energised? Excited? Daunted? Doubtful?

Take time to reflect on these three verses and what this means for you. Where are you placed within your community? Where are you in your spiritual journey? What does your relationship with God look like?

Would you say you shine?

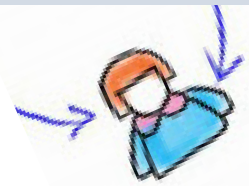
We have moments within our lives when we do find life's pressure hard to bear. At times our light may not be shining brightly at all. But we need to remember that we are not on our own. We have God's strength. God is with us constantly, a never-ending source of love, grace, forgiveness, mercy and so much more.

Reflect on what you need to do in your own life to be able to shine brighter.

- Where is the Lord asking you to shine? Where is your 'hill'?
- What is the Lord asking you to do? What are those 'good deeds' that Scripture talks about?
- Consider who you may encourage to enable their light to shine that little more brightly.

### Session Aims

- To help children to consider how we can engage with God in our world today
- To reflect on the work God is doing in the world and think about how we can join in.



### Leaders' Bible Background

In this session we move wider and further to look at the child's connection and engagement with the world. God has a mission, and he wants and asks his people to join in. It's a surprising fact that even though the Almighty God could complete his mission on his own if he wanted to, he chooses to use ordinary people like us (and children) to fulfil his purposes. His mission, in a nutshell: to reconcile people to him and build his Kingdom on earth.

Why do you think he chooses to use the likes of us?

When Jesus was on earth he spent three years with twelve close disciples, modelling and demonstrating how he wanted them to continue his work. Finally, before he ascended to Heaven, he gave us the Great Commission to make disciples of all nations (see Matthew 28).

#### Questions:

- What does God want us to do, or who does he need us to be in the world, that will make a difference?
- How can we encourage children to participate in God's mission in a way that they can understand and make a difference?

One good answer to both of these questions is: 'BE THE LIGHT'. Jesus said, "You are the light of the world — like a city on a hilltop that cannot be hidden. No one lights a lamp and then puts it under a basket. Instead, a lamp is placed on a stand, where it

**'In the same way, let your good deeds shine out for all to see, so that everyone will praise your heavenly Father'.**

**Matthew 5:16 (New Living Translation)**

## Leaders' Bible Background (Continued ...)

gives light to everyone in the house. In the same way, let your good deeds shine out for all to see, so that everyone will praise your heavenly Father. (Matthew 5:14-16, NLT) The Message version asks us to 'Be generous with your lives'.

Jesus doesn't want us to just know the Light (for example know that Jesus loves you; know that he is wonderful; know that he is the Saviour and came to give us life in all its fullness), but then to simply keep that light to ourselves. He wants us to show the light. We have to show the light to others so that they can come to know him too. What is the point of being a light in a dark room but not being switched on? Our light must shine for everyone to see!

So how do we let our light shine? After all 'the light' is just a metaphor – we don't actually glow! We let our light shine:

- In our conversations – through words that are kind, positive, encouraging, nurturing and helpful.
- In our actions – by doing things for others, being kind, living God-honouring lives and, as The Message puts it, being 'generous with our lives'.

We don't need a special set of skills, bags of money, fame, the latest resources or special intelligence to be kind and to do good deeds. Even a tiny light shatters the darkness in a room. In the same way, good work or acts of kindness shines brightly in a dark world. People will see these good deeds and it will lead others to the Father.

Children might wonder how they can make a difference in the world. They will wonder, as we do, how they can possibly change the world! They probably can't change the world (not yet anyway!) but they can make a difference in their world. They can do this right now, where they are. Their world is their home, school, friendships, clubs and churches. What if all God's children, all over the world, were to let their light shine? The world would light up so much! I believe that, together, children can change the world! Children of God, with the light of Jesus can - and must - let their lights shine! We can encourage them to do so by shining our lights too.

Sometimes it's hard to be lights on our own, in isolation. It's hard for grown-ups and harder still for kids. The dark world (school, club, or wherever) can seem intimidating and overwhelming when they think they are the only Christian. For children it might not be 'cool' to be light in dark places. Often it really helps when we can be 'lights together'. Children can take encouragement when a few of them shining their lights in the same place, working together doing good deeds, bring light to the world. But often they need a bit of adult help and supervision. How can we enable that to happen?

## Ideas and Activities

Today's Scripture passage lends itself beautifully to art and craft projects. There are hundreds of ideas on [www.pinterest.com](http://www.pinterest.com) and other websites – just type in 'kids craft let your light shine' and pick out your favourite projects to suit your group!

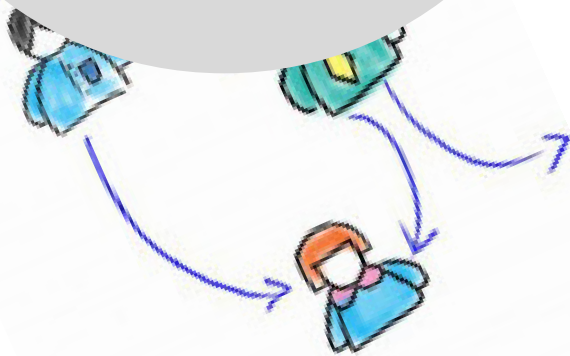
- Black card with luminous paint – let the children just enjoy making abstract pictures and Scratch Art Cards are a novel way for children to draw or write their response to the teaching
- Lantern Craft — paper lanterns (with or without LED tealights inside) can be bought ready-made or made from scratch
- Ping pong ball and plastic tea light — draw a face on the ping pong ball.
- Craft activity for whole residential event — a large picture of the world. Supply 'paper people' (see Sessions 1 and 4), children design the figures to represent themselves and put them around the world.
- Banners - fabric pens, felt, glue. Children in groups, theme: The Light of the World.



**Creative Space**

Ask the children to find a space and lie down. Say: 'Your eyes are closed. Now squeeze your eyes tighter, keeping them shut. With your eyes closed try to focus on the darkness, think how dark it is to you. Remember you are safe, warm, loved, a child of God. Now imagine if someone were to shine a torch in that darkness, imagine how bright it would be. We are asked to be lights in our world. Think for a moment how you might shine for Jesus. What would you do? Remember you are not doing this on your own, God is with you.

Sense the atmosphere in the room and if the children are starting to move say, 'When I say 'Go' you can get up quietly. (Count down from 3...2...1...Go....)



**Prayer Time**

Place a large sheet of paper in the middle of the circle. This should have a picture of a candle or light bulb in the middle of it, or get a child to draw a candle or light bulb on it. Now ask the children to think of different practical ways they can let their lights shine that will make the world a brighter place. Ask the children to write these ideas on the paper.

Finally bring a real candle into the centre and light this or plug in an electric lamp and turn this on. If you can make the room dark, so much the better. Finally, as you look at the candle or light, ask the children to pray for opportunities to let their light shine, for courage to do so, and ask that God would honour this by doing amazing things where they share their light.

**'In the same way, let your good deeds shine out for all to see, so that everyone will praise your heavenly Father'.**

**Matthew 5:16 (New Living Translation)**

**Tell the Story**

Challenge small groups to act out short scenes where someone lets their light shine, for example by being kind, generous or helpful. Alternatively twos or threes can mime a scene for the rest of the group to guess what is happening.

Show a video clip: Babe asks nicely - <http://www.wingclips.com/movie-clips/babe/asking-nicely>

**I wonder...**

- What the 'the light' actually is?
- What it means to let our light shine?
- If you have ever met someone who lets their light shine?
- Where and when should we shine our light?
- What stops us from wanting to let our light shine brightly?
- What would help us shine brighter than we do?
- How we can keep the light within us?
- How the world would be different if those who have the light in their life let their light shine brightly?
- If there is a difference between doing good works and letting your light shine?
- What practical things you can do to let your light shine?

# Extra Prayer Ideas

## Prayer

Being a disciple means following Jesus. It is not as simple as it sounds. To live your life as a disciple (learning the Lord's rhythm within the world and the communities that we live in) can be challenging for all of us, no matter what age we are. It is a privilege we have within a residential event to help children explore prayer and understand prayer. Our task is to help children to work out their own way to find solitude to meet with God.

Do not limit prayer to one area of your programme. Enable the children to experience prayer throughout the day and journey with them to help them explore the different ways to pray. Prayer walks outside, saying grace at mealtimes, joining together to pray at bedtime. Give opportunity for the children to experience and to explore nature and be close to God by looking at creation. Give the children opportunities to explore Scripture and get to know God through his word. Talk about prayer as a 'conversation with God', and explain how sometimes we make it too complicated. Help the children explore prayer by speaking out loud, writing things down or drawing pictures.

As disciples we need to stay connected to God. Daily conversation with God is vital. Each person is unique and our conversations with God will be different. Enable children to develop their own unique way to have their conversations with God. Create space and time for prayer as the children explore who they are and what the Lord might be asking of them.

## The Child

You will need:

- Instructions of how to make a paper airplane
- A4 card
- Pens

Create a paper plane and write a prayer on the wings, thanking God that you are his child and stating what you like about yourself as his Creation. Ask everyone to take their planes and give instructions on how to throw and where to aim all together. After a countdown, all throw the planes. Pick up a plane that has landed close to you and read the prayers out loud to God, thanking God for that person.

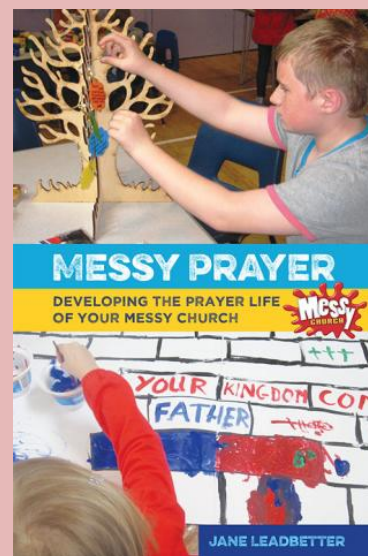
## Friends

You will need:

- Small and large pieces of aluminium foil

Talk about your friends and family, your relationships. Remember special times that you have shared together. Use small and large pieces of aluminium foil to scrunch, tear and mould into a cross shape. Hold it in the palm of your hand and remember that Jesus had special time with God and went off to pray to him for himself and others.

**Resource:** *Messy Prayer - Developing the Prayer Life of your Messy Church* by Jane Leadbetter (The Bible Reading Fellowship 2015)



## Neighbours

You will need:

- A used jigsaw puzzle with large pieces (most charity shops have supplies)
- A tray
- Envelopes
- Pencils

Spread the jigsaw pieces on the tray and each choose a piece. On an envelope, draw around the jigsaw piece and write your name alongside. Pop the jigsaw piece inside the envelope and take it home. Talk about: 'He is before all things, and in him all things hold together' (Colossians 1:17). Jesus is in control. Many of our prayers are about things we need help with. We can feel alone and helpless, or angry and confused. But God sees each one of us individually and loves us so much that he knows the completed jigsaw picture. He knows where we fit in his picture. We don't even need to know; we only need to trust that he is holding all of the jigsaw pieces, you and me. Are we willing to let God hold the pieces of our lives?

## The People of God

You will need:

- Jumbo paper people ([www.bakerross.co.uk](http://www.bakerross.co.uk) supply these)
- Felt tipped pens

Provide groups with a large paper person each. Ask each child to draw a brain in the head, a heart where they think the heart is, and to colour the hands and feet. Talk about the Church as 'not just a building'. Explain that the Church is made up of people, the people of God. We all need each other, together we love God, and together we all help God with his work where the Church is placed in the community. Ask the children to think of people that they know who love God or people they know in their churches who love God. Ask them to think about the jobs those people do for God in the community. Look at the paper person on the floor, we love God and we use our hands, feet, heart and mind to serve God and be who he wants us to be. Pray together for people the children have been thinking about.

## The World

These prayers can be personal, corporate or informative. Use a large world play mat or globe and talk about places where there is suffering in the world. Highlight the areas with sticky notes or make small models of people from play-dough or clay. Place items of rubbish on areas of sea and forests, and talk about the need to look after the world.

You could do this in groups and give each group post-it notes, play-dough and rubbish and ask them to discuss it together and decide where they would like to place the items and why.



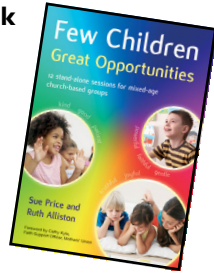
Page 12 provides a complete session using the format of Explore Together—a way of engaging children with a theme using a number of 'zones'. This format is designed to incorporate various learning styles into any teaching programme. You may want to adopt the 'Explore Together' approach for all the sessions contained in this book. For more information, see [www.scriptureunion.org](http://www.scriptureunion.org) where resources are available.



# Worship Resources

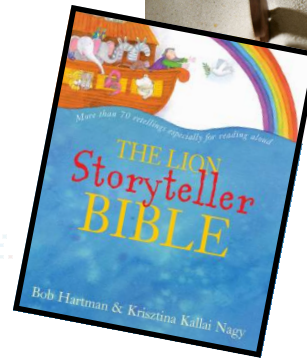
## Teaching materials

- [www.scriptureunion.org.uk](http://www.scriptureunion.org.uk)
- [www.rootsontheweb.com](http://www.rootsontheweb.com)
- [www.brfonline.org.uk](http://www.brfonline.org.uk)



## Storytelling resources

- [www.max7.org](http://www.max7.org)
- [www.godlyplay.uk](http://www.godlyplay.uk)
- [www.lostsheep.com.au](http://www.lostsheep.com.au)
- [www.freebibleimages.org](http://www.freebibleimages.org)



## Music & Video

- [www.bigministries.co.uk](http://www.bigministries.co.uk)
- [www.worshiphousemedia.com](http://www.worshiphousemedia.com)
- [www.eden.co.uk](http://www.eden.co.uk)
- [www.hillsongkidsbig.com](http://www.hillsongkidsbig.com)

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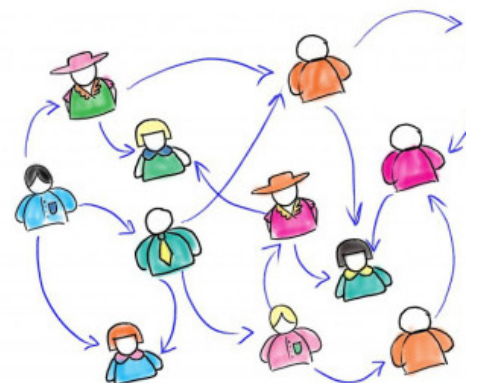
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