

DESTINY IMPACT WORSHIP CENTRE

THE YEAR OF IMPACT 2026

Children's Ministry Teaching Manual

QUARTER 1: The Slogan — Transforming Destinies

"God Made Me Special — Inside and Out!"

Weeks 1–12 | January – March 2026

Little Champions — Big Kingdom

Ages 0–2 | 3–5 | 6–8 | 9–13 | Fully Scripted | Universal Design for Learning (UDL) Inclusive Design

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HOW TO USE THIS TEACHING MANUAL

This manual is your week-by-week, fully scripted teaching resource for Quarter 1 of the DIWC Little Champions children's ministry, aligned with the Year of Impact 2026 curriculum.

Every Sunday, the entire church — from crèche to young adults — engages with the same Kingdom theme. This creates a unified household conversation: parents, teenagers, and children discussing the same truth at different depths.

WHAT THIS MANUAL CONTAINS

- Leader Training Framework — philosophy, developmental profiles, session structures, inclusion framework, and preparation requirements
- Q1 Overview Grid — a one-page summary of all 12 weeks across all four age groups
- 12 Fully Scripted Weekly Sessions — complete scripts for all four age groups, with UDL notes, ADHD/autism adjustments, age-adapted declarations, and parent connection cards
- Colour-coded throughout: rose (Crèche), orange (Kindy), blue (Primary), teal (Pre-teen), lavender (UDL), mint (ADHD/autism), gold/purple (DIWC brand).

HOW EACH WEEKLY SESSION IS ORGANISED

Each week is structured in the following sequence:

- Session Overview Table — theme, scripture, key phrase, and mandate link at a glance
- Materials Checklist — everything to prepare before Sunday, organised by age group
- UDL & Inclusion Notes — universal design strategies for that session's activities
- ADHD & Autism Adjustments — specific modifications for neurodivergent children
- Crèche (0–2) Script — Caregiver Cue format
- Kindy (3–5) Script — Leader Says / Leader Does format

- Primary (6–8) Script — Scripted format with visual cues and activity options
- Pre-teen (9–13) Script — Scripted format with discussion prompts and journaling
- Little Champions Declaration — age-adapted version for that week's theme
- Parent Connection Card — take-home content to bridge church and home

BEFORE YOU LEAD

- Read the entire week's session plan at least 48 hours before Sunday.
- Prepare all materials from the Materials Checklist by Saturday evening.
- Review the ADHD & Autism Adjustments section so modifications are ready before children arrive.
- Brief any assistant leaders or volunteers on their roles and the session flow.
- Set up your room before children arrive — visual schedule displayed, calm corner ready.

"Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these." — Matthew 19:14

SECTION 1: PURPOSE AND PHILOSOPHY

Why Children's Ministry Matters

The DIWC Little Champions curriculum rests on a foundational conviction: every child's destiny begins now, not when they turn 14. The 0–13 age window is not a waiting room for 'real' discipleship — it is a primary formation period where theology, identity, and spiritual habits are laid down for life.

This curriculum is designed not merely to keep children occupied while adults worship. It is the children's worship — age-appropriate, theologically grounded, and Kingdom-intentional.

The Same Mandate, Different Language

The Little Champions curriculum mirrors the DIWC Youth Leaders curriculum week by week. The theological truth does not change — only the vocabulary, the activity modality, and the sensory delivery change.

A 2-year-old and a 25-year-old can both learn that "God has a plan for me" — one through a sensory play tray and the other through Habakkuk 2:2. When the family leaves on Sunday, they carry the same seed in different languages.

The Three-Part Mandate Hierarchy in Children's Language

TIER	STATEMENT	CHILDREN'S LANGUAGE
The Vision (Q4)	Building a winning Church and raising Champions.	<i>"We are part of God's team — and together we WIN!"</i>
The Mission (Q2)	Reaching the lost and hurt and bringing them to the House of the Lord.	<i>"Being kind and helping others — no one left out!"</i>
The Slogan (Q1)	Transforming destinies, one soul at a time.	<i>"God made ME special — inside and out!"</i>

SECTION 2: AGE GROUP PROFILES & DEVELOPMENTAL APPROACH

□ CRÈCHE (AGES 0–2): Sensory Foundations

Developmental Stage	Sensorimotor. Children learn through touch, sound, taste, and movement. No abstract thought. Limited language comprehension, but strong emotional attunement.
Teaching Method	Sensory trays, simple songs (3–4 words repeated), gentle rocking and movement, soft textures, picture cards with faces. The 'lesson' is an atmosphere of safety and love.
Core Message	ONE concept per week, repeated: 'God made you.' 'God loves you.' 'You are special.'
Leader Ratio	1 adult to 3–4 children. Consistency of caregivers is critical for attachment security.
Script Format	Caregiver Cue format: scripted prompts for caregivers to follow during each segment of the sensory session.

□ KINDY (AGES 3–5): Play-Based Learning

Developmental Stage	Pre-operational. Magical thinking, egocentrism, and symbolic play. Can follow simple narratives. Understands 'good' and 'bad' but not abstract theology.
Teaching Method	Story-telling with props and puppets, action songs with movement, finger painting, playdough, dramatic play, simple crafts, call-and-response.
Core Message	ONE simple sentence per week: 'God has a plan for me!' 'Jesus is my friend.' Reinforced through song, story, and activity.
Leader Ratio	1 adult to 5–6 children.
Script Format	Leader Says / Leader Does format: direct speech paired with physical action cues.

⇒ PRIMARY (AGES 6–8): Creative Discovery

Developmental Stage	Concrete operational (early). Can follow cause-and-effect, understand simple rules, and engage in cooperative play. Beginning to read. Can retell stories.
Teaching Method	Illustrated story-telling, group art projects, simple drama and role-play, music and rhythm activities, basic journalling, team games with moral lessons, hands-on building.
Core Message	A KEY IDEA + a MEMORY VERSE (5–10 words). Can begin exploring 'why' questions: 'Why did God make me?' 'Why is being kind important?'
Leader Ratio	1 adult to 8–10 children.
Script Format	Scripted format with visual cues: full leader script with bracketed instructions and activity options.

□ PRE-TEEN (AGES 9–13): Guided Exploration

Developmental Stage	Concrete to early formal operational. Can handle multi-step reasoning, hypothetical thinking, peer influence, and early identity formation. Pre-teens begin questioning — this is healthy and should be honoured.
Teaching Method	Discussion circles, case studies, journalling, creative projects (film, podcast, art), small-

	group problem-solving, age-appropriate Bible study, mentorship pairs.
Core Message	A THEME + a DISCUSSION QUESTION + a MEMORY VERSE. Bridges directly into the 14–16 youth curriculum.
Leader Ratio	1 adult to 10–12 children.
Script Format	Scripted format with discussion prompts: full leader script with structured discussion questions and journaling prompts.

SECTION 3: SESSION STRUCTURES — 60 MINUTES BY AGE GROUP

CRÈCHE (0–2): Sensory Session

SEGMENT	DESCRIPTION	TIME
Arrival & Free Play	Sensory trays, soft toys, safe exploration. Caregivers greet each child by name.	15 min
Circle Time	Gathering song (same each week). Hold up one picture card: 'God made YOU!'	5 min
Sensory Story	2–3 sentence story with props (soft animals, textured cloths, water play). Repeat key phrase.	8 min
Music & Movement	Action song with simple motions (clapping, rocking, waving). Same 2–3 songs weekly.	7 min
Sensory Activity	Theme-linked sensory tray (e.g., sand with hidden shapes).	10 min
Snack & Social	Healthy snack. Social interaction, language modelling by caregivers.	10 min
Closing Song & Goodbye	Same closing song every week. Individual goodbye with each child's name.	5 min

KINDY (3–5): Play-Based Session

SEGMENT	DESCRIPTION	TIME
Welcome & Song	Gathering song with actions. Visual schedule reviewed: 'Today we will...'	5 min
Story Time	Illustrated Bible story with props/puppets. ONE key sentence repeated 3 times.	10 min
Action Song	Theme song with full-body movement (jumping, clapping, dancing).	5 min
Creative Activity	Art, playdough, or craft linked to story.	15 min
Movement Game	Active game reinforcing the message.	8 min
Snack & Chat	Simple question asked during snack: 'Who made you special?'	10 min
Closing & Declaration	Little Champions Declaration with actions.	5 min
Parent Handover	Key sentence card given to parent: 'This week we learned...'	2 min

PRIMARY (6–8): Creative Discovery Session

SEGMENT	DESCRIPTION	TIME
Welcome & Worship	2 upbeat songs with actions. Visual schedule on display.	7 min
The Hook	Physical illustration matching the youth curriculum Hook (simplified).	5 min
Bible Story	Interactive telling — children participate (sound effects, actions, call-and-response).	10 min
Memory Verse	Learn the verse through a game (relay race, puzzle, song).	5 min
Creative Response	Choice of: draw it, build it (LEGO/blocks), act it out, or write/draw in journal.	12 min
Group Game	Active game reinforcing the lesson's message.	8 min
Talk Back Circle	Sit in a circle. 2–3 simple discussion questions.	7 min

Closing Declaration	Simplified Little Champions Declaration with actions. Take-home card.	6 min
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PRE-TEEN (9–13): Guided Exploration Session

SEGMENT	DESCRIPTION	TIME
Welcome & Worship	2–3 age-appropriate worship songs. Brief check-in: 'How was your week?'	8 min
The Hook	Same concept as the youth Hook, adapted for pre-teen understanding.	5 min
Bible Teaching	Simplified version of the youth Core Teaching. Interactive — questions encouraged.	12 min
Discussion Circle	Small-group discussion (3–4 per group). Questions bridge the lesson to daily life.	10 min
Creative Project	Journalling, art, drama, short video, or group project linked to the theme.	12 min
Outward Impact	Age-appropriate evangelism challenge: 'Who can you be kind to this week?'	5 min
Closing Declaration	Near-full Little Champions Declaration. Prayer. Take-home discussion card.	8 min

SECTION 4: UNIVERSAL DESIGN FOR LEARNING & INCLUSION FRAMEWORK

This curriculum is built on Universal Design for Learning (UDL) principles — designed from the outset for neurodivergent children (ADHD, Autism Spectrum, sensory processing differences, learning disabilities), not retrofitted with 'accommodations.' This is based on evidence that what works for neurodivergent children improves the experience for every child.

Eight Core Inclusion Strategies

STRATEGY	IMPLEMENTATION
1. Visual Schedule	A picture-based board displayed at the front showing every session segment. Each segment has an icon (music note for worship, paintbrush for art, mouth for story). As each segment finishes, the leader moves a marker. Essential for autistic children who need predictability. Benefits all children.
2. Calm Corner	A designated quiet zone with: noise-cancelling headphones, weighted lap pad, fidget tools (tangles, stress balls, textured cloths), dim lighting. Any child may use it at any time without asking. Returning is always welcomed, never forced.
3. Movement Integration	Learning is kinaesthetic by design. No segment requires seated stillness longer than 8–10 minutes. Movement is part of the teaching (action songs, building, walking), not a separate 'break.'
4. Dual-Channel Instructions	Every verbal instruction is paired with a visual: picture card, gesture, or written word. Reduces auditory processing load for autistic children. Provides a second attention anchor for ADHD children.
5. Choice-Based Activities	For every core activity, offer 2–3 ways to engage: draw it, build it, act it out, or describe it verbally. Honours different processing styles and reduces task-refusal.
6. Transition Warnings	Give 2-minute verbal + visual warnings before every transition: 'In 2 minutes, we're going to pack up the paint and move to story time.' Use a visual timer (sand timer or countdown on screen).
7. Sensory-Aware Environment	Reduce fluorescent lighting where possible (use lamps). Minimise sudden loud noises (warn before playing music). Avoid strong scents (paint, markers). Offer seating options (floor cushion, chair, wobble stool).
8. Buddy System	Pair neurodivergent children with a consistent, patient peer buddy. The buddy is not a 'helper' but a friend. This normalises the relationship and provides social scaffolding.

SECTION 5: SPECIFIC ADJUSTMENTS FOR ADHD & AUTISTIC CHILDREN

For Children with ADHD

Chunked Activities: No single activity exceeds 8–10 minutes. The 60-minute session is broken into 6–8 micro-segments with physical transitions between each.

First-Then Boards: 'First we sing, THEN we paint.' Visual sequencing reduces 'when is this over?' anxiety and channel-switching fatigue.

Movement Roles: Give ADHD children a 'job' (hand out materials, hold the prop, be the timer). Purposeful movement is regulating, not disruptive.

Positive Redirection: 'I love how you're full of energy — let's use that energy to act out the story!' Never shame energy as 'bad behaviour.'

Break Cards: Give the child a laminated card with a signal (e.g., 'BREAK'). If overwhelmed, they can hold it up and receive a 1–2 minute movement break without disrupting the group.

Praise Precision: Specific praise works better than general: 'You sat still for the whole story — that was brilliant!' rather than 'Good job today.'

For Autistic Children

Predictability First: Same room, same schedule, same leaders each week. Any changes must be communicated in advance with a visual 'social story' — 'This week, our room will be different because...'

Sensory Load Management: Offer noise-cancelling headphones during loud worship. Allow children to observe before participating. Never force eye contact or physical touch. Offer scarves instead of hand-holding in circle games.

Literal Language: Avoid idioms and sarcasm. 'God's got your back' is confusing. Use concrete language: 'God is always looking after you.'

Special Interests as Bridges: If a child loves trains, use trains to teach: 'God has a track for your life — like a train track, it goes somewhere on purpose.'

Exit Strategy: Establish a non-verbal signal (holding up a card, tapping a wristband) meaning 'I need a break' without disrupting the group. The Calm Corner is always available.

Pre-Session Briefing: For children who benefit from previewing, send home a one-paragraph 'What to Expect' note with parents before the session.

Reduced Sensory Demands: Offer alternative crafts (e.g., stamps instead of finger-painting for tactile-sensitive children). Have wet wipes and dry alternatives available.

SECTION 6: MATERIALS BY AGE GROUP & LEADER RATIOS

Core Materials — Required Every Session

The following materials should be stocked and maintained in each age group's room as permanent resources.

CRÈCHE (0–2)	KINDY (3–5)	PRIMARY (6–8)	PRE-TEEN (9–13)
Sensory trays (sand, water, rice)	Visual schedule board with icons	Visual schedule board	Journals (personal, kept by child)
Textured fabrics (smooth, rough, fluffy)	Story props and puppets (at least 5 figures)	Mini whiteboards + markers (1 per child)	Coloured pens and highlighters
Soft toys and stuffed animals	Playdough (multiple colours)	LEGO or building blocks	Discussion question cards
Picture cards (faces, simple objects)	Non-toxic finger paints	Craft box (scissors, glue, markers)	Creative project supplies
Board books with large images	Large sheets of paper	Journals (1 per child, kept in room)	Worship playlist (age-appropriate)
Noise-cancelling ear defenders (small size)	Craft materials (googly eyes, pipe cleaners, foam)	Memory verse display cards	Case study handouts
Weighted blanket/lap pad	Action song playlist (Bluetooth speaker)	Group game props	Memory verse display
Rocking chair or cushions	First-Then board	Worship playlist	Whiteboard/flip chart
Nappy change station	Calm Corner with fidget tools	Discussion circle cushions	Calm Corner
Wipes, bags, first-aid kit	Sand/visual timer (5 min)	Calm Corner with fidget tools	Family discussion card stack
Attendance register	Parent card stack	Parent card stack	Bible (one per child or shared)
Caregiver communication notebook	Weekly theme props box	Bible story props/visual aids	Mentorship pairing record

Leader Ratios — Non-Negotiable Safety Requirements

AGE GROUP	MINIMUM RATIO	NOTES
Crèche (0–2)	1 : 3–4 children	Two adults minimum in the room at all times. Caregiver consistency is critical — assign specific children to specific caregivers each week.
Kindy (3–5)	1 : 5–6 children	One lead teacher + one support leader. Support leader manages transitions and assists with sensory needs.
Primary (6–8)	1 : 8–10 children	One lead teacher + one support. Support leader can pull out a child for a Calm Corner break without disrupting the lesson.
Pre-teen (9–13)	1 : 10–12 children	One lead teacher + one discussion facilitator (for small-group breakouts). Ideally both leaders are of the same gender or one of each.

SECTION 7: THE LITTLE CHAMPIONS DECLARATION

The Little Champions Declaration is the children's parallel to the Nikao Declaration used in youth and adult ministry. It is spoken corporately at the close of every session, building identity through repetition. By Week 12, children know it by heart.

LITTLE CHAMPIONS DECLARATION

God made me special! (*point to self*)

God loves me! (*hug self*)

God has a plan for me! (*hands open wide*)

I am kind! (*hands on heart*)

I am brave! (*flex muscles*)

I am a Little Champion! (*jump up!*)

Age-Adapted Versions

The declaration is adapted for each age group as follows:

Crèche (0–2): Leader/caregiver speaks the declaration while gently performing the actions with the child. The child is not expected to verbalise — they receive the declaration spoken over them.

Kindy (3–5): Leader calls out each line and children echo it back. Actions are performed together. Repetition 2–3 times. Children who don't yet speak can still do the actions.

Primary (6–8): Children say the declaration together, unprompted, after a few weeks. Each week, one child is chosen to lead the declaration as a special honour.

Pre-teen (9–13): Near-full corporate declaration with optional personal additions: 'I am [child's name]... and I am a Little Champion!' Journals may include a written version.

SECTION 8: FAMILY CONNECTION & PARENT CARD STRATEGY

The Parent Connection Card is given to every parent/caregiver at handover each Sunday. It ensures the entire household — including the 14–30 youth and the 0–13 children — can discuss the same Kingdom concept together.

What the Parent Card Contains

- This week we learned: one sentence summary of the key message
- Scripture: the memory verse or key scripture for the week
- Dinner table question: one question to ask at the family meal
- Try this at home: one simple, practical activity to reinforce the lesson

Handover Procedure

- Cards are printed and placed in the handover folder before children arrive.
- The lead teacher gives the card to the parent/caregiver at pickup with a brief verbal summary: 'This week we talked about [theme]. [Child's name] did really well with [specific positive moment].'
- For crèche, the caregiver completes a brief written update (1–2 sentences in the communication notebook) in addition to the card.
- Digital version: post the parent card content to the DIWC WhatsApp parents group each Sunday afternoon.

SECTION 9: QUARTER ONE OVERVIEW GRID — WEEKS 1–12

The table below provides a one-page overview of all 12 weeks of Q1 across all four age groups. Use this for planning, preparation, and communication with volunteer leaders.

WK	THEME	CRÈCHE 0–2	KINDY 3–5	PRIMARY 6–8	PRE-TEEN 9–13
MONTH 1: The Spirit — The Blueprint (Weeks 1–4)					
1	The Master Architect	Building blocks sensory tray. 'God made you.'	Build with blocks. 'God has a plan for me!' Story: The Builder.	Draw 'God's blueprint for me' house. Jeremiah 29:11.	Journal: 'What might God's plan for me be?' Luck vs. purpose.
2	The New Birth	Water play. 'God gives new life.'	Butterfly craft (caterpillar to butterfly). 'Jesus makes me new!'	Act out Nicodemus story. 'Born again' = 'made brand new.' John 3:3.	What does it mean to be 'part of God's team' (Ecclesia)? Journal entry.
3	Destiny Seeds	Plant seeds in cups. 'God put something special inside you.'	Decorate seed pots. 'I have a special gift from God!' Seed song.	Plant real seeds. What are you good at? God put that inside you. Ephesians 2:10.	Seed Identification: What energises me? What do others say I'm good at? Small-group sharing.
4	Vision Mapping	Free play with themed toys. Caregivers repeat key phrase.	Draw 'what I want to be when I grow up' poster. Share with class.	Vision collage: magazine cut-outs + drawings of 'what God might want for me.'	Create personal Vision Map. Write 1 goal + 1 prayer. Share in pairs.
MONTH 2: The Soul — Identity & Resilience (Weeks 5–8)					
5	I Belong to God's Family	Photos of families. 'God's family loves you.' Cuddle time.	Passport craft. 'I belong to God's Kingdom!' 'I am a child of God.'	Make a 'Kingdom Passport.' Discuss: ambassador = someone who represents their country.	Discuss: What does it mean to represent God at school? Create 'dual passport' (Aus + Kingdom).
6	I Am Special (All of Me)	Mirror play. 'God made your face!' Sing 'Head, Shoulders, Knees.'	Self-portrait craft. 'God made me with my culture, my family, and my faith!'	Venn diagram: My Home / My School / My Church. 'All of me is welcome here.'	Triple Affiliation: African + Aussie + Faith. Discuss: switching between worlds as strength.
7	My Superpower	Textured capes. 'God gave you special powers!'	Make superhero capes. 'My superpower is being ME!' Parade around room.	Swiss Army Knife lesson: many tools = many strengths. List 3 'superpowers.' Ephesians 4:7.	Case study: Joseph had many roles (Hebrew, Egyptian, dreamer, ruler). Your 'many hats' are a gift.
8	Big Feelings Are OK	Emotion face cards. Caregiver mirrors emotions. Comfort songs.	Feelings faces craft. 'It's OK to feel sad/angry/scared. God is with me.'	Traffic light game: Red=stop, Yellow=think, Green=respond. Practise with scenarios. Psalm 56:3.	Gethsemane study: Jesus felt overwhelmed and told His friends. Name it, share it, pray it.
MONTH 3: The Body — The Physical Altar (Weeks 9–12)					
9	My Body Is a Gift	Body-part songs. Gentle stretching. 'God made your hands!'	Trace body outline. Decorate. 'My body is a gift from God!' Yoga-style stretches.	Discuss: Your body is like a house where God lives (1 Corinthians 6:19). How do we look after it?	Temple concept: body as God's dwelling. Audit: sleep, food, exercise. What's one change I can make?
10	I Am Growing	Measuring activity. 'You are growing!' Growth-themed sensory tray.	Growth chart craft. Caterpillar-to-butterfly revisited. 'Growing is God's design!'	Discuss growing and changing as normal and good. Psalm 139: 'fearfully and wonderfully made.'	Age-appropriate puberty intro: changes are God's design. Dignity declarations.
11	God Says I'm Beautiful	Mirror + affirmations. 'You are beautiful!' Soft music.	Decorate picture frames for self-photos. 'God says I'm beautiful!' Repeat as declaration.	Price Tag lesson: You're not valued by what others say. God says you're priceless. 1 Samuel 16:7.	Media literacy: Who decides 'beautiful'? God's blueprint vs. Instagram. Write a Blueprint Worth Statement.
12	Champion Training (Capstone)	Active play. Obstacle course. Celebration. 'I am growing strong!'	Mini obstacle course + celebration. Certificate: 'I am a Little Champion!' Party.	Jesus at 12: grew in wisdom, stature, favour. 4-part wheel activity. Q1 celebration.	Luke 2:52 four dimensions. Self-assessment. Q1 graduation certificate + family celebration.

WEEK 1

The Master Architect

Q1 — The Slogan: Transforming Destinies | Month 1: The Spirit — The Blueprint

WEEK	Week 1 of 12 — Q1
THEME	The Master Architect
SCRIPTURE	Jeremiah 29:11 — 'For I know the plans I have for you, declares the Lord.'
KEY PHRASE	'God has a plan for me!'
MANDATE LINK	

CRÈCHE (0–2)	KINDY (3–5)	PRIMARY (6–8)	PRE-TEEN (9–13)
Building blocks (soft/foam)	Wooden/plastic building blocks	A4 paper + pencils/markers	Journals + coloured pens
Sensory tray with sand + blocks	Blueprint paper (blue construction paper)	Blueprint template (pre-drawn house outline)	Vision Map template sheet
Picture card: child's face	Story props: toy builder figures	Memory verse display card (Jer. 29:11)	Discussion question cards
'God Made You' song playlist	'God Has a Plan for Me' action song	LEGO or wooden blocks option	Whiteboard/flip chart
Soft textures for tray	Visual schedule board	Journals	Bible (1 per child or shared)

□ UDL & INCLUSION NOTES

- Display a picture-based visual schedule before children arrive so the session flow is predictable.
- Building blocks activity benefits all ages — offer foam/soft blocks for sensory-sensitive children alongside harder plastic blocks.
- For children who struggle with open-ended creative tasks ('draw what God's plan for you looks like'), provide a structured template with prompts (house outline, road, garden) to fill in rather than a blank page.
- Movement is embedded: blocks are built (standing activity), the blueprint is drawn (seated, then shared standing), the memory verse game involves movement.

□ ADHD & AUTISM ADJUSTMENTS

- Crèche: Keep sensory tray exploration to 10-minute segments. Rotate trays if children become dysregulated.
- Kindy: Give ADHD children the role of 'Head Builder' — they are responsible for handing out blocks to each person.
- Primary: Offer the LEGO option alongside drawing — hands-on 3D building suits kinaesthetic learners and ADHD children better than drawing.
- Pre-teen: If discussion goes off-track, use a 'talking stone' — only the person holding the stone speaks. Physical object anchors attention.
- Autism: Avoid saying 'God's blueprint for you' as 'blueprint' is abstract. Use 'God's plan — like a map that shows where you are going.'

□ CRÈCHE (0–2) — Caregiver Cue Script

ARRIVAL & FREE PLAY — 15 min

Setup: Place building blocks of different sizes, colours, and textures in the sensory tray alongside soft foam shapes. As children arrive, caregivers greet each child by name and take them directly to the tray.

Caregiver says: Hello, [child's name]! Look at all these beautiful things! Let's explore!

Repeat throughout: God made you, [name]. God loves you!

CIRCLE TIME — 5 min

Song: Sing the gathering song 3 times: 'God made you! (clap) God loves you! (clap) You are special! (clap clap)' — same tune each week.

Picture card: Hold up a picture card of a child's face. Point to the card, then to the child: 'God made your face — just like this!'

SENSORY STORY — 8 min

Caregiver says: God made everything! God made the sky. [Hold up blue cloth.] God made the trees. [Hold up green cloth.] God made YOU. [Hold child's hands.] And God has a special plan for you!

Repeat phrase: Repeat slowly 3 times: 'God has a plan for [name].'

Props: Use soft building blocks while speaking — stack them one at a time: 'God is building something amazing — just like we're building here!'

MUSIC & MOVEMENT — 7 min

Song 1: 'Head, Shoulders, Knees and Toes' (classic) — full body movement.

Song 2: 'God Made Me Special' (simple tune, 4 words: 'God — made — me — spe-cial') — clap with each syllable.

Movement: Rock children gently, wave hands, clap in rhythm.

SENSORY ACTIVITY — 10 min

Activity: Bring out the building blocks sensory tray. Children explore freely. Caregivers narrate: 'Look what you're building! God is building something in your life too!'

Key phrase: Say softly while child plays: 'God made your hands to build great things!'

SNACK & SOCIAL — 10 min

During snack: Model language: 'This food is good! God gives us good things.' Ask simple yes/no questions: 'Do you like this? Is it yummy?'

CLOSING SONG & GOODBYE — 5 min

Closing song: Same closing song every week: 'Goodbye, goodbye, God loves you today! Goodbye, goodbye, we'll see you next week!' (sung to a simple tune)

Goodbye ritual: Say each child's name individually as they are handed to their parent: '[Name], God has a plan for you. See you next week!'

□ KINDY (3–5) — Leader Says / Leader Does Script

1. WELCOME & SONG

5 min

Leader says: "Good morning, Little Champions! Let's see who is ready to build something amazing today!"

[Clap hands in rhythm as children enter. Show the visual schedule board.]

Leader says: "Today we will: [point to each icon] sing, hear a story, build, play a game, eat a snack, and say our declaration! Ready?"

2. STORY TIME — The Master Builder

10 min

Leader says: "Sit down, Little Champions! Today I have a VERY important story. Listen carefully."

[Hold up a toy builder figure (or puppet). Give it a name — 'Billy the Builder'.]

Leader says: "Billy loves to build things. Every morning, Billy gets out his tools and his PLAN. [Hold up a blue piece of paper.] This is called a blueprint! It shows Billy exactly what he's going to build!"

Leader says: "Did you know — God has a blueprint for YOUR life?"

[Make wide eyes, pause for effect.]

Leader says: "God planned everything about you before you were even born! Your smile, your laugh, the things you love — God put all of that inside you ON PURPOSE!"

Leader says: "Let's say it together: 'God has a plan for me!' Everyone — hands wide open! 'God — has — a — plan — for — ME!'"

[Model the gesture (hands open wide). Repeat 3 times, getting louder each time.]

3. ACTION SONG

5 min

Leader says: "Now let's sing! Everybody stand up and follow me!"

[Lead the action song: 'God Has a Plan for Me' — if you don't have a recording, chant rhythmically to claps: 'God has a plan (clap clap), God has a plan (clap clap), God has a plan for ME! (jump)']

Leader says: "Again! Louder this time!"

4. CREATIVE ACTIVITY — Blueprint Craft

15 min

Leader says: "Now it's building time! We are going to make our OWN blueprints!"

[Distribute blue construction paper and white crayons (or white markers).]

Leader says: "A blueprint is a special map that shows what you're going to build. I want you to draw what YOU want to be when you grow up! It can be anything — teacher, astronaut, mum, builder, doctor — whatever you dream!"

[Circulate, ask each child: 'What are you drawing? Tell me about your dream!']

Leader says: "Remember — God is the BEST builder! And God has already drawn YOUR blueprint. You are part of God's plan!"

5. MOVEMENT GAME — Follow the Blueprint

8 min

Leader says: "Game time! This game is called 'Follow the Blueprint!'"

[Call out instructions that children act out: 'The blueprint says... build a tower! (stack hands) The blueprint says... fly like an aeroplane! (arms out, spin) The blueprint says... be a doctor! (pretend to check heartbeat)']

Leader says: "Just like we followed the blueprint, we can follow God's plan for our lives!"

6. SNACK & CHAT

10 min

[Distribute snack. While children eat, ask:]

Discussion: What do YOU want to be when you grow up?

Discussion: Do you think God knows what you're going to be? [Yes!]

7. CLOSING & DECLARATION

5 min

Leader says: "Time for our Little Champions Declaration! Stand up, everyone!"

[Lead the full declaration with actions.]

8. PARENT HANDOVER

2 min

[Give each parent the Parent Connection Card and say: 'Today we learned that God has a plan for [child's name]! We made a blueprint — ask them to show you!']

⇒ PRIMARY (6–8) — Scripted Session

1. WELCOME & WORSHIP

7 min

Leader says: "Good morning, Primary! Let's start with worship — everyone on your feet!"

[Play 2 upbeat worship songs. Lead actions. Show visual schedule at front.]

Leader says: "That was brilliant! Find your seat. Before we start — who can tell me what a BLUEPRINT is?"

[Take 2–3 answers.]

Leader says: "Brilliant! A blueprint is a detailed plan. Engineers and architects use them to build skyscrapers, bridges, amazing things. Today's BIG IDEA is this: God has a blueprint for YOUR life. And He drew it before you were born."

2. THE HOOK

5 min

[Show a large printed or drawn house blueprint, or a ruler and pencil.]

Leader says: "Imagine you want to build a house. If you just start putting bricks anywhere without a plan — what happens?"

[Take answers. Build up to: 'It falls down / it's a mess / it's not safe.']

Leader says: "Exactly. You NEED a plan. You need a blueprint. Now here's the question: what if I told you that the God who designed the entire universe — the stars, the ocean, the human brain — also designed a blueprint for YOU, personally? Not a house. YOU. Your gifts, your future, your calling."

Leader says: "That's what Jeremiah 29:11 tells us. Let's look at it."

3. BIBLE STORY & MEMORY VERSE

10 min

Leader says: "Here is our memory verse for the week: Jeremiah 29:11. Let's say it in parts — I say it, you echo."

[Leader: 'For I know the plans I have for you' — Children: echo. Leader: 'declares the Lord' — Children: echo. Continue through entire verse.]

Leader says: "Jeremiah was in a really hard situation. His people, the Israelites, had been taken far from their home — they were in exile in Babylon. They were scared. They thought God had forgotten them. And then this letter arrives. From God, through Jeremiah."

Leader says: "And God says: 'I know the plans I have for you. Plans to prosper you, not harm you. Plans to give you a future and a hope.' God didn't panic. God already had a BLUEPRINT."

[Pause. Let that land.]

Leader says: "Has anyone here ever felt like things were going wrong and you wondered if God was paying attention? [Let children respond briefly.] This verse is for those moments."

4. CREATIVE RESPONSE — God's Blueprint for Me

12 min

Leader says: "Now I want you to create. You have THREE options — choose the one that fits how YOU learn best:"

[Point to three stations/options:]

Action: Option A: Draw — Draw 'God's Blueprint for Me.' Show what you hope your life will look like — your gifts, your dreams, your future. Use the house outline template if you want.

Action: Option B: Build — Use the LEGO or blocks to build something that represents a dream or goal you have. Be ready to explain it.

Action: Option C: Write — In your journal, write: 'I believe God's plan for me includes...' and list at least 3 things.

[Circulate and engage each child. Ask: 'Tell me about what you're building/drawing/writing.']

5. MEMORY VERSE GAME

5 min

Leader says: "Let's learn that verse by heart! We're going to play 'Blueprint Relay.'"

[Write the verse on a whiteboard. Read it together. Erase one word. Read again. Erase another. Continue until all words are erased and children can say it from memory.]

6. TALK BACK CIRCLE

7 min

[Sit in a circle on the floor.]

Discussion: What's one dream or goal you have for your life?

Discussion: Do you think God already knows about that dream? Why or why not?

Discussion: What's the difference between luck and purpose?

7. CLOSING DECLARATION

4 min

Leader says: "Let's stand for our Little Champions Declaration!"

[Lead the full declaration with actions. This week, add: 'God has a BLUEPRINT for me!' after 'God has a plan for me!']

[Distribute Parent Cards.]

PRE-TEEN (9–13) — Guided Exploration Script

1. WELCOME & CHECK-IN

8 min

Leader says: "Good morning! Quick check-in before we start — one word to describe your week. Go around the circle."

[Go around the circle quickly. Don't linger on answers — just gather energy.]

[Play 2 worship songs. If the group is shy about worship, let it be background while they settle in.]

2. THE HOOK

5 min

Leader says: "Quick question. Hands up: how many of you have ever looked at someone else's life and thought, 'I wish I had what they have'? That career, that skill, that family?"

[Hands go up.]

Leader says: "Okay. Now hands up: how many of you have ever wondered if your life has a purpose? Not just a job — but a real reason you're here?"

[Hands go up.]

Leader says: "Today we're going to look at something that answers both of those questions. But first — let me ask you this. What's the difference between luck and purpose?"

[Brief discussion — 2 mins. Build toward: luck is random; purpose is intentional.]

3. BIBLE TEACHING — Jeremiah 29:11

12 min

Leader says: "Jeremiah 29:11. Who knows it? Can someone read it?"

[A volunteer reads it aloud.]

Leader says: "Here's the context that makes this verse POWERFUL: Jeremiah didn't write this as a motivational poster. He wrote it to people in EXILE. In Babylon. Away from home, away from their temple, wondering if God had abandoned them. That's the situation."

Leader says: "And into that situation, God says: I KNOW the plans. Not 'I'm working on it.' Not 'I hope things work out.' I KNOW. Past tense, present certainty."

Discussion: What does it mean to you that God says 'I know' rather than 'I hope'?

Leader says: "The word 'plans' in Hebrew is the word *machashavot* — it means crafted thoughts. Intricate designs. Like an architect's blueprint. This is not a vague wish from God. This is a specific design."

Discussion: If God has a specific design for your life, what does that mean for how you make decisions?

4. DISCUSSION CIRCLE

10 min

[Break into groups of 3–4. Each group gets 2 discussion questions. Bring back to the large group.]

Discussion: Think about one thing you're naturally good at — something that comes easily to you. Do you think that's an accident, or something God put in you on purpose?

Discussion: The Israelites in Babylon felt forgotten by God. Have you ever felt like that? What helped (or what do you think could help)?

Discussion: If you had to describe 'God's blueprint for [your name]' in three words, what would they be?

5. CREATIVE PROJECT — Personal Vision Map

12 min

Leader says: "You have 10 minutes to create a Personal Vision Map. This is not a homework assignment. No marks. No judgment. It's a conversation between you and God on paper."

Action: In the centre: write your name.

Action: Around it: write/draw 3 gifts or strengths you know you have.

Action: Outside that ring: write 3 dreams or possibilities for your future.

Action: In the corner: write one prayer — 1 sentence to God about your future.

[Play soft instrumental music while they work. Circulate and encourage.]

6. OUTWARD IMPACT CHALLENGE

5 min

Leader says: "Every week, we don't just learn FOR ourselves. We learn to give away. Here's your challenge for this week:"

Action: Find ONE person in your world who seems like they've forgotten they have a purpose. Maybe they're going through something hard. Without making it weird — do one thing this week to remind them that their life matters.

Leader says: "It could be a text, a kind word, a practical help. But do it. And come back next week ready to tell us what you did."

7. CLOSING DECLARATION

8 min

Leader says: "Let's close together. Stand up. We're going to speak this over ourselves and over each other."

[Lead the near-full declaration. For pre-teens, add: 'I was designed on purpose, for a purpose!']

[Close in prayer. Distribute Parent Cards.]

✉ PARENT CONNECTION CARD — WEEK 1: THE MASTER ARCHITECT

This week we learned: God has a plan for me — a blueprint drawn before I was born.

Scripture: *Jeremiah 29:11*

Dinner table question: What's one dream or gift you think God put inside you?

Try this at home: Draw your own 'God's Blueprint for Me' as a family — what would God's plan for your household look like this year?

WEEK 2

The New Birth

Q1 — The Slogan: Transforming Destinies | Month 1: The Spirit — The Blueprint

WEEK	Week 2 of 12 — Q1
THEME	The New Birth
SCRIPTURE	John 3:3 — 'No one can see the kingdom of God unless they are born again.'
KEY PHRASE	'Jesus makes me brand new!'
MANDATE LINK	

CRÈCHE (0–2)	KINDY (3–5)	PRIMARY (6–8)	PRE-TEEN (9–13)
Water play tray	Butterfly craft templates (pre-cut)	Drama costume pieces (cloak, staff for Nicodemus)	Journals
Blue and white fabric	Cotton wool (caterpillar body)	Memory verse card: John 3:3 (simplified)	Whiteboard/flip chart
Small watering can	Tissue paper (butterfly wings)	Before/after drawing sheets	Bible (John 3:1–16)
New life picture card (plant/baby)	Glue sticks + pipe cleaners	Journals	Discussion question cards
	'Jesus Makes Me New' action song		

□ UDL & INCLUSION NOTES

- The butterfly metaphor (caterpillar to butterfly) is a concrete visual that works across all ages — point to it in each age group to reinforce the same transformation concept.
- For children who find transformation concepts abstract, use before/after picture cards: a dirty shirt and a clean one, a seed and a plant, an egg and a chicken.
- The water play in crèche links sensory experience to the concept of new life — water = growth = something new beginning.
- Primary drama activity: offer a 'watching' role for children who don't want to act — they can hold props or be the narrator.

□ ADHD & AUTISM ADJUSTMENTS

- Kindy butterfly craft: pre-cut all shapes so children jump straight to the creative assembly rather than waiting for cutting.
- Primary drama: assign ADHD children active roles (carry the cloak, hold the lamp, be the narrator) to channel movement.
- Pre-teen: use a 'talking stone' to manage discussion flow. Keep segments to 10 minutes maximum before switching activity.
- Autism — language: avoid 'born again' as a sole phrase. Explain concretely: 'It means starting fresh, like getting a brand new book to write your story in.'

□ CRÈCHE (0–2) — Caregiver Cue Script

ARRIVAL & FREE PLAY — 15 min

Setup: Set up water play tray with floating shapes. Blue and white fabrics draped around the room. As children arrive, guide them to the water tray.

Caregiver says: Look at the water! Water helps things grow. God helps you grow!

CIRCLE TIME — 5 min

Song: Gathering song (same as Week 1): 'God made you! God loves you! You are special!'

Picture card: Hold up a picture of a baby plant just sprouting from soil: 'Something NEW is growing! God gives new life!'

SENSORY STORY — 8 min

Story: Show a caterpillar (finger puppet or picture): 'This is a caterpillar. One day... [pause, build suspense] ...it becomes a BUTTERFLY!' Show butterfly image.

Repeat phrase: 'God makes things new! God makes YOU new!'

Movement: Curl up small (caterpillar), then stretch arms wide (butterfly). Repeat 3 times with children.

MUSIC & MOVEMENT — 7 min

Song: 'Caterpillar, caterpillar, curl up tight... now you're a butterfly, take your flight!' (improvised simple tune with actions — curl and stretch)

Water play song: Return to water tray: 'Splish splash, new life grows...' Let children play.

SENSORY ACTIVITY — 10 min

Activity: Add blue and white fabric streamers to the water tray. Children wave and swish them. 'New life! New beginnings!'

SNACK & CLOSING — 15 min

Closing phrase: Whisper over each child as you hand them to their parent: '[Name], God is making something beautiful in your life. You are new every day!'

□ KINDY (3–5) — Leader Says / Leader Does Script

1. WELCOME & SONG

5 min

Leader says: "Good morning, Little Champions! Today we are talking about something AMAZING that happens when you know Jesus. Are you ready?"

[Show visual schedule. Play upbeat gathering song.]

2. STORY TIME — The Butterfly Story

10 min

Leader says: "Before our story today, let me show you something. [Hold up a cotton wool caterpillar.] What is this?"

[Children respond: caterpillar.]

Leader says: "That's right! A caterpillar. Now — do you know what happens to a caterpillar? It makes a little sleeping bag called a chrysalis... and then... [dramatic pause] ...it turns into a BUTTERFLY! [Hold up tissue paper butterfly.] It's completely new!"

Leader says: "That's exactly what Jesus does for us. He takes our old self — the sad bits, the wrong bits, the confused bits — and makes us BRAND NEW. The Bible calls this being 'born again!'"

Leader says: "Let's say it together: 'Jesus makes me brand new!' Hands on your head for 'brand' [place hands on head], then fling them wide for 'NEW!' Ready?"

[Repeat 3 times.]

3. ACTION SONG

5 min

Leader says: "Song time! It's called 'Caterpillar, Butterfly!' Follow my actions."

[Curl into a small ball (caterpillar), then slowly 'hatch' and stretch wide (butterfly). Repeat with movement and singing: 'Jesus makes me new, new, new! Watch me fly, watch me fly!']

4. CRAFT — Butterfly Transformation

15 min

Leader says: "Now we are going to make our OWN butterflies! These remind us that Jesus makes us new!"

[Distribute pre-cut butterfly wing templates + cotton wool bodies. Children stick on decorations (tissue paper, stickers, glitter glue).]

Leader says: "While you're making your butterfly, tell me: what's one thing you want God to help you with? [something to make new]"

[Circulate and listen genuinely. Pray quietly for each child as you interact.]

5. MOVEMENT GAME

8 min

Leader says: "Game! Everyone is a butterfly — fly around the room! When I call 'CHRYSLIS!' — curl up small. When I call 'NEW LIFE!' — fly again!"

[Repeat 4–5 times at varying speeds. Children love this game.]

6. SNACK & CLOSING

17 min

[Distribute snack. During snack, ask:]

Discussion: What is your butterfly's name?

Discussion: If YOU could be a butterfly — what colour would you be?

Leader says: *"Before we go — let's say our Little Champions Declaration!"*

[Lead full declaration. Give Parent Cards at handover.]

⇒ PRIMARY (6–8) — Scripted Session

1. WELCOME & WORSHIP

7 min

Leader says: "Good morning! Worship time — let's go!"

[2 upbeat songs with actions.]

2. THE HOOK

5 min

Leader says: "Quick question — has anyone ever had something really old that they wanted to replace with something brand new? A worn-out shoe? An old phone? A ripped bag?"

[Brief responses.]

Leader says: "There's something amazing about NEW things. They're clean, they work properly, they don't have the old damage on them. Today's big question: Can a PERSON be made brand new? Not just their stuff — THEM?"

3. BIBLE STORY — Nicodemus Meets Jesus

10 min

Leader says: "Let's act this out. I need a Nicodemus — he's an important teacher, a bit nervous. [Select a child.] And I'll be Jesus."

[Give the 'Nicodemus' child a cloak to wear.]

Leader says: "[As narrator] It was night-time. Nicodemus — a very important and clever man — came to find Jesus secretly. He had questions."

Leader says: "[As Nicodemus — prompting the child] 'Rabbi — Teacher — we know you have come from God. No one could do the signs you do unless God was with him.'"

Leader says: "[As Jesus] 'I tell you the truth — no one can see God's Kingdom unless they are born again.'"

[[As Nicodemus] Look confused! 'Born AGAIN? I'm an old man! I can't go back into my mother!' [Children will laugh.]]

Leader says: "[As Jesus] 'I don't mean born again like a baby. I mean born of the Spirit. God's Spirit makes you new — from the inside out.'"

[Step out of drama. Back to leader mode.]

Leader says: "Jesus wasn't talking about your body. He was talking about your spirit — the real you, on the inside — being completely renewed. Like the butterfly we talked about in our series. Same body, completely transformed inside."

4. MEMORY VERSE GAME

5 min

Leader says: "Memory verse: John 3:3 — a simplified version. 'You must be born again to enter God's Kingdom.' Let's make a 'Born Again' verse clap sequence."

[Build a clap rhythm: You (clap) must (clap) be (clap) born (stomp) again (stomp) to enter (twirl) God's kingdom! (jump). Repeat 4 times.]

5. CREATIVE RESPONSE

12 min

Leader says: "Three options. Choose one:"

Action: Draw: Draw a before/after picture — on one side, draw 'me without Jesus' and on the other side, 'me with Jesus.'

Action: Build: Use blocks to make a caterpillar, then rebuild it as a butterfly shape.

Action: Write: *In your journal — 'Being made new by Jesus means...' Complete the sentence with at least 3 ideas.*

6. TALK BACK CIRCLE

7 min

Discussion: What do you think 'born again' actually means for someone your age?

Discussion: What's one thing you would like God to make new in your life?

7. CLOSING DECLARATION

4 min

Leader says: *"Declaration time! This week we add: 'Jesus is making me new from the inside out!'"*

[Lead full declaration. Distribute Parent Cards.]

PRE-TEEN (9–13) — Guided Exploration Script

1. WELCOME & CHECK-IN

8 min

Leader says: "One word: how did your outward impact challenge go last week? Did anyone do something kind for someone who seemed to have lost their sense of purpose?"

[Take brief responses. Affirm effort regardless of outcome.]

[2 worship songs.]

2. THE HOOK

5 min

Leader says: "Honest question. Has anyone here ever felt like they wanted to start completely fresh? Like — erase a habit, a reputation, a pattern — and just begin again as a different version of themselves?"

[Pause. Let the silence do work.]

Leader says: "That feeling — the desire for a genuine reset — is actually a spiritual instinct. And today's session is about whether that reset is actually possible."

3. BIBLE TEACHING — John 3:1–16

12 min

Leader says: "Let's read John 3:1–16 together. Someone who wants to read, go."

[Volunteer reads the passage.]

Leader says: "Nicodemus is fascinating. He's a Pharisee — the most educated religious leader of his day. He's successful. He's respected. And yet — he comes to Jesus at night, secretly, with questions his daylight colleagues wouldn't dare ask."

Discussion: Why do you think Nicodemus came at night?

Leader says: "Jesus tells him: 'You must be born again.' The Greek word is *anōthen* — which means BOTH 'again' and 'from above.' A double meaning. Born again from a new source — not your parents, not your culture, not your past — but from God's Spirit."

Discussion: What's the difference between trying to change yourself through willpower, and being changed by God's Spirit?

Leader says: "Verse 16 is the reason behind all of it: 'For God so loved the world that he gave his only Son, so that everyone who believes in him may not perish but may have eternal life.' The 'new birth' isn't a religious requirement. It's a love gift."

4. DISCUSSION CIRCLE — Ecclesia Connection

10 min

[Break into groups of 3–4.]

Discussion: Ecclesia is the Greek word for 'the Church' — it literally means 'the called-out ones.' If you are 'born again,' you become part of this called-out group. What does it mean to be 'called out' as a young person of African descent in Australia?

Discussion: Is there anything about your identity — your background, your family's faith, your cultural heritage — that you think God is using as part of your 'new birth' story?

Discussion: What would it look like to live as someone who genuinely believes they have a completely new spiritual identity?

5. CREATIVE PROJECT — Identity Statement

12 min

Leader says: "Open your journal. You have 8 minutes to write your 'New Birth Identity Statement' — a paragraph that begins with: 'Before I knew Jesus / I was known as... but now I am born of the Spirit, and I am...'"

[Soft music. Circulate quietly. After 8 minutes, invite 2–3 volunteers to share (never force).]

6. OUTWARD IMPACT CHALLENGE

5 min

Leader says: "This week's challenge: Find one person in your world who is living as their 'caterpillar self' — stuck in old patterns, old labels, old limitations. Without preaching at them — show them something new is possible. Through your attitude, your kindness, your example."

7. CLOSING DECLARATION

8 min

Leader says: "Stand up. We're closing with our declaration. This week, after 'I am a Little Champion' — add: 'I am born from above. I am made new!'"

[Lead declaration and closing prayer. Distribute Parent Cards.]

✉ PARENT CONNECTION CARD — WEEK 2: THE NEW BIRTH

This week we learned: Jesus makes us brand new — from the inside out!

Scripture: *John 3:3*

Dinner table question: What would you want God to make 'new' in your life?

Try this at home: Make butterfly crafts together at home — talk about what changes God is making in your family.

WEEK 3

Destiny Seeds

Q1 — The Slogan: Transforming Destinies | Month 1: The Spirit — The Blueprint

WEEK	Week 3 of 12 — Q1
THEME	Destiny Seeds
SCRIPTURE	Ephesians 2:10 — 'For we are God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do.'
KEY PHRASE	'God put something special inside me!'
MANDATE LINK	

CRÈCHE (0–2)	KINDY (3–5)	PRIMARY (6–8)	PRE-TEEN (9–13)
Small plant pots (1 per child)	Seed pots to decorate (terracotta or paper cups)	Real seeds + pots + soil	Journals
Potting mix	Paint and brushes	Gift/talent worksheet (pre-printed)	Whiteboard/flip chart
Seeds (fast-growing: bean, sunflower)	Sticker labels: 'My Destiny Seed'	Memory verse card: Ephesians 2:10 (shortened)	Seed identification worksheet
Spoons for scooping	Real seeds to plant	Journals	Bible (Ephesians 2:10)
Watering can	Seed song playlist	Markers	Small group discussion cards

□ UDL & INCLUSION NOTES

- Planting actual seeds is a multi-sensory, concrete activity — it works across all ability levels. The act of planting grounds abstract concepts (gifts, calling, destiny) in physical experience.
- For children who struggle with the question 'What are you good at?' (common in children with low self-esteem or ASD), reframe it: 'What do you love doing? What makes time fly?' These are often clues to gifts.
- Allow children to take their planted seeds home — this extends the learning into the household all week and creates a talking point with parents.
- Use nature imagery throughout: seeds, soil, water, sunlight — these are universally accessible concepts across cultures.

□ ADHD & AUTISM ADJUSTMENTS

- The planting activity is ideal for ADHD children: hands-on, messy, purposeful. Give them the 'Soil Specialist' role — they scoop soil into everyone's pots.
- Pre-teen discussion: If a child goes off-topic, gently redirect: 'That's interesting — how does that connect to what gifts God put in you?'
- For children with low frustration tolerance: have extra seeds in case they spill theirs. Frame spilling as 'seeds go where they need to grow' rather than a mistake.
- Autism: The question 'What are you good at?' can be overwhelming. Provide a printed 'Gifts Menu' (list of 20 possible gifts: singing, drawing, caring for others, fixing things, etc.) to select from rather than generating from scratch.

☐ CRÈCHE (0–2) — Caregiver Cue Script

SENSORY STORY — 8 min

Story props: Bring out a small pot of soil and a seed.

Caregiver says: Look at this tiny seed. It's SO small! But inside this little seed — there is a flower! Or a tree! Something AMAZING is hidden inside!

Action: Place the seed in the child's palm. Let them feel it.

Key phrase: 'God put something amazing inside YOU — just like this seed!' Repeat 3 times.

SENSORY ACTIVITY — 10 min

Planting: Let each child scoop soil with a spoon into a small pot. Help them plant a seed. Label with child's name.

While planting: 'You are planting a seed — just like God planted gifts inside you!'

MUSIC — 7 min

Song: 'Little seed in the ground, growing, growing... little [name] in God's hands, growing, growing...' — simple improvised song with rocking movement.

CLOSING — 5 min

Parent handover: Give each family the pot to take home. Say: 'This week we planted a seed to remind us that God has planted gifts inside [name]!'

□ KINDY (3–5) — Leader Says / Leader Does Script

1. STORY TIME — The Destiny Seed

10 min

Leader says: "Little Champions — who has ever planted a seed? [Hands up!] What happens to a seed when you plant it?"

[Children respond: it grows! It becomes a flower/tree/plant.]

Leader says: "Yes! But here's the amazing thing: when you look at a tiny seed, you can't see the flower yet. It's HIDDEN inside. The flower is a SEED SECRET!"

Leader says: "Did you know — God has put SEED SECRETS inside YOU? Things you are going to grow into. Gifts. Talents. Dreams. They're inside you right now, waiting to grow!"

Leader says: "Let's say it: 'I have a special gift from God!' Everyone — point to your heart! 'I — have — a — special — gift — from — GOD!'"

2. ACTION SONG — Seed Song

5 min

Leader says: "Time for the Seed Song! Ready? 'I'm a little seed in the ground (curl up small), God is helping me grow! (slowly stand up) When I open up my hands (open hands wide), his gifts begin to SHOW! (jazz hands)'"

[Repeat 4 times.]

3. CRAFT — Destiny Seed Pot

15 min

Leader says: "Now we're going to decorate our very own Destiny Seed Pots! And then we're going to plant a real seed inside!"

[Distribute terracotta pots or paper cups. Children paint/decorate their pot, then plant a seed inside with soil.]

Leader says: "While you decorate, think about this: what's ONE special thing God put inside you?"

[Label each pot with: '[Name]'s Destiny Seed.' Children take them home.]

4. SNACK & CLOSING

20 min

Discussion: What do you think is growing inside you that others can't see yet?

Leader says: "Let's do our declaration! And add: 'God planted a seed in me!'"

⇒ PRIMARY (6–8) — Scripted Session

1. HOOK — The Buried Treasure

5 min

Leader says: "I have a question. Imagine you found out that someone buried treasure in your backyard. Real treasure — gold and jewels. But you didn't know it was there. Would it change anything about your life just because it existed?"

[Children: No! Not until you dig it up.]

Leader says: "Exactly. The treasure being there doesn't help if you don't discover it. Today we're talking about the treasure God buried inside YOU — your gifts, your calling, your destiny seeds. They're there. The question is: have you started digging?"

2. BIBLE VERSE — Ephesians 2:10

5 min

Leader says: "Ephesians 2:10 says: 'For we are God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do.' Let's break that down."

- 'God's handiwork' — you are a MASTERPIECE. Not an accident. Crafted by hand.
- 'Created in Christ Jesus to do good works' — you have a PURPOSE, not just an existence.
- 'God prepared in advance' — before you were born, God planned what you were going to do with your life.

Leader says: "That last one is extraordinary. Your gifts — the things you're naturally good at — were put there on purpose, in advance. They are clues to your destiny."

3. ACTIVITY — Gifts Identification

12 min

Leader says: "Let's do a Gifts Discovery exercise. Everyone take a worksheet."

Action: Circle 5 things you're good at or that you love doing.

Action: Tick 3 that you think could be used to help other people.

Action: Star the ONE that you think is your strongest gift.

Leader says: "Now share with the person next to you: 'I think my strongest gift is... because...'"

4. PLANTING — Real Seeds

10 min

Leader says: "We're going to plant a real seed today. As you plant it, make a silent prayer: 'God, help me discover and grow the seeds you put inside me.'"

[Children plant seeds in small pots to take home.]

5. TALK BACK CIRCLE

5 min

Discussion: What do you think is a gift God put in you that you haven't fully used yet?

Discussion: How could your gift help someone else?

6. CLOSING DECLARATION

4 min

Leader says: "Declaration! Add this week: 'I am God's handiwork — created for a purpose!'"

PRE-TEEN (9–13) — Guided Exploration Script

1. HOOK & CHECK-IN

8 min

Leader says: "Outward Impact check-in from last week: who did something to show someone that new life is possible?"

[Brief sharing.]

Leader says: "Today's hook: If you could only keep ONE natural ability — one thing you're genuinely good at — and everything else was removed, what would you keep?"

[Quick round-the-circle answers. No judgement.]

2. BIBLE TEACHING — Ephesians 2:10

12 min

Leader says: "Ephesians 2:10. Someone read it."

[Volunteer reads.]

Leader says: "The word translated 'handiwork' is the Greek word *poiema* — it's the root of our word 'poem.' You are God's poem. A crafted, intentional, carefully constructed work of art."

Discussion: What does it change for you to think of yourself as God's poem rather than a random biological event?

Leader says: "The phrase 'prepared in advance' is significant. In Greek: *proetoimasen* — prepared beforehand. Your gifts aren't accidental. They're strategically placed."

Discussion: Think about the gifts and abilities you have. What patterns do you notice? What do they point toward?

3. SEED IDENTIFICATION EXERCISE

10 min

Leader says: "Take your worksheet. Three columns:"

Action: Column 1: What energises me? (activities that leave you feeling more alive, not depleted)

Action: Column 2: What do others say I'm good at? (feedback, compliments, 'you should do that professionally!')

Action: Column 3: What problems do I naturally want to solve? (what injustice or need makes me want to do something?)

Leader says: "Look at your three columns. Where there is overlap — that is your destiny seed territory."

4. DISCUSSION & PLANTING

10 min

[Small groups of 3–4 share their seed identification findings.]

Discussion: Where do your three columns intersect? What does that tell you?

[End with actual planting: each pre-teen plants a seed in a small pot with a note inside: 'This is what I believe God planted in me: ____']

5. OUTWARD IMPACT CHALLENGE

5 min

Leader says: "This week: find one person who seems like they don't know what their gifts are — maybe someone who says 'I'm not good at anything.' Tell them one specific thing you see in them. Be precise. Not 'you're nice' — 'I've noticed that whenever someone is upset, you always know what to say. That's a gift.'"

6. CLOSING DECLARATION

5 min

Leader says: "Close together. Add: 'I am God's poem — crafted for a purpose!'"

[Prayer, declaration, distribute Parent Cards.]

✉ **PARENT CONNECTION CARD — WEEK 3: DESTINY SEEDS**

This week we learned: God put something special inside me — gifts and purposes waiting to grow!

Scripture: *Ephesians 2:10*

Dinner table question: What gift or talent do you see in your child that they might not see in themselves yet?

Try this at home: Plant seeds together at home. Each family member writes their 'destiny seed gift' on a craft stick and plants it in the pot.

WEEK 4

Vision Mapping

Q1 — The Slogan: Transforming Destinies | Month 1: The Spirit — The Blueprint

WEEK	Week 4 of 12 — Q1
THEME	Vision Mapping
SCRIPTURE	Habakkuk 2:2 — 'Write down the revelation and make it plain on tablets so that a herald may run with it.'
KEY PHRASE	'I can see where God is taking me!'
MANDATE LINK	

CRÈCHE (0–2)	KINDY (3–5)	PRIMARY (6–8)	PRE-TEEN (9–13)
Themed toy basket (mix of role play toys)	A3 paper for poster	Vision Collage sheet (A3)	Vision Map template (A3)
Picture cards of different 'futures'	Magazines/pre-cut pictures	Old magazines (age appropriate)	Journals + coloured pens
Simple career/life picture book	Glue sticks + markers + stickers	Scissors + glue	Whiteboard/flip chart
Soft blocks for building scenes	Vision Map template (pre-drawn border)	Memory verse card: Habakkuk 2:2	Bible (Habakkuk 2:2)
	Display space to hang posters	Journals	Quiet music playlist

□ UDL & INCLUSION NOTES

- Vision Mapping is a high-engagement activity across all ability levels — visual, kinaesthetic, and verbal learners all find an entry point (magazine cut-outs, drawing, writing, or describing to a partner).
- For children who struggle with future thinking (common in anxiety, ADHD, or children from unpredictable home environments), validate their present first: 'You don't have to know exactly — what's ONE thing you'd like your life to include?'
- Provide a structured Vision Map template with labelled zones (Family, Work, Faith, Community) to reduce the overwhelm of a blank page.
- Allow sharing to be optional — some children's visions are deeply personal and should be honoured as private.

□ ADHD & AUTISM ADJUSTMENTS

- The collage/cutting activity is ideal for ADHD — tactile, active, and low-stakes in terms of 'getting it right.'
- Pre-teen: Use a timer (visible on screen or sand timer) for the journaling portion — a clear time boundary helps ADHD children engage fully.
- If a child says 'I don't know what I want' — redirect with a 'fun version': 'If you had superpowers, what would you do with them? That's a clue to your vision!'

□ CRÈCHE (0–2) — Caregiver Cue Script

FREE PLAY WITH THEMED TOYS — 15 min

Setup: Create a themed play space with role-play toys: doctor kit, builder tools, cooking play set, art supplies. Let children explore freely.

Narrate: As children play with each item, narrate: 'Are you a doctor? Look at you! Maybe God is growing a healer in you!' 'Are you building? Maybe God is growing a builder in you!'

SENSORY STORY — 8 min

Picture cards: Show picture cards of different life scenes: a family, a hospital, a school, a garden. 'God sees ALL of this — and God sees YOU in a beautiful future!'

Repeat phrase: 'God has a beautiful future for you, [name]!' Repeat 3 times with soft eye contact.

SONG & MOVEMENT — 12 min

Song: 'Where are you going? (walk forward) Where are you going? (walk forward) God knows the way! (spread arms wide) God leads you every day!' (sway)

CLOSING — 5 min

Parent note: 'This week, watch what your child plays at home — it may be a clue to the gifts God has put in them!'

□ KINDY (3–5) — Leader Says / Leader Does Script

1. STORY & DISCUSSION

10 min

Leader says: "Little Champions — close your eyes. I want you to imagine something. [Pause.] Imagine you are all grown up. What are you doing? Where are you? What do you look like?"

[Pause 20 seconds. Then:]

Leader says: "Open your eyes! What did you see? [Take 3–4 answers. Celebrate each one.]"

Leader says: "Do you know what? God sees that picture of your future! God **WROTE IT DOWN** — like a map — before you were even born!"

2. CRAFT — Vision Poster

20 min

Leader says: "We are going to make a **VISION POSTER** — a picture of what you dream about for your future!"

[Distribute A3 paper. Children draw and/or stick pre-cut magazine pictures of their dreams.]

Leader says: "While you're making your poster, tell me: what do **YOU** want to be? There are no wrong answers!"

[Help each child label their poster: '[Name]'s Vision Map.' Display on the wall to celebrate at the end.]

3. MOVEMENT & SNACK

18 min

Leader says: "Movement game: 'Where am I going? The vision walk!' Everyone walks in a circle. When I call out a future job, if you'd like that job — run to the centre!"

[Call: doctor! teacher! pilot! builder! singer! athlete! missionary! Keep energy high.]

4. DECLARATION

7 min

Leader says: "Look at your posters! Those are **VISIONS**! Let's do our declaration and add: 'God has a vision for my future!'"

⇒ PRIMARY (6–8) — Scripted Session

1. HOOK — The Map Principle

5 min

Leader says: "Here's a question: if you wanted to travel somewhere you've never been before, what would you need?"

[Children: a map! GPS! Directions!]

Leader says: "A map. And here's the thing — a map works best *BEFORE* you start the journey, not after you've already got lost. Today we're going to work on *YOUR* life map. Because God has already given you the directions."

2. BIBLE VERSE — Habakkuk 2:2

5 min

Leader says: "Habakkuk 2:2 says: 'Write down the revelation and make it plain on tablets so that a herald may run with it.' God told Habakkuk: write your vision *DOWN*. Make it *CLEAR*. Because if the vision is clear, you can run toward it."

Leader says: "A vision you can see is a vision you can move toward. That's what today is about."

3. VISION COLLAGE — 15 min

0277BD

Leader says: "Take your A3 sheet. You have three zones:"

Action: Centre: 'I am...' — who God made you to be (words or pictures of your character and gifts)

Action: Middle ring: 'I will...' — what you want to do with your life (career dreams, adventures, service)

Action: Outer ring: 'I will help...' — who you want to serve or help with your life

[Play instrumental music. Children work with magazines, drawing, or writing. 15 minutes.]

4. SHARING & TALK BACK

8 min

[Pairs share their collages with each other.]

Discussion: What surprised you about your own vision map?

Discussion: Is there anything on your map that you think is already starting?

5. MEMORY VERSE & CLOSING

7 min

Leader says: "Memory verse game: Habakkuk 2:2 — 'Write down the vision, make it plain!' We'll write it in the air together with our finger. Ready?"

[Air-write the verse. Lead declaration. Distribute Parent Cards.]

PRE-TEEN (9–13) — Guided Exploration Script

1. CHECK-IN & HOOK

8 min

Leader says: "Outward Impact check-in: did anyone tell someone a specific gift they noticed in them? What happened?"

[Brief sharing.]

Leader says: "Today's question: What's the difference between a wish and a vision?"

[Brief round. Build toward: a wish is passive ('I hope someday...'); a vision is active ('I see myself doing X and I'm moving toward it').]

2. BIBLE TEACHING — Habakkuk 2:2

12 min

Leader says: "Habakkuk 2:2. Read it together."

[Volunteer reads.]

Leader says: "The context: Habakkuk is deeply troubled by injustice. He's complaining to God. And God's response is not 'stop complaining.' It's: 'Write the vision. Make it plain. Run with it.'"

Leader says: "God is saying: if you know where you're going, your life will align with the direction. Write it. Clarity creates momentum."

Discussion: What areas of your life feel like they have no direction right now?

Discussion: Is there a vision you've had for your life that you haven't written down or told anyone about? Why not?

3. VISION MAP CREATION

15 min

Leader says: "Take your A3 Vision Map template. Write your name in the centre. Then in the surrounding sections:"

Action: Who I am: 3 words that describe your God-given identity

Action: Where I'm going: 3 areas of life you want to develop in the next 3 years

Action: Who I will serve: Who do you feel called to help? What community or group?

Action: My prayer for this vision: One sentence prayer in the corner

[Quiet instrumental music. 12 minutes of personal work. Offer: share with a partner for 3 minutes after.]

4. OUTWARD IMPACT CHALLENGE

5 min

Leader says: "This week: share your vision with one trusted person — a parent, a mentor, a friend. Vision gets stronger when it's spoken. Courage is required. Do it."

5. CLOSING

5 min

Leader says: "Declaration. Add: 'I have a vision — I will write it and I will run with it!'"

[Prayer, declaration, Parent Cards.]

✉ **PARENT CONNECTION CARD — WEEK 4: VISION MAPPING**

This week we learned: God has a vision for my future — and I can see it starting to take shape!

Scripture: *Habakkuk 2:2*

Dinner table question: If you could describe your family's vision for the future in one sentence, what would it be?

Try this at home: As a family, create a Vision Board for 2026 — cut out images and words that represent where God is taking you together. Display it somewhere visible.

WEEK 5

I Belong to God's Family

Q1 — The Slogan: Transforming Destinies | Month 2: The Soul — Identity & Resilience

WEEK	Week 5 of 12 — Q1
THEME	I Belong to God's Family
SCRIPTURE	Galatians 3:26 — 'So in Christ Jesus you are all children of God through faith.'
KEY PHRASE	'I belong to God's Kingdom — I am a child of God!'
MANDATE LINK	

CRÈCHE (0–2)	KINDY (3–5)	PRIMARY (6–8)	PRE-TEEN (9–13)
Family photos (request from parents in advance)	Passport craft template	'Kingdom Passport' template (pre-printed A5)	Journals
Picture book about families	Sticker 'stamps' (foam or sticker sheets)	Pen/markers for personalising	Whiteboard/flip chart
Soft dolls representing family figures	Markers for personalising	Memory verse card: Galatians 3:26	Bible (Galatians 3:26, Ephesians 2:19)
Comfort cuddle time playlist	'I Am a Child of God' song	Ambassador role-play scenario cards	'Dual Passport' template
	Family picture as visual aid	Journals	Discussion question cards

□ UDL & INCLUSION NOTES

- The 'family' theme can be sensitive for children from non-traditional family structures, estrangement, or loss. Always frame 'God's family' as an inclusive, unconditional belonging — 'God's family includes everyone, no exceptions.'
- The Passport craft is a structured, goal-oriented activity — ideal for children who need clear task definition.
- For children with social anxiety, the 'I belong' affirmation can be powerful but emotionally intense. Offer it quietly (whispered to each child) rather than only as a group declaration.
- Diaspora cultural note: the concept of 'dual citizenship' (Australian + God's Kingdom) is powerfully resonant for African diaspora children navigating cultural identity — lean into this.

□ ADHD & AUTISM ADJUSTMENTS

- Passport craft: break into timed mini-steps: '3 minutes for name page, then we move to the stamps page.' Prevents children from getting stuck at one stage.
- Pre-teen: The dual identity discussion can go deep — build in 1 minute of quiet journaling before group discussion to let processing happen before speaking.
- Autism: The 'family' concept may need unpacking — 'God's family is like a group of people who all choose to be together because of love, not just because they were born into the same house.'

□ CRÈCHE (0–2) — Caregiver Cue Script

ARRIVAL — 15 min

Photos: Display family photos provided by parents around the room at child height. As children arrive, point to photos: 'Look — there's your family! God's family is EVEN BIGGER!'

Book: Read a simple picture book about families and belonging.

CIRCLE TIME — 5 min

Song: 'I am a child of God! (point to self) I am loved today! (hug self) My family is BIG! (spread arms wide) God shows me the way!' (walk forward together)

SENSORY STORY — 8 min

Story: Hold up soft family dolls. 'This is a family. They belong together. They love each other. And God has an even BIGGER family — and YOU belong in it!'

Repeat phrase: '[Name], you belong to God's family!' Repeat 3 times, with warm eye contact for each child.

CUDDLE TIME — 10 min

Activity: Quiet comfort songs. Caregivers hold children. Gentle rocking. 'You are loved. You are safe. You belong.'

□ KINDY (3–5) — Leader Says / Leader Does Script

1. STORY & SONG

15 min

Leader says: "Who here has a family? [Hands up!] Tell me — what do families do? [Take answers: hug, eat together, help each other, love each other!]"

Leader says: "That's so good! Now — did you know that God has a FAMILY? And YOU are in it! When you love Jesus, you become part of God's family — His Kingdom family! And this family has members from every country in the WORLD!"

Leader says: "Let's say it: 'I belong to God's Kingdom! I am a child of God!' Everybody — 'I BELONG TO GOD'S KINGDOM!'"

[Sing: 'I am a child of God, yes I am! I am a child of God, yes I am! He loves me, He keeps me, I'm right where I belong! I am a child of God, yes I am!']

2. CRAFT — Kingdom Passport

15 min

Leader says: "Every person from another country has a PASSPORT — it proves they belong to their country. Today we are making our KINGDOM PASSPORT — it proves we belong to GOD'S Kingdom!"

[Distribute passport templates. Children write their name, draw their face, and add 'Kingdom of God' as their country. Decorate with sticker stamps.]

Leader says: "This passport says: I belong to God. Wherever I go — Australia, Africa, anywhere — I carry this citizenship with me!"

3. MOVEMENT, SNACK & CLOSING

20 min

[Game: 'Kingdom citizens!' Children carry their passports and 'travel' around the room, showing their passport to each other: 'Welcome to God's Kingdom!']

Discussion: Snack: 'Who is someone in God's family that you love?'

Leader says: "Declaration! Add: 'I belong to God's family!'"

⇒ PRIMARY (6–8) — Scripted Session

1. HOOK — What Makes Someone Belong?

5 min

Leader says: "Question: what makes someone part of a club, a team, or a family? What qualifies you to belong?"

[Children respond: being invited, being born into it, choosing to join, having the same values...]

Leader says: "Good answers. In most groups, belonging depends on something — your background, your behaviour, your achievements. But God's Kingdom is different. Galatians 3:26 says: 'In Christ Jesus you are ALL children of God through faith.' Not through performance. Through faith."

2. BIBLE TEACHING — Ambassador Concept

8 min

Leader says: "Here's a word: AMBASSADOR. Does anyone know what an ambassador is?"

[Children respond. Build toward: an ambassador represents one country while living in another.]

Leader says: "When your family came from Africa to Australia — or when you were born here to African parents — you carry two identities. You represent Australia, but you also carry your heritage. Now add a THIRD: you are an ambassador of God's Kingdom."

Leader says: "An ambassador's job is not to hide where they're from. It's to REPRESENT it with honour. Wherever you go — school, sport, home — you represent the Kingdom of God."

3. CRAFT — Kingdom Passport

12 min

Leader says: "Make your Kingdom Passport. Inside it, write: 'Full name. Kingdom citizen. Ambassador of [your gift] to [your school/suburb/family].'"

[Circulate. Help children articulate their unique ambassador role.]

4. TALK BACK & CLOSING

12 min

Discussion: What does it look like to represent God at school tomorrow?

Discussion: Does having a 'Kingdom passport' change anything about how you see yourself?

Leader says: "Declaration! Add: 'I am an ambassador of God's Kingdom!'"

PRE-TEEN (9–13) — Guided Exploration Script

1. CHECK-IN & HOOK

8 min

Leader says: "Last week's challenge: did anyone share their vision with a trusted person? What was the response?"

[Brief sharing.]

Leader says: "Today's question: have you ever felt like you didn't fully belong anywhere? Not quite African enough. Not quite Australian enough. Maybe not 'religious' enough for church, but also different from friends at school?"

[Pause. This is a real experience for many diaspora children. Give space.]

2. BIBLE TEACHING — Identity in God's Family

12 min

Leader says: "Galatians 3:26, 28. Let's read it."

[Volunteer reads.]

Leader says: "'There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus.' Paul wrote this to a community where cultural difference was creating division. Jewish believers felt superior to Gentile believers. Sound familiar?"

Discussion: In what ways does cultural or class hierarchy show up in your school, your friendship group, your church?

Leader says: "Ephesians 2:19 calls you 'fellow citizens with God's people and also members of his household.' Fellow citizen. Not second-class. Not on probation. MEMBER of the household."

Discussion: What does it mean for your identity to know you are a full member of God's household — not despite your background, but WITH it?

3. DUAL PASSPORT ACTIVITY

10 min

Leader says: "Take the Dual Passport template. Three columns:"

Action: Column 1: My heritage identity — words, values, practices from your family's culture of origin

Action: Column 2: My local identity — things that are true of you as someone growing up in Australia

Action: Column 3: My Kingdom identity — who you are in Christ, regardless of where you were born

Leader says: "Look at all three. This is not three separate selves. This is ONE person — you — who carries a rich, multidimensional identity. That is a gift, not a confusion."

4. OUTWARD IMPACT & CLOSING

10 min

Leader says: "Challenge: find one person this week who seems to feel like an outsider — at school, at church, anywhere. Do one concrete thing to include them."

Leader says: "Declaration. Add: 'I am a fellow citizen — I belong to God's household!'"

✉ PARENT CONNECTION CARD — WEEK 5: I BELONG TO GOD'S FAMILY

This week we learned: I belong to God's Kingdom — I am a child of God!

Scripture: Galatians 3:26

Dinner table question: What does 'belonging' feel like in our family? How can we help each person feel they truly belong?

Try this at home: Share one story of how your family 'arrived' in Australia and how God's family was part of that journey. Ask: 'What does it feel like to belong to two places?'

WEEK 6

I Am Special (All of Me)

Q1 — The Slogan: Transforming Destinies | Month 2: The Soul — Identity & Resilience

WEEK	Week 6 of 12 — Q1
THEME	I Am Special (All of Me)
SCRIPTURE	Psalm 139:14 — 'I praise you because I am fearfully and wonderfully made.'
KEY PHRASE	'All of me is welcome here — God made me, culture and all!'
MANDATE LINK	

CRÛCHE (0–2)	KINDY (3–5)	PRIMARY (6–8)	PRE-TEEN (9–13)
Unbreakable mirrors (1 per child or a large mirror)	A4 paper for self-portraits	Venn Diagram worksheet (3 circles: Home, School, Church)	Journals
'God Made Your Face!' song playlist	Mirrors for looking at faces	Memory verse card: Psalm 139:14	Triple Affiliation worksheet
Sensory face-touch activity	Skin-tone markers (diverse range)	Journals	Whiteboard/flip chart
Feather touch wands (soft)	Cultural dress-up pieces (optional)	Markers/coloured pens	Bible (Psalm 139:1–18)
	'God Made Me' celebration song		Discussion question cards

□ UDL & INCLUSION NOTES

- The self-portrait activity requires skin-tone markers — a diverse range is non-negotiable. Children who cannot see their skin colour represented in art materials receive an implicit message that their appearance is not normal or valued.
- The Venn Diagram (Home/School/Church) is a concrete organisational tool that helps children with abstract identity questions to externalise and map their experience.
- For children who struggle with self-worth or who have internalised negative messages about their appearance or culture, the affirmation in this session should be strong, specific, and personal — not just generic.
- Mirror play for crèche: some toddlers are fascinated by mirrors; others are initially shy. Allow gradual introduction — never force a child to look.

□ ADHD & AUTISM ADJUSTMENTS

- Self-portrait: offer a structured face template (oval with dotted lines for features) for children who get frustrated by blank-page drawing.
- Venn diagram: for ADHD children who find writing in circles frustrating, allow sticky notes that they can place in the circles — same exercise, lower fine-motor demand.
- Pre-teen — 'switching between worlds' discussion: ADHD pre-teens often feel this acutely. Validate: 'Having multiple modes is actually a strength — you're flexible in ways others aren't.'

□ CRÈCHE (0–2) — Caregiver Cue Script

MIRROR ACTIVITY — 15 min

Setup: Place safe unbreakable mirrors at child height or hold up a large mirror.

Caregiver says: Look at your beautiful face! [Point to mirror.] God made YOUR eyes! God made YOUR smile! God made YOUR nose! You are SO beautiful!

Touch activity: Gently touch each feature as you name it: 'God made these hands... these toes... this hair... this heart!'

SONG — 12 min

Song: 'Head, shoulders, knees and toes' — sung slowly with delight, pointing to each part. Then: 'God made me! (clap) I am special! (clap) God made all of me! (spread arms wide)'

SENSORY STORY — 8 min

Story: 'God took His time when He made YOU. He chose your smile. He chose your laugh. He chose your family. Every part of you — God chose with love.'

Repeat phrase: '[Name] is fearfully and wonderfully made!'

□ KINDY (3–5) — Leader Says / Leader Does Script

1. HOOK & DISCUSSION

8 min

Leader says: "Little Champions — look in the mirror! [Distribute small mirrors or walk to a large mirror.] What do you see?"

[Children look at themselves.]

Leader says: "You know what God sees when He looks at you? He sees something AMAZING. He made your face. He made your colour. He made your hair. He made where you come from — your family, your culture, YOUR everything."

Leader says: "Let's say it: 'God made me with my culture, my family, and my faith!' Ready? Point to yourself: 'God made ME — [touch hair] — with this hair, [touch cheek] — this colour, [touch heart] — and this heart!'"

2. SELF-PORTRAIT CRAFT

15 min

Leader says: "Now we're going to draw ourselves! Look in the mirror and draw exactly what you see. All colours are beautiful!"

[Distribute skin-tone markers (full range) and A4 paper. Play 'God Made Me' celebration music.]

Leader says: "You are an artist! And you are drawing a MASTERPIECE — because YOU are a masterpiece!"

3. CELEBRATION PARADE

8 min

[Children hold up their self-portraits and parade around the room. Leader narrates: 'Look at [Name] — God made them special! Look at [Name] — beautifully and wonderfully made!']

4. SNACK & CLOSING

19 min

Discussion: What's your favourite thing about how God made you?

Leader says: "Declaration! This week, add: 'ALL of me is welcome — God made all of me!'"

PRIMARY (6–8) — Scripted Session

1. HOOK — Three Worlds

5 min

Leader says: "Quick question: do you ever act differently at home than you do at school? Or differently at church than you do with your friends?"

[Children nod/respond.]

Leader says: "Why? [Listen.] Because different environments ask different things of us. Today we're going to explore what it means to be ONE person — all of you, not just part of you — in every space you occupy."

2. VENN DIAGRAM ACTIVITY

12 min

Leader says: "Take your worksheet. Three overlapping circles: HOME, SCHOOL, CHURCH. In each circle, write words that describe you in that space. In the overlapping parts — write the things that are true of you everywhere."

[10 minutes of work. Circulate and ask: "What did you put in the middle — the overlap? That's the CORE of who you are!"]

Leader says: "The middle — where all three circles overlap — that's where Psalm 139:14 lives. 'I am fearfully and wonderfully made.' Not just at home. Not just at church. ALL of me, in every space."

3. MEMORY VERSE GAME

5 min

Leader says: "Psalm 139:14 — shortened: 'I praise you because I am fearfully and wonderfully made.' Let's do a 'call and shout' version — I call, you SHOUT back!"

[I praise you because... — CHILDREN: 'I AM FEARFULLY AND WONDERFULLY MADE!']

4. TALK BACK & CLOSING

15 min

Discussion: Is there any part of you — your culture, your appearance, your personality — that you've ever wished was different? Why?

Discussion: What does 'all of me is welcome here' feel like in your daily life?

Leader says: "Declaration. Add: 'I am fearfully and wonderfully made — ALL of me!'"

PRE-TEEN (9–13) — Guided Exploration Script

1. CHECK-IN & HOOK

8 min

Leader says: "Outward Impact Activity: did you include someone who seemed like an outsider? What happened?"

[Brief sharing.]

Leader says: "Real talk today. Who has ever felt like they had to choose between being 'African' and being 'Australian'? Or between being a Christian and fitting in with their school friends?"

[Pause. Let the honesty surface.]

2. BIBLE TEACHING — Psalm 139

12 min

Leader says: "Read Psalm 139:1–18 together. This is a stunning piece of writing about divine attention."

[Volunteer reads. Or read in sections.]

Leader says: "Verse 14: 'I praise you because I am fearfully and wonderfully made.' In Hebrew — *nora* = awesome, inspiring reverence. *Pala* = distinguished, set apart, extraordinary."

Leader says: "God's description of your construction is: extraordinary. Set apart. Awe-inspiring. That includes your melanin, your dual-culture experience, your accent, your ancestral story. All of it was woven in."

Discussion: Is there anything about your culture or background that you've felt you needed to suppress to be accepted — at church, at school, in your community?

Discussion: What would it mean to live as someone who believes that every aspect of who they are — including their cultural heritage — is intentional and extraordinary?

3. TRIPLE AFFILIATION WORKSHEET

10 min

Leader says: "Three columns: African. Australian. Kingdom. In each column, write 5 things that describe how that identity shows up in you. Then circle the things that feel like STRENGTHS."

Leader says: "The goal is not to resolve the tension between three identities. The goal is to claim all three as gifts, not contradictions."

[10 minutes of journalling. Optional: share one strength from each column with a partner.]

4. OUTWARD IMPACT & CLOSING

10 min

Leader says: "Challenge: find one person this week who is hiding part of themselves to fit in. You don't have to say anything deep. Just treat them as if ALL of them is welcome. Watch what happens."

Leader says: "Declaration. Add: 'I am extraordinary — all of me is intentional!'"

✉ PARENT CONNECTION CARD — WEEK 6: I AM SPECIAL (ALL OF ME)

This week we learned: All of me is welcome — God made me with my culture, my family, and my faith!

Scripture: Psalm 139:14

Dinner table question: What's one thing about our family's culture that you want your child to be proud of?

Try this at home: Look through family photos together. For each photo, name one thing about your heritage or culture that you see in your family — and celebrate it as God-given.

WEEK 7

My Superpower

Q1 — The Slogan: Transforming Destinies | Month 2: The Soul — Identity & Resilience

WEEK	Week 7 of 12 — Q1
THEME	My Superpower
SCRIPTURE	Ephesians 4:7 — To each one of us grace has been given as Christ apportioned it.
KEY PHRASE	My superpower is being ME — God gave me unique gifts!
MANDATE LINK	

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Fabric capes (textured materials)	Cape templates (pre-cut fabric or paper)	Swiss Army Knife (show & tell prop)	Journals
Unbreakable mirror per child	Fabric markers and stickers	Superpower worksheet (strengths list)	Joseph story summary cards
Soft sensory balls	Superhero parade route cleared	Memory verse card: Ephesians 4:7	Whiteboard/flip chart
Superhero role-play music	Action song playlist	Journals + pens	Bible: Ephesians 4:7, Genesis summary Discussion cards

□ UDL & INCLUSION NOTES

- The superhero metaphor is universally engaging — children with low self-confidence respond to superpower framing far better than gift or talent language, which can feel evaluative.
- The cape is kinaesthetic and social. For children with body image sensitivities or sensory aversion to wearing something, offer a superhero badge or wristband instead.
- The Swiss Army Knife prop for Primary is essential — always use the physical object, not just a description. Concrete props anchor abstract concepts for all learners.
- For children who say they have no superpower: redirect to enjoyment — What makes time disappear when you do it? That feeling points to the gift.

□ ADHD & AUTISM ADJUSTMENTS

- Cape parade: channel movement naturally — this is part of the lesson, not a break from it.
- Pre-teen: Joseph's story spans many chapters. Use the one-page summary card so children with reading difficulties can follow without overwhelm.
- ADHD children often have gifts that look like liabilities: high energy, hyperfocus, creativity, pattern recognition. Name these explicitly as superpowers.
- Autism: the phrase my superpower is being ME may feel vague. Reframe concretely: your superpower is the specific thing you do that no one else does quite the same way.

□ CRECHE (0-2) — Caregiver Cue Script

CAPE ARRIVAL — 15 min

Setup: Lay textured fabric capes for children to find on arrival. Help each child put on a cape.

Caregiver says: Look at you, Little Champion! You are SO powerful! God made you with special gifts!

Mirror activity: Hold each child to the mirror in their cape: Who do you see? A champion! God's champion!

SENSORY STORY — 8 min

Story: Do you know what a superpower is? It is something special that only YOU can do! [Name] — your smile is a superpower! [Name] — the way you laugh is a superpower! God put special powers inside every single one of you!

MUSIC AND PARADE — 15 min

Song: Super! Super! Super little champion! (march march march) God made you with superpowers! (jump!) Super! Super! You are amazing! March around the room in capes.

Closing: As you hand each child to their parent: This Little Champion has a superpower — and it is being [name]!

□ KINDY (3-5) — Leader Says / Leader Does Script

1. HOOK — Superpower Introduction

5 min

Leader says: "If you could have ONE superpower — what would it be?"

[Quick round of answers. Celebrate each one.]

Leader says: "Amazing! Now here is a SECRET. You ALREADY have a superpower. It was given to you by God! And your superpower is... *[pause dramatically]* ...BEING YOU! Nobody else in the whole world can do YOU like you can!"

2. CAPE CRAFT

20 min

Leader says: "We are going to make our Superhero Capes! On your cape, draw or write your name AND your superpower — what makes you special!"

[Distribute pre-cut cape templates. Fabric markers, stickers, glitter glue available. Music plays.]

3. SUPERHERO PARADE

8 min

Leader says: "PUT ON YOUR CAPES! It is time for the Little Champions Superhero Parade!"

[Children parade around the room with music. Leader narrates each child: Here comes [Name] — their superpower is [what they drew]! Give them a cheer!]

4. SNACK AND CLOSING

17 min

Discussion: What superpower did you put on your cape?

Leader says: "Declaration! Add this week: My superpower is being ME!"

⇒ PRIMARY (6-8) — Scripted Session

1. HOOK — The Swiss Army Knife

5 min

[Hold up a Swiss Army Knife or show an image of one.]

Leader says: "Who knows what this is? A Swiss Army Knife! It has a blade, scissors, a screwdriver, a file, a bottle opener — ALL in one thing! Now imagine if the scissors said: I am not a proper pair of scissors — I am too small, too connected to other things. That would be absurd! The scissors are useful BECAUSE they are part of a multi-tool."

Leader says: "You are a Swiss Army Knife. You have multiple gifts, multiple strengths, multiple tools. The fact that you are complex does not mean you are confused — it means you are EQUIPPED."

2. BIBLE VERSE — Ephesians 4:7

5 min

Leader says: "Ephesians 4:7 says: To each one of us grace has been given as Christ apportioned it. The word apportioned means measured out. Specifically sized. Your gifts are not random — they were MEASURED and given to YOU personally."

3. SUPERPOWER WORKSHEET

12 min

Leader says: "Take your worksheet. List three things you are naturally good at with no effort required. Then two things others have said you are good at. Then one thing you love doing so much that time disappears. Circle the overlaps — that is where your superpower lives."

[Share in pairs. Then 2-3 share with the group.]

4. TALK BACK AND CLOSING

15 min

Discussion: Have you ever felt like your gifts were too small or too weird? What changed when you called them a superpower?

Discussion: How could you use one of your superpowers this week to help someone?

Leader says: "Declaration! Add: My superpower is God-given — and I will use it!"

PRE-TEEN (9-13) — Guided Exploration Script

1. CHECK-IN AND HOOK

8 min

Leader says: "Outward Impact check — did you celebrate someone's whole identity last week?"

[Brief sharing.]

Leader says: "Today's question: have you ever been told that having too many interests is a problem? That you should just pick one thing?"

2. BIBLE TEACHING — Joseph and Multiple Roles

12 min

Leader says: "We are looking at Joseph today — not the whole story, just the pattern. Joseph was a son, a brother, a dreamer, a slave, a household manager, a prisoner, an interpreter, and a prime minister. At every stage the same fundamental gifts showed up: leadership, wisdom, stewardship, spiritual discernment. The context changed. The assignment changed. But the GIFTS were consistent."

Discussion: Joseph was hated by his brothers partly because his gifts threatened them. Have you experienced envy or competition from someone because of a gift you had?

Leader says: "Ephesians 4:7 says grace was given to EACH one — meaning your gift does not threaten someone else's. There is enough grace. The Kingdom economy is not scarcity — it is abundance."

Discussion: Do you ever minimise your gifts to avoid making others uncomfortable? What would it look like to stop doing that?

3. MULTIPLE HATS MAP

10 min

Leader says: "Draw a figure of yourself in the centre. Around it, draw each hat you currently wear: student, son or daughter, friend, athlete, musician, church youth, community member. Inside each hat, write one gift that hat requires. Then look at the total — that is your current portfolio of strengths."

4. OUTWARD IMPACT AND CLOSING

10 min

Leader says: "Challenge: identify ONE gift this week and offer it in service specifically. Because I am a good listener, I am going to check in on [person]. Do it on purpose."

Leader says: "Declaration. Add: My many gifts are a Kingdom asset — not a confusion!"

✉ PARENT CONNECTION CARD — WEEK 7: MY SUPERPOWER

This week we learned: My superpower is being ME — God gave me unique gifts that no one else has!

Scripture: Ephesians 4:7

Dinner table question: What superpower do you see in your child that they might not realise they have?

Try this at home: Play Superpower Spotter — each family member names one specific superpower they see in another person. Be precise: not you are kind but when you noticed I was sad and made me tea — that is your superpower.

WEEK 8

Big Feelings Are OK

Q1 — The Slogan: Transforming Destinies | Month 2: The Soul — Identity & Resilience

WEEK	Week 8 of 12 — Q1
THEME	Big Feelings Are OK
SCRIPTURE	Psalm 56:3 — When I am afraid, I put my trust in you.
KEY PHRASE	It is OK to have big feelings — God is with me in all of them!
MANDATE LINK	

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Large emotion face cards	Feelings face craft (paper plates)	Traffic light scenario cards	Journals
Comfort objects (soft animals)	Emotion wheels / picture chart	Red/yellow/green paper squares (1 set per child)	Gethsemane study cards (Matthew 26:36-46)
Calming music playlist	Markers for face craft	Memory verse card: Psalm 56:3	Emotion vocabulary list (20+ words)
Rocking chair and cushions	Calming song playlist	Journals	Whiteboard Discussion cards

□ UDL & INCLUSION NOTES

- Emotional literacy is foundational for all children. This session is particularly powerful for children whose home environment does not normalise naming and expressing emotions.
- The traffic light framework (Red = stop, Yellow = think, Green = respond) is widely used in emotional regulation. Use it consistently so children can reference it week to week.
- For children who struggle to identify their own emotions, start with characters: How do you think this person is feeling? before asking how they feel.
- Create a permanent feelings wall in the room — emotion vocabulary cards children can point to rather than needing to verbalise.

□ ADHD & AUTISM ADJUSTMENTS

- ADHD children often experience emotions intensely and quickly. Validate first, redirect second: that makes sense that you feel that way — let us figure out what to do with that feeling.
- Autism: emotion identification can be genuinely difficult, not reluctance. Use the Emotion Vocabulary List as a menu rather than an open question. Allow pointing or drawing as response.
- The Calm Corner is especially important this session — content may surface real emotions. Ensure it is set up and clearly visible before children arrive.

□ CRECHE (0-2) — Caregiver Cue Script

EMOTION MIRRORING — 20 min

Setup: Lay out large emotion face cards at child height. Sit at the child's level as they arrive.

Activity: Hold up each card and name the emotion: This face is HAPPY! Smile big. This face is SAD. Make sad face. This face is SURPRISED! Wide eyes. Let us make that face!

Mirroring: Mirror the child's emotional expressions back to them. If they smile, smile back. If they look uncertain, reflect gently: Are you feeling a bit unsure? That is OK!

SENSORY STORY — 8 min

Story: Even when we feel scared [hold comfort animal], or sad, or upset — God is right here. [Point to heart.] God is with you. You are safe.

COMFORT TIME — 15 min

Comfort song: Play calming music. Caregivers rock children and offer comfort objects. Say softly: You can feel ALL your feelings. God loves you through all of them.

□ KINDY (3-5) — Leader Says / Leader Does Script

1. FEELINGS WARM-UP

8 min

Leader says: "Quick warm-up: I am going to make a face — you tell me what feeling it is!"

[Make exaggerated faces: happy, sad, angry, surprised, scared, excited. Children guess.]

Leader says: "You are FEELING EXPERTS! Now here is something really important. ALL of those feelings are OK. Being angry is OK. Being sad is OK. Being scared is OK. Even JESUS had big feelings — He cried! He felt afraid! Feelings are part of being human. And the Bible says: When I am afraid, I put my trust in God. God does not ask us to stop feeling — He asks us to bring our feelings to Him."

2. CRAFT — Feelings Faces

15 min

Leader says: "We are making Feelings Face plates! Draw one feeling on the front, and one feeling on the back. Think about a time you felt each one."

[Distribute paper plates and markers. Circulate and talk about feelings gently.]

3. MOVEMENT GAME

8 min

Leader says: "When I name a feeling — show me that face AND do the action! Happy: jump! Sad: hug yourself. Angry: stomp feet. Scared: cover eyes. Calm: take a deep breath. Excited: wiggle!"

[Go through several rounds. Get faster. Have fun.]

4. SNACK AND CLOSING

19 min

Discussion: What is a feeling you had this week? What did you do with it?

Leader says: "Declaration! Add: God is with me in ALL my feelings!"

⇒ PRIMARY (6-8) — Scripted Session

1. HOOK — Feelings Thermometer

5 min

Leader says: "If your feelings were a temperature right now — 1 being totally cool and calm, 10 being red-hot and overwhelmed — what number would you be?"

[Quick round. Write answers on the board. Acknowledge the range.]

2. THE TRAFFIC LIGHT TOOL

10 min

Leader says: "You each have three cards — RED, YELLOW, GREEN. RED means STOP. When you feel a big emotion, stop before you react. Breathe. You do not have to do anything in this moment. YELLOW means THINK. What am I feeling? What caused it? What are my options? What does God say? GREEN means RESPOND. Now you can act — thoughtfully, not reactively."

Leader says: "This is not about suppressing feelings. It is about being in charge of what you DO with your feelings."

3. SCENARIO PRACTICE

8 min

Leader says: "I will read a scenario. Hold up the colour card for what you would do first."

Action: Scenario: Your friend says something mean about you in front of others.

Action: Scenario: You find out you did not make the sports team.

Action: Scenario: A family member does something that really upsets you.

[After each scenario, ask: What would RED-YELLOW-GREEN look like for this?]

4. MEMORY VERSE AND CLOSING

14 min

Leader says: "Psalm 56:3 — When I am afraid, I put my trust in you. This is not when I am no longer afraid. It is WHEN — while the feeling is still there. Trust can coexist with fear."

Discussion: Is there a feeling you have been carrying that you have not talked to God about yet?

Leader says: "Declaration! Add: I feel my feelings — and I trust God through them!"

PRE-TEEN (9-13) — Guided Exploration Script

1. CHECK-IN AND HOOK

8 min

Leader says: *"Outward Impact: did you use a specific gift in service this week?"*

[Brief sharing.]

Leader says: *"Honestly — how many of you have been told or taught yourself to just push through difficult feelings? Just be stronger. Do not let them show."*

[Pause. Let that settle.]

2. BIBLE TEACHING — Gethsemane

12 min

Leader says: *"Matthew 26:36-46. Jesus in the Garden of Gethsemane."*

[Volunteer reads.]

Leader says: *"Look at verse 38: My soul is overwhelmed with sorrow to the point of death. This is Jesus — fully God AND fully human — saying I am overwhelmed. He did not suppress it. He NAMED it. And He shared it with His closest friends: Stay here and keep watch with me. Full emotional honesty. And then He brings it to the Father: if it is possible, may this cup be taken from me — yet not as I will, but as you will. The emotion and the trust hold together."*

Discussion: What does it say about emotional vulnerability that Jesus shared his distress with his disciples rather than hiding it?

Discussion: Is there a feeling you have been carrying that you have not named aloud — to God or to anyone else? What stops you?

3. EMOTIONAL VOCABULARY EXPANSION

8 min

Leader says: *"Most people have a feeling vocabulary of about five words: happy, sad, angry, scared, okay. Tonight we are expanding that."*

[Distribute Emotion Vocabulary lists with 20+ nuanced words.]

Leader says: *"Look at the list. Circle five emotions you have felt in the last week. Then pick one and write three sentences in your journal: What triggered it? What did you do with it? What do you wish you had done?"*

4. OUTWARD IMPACT AND CLOSING

12 min

Leader says: *"Challenge: find one person this week who is clearly carrying something emotionally. Do not try to fix it. Just do what Jesus asked his disciples to do in Gethsemane — stay with them. Be present."*

Leader says: *"Declaration. Add: I name my feelings — and I trust God with all of them!"*

✉ PARENT CONNECTION CARD — WEEK 8: BIG FEELINGS ARE OK

This week we learned: God is with me in all my feelings — I can name them, feel them, and trust God through them!

Scripture: *Psalm 56:3*

Dinner table question: What is a feeling you have been carrying this week that you have not shared with anyone?

Try this at home: Try a family feeling check-in each evening this week — everyone shares one feeling from their day. No fixing or advising. Just listening. Then pray together over what was shared.

WEEK 9

My Body Is a Gift

Q1 — The Slogan: Transforming Destinies | Month 3: The Body — The Physical Altar

WEEK	Week 9 of 12 — Q1
THEME	My Body Is a Gift
SCRIPTURE	1 Corinthians 6:19 — Do you not know that your bodies are temples of the Holy Spirit, who is in you?
KEY PHRASE	My body is a gift from God — I will look after it!
MANDATE LINK	

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Body part song playlist	Body outline template A3 (pre-drawn)	Temple illustration (picture or drawn diagram)	Temple Audit worksheet
Soft sensory items for gentle touch	Skin-tone markers (diverse range)	Body stewardship worksheet (food/sleep/exercise)	Journals
Large floor mirror	Yoga/stretch instruction cards (picture-based)	Memory verse card: 1 Corinthians 6:19 (shortened)	Bible: 1 Corinthians 6:19-20
Gentle stretching guide (picture-based)	Body gift song playlist	Journals	Discussion cards
			Whiteboard

□ UDL & INCLUSION NOTES

- Month 3 opens the body theme — handle with care and sensitivity. For all age groups, emphasise that the body is a GIFT and a TEMPLE — never shame or judge anyone's body.
- Avoid any language that implies certain body types are better or that looks determine worth. All examples should be health-focused — energy, strength, care — never appearance-focused.
- Yoga-style stretches in Kindy should be offered as invitation, never compulsory. Some children may have physical limitations or sensory sensitivities.
- For children who have experienced trauma related to their bodies, this session may be sensitive — leaders should be attuned and the Calm Corner extra visible.

□ ADHD & AUTISM ADJUSTMENTS

- The body theme is naturally engaging for kinaesthetic learners — lean into movement throughout this session.
- Pre-teen Temple Audit: frame as a current state map, not a judgement: this is just honest information — no shame, just awareness. We cannot improve what we have not named.
- For autistic children who struggle with interoception (internal body awareness), use external cues: when you are tired, what does your body do? What does your face look like?

□ CRECHE (0-2) — Caregiver Cue Script

BODY CELEBRATION — 15 min

Song: God made my hands (clap clap), God made my feet (stomp stomp), God made my eyes (blink blink), God made all of me! (spin around)

Touch activity: Gently take each child's hands and say: God made these beautiful hands! They are a gift! Work through feet, eyes, ears, hair, nose.

SENSORY STORY — 8 min

Story: Your body is SO amazing! It breathes, it grows, it moves, it dances! [Demonstrate each.] God made this body as a GIFT for you. It is precious!

GENTLE STRETCHING — 12 min

Movement: Guide simple stretching: reach up high, bend down low, stretch wide, make yourself tiny. Look at what your body can DO!

□ KINDY (3-5) — Leader Says / Leader Does Script

1. BODY CELEBRATION

8 min

Leader says: "Quick question: what is the most amazing thing your body can do?"

[Children demonstrate: cartwheels, jumping, running on the spot, wiggling tongues.]

Leader says: "WOW! Look at all these amazing bodies! Did you know the Bible says our bodies are a GIFT from God? And not just a gift — our bodies are like a HOUSE for God's Spirit! 1 Corinthians 6:19 says: Your body is a temple of the Holy Spirit. That means God LIVES in you!"

2. BODY OUTLINE CRAFT

15 min

Leader says: "Lie on the paper and I will trace your body — then decorate your body outline! It is a picture of the temple of the Holy Spirit — YOU!"

[Take turns tracing each child's outline on A3 paper. Children decorate with skin-tone markers and colours.]

3. YOGA STRETCHES

8 min

[Use picture-based yoga/stretch cards. Guide through 5 simple poses: mountain, tree, star, butterfly, child's pose.]

Leader says: "We are looking after our temples! Strong bodies, healthy bodies — that is how we honour God's gift!"

4. SNACK AND CLOSING

19 min

Discussion: What is one thing you can do today to look after your body?

Leader says: "Declaration! Add: My body is God's temple — I will look after it!"

⇒ PRIMARY (6-8) — Scripted Session

1. HOOK — The House Illustration

5 min

Leader says: "Imagine your most important possession lives in a house. Imagine it is gold, irreplaceable, beautiful. Would you let the house fall apart? Let the roof leak? Ignore it?"

[Children: No!]

Leader says: "Of course not! Now did you know that the most important thing in the universe lives in YOUR body? The Holy Spirit of God."

2. BIBLE TEACHING

8 min

Leader says: "1 Corinthians 6:19 says: Do you not know that your bodies are temples of the Holy Spirit? The temple in Jerusalem was the most sacred, carefully maintained building in the ancient world. Priests cleaned it, maintained it, treated it with reverence. Paul says: YOUR BODY is that temple. That does not mean you have to be perfect. It means you treat your body with CARE, not contempt. You steward it."

3. BODY STEWARDSHIP WORKSHEET

12 min

Leader says: "Three circles on your worksheet: FOOD, SLEEP, MOVEMENT. In each circle, write one thing you currently do well, and one thing you could do better."

[Children work individually. Share one observation in pairs.]

4. TALK BACK AND CLOSING

12 min

Discussion: What is ONE change you could make this week to look after your temple better?

Discussion: Does it change how you see your body if you think of it as where God lives?

Leader says: "Declaration! Add: My body is God's temple — I steward it with care!"

PRE-TEEN (9-13) — Guided Exploration Script

1. CHECK-IN AND HOOK

8 min

Leader says: "Outward Impact check-in: who stayed present with someone carrying something heavy this week?"

Leader says: "Today we move into Month 3 — the body. Honest question: does the way you treat your body match the belief that it is where God lives? Not a condemnation. Just an honest question."

2. BIBLE TEACHING

12 min

Leader says: "1 Corinthians 6:19-20. Read it."

[Volunteer reads.]

Leader says: "Verse 20: You were bought at a price. Therefore honour God with your bodies. Paul's argument is: you were redeemed. Your body is not just yours — it was purchased. And the One who purchased it wants you to treat it accordingly."

Discussion: What is the difference between body shame — hating or neglecting your body — and body stewardship — caring for it with intention?

Discussion: What are the specific pressures on young people your age around body image? Where do they come from?

3. TEMPLE AUDIT

10 min

Leader says: "Honest self-assessment. Four areas. Sleep: how many hours on average? How does that affect your energy and mood? Food: are you fuelling yourself well? Movement: do you move your body regularly — not to look a certain way, but to feel alive? What you allow in: screen time, content, environments — what is nourishing you versus depleting you?"

Leader says: "Not a guilt exercise. Just honest mapping. What is one area where you could make one change this week?"

4. OUTWARD IMPACT AND CLOSING

10 min

Leader says: "Challenge: this week, make ONE deliberate act of body stewardship you have not been doing. Sleep earlier. Drink water. Move your body. Come back next week with a report."

Leader says: "Declaration. Add: My body is a temple — I present it to God with honour!"

✉ PARENT CONNECTION CARD — WEEK 9: MY BODY IS A GIFT

This week we learned: My body is God's temple — I will look after it with care and honour!

Scripture: 1 Corinthians 6:19

Dinner table question: What is one healthy habit you would like to build as a family?

Try this at home: Do a family body gratitude exercise: each person names three things their body can do that they are grateful for. Pray and thank God for the gift of your bodies.

WEEK 10

I Am Growing

Q1 — The Slogan: Transforming Destinies | Month 3: The Body — The Physical Altar

WEEK	Week 10 of 12 — Q1
THEME	I Am Growing
SCRIPTURE	Psalm 139:14 — I am fearfully and wonderfully made; your works are wonderful, I know that full well.
KEY PHRASE	Growing and changing is God's design — I am becoming!
MANDATE LINK	

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Soft tape measure	Height chart strip (craft paper)	Growth Wheel worksheet (4 sections: body, mind, spirit, relationships)	Journals
Growth chart display	Markers for measuring	Memory verse card: Psalm 139:14	Age-appropriate growth/puberty handout (gender-specific, prepared in advance)
Before/after plant picture cards	Caterpillar-butterfly revisit (paper fold)	Journals	Bible: Psalm 139, Luke 2:52
Growing-themed sensory tray (beans, soil, water)	Growing song playlist		Discussion cards — sensitively worded

□ UDL & INCLUSION NOTES

- The growth and change theme requires particular sensitivity — children are at different physical development stages and comparisons should be actively avoided.
- Puberty content for Pre-teen should be prepared in consultation with parents if possible — consider a parent notification the week before so families can have preliminary conversations.
- Reinforce throughout: growth is normal, development timelines vary, and all stages are part of God's design.
- Separate pre-teen boys and girls for the most personal discussions if appropriate for your context — provide same-gender leaders for these breakouts.

□ ADHD & AUTISM ADJUSTMENTS

- The measuring activity is active and purposeful — ideal for ADHD children who need movement with meaning.
- Pre-teen puberty discussion: keep discussion questions one at a time to avoid cognitive overload.
- Growth wheel for Primary: for children who struggle with self-reflection, offer a growth wheel for a superhero first (distanced version) before applying it to themselves.

□ CRECHE (0-2) — Caregiver Cue Script

GROWTH SENSORY TRAY — 15 min

Setup: Set up a sensory tray with soil, dried beans, small watering cans, and before/after plant picture cards.

Caregiver says: Look — a tiny seed! Now look at this picture — that seed becomes THIS plant! You are growing too, [name]!

MEASURING ACTIVITY — 10 min

Activity: Use a soft tape measure. Measure each child's height. You are [XX] tall! You are GROWING! Look how big you are getting!

SONG AND STORY — 15 min

Song: Growing, growing, growing like a flower! [stretch up slowly] Growing, growing, growing — day by day, hour by hour! [reach wide] God is helping me grow!

Story: Show caterpillar-butterfly cards from Week 2: Remember the butterfly? Growing and changing is WONDERFUL — it is what God designed!

□ KINDY (3-5) — Leader Says / Leader Does Script

1. HOOK — Growing Up!

5 min

Leader says: "Who is taller than they were last year? Who has lost a tooth? Who has learned something *NEW* since last year?"

Leader says: "Growing up is *AMAZING*. And guess what? God designed *ALL* of it! Growing is not an accident — it is God's plan in action!"

2. HEIGHT CHART CRAFT

15 min

Leader says: "We are going to make a *GROWTH CHART* to take home! Stand against the wall — we will measure you and mark it with your name and today's date. In a few months we will measure again and you will see how much you have grown!"

[Measure each child and mark on their personal height chart strip.]

Leader says: "You are growing inside *AND* outside! Your body is growing. Your brain is growing. Your heart is growing. God is at work in *ALL* of it!"

3. GROWING GAME

8 min

Leader says: "Growing Game: I will call out a thing that grows — if it grows *BIG*, *JUMP UP!* If it stays small, *CROUCH DOWN!*"

[Sunflower! (jump up) Daisy! (crouch) Tree! (jump up) Mushroom! (crouch) Giraffe! (jump up, stretch neck). Keep it fun and fast.]

4. SNACK AND CLOSING

22 min

Discussion: What is one thing you want to grow and get better at?

Leader says: "Declaration! Add: I am growing — and God is delighted in it!"

⇒ PRIMARY (6-8) — Scripted Session

1. HOOK — Growing Is Hard Sometimes

5 min

Leader says: "Quick question: is growing always easy? Or can it be uncomfortable?"

[Children: growing pains! Having to learn new things. Feeling awkward.]

Leader says: "Growing is beautiful AND sometimes uncomfortable. And that is by design. The discomfort of growing is not a sign something is wrong — it is a sign something is happening."

2. GROWTH WHEEL ACTIVITY

15 min

Leader says: "Take your Growth Wheel worksheet — four sections: Body, Mind, Spirit, Relationships. For each section, write one thing you feel you are growing in, and one thing you want to grow more in."

[Children work independently for 8 minutes. Share in pairs: One thing I am growing in is...]

3. BIBLE VERSE AND MEMORY GAME

5 min

Leader says: "Psalm 139:14 — I am fearfully and wonderfully made. Pair it with what we know: I was made wonderfully and I am GROWING wonderfully. Growing is still part of being wonderfully made."

[Rhythm clap through the verse to memorise.]

4. TALK BACK AND CLOSING

12 min

Discussion: What is one thing about getting older that you are looking forward to?

Discussion: What is one thing about growing up that feels confusing or scary?

Leader says: "Declaration! Add: I am growing — in body, mind, spirit, and relationships!"

PRE-TEEN (9-13) — Guided Exploration Script

1. CHECK-IN AND HOOK

8 min

Leader says: "Body stewardship check-in: what was your one change last week? How did it go?"

Leader says: "Today we are going somewhere that can feel awkward — growing up, including physical development. But here is the framing: none of this is embarrassing, because ALL of it is God's design."

2. BIBLE TEACHING — Luke 2:52 and Psalm 139

12 min

Leader says: "Luke 2:52 tells us that Jesus grew in wisdom and stature, and in favour with God and man. Four dimensions of growth: wisdom — mental and spiritual; stature — physical; favour with God — spiritual relationship; favour with man — social and relational. Jesus went through physical development. The God of the universe, in a human body, experienced every stage of growing up. That means He understands what you are going through."

Discussion: Which of the four dimensions of Luke 2:52 do you feel most confident you are growing in right now? Which feels most neglected?

Leader says: "Psalm 139:13-15 tells us that God was intimately involved in our physical construction: You knit me together in my mother's womb. Your developing body is not a source of shame — it is evidence of God's craft."

3. AGE-APPROPRIATE GROWTH DISCUSSION

10 min

[[Distribute handout. Consider separating boys/girls for this segment if appropriate.]]

Leader says: "The physical changes that happen in your 9-13 years are normal, designed, and part of God's blueprint. If there is anything you have questions about — you can always talk to a trusted adult: a parent, a leader, your doctor. You never have to figure this out alone."

Leader says: "This week's message is: your body is changing ON PURPOSE. It is not weird. It is not wrong. It is exactly what was designed to happen."

Discussion: What do you wish someone had told you earlier about growing up?

4. OUTWARD IMPACT AND CLOSING

10 min

Leader says: "Challenge: find one younger child or person in your community and speak one true thing about their potential. I see you growing. I think you are going to be amazing at... Make it specific."

Leader says: "Declaration. Add: I am growing in all four dimensions — fearfully and wonderfully!"

✉ PARENT CONNECTION CARD — WEEK 10: I AM GROWING

This week we learned: Growing and changing is God's design — I am becoming who God made me to be!

Scripture: Psalm 139:14

Dinner table question: What is one way you see your child growing and developing that you want to celebrate?

Try this at home: Share a story from your own growing up — a moment where you grew through something hard. Ask your child: What are you learning through the hard things of growing up right now?

WEEK 11

God Says I Am Beautiful

Q1 — The Slogan: Transforming Destinies | Month 3: The Body — The Physical Altar

WEEK	Week 11 of 12 — Q1
THEME	God Says I Am Beautiful
SCRIPTURE	1 Samuel 16:7 — The Lord does not look at the things people look at. People look at the outward appearance, but the Lord looks at the heart.
KEY PHRASE	God says I am beautiful — from the inside out!
MANDATE LINK	

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Unbreakable mirrors	Small picture frames (craft store)	Price Tag prop (actual tag + marker)	Journals
Affirmation cards (pre-written with child photo)	Child photos (request from parents 2 weeks prior)	Blueprint Worth Statement template	Blueprint Worth Statement template
Soft music for affirmation time	Frame decorating supplies (stickers, gems, markers)	Memory verse card: 1 Samuel 16:7	Bible: 1 Samuel 16:7
Gold star stickers for each child	Declaration sentence strips	Journals	Discussion cards
		Old magazines (age-appropriate)	Whiteboard

□ UDL & INCLUSION NOTES

- This session requires particular care — beauty standards and body image issues affect children as young as five. Leaders should be aware of children who may have experienced bullying about their appearance.
- The affirmations in this session should be SPECIFIC and TRUE — grounded in observable qualities: Your laugh is beautiful. The way you care for others is beautiful.
- The photo frame craft for Kindy requires family photos in advance — send a reminder to parents two weeks early. Have a self-drawn portrait option for children without photos.
- Avoid all references to weight, size, or body shape. Beauty means character, light, care, kindness, wonder — never proportions or specific appearance features.

□ ADHD & AUTISM ADJUSTMENTS

- For ADHD children who struggle with affirmation and feel self-conscious when complimented: write the affirmation on a card they can take home rather than speaking it publicly.
- Autism: compliments can be confusing or overwhelming. Offer the affirmation in writing rather than verbal: This card says something true about you.
- Pre-teen media literacy discussion: keep discussion questions to one at a time to avoid cognitive overload.

□ CRECHE (0-2) — Caregiver Cue Script

AFFIRMATION TIME — 20 min

Activity: Hold each child up to the mirror. With genuine warmth, name what you see: Look at those bright eyes — God made them beautiful! Look at that smile — God made it just for you!

Affirmation card: Give each child a card with their name and a sentence: [Name], God says you are beautiful, brave, and loved.

Caregiver says: God made you beautiful. Inside AND outside. Do not ever forget that.

SOFT MUSIC TIME — 20 min

Song: Beautiful, beautiful, God made me beautiful. Beautiful, beautiful, loved by my God. Beautiful inside, beautiful outside — God says: you are beautiful!

Star stickers: Give each child a gold star: This star is for YOU — because you shine!

□ KINDY (3-5) — Leader Says / Leader Does Script

1. HOOK — Mirror of Truth

8 min

Leader says: "I want to tell you something that is 100% true. Ready? [Pause.] God thinks you are BEAUTIFUL. Not because of your hair. Not because of your clothes. Because of who you ARE — inside. Your kindness. Your laugh. Your heart."

Leader says: "Today we are going to make a FRAME for your picture — to remind you every day that God says you are beautiful!"

2. PHOTO FRAME CRAFT

20 min

Leader says: "Decorate your frame with stickers, markers, gems — make it as beautiful as YOU are! Then we will put your photo inside."

[Distribute frames and supplies. Play upbeat music. When frames are done, insert photos.]

Leader says: "When you look at this frame, say: God says I am beautiful! Say it with me!"

3. DECLARATION AND CLOSING

12 min

[Give each child a declaration sentence strip: God says I am beautiful from the inside out! Read it together three times.]

Leader says: "Full declaration! Add: God says I am beautiful — from the inside out!"

⇒ PRIMARY (6-8) — Scripted Session

1. HOOK — The Price Tag

5 min

[Hold up an item with a price tag. Show the price.]

Leader says: "What makes this item worth this price? Is it because someone said so? Because of where it was made? Because of how it looks? [Responses.] Here is the truth: the value of an item is determined by what someone was willing to PAY for it. God paid the highest possible price — the life of His Son — for you. That is your price tag. PRICELESS."

2. BIBLE VERSE AND MEDIA LITERACY

15 min

Leader says: "1 Samuel 16:7 — when God chose David as king, He said: The Lord does not look at the things people look at. People look at the outward appearance, but the Lord looks at the heart. The world has a beauty standard. God has a beauty standard. They are completely different."

Leader says: "Look at these magazine images. Who is deciding what beautiful looks like here? Advertisers. Companies. Fashion industry. Are any of these images of people who look like us? What does that tell us?"

[Brief group discussion.]

Leader says: "God's definition of beautiful includes kindness, courage, wisdom, faithfulness, generosity, creativity, perseverance. None of these require a particular hair type, skin colour, or body shape."

3. BLUEPRINT WORTH STATEMENT

8 min

Leader says: "In your journal — write your Blueprint Worth Statement. Complete: I am beautiful because God made me with [3 inner qualities]. The world may not always see this, but God does — and so do I."

4. CLOSING

9 min

Discussion: Has anyone ever been unkind about how you look? How did you deal with it?

Leader says: "Declaration! Add: God says I am priceless — no price tag can define me!"

PRE-TEEN (9-13) — Guided Exploration Script

1. CHECK-IN AND HOOK

8 min

Leader says: "Outward Impact: did you speak potential into a younger person?"

Leader says: "Today's honest question: do you believe you are beautiful? Not do you think you should believe it — actually believe it, on a Tuesday when nothing feels right?"

[Pause. Do not rush past this.]

2. BIBLE TEACHING — 1 Samuel 16:7

12 min

Leader says: "Let us read 1 Samuel 16:7 together."

[Volunteer reads.]

Leader says: "The context: God has sent Samuel to find the new king of Israel. Eliab walks in — tall, handsome, impressive. Samuel thinks: THIS is the one. God says: not this one. I do not see what you see. This is not an instruction to ignore physical reality. It is a statement about God's primary criteria: the heart. Courage. Faithfulness. Wisdom. Devotion. The qualities that make someone capable of leading and living well."

Discussion: What standards does your school, social media, or peer group use to measure beauty or worth? Where do those standards come from?

Discussion: Have you ever felt less than in an environment because of how you look — your skin colour, your hair type, your body? What did you do with that?

3. BLUEPRINT WORTH STATEMENT

10 min

Leader says: "Open your journal. Write your Blueprint Worth Statement: God made me with [3 inner qualities I am proud of]. My value is not determined by [2 external standards I am tempted to measure myself by]. I am priceless because [reason from Scripture or your own faith]."

4. OUTWARD IMPACT AND CLOSING

10 min

Leader says: "Challenge: find one person this week who has been told — explicitly or implicitly — that they do not measure up. Tell them one specific, true, interior quality you see in them. Not about their looks — about who they ARE."

Leader says: "Declaration. Add: God looks at my heart — and He calls me beautiful!"

✉ PARENT CONNECTION CARD — WEEK 11: GOD SAYS I AM BEAUTIFUL

This week we learned: God says I am beautiful — from the inside out. His standard is my standard!

Scripture: 1 Samuel 16:7

Dinner table question: What inner quality do you see in your child that you would describe as beautiful?

Try this at home: Write each family member a Blueprint Beauty Card — one card per person, listing three inner qualities that make them beautiful. Put them somewhere visible in your home this week.

WEEK 12

Champion Training — Q1 Capstone Celebration!

Q1 — The Slogan: Transforming Destinies | Month 3: The Body — The Physical Altar

WEEK	Week 12 of 12 — Q1
THEME	Champion Training — Q1 Capstone
SCRIPTURE	Luke 2:52 — And Jesus grew in wisdom and stature, and in favour with God and man.
KEY PHRASE	I am a growing Little Champion — body, mind, spirit, and relationships!
MANDATE LINK	

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Mini obstacle course (soft cushions, play tunnel)	Mini obstacle course (indoor)	4-Part Wheel worksheet (Wisdom/Stature/Favour with God/Favour with Man)	Q1 Self-Assessment worksheet (12 themes)
Party decorations (balloons, bunting)	Party celebration supplies	Q1 Graduation Certificate (printed)	Graduation Certificate (printed)
Celebration certificate (printed + signed)	Little Champions Certificate (printed, pre-signed)	Memory verse card: Luke 2:52	Journals
Special party snack	Gold star stickers	Journals	Bible: Luke 2:52
	Special party snack	Party snack and decorations	Special snack and decoration

□ UDL & INCLUSION NOTES

- Celebration sessions honour process, not just achievement. Ensure every child receives recognition — no exceptions, no rankings.
- The obstacle course should offer easy and hard options so all physical ability levels can participate with success.
- Certificates are a powerful tangible take-home. Every child receives one.
- For children who struggle with unexpected changes: brief them in advance that this week is a special celebration session — a little different from usual, but the same routine at the end.

□ ADHD & AUTISM ADJUSTMENTS

- Celebration energy is high — excellent for engagement but can escalate for ADHD children. Build in one intentional settle moment between the obstacle course and the reflection time.
- Pre-teen reflection: structure the self-assessment with clear time boxes — 5 minutes per section — rather than open-ended journalling.
- Autism: advance notice is critical. Send home a note the week before: This week is our celebration session. It will be louder than usual. The Calm Corner is extra available.

□ CRECHE (0-2) — Caregiver Cue Script

CELEBRATION ARRIVAL — 15 min

Setup: Decorate the room with balloons and bunting. Play upbeat celebration music as children arrive.

Greeting: Welcome each child by name with extra enthusiasm: [Name]! You made it to Week 12! You are a CHAMPION!

MINI OBSTACLE COURSE — 15 min

Course: Simple indoor course: crawl through a tunnel, climb over a cushion mountain, roll across a mat, jump in a hoop. Leaders cheer each child through.

As they finish: [Name] completed the champion course! You are STRONG! You are GROWING! God is SO proud of you!

CERTIFICATE CEREMONY — 10 min

Ceremony: With every caregiver gathered, present each child's certificate: [Name], you are a Little Champion of God! Give a gold star sticker.

PARTY SNACK AND CLOSING DECLARATION — 20 min

Snack: Special celebration snack. Caregivers speak over each child: 12 weeks! Growing in love, in body, in spirit. God is delighted in you!

Final declaration: Full declaration spoken together — all caregivers and children together as one voice.

□ KINDY (3-5) — Leader Says / Leader Does Script

1. CELEBRATION WELCOME

5 min

Leader says: "LITTLE CHAMPIONS! Do you know what day it is? IT IS GRADUATION DAY! You have completed 12 WEEKS of Little Champions! We have learned about God's plan, new life, our gifts, our vision, belonging, beauty, feelings, our bodies — and SO MUCH MORE!"

[Play celebration music. Let children cheer and clap.]

2. MINI OBSTACLE COURSE

15 min

Leader says: "The Champion Course! Every champion completes a challenge. Ready?"

[Run children through the obstacle course in small groups. Cheer loudly for each child. High-five at the finish line.]

3. CERTIFICATE CEREMONY

10 min

Leader says: "I am going to call each person's name. When I call your name — come forward, stand tall, and receive your Little Champions Certificate!"

[Call each name. Present certificate with both hands. Give a gold star sticker. Group applause for each recipient.]

4. PARTY AND FINAL DECLARATION

20 min

[Snack party. Play celebration music. After snacking:]

Leader says: "One last time — our LITTLE CHAMPIONS DECLARATION! As LOUD as we can!"

[Lead the full declaration with maximum energy. This is the culminating moment of Q1.]

Leader says: "You are LITTLE CHAMPIONS! See you in Q2 — where we are going to learn about helping others!"

PRIMARY (6-8) — Scripted Session

1. CELEBRATION HOOK — Jesus at 12

5 min

Leader says: "Did you know that Jesus was 12 years old when He first showed everyone just how extraordinary He was? Luke 2 tells us He was in the temple, asking brilliant questions, and all the teachers were amazed. And Luke 2:52 tells us about the pattern of His growth: He grew in wisdom and stature, and in favour with God and man. Four dimensions — and that is our framework for today."

2. 4-PART WHEEL REFLECTION

12 min

Leader says: "Take your 4-Part Wheel worksheet. Four quadrants: Wisdom (Mind), Stature (Body), Favour with God (Spirit), Favour with Man (Relationships). In each quadrant, write one thing from Q1 that helped you grow in this dimension, and one goal for Q2."

[8 minutes of individual work. Optional: share one quadrant with a partner.]

3. CERTIFICATE CEREMONY

10 min

[Gather group together.]

Leader says: "Every person in this room has grown over the past 12 weeks. Not just in your Bible knowledge — in who you are. I am going to call your name and I want you to come forward and receive your Q1 Graduation Certificate."

[Call each name. Present certificate with genuine words of affirmation about that specific child.]

4. PARTY AND FINAL DECLARATION

10 min

[Celebration snack. Then gather for final declaration.]

Leader says: "One more time — the FULL declaration — with everything we have added this quarter!"

[Lead the complete declaration including all weekly additions from Q1. End with applause.]

PRE-TEEN (9-13) — Guided Exploration Script

1. Q1 REFLECTION — 10 min

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Leader says: "12 weeks. We have covered a lot of ground. Today is a day to reflect, celebrate, and look forward."

Leader says: "Take your Q1 Self-Assessment worksheet. For each of the 12 themes — from The Master Architect to today — rate yourself on two things: How much did I understand this? How much am I actually living this? Circle where growth happened. Underline where you still want to grow."

[8 minutes of personal reflection. Quiet music.]

2. LUKE 2:52 — FOUR DIMENSIONS

10 min

Leader says: "Luke 2:52: Jesus grew in wisdom and stature, and in favour with God and man. That is four dimensions of human flourishing: intellectual, physical, spiritual, relational. Over Q1 we have touched all four. Wisdom through the teaching. Stature through the body sessions. Favour with God through the identity and spirit content. Favour with man through community, relationships, and outward impact."

Discussion: Which dimension grew the most for you this quarter? Which needs the most attention in Q2?

3. CERTIFICATE CEREMONY AND CELEBRATION

20 min

[Gather group for the ceremony.]

Leader says: "In a moment I am going to call your name and present you with your Q1 Graduation Certificate. But before I do — I want to say something about this group. You showed up. You engaged. You took risks. That is what champions do."

[Call each name. Present certificate with a specific, personal affirmation for each pre-teen. Applause from the group.]

[Celebration snack. Then gather for final declaration.]

4. FINAL DECLARATION AND BLESSING

10 min

Leader says: "Final declaration for Q1. Stand up — and say this like you mean it."

[Lead the full declaration including all quarterly additions. Close with prayer.]

Leader says: "Q1 is complete. You are growing in all four dimensions. God is proud of you. We will see you in Q2 — where we move from individual transformation to collective mission. Get ready."

✉ PARENT CONNECTION CARD — WEEK 12: CHAMPION TRAINING — Q1 CAPSTONE

This week we learned: I am a Little Champion — growing in body, mind, spirit, and relationships!

Scripture: Luke 2:52

Dinner table question: What is the most important thing your child has grown in over the past 12 weeks?

Try this at home: As a family, celebrate Q1 completion with a special meal or outing. Each family member names one way they have seen their child grow this quarter and speaks it over them as a blessing.

THE LITTLE CHAMPIONS DECLARATION — FULL Q1 VERSION

LITTLE CHAMPIONS DECLARATION

God made me special! *(point to self)*
God loves me! *(hug self)*
God has a plan for me! *(hands open wide)*
I am kind! *(hands on heart)*
I am brave! *(flex muscles)*
I am a Little Champion! *(jump up!)*
God has a BLUEPRINT for me! *(point up)*
Jesus is making me new from the inside out! *(open arms wide)*
I am God's handiwork — created for a purpose! *(point to self)*
I can see where God is taking me! *(hand over eyes, looking forward)*
I am an ambassador of God's Kingdom! *(stand tall)*
ALL of me is welcome — God made all of me! *(spread arms wide)*
My superpower is being ME! *(strike superhero pose)*
I feel my feelings — and I trust God through them! *(hands on heart then raised)*
My body is God's temple — I steward it with care! *(hands on shoulders)*
I am growing in all four dimensions! *(grow tall on tiptoes)*
God says I am beautiful — from the inside out! *(frame face with hands)*

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