

**DESTINY IMPACT WORSHIP CENTRE**  
**THE YEAR OF IMPACT 2026**  
**Children's Ministry Teaching Manual**

**Quarter 2: The Mission — The Rescue**

"Being Kind and Helping Others — No One Left Out!"

Weeks 13–24 | April – June 2026

**Little Champions — Big Kingdom**

Ages 0-2 | 3-5 | 6-8 | 9-13 | Fully Scripted | UDL Inclusive Design

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 Leader Training Framework: See Q1 Children's Ministry Teaching Manual

**QUARTER 2 OVERVIEW: THE MISSION — THE RESCUE | WEEKS 13–24**

Quarter 2 mirrors the DIWC Youth curriculum theme of The Mission — The Rescue. Every session this quarter focuses outward: from personal identity (Q1) to compassionate action in community (Q2). The children's translation across all age groups is: Being Kind and Helping Others — No One Left Out!

WK	THEME	CRECHE 0-2	KINDY 3-5	PRIMARY 6-8	PRE-TEEN 9-13
<b>MONTH 4: Reaching the Lost — The Compel Mandate (Weeks 13–16)</b>					
13	<b>Come to the Party!</b>	Balloon play. Everyone is invited! Party music.	Party craft. Story: The Big Party (Luke 14). God invites EVERYONE!	Act out Luke 14:23 party story. Who do we know who feels left out?	The Compel Mandate: God's invitation includes everyone. Who at school gets left out?
14	<b>Finding Hidden Friends</b>	Peek-a-boo. Hide and seek with toys. I found you!	Hide toy figures around room. Find them. God looks for people who are hiding.	Map activity: where do lonely people hide in our school/neighbourhood? How can we find them?	Highways and Hedges in Australia. Where are the hidden people in your suburb? Plan one act of outreach.
15	<b>The Lonely Stranger</b>	Welcoming new toys to the group. Hello, friend!	Role play: a new child arrives. How do we make them feel welcome? Practise saying hello.	Hebrews 13:2 — welcoming strangers. Make Welcome Cards for new kids at school.	The Isolated Migrant: what does it feel like to be new? Group project: design a Welcome Kit for newcomers.
16	<b>God Protects Us</b>	Blanket fort. God keeps you safe. Soft singing.	Story: God's invisible shield (Psalm 91). Make paper shields. God is stronger than anything scary.	Armour of God intro (simplified). God gives us everything we need to be safe and strong.	Spiritual protection: when things feel confusing or scary, God is our shield. Prayer journaling.
<b>MONTH 5: Restoring the Hurt — The Safe Haven (Weeks 17–20)</b>					
17	<b>It's OK to Not Be OK</b>	Comfort items. Holding sad/happy puppets. Gentle rocking.	Feelings faces: sad, angry, scared, happy. God loves me when I am sad too. Story: Elijah rested.	Even heroes feel sad (Elijah). It is brave to say I am not OK. Who can you talk to?	Breaking stigma: heroes of faith who struggled. Normalising asking for help. Write safe people list.
18	<b>God Heals Families</b>	Family photo play. Families are special. Group cuddle song.	Draw your family. Some families look different and that is OK. God loves every family.	Story: God cares about families (Malachi 4). Prayer hands craft for families.	Discuss diaspora family pressure. What does a healthy family look like? Prayer for families.
19	<b>Everyone Belongs</b>	Circle songs. All toys included. No toy left out.	Lost Sheep story with toy sheep. Count: 1 missing!	Drama: The Good Shepherd finds the lost	The Excommunicated: people who feel rejected

			God never gives up on anyone.	sheep. Who do you know who has stopped coming? Pray for them.	by church. How can WE be different? Ezekiel 34 study.
20	<b>We Are Better Together</b>	Group activities. Sharing toys. We help each other!	Friendship chain craft (paper links). I am because WE are! Group song.	Ubuntu Circle: each person shares 1 need, 1 gift. Match across the circle.	Ubuntu vs. Individualism: how does Australian culture push us apart? Plan 1 group act of community.
<b>MONTH 6: The Connect Loop — Relational Integrity (Weeks 21–24)</b>					
21	<b>Being a Good Friend</b>	Partner play. Sharing practice. Friends are kind.	Build a paper bridge. Friendship is a bridge! Role play: sharing, listening, helping.	What makes a good friend? Jesus said: Love others as I have loved you. Friendship pledge.	Friendship Bridges to unchurched peers. How do you connect without being preachy? Role play.
22	<b>Kind Words, Kind Hands</b>	Soft touching. Gentle hands. Songs about kindness.	Red/green card game: kind words (green) vs. unkind words (red). Kind words build people up.	Healthy vs. unhealthy friendships. Green Flags and Red Flags activity (age-appropriate).	Boundaries in friendships and early relationships. What is OK and what is not. Galatians 5:13.
23	<b>My Body, My Boundaries</b>	Respecting no. Gentle boundary games.	Good touch / bad touch (age-appropriate). My body belongs to me and God.	Body safety: No, Go, Tell. Your body is precious. Practise saying no firmly.	Protecting the Destiny Seed: age-appropriate discussion on purity as strength. Boundaries as guardrails.
24	<b>Standing Strong (Capstone)</b>	Celebration! I am brave! Certificate.	Drama: The Three Brave Friends (Dan. 3 simplified). I can stand strong! Q2 certificate and party.	Nikao story: David vs. Goliath. I don't have to follow the crowd. Q2 celebration.	Nikao Strategy Card: my non-negotiables, my squad, my go-to response. Q2 graduation.

## WEEK 13

### Come to the Party!

Q2 — The Mission: The Rescue | Month 4: Reaching the Lost — The Compel Mandate

<b>WEEK</b>	Week 13
<b>THEME</b>	Come to the Party!
<b>SCRIPTURE</b>	Luke 14:23 — Go out to the roads and country lanes and compel them to come in, so that my house will be full.
<b>KEY PHRASE</b>	God invites EVERYONE — no one is left out!
<b>MANDATE</b>	Q2: The Mission — The Rescue

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Balloons (soft, inflated in advance)	Party craft supplies (hats, streamers)	Drama costume pieces	Journals
Party music playlist	Toy figures for party scene	Party prop box	Bible: Luke 14:15-24
Streamers and bunting	Luke 14 picture story cards	Memory verse card: Luke 14:23 (shortened)	Discussion cards
Invitation picture cards	Invitation card template	Welcome cards to make	Whiteboard/flip chart
		Journals	List-making supplies

### INCLUSION & UDL NOTES

- The party theme is universally accessible and joyful — lean into the celebration energy throughout all age groups.
- For children from cultures where formal invitations are not common, explain the concept concretely: imagine someone knocked on your door and said, you are the most important guest and we saved the best seat for you.
- The inclusion message of this session is particularly important for children who have felt socially excluded. Leaders should model and narrate inclusion actively throughout the session.
- Visual supports: display a picture of a diverse group of people celebrating together — representing many cultures, abilities, and backgrounds.

### ADHD & AUTISM ADJUSTMENTS

- The party atmosphere creates natural high energy — channel this productively by giving ADHD children active party roles: greeter, decoration holder, music starter.
- For children who find party environments overstimulating: have the Calm Corner available with gentler sensory items. This week's Calm Corner could include soft quiet music and a simple invitation to colour.
- Autism: unexpected party sounds (balloons popping, loud music) should be previewed in advance. Offer noise-cancelling headphones. The invitation metaphor may need to be made very concrete and literal.

## □ CRECHE (0-2) — Caregiver Cue Script

### PARTY ARRIVAL — 15 min

**Setup:** Decorate the room with soft balloons, streamers, and bunting. Play upbeat party music as children arrive.

**Caregiver says:** Welcome to the PARTY! You are invited! God invites everyone — and YOU are here!

**Balloon activity:** Let children explore soft balloons safely. Bat them gently. Everyone gets one.

### CIRCLE TIME AND STORY — 13 min

**Song:** Everyone is invited! (clap clap) Come to the party! (clap clap) God says come! (jump!) God says come!

**Story:** God is having the biggest party ever! He sends out invitations to EVERYONE — rich people, poor people, people who are different, people who live far away. Everyone is invited! [Show invitation card.] God has an invitation for YOU, [name]!

**Repeat phrase:** God invites everyone! Repeat 3 times, each time pointing to a different child.

### SENSORY PLAY AND SNACK — 20 min

**Activity:** Simple party game: pass the balloon. Whoever has it gets to hear: [Name], you are special and you are invited!

**Party snack:** Serve a small treat as if it is a party. Everyone gets the same — because at God's party, nobody gets left out.

### CLOSING SONG — 5 min

**Closing:** Full gathering song plus: God invites everyone! Goodbye, Little Party Champions!

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

### 1. WELCOME AND HOOK

5 min

**Leader says:** "Little Champions — welcome to PARTY WEEK! Today we are learning that God throws the biggest, most amazing party in the world — and EVERYONE is invited!"

[Show visual schedule. Play party music for 30 seconds as an opener.]

### 2. STORY — The Big Party

10 min

**Leader says:** "Let me tell you a story that Jesus told. A very rich man decided to throw the most amazing party. He sent invitations to all his important friends. But guess what? They all had excuses! The man was upset — but instead of cancelling the party, he said: **GO OUT! Find EVERYONE who does not have anywhere to go tonight. Invite them all! Let them come!**"

**Leader says:** "And you know what? God is just like that man. His party — the Kingdom of God — has room for **EVERYONE**. Rich, poor, near, far, different, the same. No one is left out!"

**Leader says:** "Let's say it together: God invites **EVERYONE!** Point to yourself — I am invited! Point to the person next to you — **YOU** are invited!"

### 3. CRAFT — Party Invitation

15 min

**Leader says:** "We are going to make party invitations — to give to a friend who might feel left out! Who can we think of?"

[Distribute craft materials. Children make a party invitation with *You Are Invited* written on it.]

**Leader says:** "This week, give this invitation to someone at school who might feel a bit lonely. That is what God asks us to do — go out and invite people in!"

### 4. MOVEMENT GAME

8 min

**Leader says:** "Party game! Musical Inclusion! When the music stops — instead of sitting down, find someone who is standing alone and stand **WITH** them! No one stands alone!"

[Play several rounds. Keep energy joyful.]

### 5. SNACK AND CLOSING

17 min

**Discussion:** Who could you invite to be your friend this week?

**Leader says:** "Declaration! Add this week: **I am invited — and I help others feel invited too!**"

## PRIMARY (6-8) — Scripted Session

### 1. HOOK — Have You Ever Felt Uninvited?

5 min

**Leader says:** "Honest question: have you ever walked into a room and felt like you did not belong there? Like everyone else knew each other and you were on the outside?"

[Brief responses. Validate without probing.]

**Leader says:** "That feeling — that is exactly what God is addressing in our passage today. Because God's response to that feeling is: **nobody should feel that way. And His people — that means us — are the solution.**"

### 2. BIBLE DRAMA — The Great Banquet

10 min

**Leader says:** "Luke 14:15-24. Let us act it out. I need: a host, three people with excuses, and a crowd of unexpected guests."

[Assign roles. Narrate the story as children act it. Make the excuses funny. Make the host's frustration then generosity clear.]

**Leader says:** "Jesus told this story to make a point: the Kingdom of God has room for everyone. And the people who thought they were too busy or too important — missed out. But the ones who were least expected — the poor, the strangers, the lonely — they got in."

### 3. COMPASSION MAPPING

12 min

**Leader says:** "In your journal, draw a circle representing your school or neighbourhood. Inside the circle, write down people or groups who feel included. OUTSIDE the circle, write down people who feel left out."

**Leader says:** "Now here is the challenge: pick one person or group outside the circle. What is one thing YOU could do this week to bring them closer in?"

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

#### 4. MEMORY VERSE AND CLOSING

10 min

**Leader says:** "Luke 14:23 — Go out and compel them to come in, so that my house will be full. Three words: Go. Compel. Come. That is the mission. God does not wait for the lonely people to find their way to His table. He sends US."

**Leader says:** "Declaration! Add: I am invited — and I go out to invite others in!"

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

#### 1. CHECK-IN AND TRANSITION

8 min

**Leader says:** "Welcome to Q2. Last quarter, we focused inward — who God made you to be. This quarter, we turn outward. The question is no longer just what did God put IN me — it is who did God send ME to?"

[2 worship songs to mark the transition into Q2.]

**Leader says:** "Quick check: think of one person in your world who seems like they are on the outside of things. Hold that person in your mind — we are going to come back to them."

#### 2. BIBLE TEACHING — The Compel Mandate

12 min

**Leader says:** "Luke 14:15-24. The Great Banquet parable. Read it together."

[Volunteer reads.]

**Leader says:** "The Greek word translated compel in verse 23 is *anankason* — it means to strongly urge, to make every effort to bring someone in. This is not a casual invitation. This is a determined, active, going-out-of-your-way effort."

**Discussion:** The host's original guests made excuses — property, oxen, wife. All legitimate things. What are the legitimate things that distract you from noticing lonely or isolated people around you?

**Leader says:** "The highways and hedges in Jesus's context meant places where the poor, the sick, and the socially marginalised sheltered. In 21st century Western Sydney, where are the highways and hedges?"

**Discussion:** Who are the people in your suburb, your school, your church community who are sheltering on the margins? Not a theoretical group — specific people you can name.

#### 3. OUTREACH STRATEGY SESSION

10 min

**Leader says:** "In small groups of 3-4: identify one person or one group in your immediate world who feels left out. Then plan three specific, practical actions to extend a genuine invitation — not to convert, just to include. Come back and present your plan."

[8 minutes in groups. Then brief presentations to the large group.]

#### 4. OUTWARD IMPACT AND CLOSING

10 min

**Leader says:** "Challenge: this week, implement one action from your plan. Not all three — just one. Show up. Notice. Include. Report back next week."

**Leader says:** "Declaration. Add: I am compelled to go out — because God leaves no one behind!"

**PARENT CONNECTION CARD — WEEK 13**

**We learned:** God invites EVERYONE — no one is left out!

**Scripture:** *Luke 14:23*

**Dinner question:** Who do you know who might be feeling left out lately? What could your family do about it?

**Try at home:** As a family, plan one act of inclusion this week — invite someone over, check in on a neighbour, or welcome someone new at church. Make it real, not hypothetical.

**WEEK 14****Finding Hidden Friends**

Q2 — The Mission: The Rescue | Month 4: Reaching the Lost — The Compel Mandate

<b>WEEK</b>	Week 14
<b>THEME</b>	Finding Hidden Friends
<b>SCRIPTURE</b>	Luke 15:4 — Suppose one of you has a hundred sheep and loses one of them. Does he not leave the ninety-nine in the open country and go after the lost sheep until he finds it?
<b>KEY PHRASE</b>	God goes looking for the ones who are hiding — and so do we!
<b>MANDATE</b>	Q2: The Mission — The Rescue

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Soft toys to hide and find	Small toy figures to hide around room	A3 map of local area (printed)	Journals
Simple peek-a-boo scarves	Find-the-friend activity sheet	Marker pens	Bible: Luke 15:3-7
I found you! celebration props	God loves lost people song	Memory verse card: Luke 15:4	Suburb/community map
		Journals	Discussion cards
			Action planning template

**INCLUSION & UDL NOTES**

- Hide-and-seek is a universally understood childhood experience — use it as the concrete anchor for the entire session before moving to the abstract.
- The concept of people hiding themselves (from shame, rejection, or fear) may resonate deeply for some children. Create emotional safety before inviting reflection.
- The map activity for Primary is a visual-spatial task — particularly engaging for children who struggle with text-heavy activities.

**ADHD & AUTISM ADJUSTMENTS**

- The hide-and-seek game is a natural physical activity — let it run with energy before settling for reflection.
- Pre-teen: the mapping activity has a clear physical output, which helps ADHD learners stay engaged in what might otherwise be an abstract discussion.
- Autism: if hide-and-seek social dynamics are difficult, offer an alternative: finding hidden picture objects in

a picture-search sheet — same concept, different social demand.

## □ CRECHE (0-2) — Caregiver Cue Script

### PEEK-A-BOO ARRIVAL — 15 min

**Game:** Classic peek-a-boo with scarves and caregivers. WHERE is [name]? There they are! I FOUND you! Every find is celebrated with joy.

**Extension:** Hide a soft toy under a cloth. Where did teddy go? [Child searches.] They FOUND it! Big celebration!

### STORY AND SONG — 13 min

**Story:** Hold a group of toy sheep. Count them: 1, 2, 3... 9... where is 10? One is missing! [Pretend to search.] Oh no — where is our little sheep? [Find the hidden sheep.] Found it! God goes looking for the ones who are lost — just like this!

**Repeat phrase:** God finds you when you are lost! God always comes looking for you, [name]!

**Song:** I was lost, now I am found! (hands open wide) God came looking all around! (search motion) Found me here! (point to self) Found me there! (spread arms) God finds me everywhere!

### SENSORY PLAY — 20 min

**Activity:** Hide small soft animals in the sensory tray (under sand, fabric, cushions). Children find them with caregivers. Each find: I found you! Just like God finds us!

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

### 1. HIDE THE FRIENDS GAME

10 min

**Leader says:** "Before I tell you today's story — we are going to play a game. I have hidden TOY FRIENDS around the room. Your job is to FIND THEM! Ready? Go!"

[Children search the room for hidden toy figures. Each find is celebrated.]

**Leader says:** "Look how hard you worked to find everyone! Not a single toy was left behind. That is exactly what God does — He goes looking for the ones who are lost or hidden."

### 2. STORY — The Lost Sheep

10 min

**Leader says:** "Jesus told a story: a farmer had 100 sheep. One day he counted them and one was MISSING! 1... 2... 3... [count dramatically to 99] — only 99! He left the 99 safe ones and went searching and searching until he found the missing one. And when he found it — PARTY TIME!"

**Leader says:** "Jesus said: that is what God is like. If you have ever felt lost, forgotten, or left behind — God comes LOOKING for you. He does not give up. He does not say 99 is good enough."

### 3. CRAFT AND MOVEMENT

18 min

[Activity: each child draws their lost sheep and then colour it found. Decorate a sheep rescue picture.]

**Leader says:** "Movement: Shepherd Says — like Simon Says but the shepherd is searching. Children move like lost sheep until the shepherd calls their name and they come running in."

### 4. SNACK AND CLOSING

17 min

**Discussion:** Have you ever felt left out or a bit lost? Who helped you feel found?

**Leader says:** "Declaration! Add: I know God finds me when I am lost — and I help find others too!"

## ⇒ PRIMARY (6-8) — Scripted Session

### 1. HOOK — Where Do People Hide?

5 min

**Leader says:** "When people feel rejected, lonely, or ashamed, they often stop showing up. They hide. They might still be physically around — at school, in your street, maybe even at church — but they have gone invisible. They have made themselves small."

**Leader says:** "Today we are looking at what God asks us to do about that."

### 2. BIBLE STORY — Luke 15

8 min

**Leader says:** "Luke 15:4-7. The lost sheep. One sheep out of 100. Mathematically, the shepherd is ahead without it. But he leaves the 99 to find the 1."

**Discussion:** What does it say about how God values each person that He goes after the 1, not just maintains the 99?

**Leader says:** "Here is the challenge for us: WE are the shepherd's extended team. Jesus looks at His church and says — go find the hidden ones. In your school. In your street."

### 3. MAP ACTIVITY

12 min

**Leader says:** "Take the map of our local area. In pairs, mark two things: WHERE do lonely or isolated people tend to gather or hide in this area? And WHERE are the existing spaces of welcome — places where people might feel included?"

**Leader says:** "Then mark one place where YOU could personally show up and make someone feel found this week."

### 4. TALK BACK AND CLOSING

12 min

**Discussion:** Who at school feels hidden right now? You do not have to name them — just know in your mind.

**Leader says:** "Declaration! Add: I go looking for the hidden ones — because God never stops searching!"

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

### 1. OUTWARD IMPACT REPORT

8 min

**Leader says:** "Last week you committed to one act of inclusion. What happened?"

[Brief sharing. Affirm attempts regardless of outcome.]

### 2. BIBLE TEACHING — Luke 15 and the Highways

12 min

**Leader says:** "Luke 15 is actually three lost-and-found stories in a row: the lost sheep, the lost coin, the lost son. They escalate in significance and intimacy."

**Discussion:** What is the difference between the sheep that wandered, the coin that was passively lost, and the son who actively chose to leave? How does God respond to each?

**Leader says:** "Going back to the Compel Mandate from last week — Luke 14 says go to the highways and hedges. In our context: the highways are visible, accessible spaces. The hedges are hidden, marginalised, hard-to-reach spaces. God says: go to BOTH. Do not just find the easy-to-reach lonely people."

**Discussion:** In your suburb, at your school — what are the hedges? Where do the truly isolated people hide? What would it take for you to go there?

### 3. COMMUNITY MAPPING AND PLANNING

10 min

**Leader says:** "Using the community map, work in pairs to identify: the highways (visible gathering spots for lonely people) and the hedges (hidden or hard-to-reach spots). Then each person commits to one specific action this week — not a group action, a personal one."

### 4. OUTWARD IMPACT AND CLOSING

10 min

**Leader says:** "Challenge: execute your personal action. Keep it simple: sit with someone at lunch who usually sits alone. Speak to the new student. Text someone who has gone quiet."

**Leader says:** "Declaration. Add: I go after the 1 — because to God, no one is just a statistic!"

#### PARENT CONNECTION CARD — WEEK 14

**We learned:** God goes looking for the ones who are hiding — and so do we!

**Scripture:** Luke 15:4

**Dinner question:** Who in your family, street, or community might be feeling hidden or forgotten right now?

**Try at home:** This week, as a family do one concrete act of finding someone hidden — visit a neighbour you have not seen in a while, send a message to someone who has gone quiet, or include someone unexpected in a family meal.

## WEEK 15

### The Lonely Stranger

Q2 — The Mission: The Rescue | Month 4: Reaching the Lost — The Compel Mandate

<b>WEEK</b>	Week 15
<b>THEME</b>	The Lonely Stranger
<b>SCRIPTURE</b>	Hebrews 13:2 — Do not forget to show hospitality to strangers, for by so doing some people have shown hospitality to angels without knowing it.
<b>KEY PHRASE</b>	Welcome the stranger — because we know what it feels like to be new!
<b>MANDATE</b>	Q2: The Mission — The Rescue

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
New soft toy to introduce to the group	Role-play scenario cards (new child arrives)	Welcome Card making supplies (A5 cards, markers)	Journals
Welcoming songs playlist	Welcome card craft materials	Memory verse card: Hebrews 13:2	Bible: Hebrews 13:2, Ruth 2:8-12
Hello friend picture cards	Hello in different languages poster	Journals	Welcome Kit planning materials
	New friend song	List of new students in school if known	Discussion cards

**INCLUSION & UDL NOTES**

- This session has direct personal resonance for children from diaspora families — many have been the new child, the stranger, the one who did not know the rules. Honour their lived experience as expertise.
- Welcome Cards should be genuinely usable — not just craft objects. Help children think of real people they could give them to: a new classmate, a recently arrived family at church, a neighbour.
- The Hello in different languages poster immediately signals that all languages and cultures are honoured in this space.

**ADHD & AUTISM ADJUSTMENTS**

- Role-play is highly engaging for ADHD children — assign roles actively and make the scenarios dynamic.
- Pre-teen Welcome Kit design: provide a structured template with clear categories (what to include, who to give it to, when) rather than fully open-ended design.
- Autism: new people can feel threatening or overstimulating. The social scripts taught here (what to say to a new person) can also be genuinely useful for autistic children in their own lives.

**□ CRECHE (0-2) — Caregiver Cue Script****WELCOMING A NEW FRIEND — 15 min**

**Setup:** Introduce a new soft toy to the group as if it is a new arrival. This is [New Toy Name]. They just arrived and they do not know anyone yet. How do we make them feel welcome?

**Children:** Guide children to gently touch the toy, say hello, show the toy around the room.

**Caregiver says:** We make new friends feel safe. We say hello. We share. We are kind. Just like someone welcomed YOUR family when you were new!

**SONG AND STORY — 13 min**

**Song:** Hello, hello, welcome to our home! (wave) Hello, hello, you are not alone! (hug motion) We are glad you came! (clap) We know your name! (point gently) You belong right here — welcome to our home!

**Story:** Once there was a family who moved to a new place. They did not know anyone. They were scared. But then their neighbours came and said: welcome! We are so glad you are here! And from that day on, they never felt alone again.

**SNACK AND CLOSING — 20 min**

**Snack:** Frame snack as a welcome feast: we are welcoming [New Toy Name] by sharing our snack with them. Everyone gets the same — because everyone is welcome.

**□ KINDY (3-5) — Leader Says / Leader Does Script****1. ROLE PLAY — NEW CHILD ARRIVES****10 min**

*[Ask one child to pretend they are new to the class and do not know anyone. They sit alone, looking uncertain.]*

**Leader says:** "Everyone else: what do we do? Does someone go and say hello?"

*[Let children respond naturally. Debrief: what did it feel like to be the new person? What helped?]*

**Leader says:** "The Bible says: when we welcome a stranger, we might actually be welcoming an angel! But more importantly — we are being the love of God to someone who needs it."

**2. HELLO IN MANY LANGUAGES****5 min**

**Leader says:** "Let us practise saying hello in different languages — because God's family comes from everywhere!"

[Teach: Bonjour (French), Akwaaba (Twi/Ghanaian — means welcome), Jambo (Swahili), Guten Tag (German), Namaste (Hindi). Children repeat each with a wave.]

### 3. CRAFT — WELCOME CARDS

15 min

**Leader says:** "We are going to make Welcome Cards! Think of someone who is new at school or at church. We are going to make them a card to say: you are welcome here, we are glad you came!"

[Distribute card templates and materials. Children decorate and draw.]

### 4. GAME, SNACK AND CLOSING

20 min

[Game: Welcoming Circle. All children join hands in a circle. One child stands outside. The group says: Come join us! We want you here! The child steps in. Repeat with everyone.]

**Leader says:** "Declaration! Add: I welcome strangers — because I know what it feels like to be new!"

## ⇒ PRIMARY (6-8) — Scripted Session

### 1. HOOK — NEW PERSON EXPERIENCE

5 min

**Leader says:** "Has anyone here ever been the new person — new school, new church, new neighbourhood? What was the hardest part?"

[Brief sharing. Honour without probing.]

**Leader says:** "And has anyone here ever been the person who MADE someone feel welcome? What did you do?"

### 2. BIBLE VERSE — Hebrews 13:2

5 min

**Leader says:** "Hebrews 13:2 says: Do not forget to show hospitality to strangers, for by doing so some people have shown hospitality to angels without knowing it. This is extraordinary — it says the stranger at your door might be heaven-sent. Every person you meet has God-given dignity and potential."

**Leader says:** "Your diaspora family history — the experience of being strangers in a new country — is not just personal history. It is ministry qualification. You KNOW what it is like. And that means you are especially equipped to make others feel welcome."

### 3. WELCOME CARD PROJECT

15 min

**Leader says:** "Make a Welcome Card for someone specific — a new student, a new family at church, a neighbour who just moved in. Make it personal, not generic. Include: we are glad you are here, and one specific thing you could do to help them settle in."

### 4. TALK BACK AND CLOSING

12 min

**Discussion:** What is one thing someone did for your family when you were new that you will never forget?

**Leader says:** "Declaration! Add: I am a welcomer — I have what it takes to help people belong!"

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

### 1. CHECK-IN AND HOOK

8 min

**Leader says:** "Outward Impact: who found a hidden person last week?"

[Brief sharing.]

**Leader says:** "Today we are talking about the stranger. And many of you in this room — or your parents — have been the stranger. The new arrival. The one who did not know the codes, the language, the culture. That experience is your ministry credential."

## 2. BIBLE TEACHING — Hebrews 13:2 and Ruth

12 min

**Leader says:** "Hebrews 13:2 first. Then let us look at Ruth 2:8-12 — one of the most beautiful hospitality encounters in the Bible. Boaz sees Ruth, a foreign woman gleaning in his fields. He does not just tolerate her presence — he actively welcomes her, protects her, provides for her, and honours her story."

[Volunteer reads Ruth 2:8-12.]

**Discussion:** Boaz says to Ruth: I have been told all about what you have done for your mother-in-law. Your reputation preceded you. What reputation do you want to carry in your school and community when it comes to welcoming outsiders?

**Discussion:** What are the specific barriers that stop young people from welcoming strangers? Social cost? Fear of being seen as different? Not knowing what to say?

## 3. WELCOME KIT DESIGN

10 min

**Leader says:** "In groups of 3-4: design a Welcome Kit for someone newly arrived in Western Sydney from an African country. What would they need to know? What resources would help? What relational support would make the biggest difference?"

**Leader says:** "This is a real project. Next week we will discuss which elements are actually executable."

## 4. OUTWARD IMPACT AND CLOSING

10 min

**Leader says:** "Challenge: identify one specific new person in your world this week. Do one concrete act of welcome — not grand, just real. Show up. Name them. Make them feel seen."

**Leader says:** "Declaration. Add: I am qualified to welcome — my story makes me the welcomer!"

### PARENT CONNECTION CARD — WEEK 15

**We learned:** Welcome the stranger — because we know what it feels like to be new!

**Scripture:** Hebrews 13:2

**Dinner question:** Tell your child one story of someone who welcomed your family when you were new. How did that change things?

**Try at home:** As a family, identify one family or person in your community who is new or isolated. Plan and execute one specific act of welcome this week — a meal, a call, an invitation.

# WEEK 16

## God Protects Us

Q2 — The Mission: The Rescue | Month 4: Reaching the Lost — The Compel Mandate

WEEK	Week 16
THEME	God Protects Us

<b>SCRIPTURE</b>	Psalm 91:1 — Whoever dwells in the shelter of the Most High will rest in the shadow of the Almighty.
<b>KEY PHRASE</b>	God is our shield — we are safe in Him!
<b>MANDATE</b>	Q2: The Mission — The Rescue

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Blanket fort materials (sheets, pillows)	Paper shield craft materials	Armour of God visual diagram	Journals
Comfort music	Gold/silver paint or stickers	Shield craft or worksheet	Bible: Psalm 91, Ephesians 6:10-18
Safe/cosy story books	Psalm 91 picture card	Memory verse card: Psalm 91:1	Prayer journal prompt cards
	God is Stronger song	Journals	Discussion cards

### INCLUSION & UDL NOTES

- The protection theme is emotionally powerful — some children may carry genuine fears (about safety, family, migration-related anxieties). Create safety before exploring the theme.
- The blanket fort in crèche is a multi-sensory, safe experience that physically embodies the concept of shelter.
- The Armour of God is a well-known visual teaching tool — use the diagram as a physical anchor throughout the session.

### ADHD & AUTISM ADJUSTMENTS

- Armour of God drama: give ADHD children the role of armour demonstrator — they hold up each piece as it is named.
- Pre-teen: prayer journalling works best with structured prompts rather than open-ended silence. Provide sentence starters.
- Autism: abstract concepts like spiritual shield need concrete equivalents. Use: just like a sunscreen protects your skin from something you cannot see, God's protection works in the same way.

## □ CRECHE (0-2) — Caregiver Cue Script

### BLANKET FORT — 20 min

**Setup:** Build a simple blanket fort together with children. Go inside together.

**Caregiver says:** We are safe in here! This is our shelter. And do you know what? God is an even BIGGER shelter! Wherever you are, God wraps around you like this blanket — keeping you safe and warm.

**Song inside fort:** Soft singing: God is with us, God is near. In the shelter, never fear. Wrap us in your arms tonight. God our shelter, God our light.

### STORY AND MOVEMENT — 20 min

**Story:** There was once a little bird who was caught in a storm. It was scared! But then it found a big tree — strong and tall — and hid under its branches. Safe! God is like that strong tree for us — a shelter from the storm.

**Movement:** Arms become branches: reach wide. Children run to shelter under the leader's arms. I am safe! God is my shelter!

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

**1. HOOK AND STORY****10 min**

**Leader says:** "Has anyone ever felt a bit scared about something? [Brief hands up.] Everyone feels scared sometimes — even grown-ups! And guess what? God has a special promise for when we feel scared."

**Leader says:** "Psalm 91:1 says: *Whoever lives in God's shelter will rest in God's shadow. That means — when you stay close to God, you are covered! Like a shadow follows you everywhere, God's protection goes with you everywhere.*"

**2. SHIELD CRAFT****15 min**

**Leader says:** "We are making SHIELDS today! A shield protects you. Decorate your shield with things that remind you God protects you — a cross, a heart, your name, colours that feel safe."

[Distribute pre-cut shield templates. Children decorate.]

**3. MOVEMENT AND CLOSING****25 min**

[Shield game: when Leader calls a scary word (storm! trouble! darkness!), children hold up their shields and shout: God is my shield! After the game, gather for snack and declaration.]

**Leader says:** "Declaration! Add: God is my shield — I am safe in Him!"

**⇒ PRIMARY (6-8) — Scripted Session****1. HOOK — ARMOUR OF GOD****5 min**

**Leader says:** "Who here has seen a knight in armour? Each piece of armour has a specific purpose. Today we are looking at God's armour — which protects us not physically, but spiritually and emotionally."

**2. BIBLE TEACHING****12 min**

**Leader says:** "Ephesians 6:10-18 — the Armour of God. Simplified breakdown: Belt of Truth — knowing what is real and true about yourself and God. Breastplate of Righteousness — living with integrity. Shoes of Peace — carrying peace wherever you go. Shield of Faith — believing God is who He says He is. Helmet of Salvation — protecting your mind and identity. Sword of the Spirit — God's word as a tool."

**Discussion:** Which piece of armour do you feel you wear well? Which piece do you need to put on more intentionally?

**3. CREATIVE ACTIVITY****10 min**

**Leader says:** "Draw your armour of God figure — or write in your journal: one specific situation in your life where you need each piece of armour this week."

**4. CLOSING****10 min**

**Leader says:** "Declaration! Add: I wear God's armour — I am equipped and protected!"

**□ PRE-TEEN (9-13) — Guided Exploration Script****1. CHECK-IN AND HOOK****8 min**

**Leader says:** "Outward Impact check: who welcomed someone this week?"

[Brief sharing.]

**Leader says:** "Today we are talking about protection — specifically spiritual protection. Which raises the question: what do you actually believe about spiritual reality? Is there a battle happening that we cannot see?"

## 2. BIBLE TEACHING

12 min

**Leader says:** "Psalm 91 is one of the most comprehensive protection passages in Scripture. Read it together."

[Volunteer reads.]

**Discussion:** Verse 1 says whoever dwells — present continuous tense. Protection is not a one-time event but an ongoing posture of staying close to God. What does dwelling in God's presence look like practically for a teenager in 2026?

**Leader says:** "Ephesians 6:10-18 frames this as an active, intentional battle stance. The armour is not passive protection — it is active spiritual positioning."

**Discussion:** What are the specific spiritual, emotional, or psychological attacks that young people in your community face? How does each piece of armour address them?

## 3. PRAYER JOURNALLING

10 min

**Leader says:** "Open your journal. Write a prayer for someone you know who needs protection — from fear, from harmful relationships, from self-destructive patterns. Then write a declaration of your own protection in Christ."

## 4. OUTWARD IMPACT AND CLOSING

10 min

**Leader says:** "Challenge: pray specifically for one person you know who is spiritually or emotionally unprotected this week. Not just a generic prayer — targeted, specific, informed intercession."

**Leader says:** "Declaration. Add: I stand in God's protection — and I cover others in prayer!"

### PARENT CONNECTION CARD — WEEK 16

**We learned:** God is our shield — we are safe in Him!

**Scripture:** Psalm 91:1

**Dinner question:** Is there something your child seems scared or worried about lately? How have you been praying for their protection?

**Try at home:** Make a family Shield of Faith: each family member writes or draws one thing they are trusting God to protect them from this week. Pray over the shield together.

# WEEK 17

## It's OK to Not Be OK

Q2 — The Mission: The Rescue | Month 5: Restoring the Hurt — The Safe Haven

<b>WEEK</b>	Week 17
<b>THEME</b>	It Is OK to Not Be OK

<b>SCRIPTURE</b>	1 Kings 19:5 — He lay down under the tree and fell asleep. All at once an angel touched him and said, Get up and eat.
<b>KEY PHRASE</b>	It is brave to say I am not OK — God meets us right where we are!
<b>MANDATE</b>	Q2: The Mission — The Rescue

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Comfort objects (weighted lap pad, soft toys)	Feelings faces (sad, angry, scared, happy) — large cards	Elijah story summary cards (1 Kings 18-19)	Journals
Sad and happy puppets	Story: Elijah under the tree (picture cards)	Safe People worksheet	Bible: 1 Kings 19:1-18
Calming music	Comfort craft (pillow decoration)	Memory verse card: 1 Kings 19:5	Mental health stigma discussion cards
Rocking chairs/cushions	Gentle quiet music	Journals	Safe people list template Whiteboard

### INCLUSION & UDL NOTES

- This is the most emotionally sensitive session in Q2. Leaders must prepare their own emotional safety before leading it — do not teach what you are not living.
- The crèche experience this week should be almost entirely comfort-based — sensing safety is the entire lesson for 0-2 year olds.
- For children who may be experiencing genuine distress, this session may surface real needs. Leaders should know the referral pathways before Sunday.

### ADHD & AUTISM ADJUSTMENTS

- ADHD children often experience shame about their emotional intensity. Explicitly name: strong feelings are not weakness. Elijah was one of the greatest prophets who ever lived AND he collapsed under a tree and asked to die.
- Autism: if a child becomes dysregulated during this session — that is OK. The Calm Corner is always available. Do not push through emotional content if a child is struggling.
- Pre-teen: allow silence after discussing mental health struggles. Do not rush to fill it with answers.

## ☐ CRECHE (0-2) — Caregiver Cue Script

### COMFORT AND SAFETY — 30 min

**Approach:** This session is almost entirely comfort-based. Hold children. Rock them. Offer soft toys and weighted lap pads.

**Puppets:** Hold up sad puppet: this friend is feeling sad. That is OK! We give them love. [Hug the puppet gently.] Now hold up happy puppet: now they feel better — because someone showed them love. We can do that for the people around us!

**Song:** It is OK to feel sad. It is OK to feel scared. God sees your tears. God is always there. You are not alone. You are loved so well. God meets you right where you fell.

### STORY — 8 min

**Story:** Tell of Elijah at a very simple level: there was a man named Elijah who did something very hard and then felt very tired and sad. He lay down under a tree. And an angel came and gave him bread and water and said: get up and eat. You need rest. God took care of him.

**Repeat:** When we are tired and sad, God sends help. God takes care of us — and of the people around us.

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

### 1. FEELINGS AND SAFETY

10 min

**Leader says:** "Today we are talking about something BRAVE. Being brave does not always mean not being scared — sometimes being brave means telling someone when you are not OK."

**Leader says:** "Even heroes feel sad! Let me tell you about Elijah. Elijah was a prophet — one of the most powerful people in the Bible. He prayed and fire came down from heaven! But one day after doing something very hard, he sat under a tree and said: I am too tired. I cannot do this anymore."

**Leader says:** "Did God say: stop being sad, get up, be stronger? No! God sent an angel. The angel gave him food and water and said: rest. You need it. God was GENTLE."

### 2. CRAFT AND COMFORT

15 min

**Leader says:** "We are going to decorate comfort pillows! These remind us that when WE feel not OK, God brings us rest and care. And that is what we do for each other too."

[Children decorate pillow covers or cushion-shaped craft. Write or draw something comforting on it.]

### 3. SAFE PEOPLE DISCUSSION

8 min

**Leader says:** "When you feel not OK — who are your safe people? Who can you go to? [Leader, parent, teacher, friend?]"

**Discussion:** It takes courage to say I need help. That is not weakness — that is wisdom.

### 4. SNACK AND CLOSING

17 min

**Leader says:** "Declaration! Add: It is OK to not be OK — God meets me right where I am!"

## ⇒ PRIMARY (6-8) — Scripted Session

### 1. HOOK — BRAVE ENOUGH TO SAY IT

5 min

**Leader says:** "Quick question: have you ever felt like you had to pretend to be OK when you were not? Why?"

[Brief responses.]

**Leader says:** "Today we are going to look at one of the bravest things a Bible hero ever did — and it was not fighting a giant. It was admitting he was done."

### 2. BIBLE STORY — ELIJAH

10 min

**Leader says:** "1 Kings 18-19 summary. Elijah has just done an extraordinary miracle — fire from heaven at Mount Carmel. Hundreds of false prophets defeated. Sounds like a victory. But then queen Jezebel threatens his life and Elijah runs — and collapses under a tree and says: I have had enough, Lord. Take my life."

**Discussion:** What does it tell you about mental and emotional health that even after a massive victory, Elijah crashed?

**Leader says:** "And God's response is not: get back in the battle. God's response is: food, water, rest. Twice. Then a still small voice. God meets us in the quiet, not the noise."

### 3. SAFE PEOPLE WORKSHEET

12 min

**Leader says:** "Write down 3 safe people in your life — adults or peers who you could tell if you were really struggling. Next to each name, write WHY they are safe."

**Leader says:** "Then write: What stops me from going to them? Name the barrier. Naming it is the first step to crossing it."

#### 4. CLOSING

10 min

**Discussion:** What do you think your role is when a friend tells you they are not OK?

**Leader says:** "Declaration! Add: I have safe people — and I am a safe person for others!"

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

#### 1. CHECK-IN AND HOOK

8 min

**Leader says:** "How many of you have ever been told — directly or indirectly — that Christians should not struggle with mental health? That if you had enough faith, you would be fine?"

[Brief responses.]

**Leader says:** "We need to dismantle that today. Thoroughly. With Scripture."

#### 2. BIBLE TEACHING — 1 KINGS 19 AND MENTAL HEALTH

12 min

**Leader says:** "1 Kings 19:1-18. Read it."

[Volunteer reads.]

**Leader says:** "Elijah displays what we would today recognise as symptoms of burnout, depression, and anxiety: social withdrawal (fled alone), appetite loss, suicidal ideation (take my life), fatigue (lay down and slept), catastrophising (I am the only one left). God's response: physical care first. Then encounter. Then recommission."

**Discussion:** What are the implications for how the church should respond to mental health struggles — according to this passage?

**Leader says:** "Heroes of faith in Scripture who struggled: Moses (Numbers 11 — I cannot carry this alone), David (Psalms 22, 42, 88), Jeremiah (Jeremiah 20:14-18), the disciples in Gethsemane (they all fled). Struggling is not un-Christian. It is human."

**Discussion:** What stops people in your community — specifically African diaspora families — from accessing mental health support?

#### 3. SAFE PEOPLE LIST AND REFERRAL PATHWAYS

10 min

**Leader says:** "Write your safe people list — 3 people you could tell if you were really not OK. Then write: if I were in crisis, who would I call? Know the answer BEFORE you need it."

[Share relevant local resources: Lifeline 13 11 14, Kids Helpline 1800 55 1800, beyondblue 1300 22 4636.]

#### 4. OUTWARD IMPACT AND CLOSING

10 min

**Leader says:** "Challenge: this week, be the safe person for someone. If a friend seems not OK — do not wait for them to ask. Ask first: hey, are you actually alright?"

**Leader says:** "Declaration. Add: I break the silence — it is brave to say I am not OK!"

### PARENT CONNECTION CARD — WEEK 17

**We learned:** It is brave to say I am not OK — God meets us right where we are!

**Scripture:** 1 Kings 19:5

**Dinner question:** Does your child know who to come to if they are really struggling? Have you had that conversation explicitly?

**Try at home:** This week, have a real conversation with your child: you can always tell me when you are not OK. I will not panic. I will not lecture. I will just be here. Then practise what that looks like.

## WEEK 18

### God Heals Families

Q2 — The Mission: The Rescue | Month 5: Restoring the Hurt — The Safe Haven

<b>WEEK</b>	Week 18
<b>THEME</b>	God Heals Families
<b>SCRIPTURE</b>	Malachi 4:6 — He will turn the hearts of the parents to their children, and the hearts of the children to their parents.
<b>KEY PHRASE</b>	God cares about every kind of family — and He heals and restores!
<b>MANDATE</b>	Q2: The Mission — The Rescue

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Family photo display (request from parents)	Draw Your Family craft paper	Prayer hands craft (traced hand outline)	Journals
Family cuddle song playlist	Diverse family picture cards (different configurations)	Memory verse card: Malachi 4:6	Bible: Malachi 4:5-6, Luke 15:11-24 (prodigal son)
Soft family figure dolls	Prayer hands craft materials	Journals	Discussion cards
	Family song playlist	Marker pens	Prayer journal prompts

#### INCLUSION & UDL NOTES

- The family theme requires exceptional sensitivity — children in this room may be from separated families, may have experienced family trauma, may be in foster care, may have lost a parent. Never assume.
- Normalise all family configurations: God loves every family — mum and dad families, single parent families, grandparent families, blended families, families separated by migration.
- The prayer hands craft creates a tangible, gentle act of intercession that works for all ages and all contexts.

#### ADHD & AUTISM ADJUSTMENTS

- For children whose family situations are complex or painful, the invitation to pray for their family may surface emotions. Have the Calm Corner ready.
- Pre-teen: diaspora family pressure is real and specific — extended family obligations, parental sacrifice narratives, generational expectations. These need to be named, not glossed over.

#### □ CRECHE (0-2) — Caregiver Cue Script

**FAMILY PHOTO TIME — 20 min**

**Display:** Family photos at child height. Guide each child to find their family: Look — there is your family! God put you in this special family!

**Dolls:** Family figure dolls: model them hugging, caring for each other. This family loves each other. God loves families.

**CUDDLE SONG — 15 min**

**Song:** Families are special. God made them just right. A place full of love, from morning to night. Different and beautiful, every one. God loves your family — each daughter and son.

**PRAYER MOMENT — 5 min**

**Simple prayer:** Caregiver holds each child and whispers: God bless [name] and their family. May they know Your love today.

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

### 1. DIVERSITY AND STORY

10 min

**Leader says:** "Who lives in your house? [Various answers.] Look at all these different families! Some have two parents, some have one, some live with grandparents, some have lots of brothers and sisters, some just a few. Do you know what? God loves EVERY kind of family."

**Leader says:** "The Bible says that God cares so much about families that He wants to HEAL the ones that are hurting. He wants parents and children to love each other well. He brings families back together."

### 2. DRAW YOUR FAMILY

15 min

**Leader says:** "Draw YOUR family — exactly as it is. Everyone counts. Everyone is loved. There is no wrong picture."

[Children draw. Circulate and ask: who is this? Can you tell me about them? Celebrate each drawing.]

### 3. PRAYER HANDS CRAFT

15 min

**Leader says:** "Now we are going to make Prayer Hands for our families! Trace your hand on the paper. Write one person from your family on each finger. And we will pray for them!"

[Simple group prayer: God, bless [child's name]'s family. Help them feel Your love. Heal anything that is hurting. Bring them closer together. Amen.]

### 4. SNACK AND CLOSING

10 min

**Leader says:** "Declaration! Add: God loves my family — and God is healing us!"

## ⇒ PRIMARY (6-8) — Scripted Session

### 1. HOOK AND BIBLE

12 min

**Leader says:** "Quick question: is your family perfect? [Laughter.] No family is! And the Bible does not pretend otherwise. God's word is full of complex, messy, struggling families — and God working through and for them."

**Leader says:** "Malachi 4:6 is a prophecy — a promise — that God will turn the hearts of parents to their children and children to their parents. That means broken relationships within families are something God actively works to restore."

**Leader says:** "Luke 15:11-24 — the prodigal son — is the most famous family restoration story in the Bible. A father who runs toward a returning child. A love that does not wait."

**Discussion:** Is there a relationship in your family that needs God's restoration? You do not have to say it out loud — just hold it in your mind.

## 2. PRAYER HANDS CRAFT

10 min

**Leader says:** "Trace your hand. One family member per finger. On the palm — write a prayer for your family as a unit."

## 3. TALK BACK AND CLOSING

15 min

**Discussion:** What does a healthy family need to function well? What gets in the way?

**Leader says:** "Declaration! Add: God is healing my family — and I am part of that healing!"

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

## 1. CHECK-IN AND HOOK

8 min

**Leader says:** "Outward Impact: did you check in on someone last week?"

**Leader says:** "Today is a harder one. Families. Because if you are honest — the people who have the most power to hurt us or heal us are usually the people we live with."

## 2. BIBLE TEACHING

12 min

**Leader says:** "Malachi 4:5-6. This is the last prophecy in the Old Testament — the very last words before 400 years of silence. And God's final word is about families. Parent-child reconciliation. That is how important this is to God."

**Discussion:** What are the specific pressures that diaspora families face that create fracture lines? Generational cultural gaps. Sacrifice narratives. Different adaptation speeds. Silence around mental health.

**Leader says:** "Luke 15:11-24 — the father in this story does not wait. He sees his son a long way off and runs. Running was undignified for an older man in that culture. He humiliates himself — voluntarily — to close the gap."

**Discussion:** In your family, are there gaps that need closing? Who needs to run first — and is it possible that it is you?

## 3. PRAYER JOURNAL

10 min

**Leader says:** "Journal: write an honest prayer for your family — naming specifically what you are asking God to heal, restore, or sustain. This is private."

## 4. OUTWARD IMPACT AND CLOSING

10 min

**Leader says:** "Challenge: do one thing this week to honour a family member. Not a grand gesture — a small, specific act of love that closes a gap."

**Leader says:** "Declaration. Add: God heals families — and I choose to be part of the healing!"

## PARENT CONNECTION CARD — WEEK 18

**We learned:** God cares about every kind of family — and He heals and restores!

**Scripture:** *Malachi 4:6*

**Dinner question:** Is there a relationship within our family that needs healing or restoration? What small step could we take this week?

**Try at home:** Pray together as a family this week using the Prayer Hands craft your child brings home. Each finger is a family member. Hold hands and pray specifically for each person named.

## WEEK 19

### Everyone Belongs

Q2 — The Mission: The Rescue | Month 5: Restoring the Hurt — The Safe Haven

<b>WEEK</b>	Week 19
<b>THEME</b>	Everyone Belongs
<b>SCRIPTURE</b>	Luke 15:4 — Does he not leave the ninety-nine in the open country and go after the lost sheep until he finds it? And when he finds it, he joyfully puts it on his shoulders.
<b>KEY PHRASE</b>	God never gives up on anyone — everyone belongs!
<b>MANDATE</b>	Q2: The Mission — The Rescue

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Set of 10 toy animals	Toy sheep set (10 if possible)	Good Shepherd drama costume pieces	Journals
Counting songs playlist	Lost sheep search activity	Memory verse card: Luke 15:4	Bible: Luke 15:1-7, Ezekiel 34:1-16
Circle arrangement materials	Everyone belongs banner to decorate Celebration supplies	Prayer list template Journals	Discussion cards Whiteboard

#### INCLUSION & UDL NOTES

- The sheep metaphor is concrete and accessible — use real toy sheep throughout for maximum anchoring.
- The counting of the flock (99 + 1 missing) is a concrete mathematical entry point that works well for children who respond to numbers and patterns.
- The belonging theme may surface deep emotions for children who have experienced social exclusion — allow this, and name it as valid.

#### ADHD & AUTISM ADJUSTMENTS

- The counting and searching game is active and purposeful — ideal for ADHD children.
- Ezekiel 34 for Pre-teen is a long passage — read only verses 1-6 and 11-16. Provide a one-page summary for children with reading difficulties.

#### □ CRECHE (0-2) — Caregiver Cue Script

**COUNTING CIRCLE — 15 min**

**Activity:** Arrange all 10 toy animals in a circle. Count them together: 1, 2, 3... 10! All here! Everyone is in the circle!

**Remove one:** Secretly hide one toy. Count again: only 9! One is missing! Where did they go? Search together. Find it!

**Celebration:** Every find is a celebration. FOUND IT! Back in the circle! No one is left out of God's circle, [name]!

**CIRCLE SONG — 15 min**

**Song:** Everyone is in the circle! (make circle arms) God leaves no one out! (shake head) When you wander far away (walk in place), God will find you — no doubt! (clap clap)

**CLOSING — 10 min**

**Each child:** As caregivers hold each child: You are IN the circle, [name]. God will never let you wander too far. You always belong.

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

**1. LOST SHEEP DRAMA****15 min**

**Leader says:** "We have 10 sheep here. Let us count them: 1... 2... [count to 9]... wait! Only 9! One is missing! What does our shepherd do?"

[One child plays the shepherd. Others scatter as sheep. Shepherd searches until all are found.]

**Leader says:** "Jesus said: this is what God is like. He has so many people in His family — but if even ONE wanders or gets lost, He goes searching. Because to God, every single person matters."

**2. BANNER CRAFT****15 min**

**Leader says:** "We are going to make an Everyone Belongs banner for our room! Write or draw your name and a welcoming message."

[Large paper banner. Every child adds their name. Display it in the room.]

**3. PRAYER AND CLOSING****20 min**

**Discussion:** Who do you know who has stopped coming to church or school? Can we pray for them?

[Simple prayer for friends who have wandered.]

**Leader says:** "Declaration! Add: I belong — and I help others find their place too!"

## ⇒ PRIMARY (6-8) — Scripted Session

**1. HOOK AND DRAMA****8 min**

**Leader says:** "Today we are acting out the Good Shepherd story. Three characters: the shepherd, the 99 sheep, and the 1 lost sheep."

[Run the drama. The 1 lost sheep hides. The shepherd leaves the 99 and searches. Big celebration at the end.]

**Leader says:** "Now here is the hard question: if you were one of the 99, how would you feel about the shepherd leaving you to go find the 1?"

[Honest responses. Let the tension sit.]

**Leader says:** "This is the economics of grace. It does not make logical sense. But to a shepherd who loves every sheep — one missing is one too many."

**2. PRAYER LIST PROJECT****12 min**

**Leader says:** *"In your journal, create a Who Has Wandered list — people who used to be part of your life or community and have drifted away. Not to judge them — to pray for them."*

**Leader says:** *"Commit to praying for one person on that list every day this week."*

**3. CLOSING****10 min**

**Discussion:** What stops us from going after the 1 in our own world?

**Leader says:** *"Declaration! Add: I go after the 1 — because God went after me!"*

**PRE-TEEN (9-13) — Guided Exploration Script****1. CHECK-IN AND HOOK****8 min**

**Leader says:** *"Outward Impact: family act of love this week — what happened?"*

**Leader says:** *"Today: who in YOUR church community has stopped showing up? Not a theoretical person — an actual person you can name. Why do you think they stopped?"*

**2. BIBLE TEACHING — EZEKIEL 34 AND LUKE 15****12 min**

**Leader says:** *"Ezekiel 34 is one of the most confronting passages in the Old Testament. God is furious at the shepherds — the leaders — who have not looked after the sheep. Verses 1-6 and 11-16."*

*[Volunteer reads.]*

**Discussion:** God says: you have not strengthened the weak, healed the sick, bound up the injured, brought back the strays, or searched for the lost. Which of these five failures do you see most in the communities around you?

**Leader says:** *"Luke 15:1-7 shows the contrast: the shepherd who actually goes. The Pharisees are judging Jesus for eating with sinners. And Jesus tells a story about a God who celebrates when one lost person comes home."*

**Discussion:** What would a church community that actually did Ezekiel 34:4 in reverse — strengthening the weak, healing the sick, searching for the lost — look like in Western Sydney in 2026?

**3. ACTION PLANNING****10 min**

**Leader says:** *"In pairs: name one person who has wandered from your church or community. What do you know about why they left? What would a genuine, non-preachy act of care toward them look like? Plan it."*

**4. OUTWARD IMPACT AND CLOSING****10 min**

**Leader says:** *"Challenge: reach out to one person who has wandered. Not to preach at them or guilt-trip them — just to say: I have been thinking about you. I miss you. How are you?"*

**Leader says:** *"Declaration. Add: I leave the 99 to find the 1 — because no one is expendable!"*

**PARENT CONNECTION CARD — WEEK 19**

**We learned:** God never gives up on anyone — everyone belongs!

**Scripture:** Luke 15:4

**Dinner question:** Is there someone in your extended family or community who has drifted away? What

small step could you take to reach out?

**Try at home:** As a family, adopt a prayer practice of praying for those who have wandered. Each week, name one person together and pray specifically for them to feel found and belonging.

## WEEK 20

### We Are Better Together

Q2 — The Mission: The Rescue | Month 5: Restoring the Hurt — The Safe Haven

<b>WEEK</b>	Week 20
<b>THEME</b>	We Are Better Together
<b>SCRIPTURE</b>	Ecclesiastes 4:9 — Two are better than one, because they have a good return for their labour.
<b>KEY PHRASE</b>	Ubuntu — I am because WE are!
<b>MANDATE</b>	Q2: The Mission — The Rescue

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Group sharing activities (one toy shared between two)	Paper chain materials (strips of paper, tape)	Ubuntu Circle activity sheets	Journals
Together songs playlist	Group song playlist	Memory verse card: Ecclesiastes 4:9	Bible: Ecclesiastes 4:9-12, Acts 2:42-47
Simple group games	Ubuntu explanation cards	Journals	Ubuntu vs. Individualism discussion cards
		Group project planning template	Community project planning template

#### INCLUSION & UDL NOTES

- Ubuntu is a Southern African philosophical concept meaning I am because we are — it is deeply resonant for many African diaspora families and bridges faith and cultural identity beautifully.
- The paper chain craft makes community visible and tangible — each link represents a person, and the chain is only as strong as each link.
- For children who struggle with group activities, acknowledge: some of us find community harder than others. That is OK. But community is still God's design — and we make it safe enough for everyone to participate.

#### ADHD & AUTISM ADJUSTMENTS

- Group activities can be overstimulating for some ADHD children — give them a defined role within the group rather than open-ended group participation.
- Pre-teen community project planning: provide a structured template with clear sections to prevent ADHD children from becoming overwhelmed by open-ended planning.

#### ☐ CRECHE (0-2) — Caregiver Cue Script

**TOGETHER ACTIVITIES — 30 min**

**Sharing game:** One toy between two children. Model turn-taking and sharing. When they share successfully: Look — together is better! You helped each other!

**Group circle:** All children and caregivers sit in a circle. Roll a ball to each other. Every person receives it and sends it on. We need everyone to keep the circle going!

**Song:** Together is better! (clap) Together is best! (clap) We help each other — we are truly blessed! (hug self then neighbour) Ubuntu! (jump) Ubuntu! (jump) I am because WE are!

**CLOSING — 10 min**

**Repeat phrase:** I am because WE are — that is Ubuntu! We are part of God's family together.

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

### 1. UBUNTU INTRODUCTION

8 min

**Leader says:** "Who has heard the word Ubuntu before? [Hands up.] Ubuntu is a beautiful word from Africa — it means I am because WE are. It means we are not complete alone. We need each other!"

**Leader says:** "The Bible says: two are better than one! Three are even better! We are stronger, warmer, and safer when we are together."

### 2. FRIENDSHIP CHAIN CRAFT

15 min

**Leader says:** "We are going to make a friendship chain — each link is a person. When we connect our links, our chain gets STRONGER! Write your name on your link."

[Children make paper chain links and connect them. Display the chain in the room.]

**Leader says:** "Each of you is a link. The chain is only complete when everyone is connected. No one is too small or too unimportant to be in the chain!"

### 3. GROUP GAME AND CLOSING

27 min

[Game: Blanket Volleyball — hold a sheet together as a team. Keep the balloon in the air. You CANNOT do it alone!]

**Leader says:** "Declaration! Add: Ubuntu — I am because WE are!"

## ⇒ PRIMARY (6-8) — Scripted Session

### 1. HOOK AND UBUNTU CIRCLE

10 min

**Leader says:** "Ubuntu is a Southern African philosophy: I am because WE are. It challenges the Western idea that the individual is the primary unit of society. Instead, Ubuntu says: you only fully become yourself through your relationships and community."

**Leader says:** "The Bible agrees. Ecclesiastes 4:9-12 — two are better than one. Acts 2:42-47 — the early church shared everything, met together, looked after each other. They were better together."

### 2. UBUNTU CIRCLE ACTIVITY

15 min

**Leader says:** "Ubuntu Circle: sit in a circle. Each person shares: one need I have right now, and one gift or strength I bring to this group. The group listens for matches: who can help with that need? Whose gift addresses that gap?"

[Facilitate the circle with care. Celebrate each match.]

**3. COMMUNITY PROJECT PLANNING****10 min**

**Leader says:** "As a group, plan one community project for next month. Something you could do together to serve someone outside this room. Vote on the top idea."

**4. CLOSING****7 min**

**Leader says:** "Declaration! Add: Ubuntu — we are better together, and I commit to my community!"

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

**1. CHECK-IN AND HOOK****8 min**

**Leader says:** "Did anyone reach out to a wanderer this week?"

**Leader says:** "Today we are going to confront something honest: Australian culture — including Christian culture — has often celebrated individualism over community. How has that shaped you?"

**2. BIBLE TEACHING — UBUNTU VS. INDIVIDUALISM****12 min**

**Leader says:** "Acts 2:42-47: the early church. They devoted themselves to community, to breaking bread together, to sharing so that no one had need. This is not communism — it is Ubuntu theology. I am because WE are."

**Discussion:** What would Acts 2:42-47 community look like in your suburb in 2026? Not 1st century Jerusalem — here, now?

**Leader says:** "Ecclesiastes 4:9-12 gives us a practical framework: two are better for productivity, for warmth, for resilience. The threefold cord is even stronger."

**Discussion:** Australian culture pushes toward independence: do not ask for help, sort it out yourself, mind your own business. How does this create isolation? And how does your African heritage offer a counter-narrative?

**3. COMMUNITY PROJECT PLANNING****10 min**

**Leader says:** "Plan one group act of community. It can be within this group or extending outward. Keep it concrete, achievable, and scheduled — not just theoretical. Who, what, when, where."

**4. OUTWARD IMPACT AND CLOSING****10 min**

**Leader says:** "Challenge: this week, counter one act of individualism in your world. Share something, offer something, join something you have been doing alone."

**Leader says:** "Declaration. Add: Ubuntu — I am because WE are, and we are stronger together!"

**PARENT CONNECTION CARD — WEEK 20**

**We learned:** Ubuntu — I am because WE are!

**Scripture:** Ecclesiastes 4:9

**Dinner question:** In what ways does your family practise Ubuntu — genuine communal care and interdependence? What could be strengthened?

**Try at home:** Host a simple Ubuntu meal this week — invite one other family or individual to eat with you. No agenda. Just together.

# WEEK 21

## Being a Good Friend

Q2 — The Mission: The Rescue | Month 6: The Connect Loop — Relational Integrity

<b>WEEK</b>	Week 21
<b>THEME</b>	Being a Good Friend
<b>SCRIPTURE</b>	John 15:12 — My command is this: Love each other as I have loved you.
<b>KEY PHRASE</b>	A good friend loves like Jesus — showing up, listening, caring!
<b>MANDATE</b>	Q2: The Mission — The Rescue

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Partner play toys (things that require two people)	Paper bridge materials (strips of paper, tape)	Friendship pledge card template	Journals
Sharing and kindness songs	Friendship role-play scenario cards	Memory verse card: John 15:12	Bible: John 15:12-17
Friend cards with pictures	Good friend song playlist	Journals	Friendship Bridge role-play scenarios
		Role-play scenario cards	Discussion cards

### INCLUSION & UDL NOTES

- The bridge metaphor makes friendship concrete and visual — use actual paper bridges as props throughout.
- Role-play for Kindy and Pre-teen should include realistic scenarios drawn from the children's actual social world: school, sport, online, church.
- For children who struggle with friendship dynamics (common in autism, social anxiety, ADHD), this session provides explicit social scripts that are genuinely useful tools.

### ADHD & AUTISM ADJUSTMENTS

- Give ADHD children the most active roles in role-play: they tend to excel at performance and improvisation.
- Autism: provide explicit, concrete friendship scripts — not just values like be kind, but specific language: when your friend is sad, you could say... Practise these like a rehearsal.

### CRECHE (0-2) — Caregiver Cue Script

#### PARTNER PLAY — 30 min

**Setup:** Set up activities that require two people: a seesaw toy, a ball to roll between two, a big puzzle with pieces for two.

**Narrate:** Look — you are doing this TOGETHER! That is what friends do! Friends help each other. Friends share. Friends make things more fun!

**Friend cards:** Show picture cards of children playing together. These friends are helping each other. That is what God wants us to do!

**Song:** Friends, friends, we are friends! (clap) We share and we care! (hug motion) God made us friends for each other — we are a wonderful pair!

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

### 1. BRIDGE INTRODUCTION

8 min

**Leader says:** "Friendship is like a bridge! A bridge connects two sides. Without the bridge, they are apart — separated. A good friend is a BRIDGE between people."

[Show a simple paper bridge construction: two pieces of paper held together by a strip. They can support something on top.]

**Leader says:** "Jesus said: love each other the way I have loved you. And how did Jesus love? He showed up. He listened. He helped. He stayed when things were hard."

### 2. BUILD A BRIDGE

15 min

**Leader says:** "In pairs, build a paper bridge! It must be strong enough to hold a small toy. You have to work TOGETHER — neither person can do it alone."

[Children work in pairs. Celebrate the bridges. Test their strength.]

### 3. FRIENDSHIP ROLE PLAY

10 min

[Scenario: a friend is sad. What do you do? Act it out. A friend wants your toy. What do you do? A new child arrives. What do you do?]

### 4. SNACK AND CLOSING

17 min

**Leader says:** "Declaration! Add: I am a good friend — I love like Jesus loves!"

## ⇒ PRIMARY (6-8) — Scripted Session

### 1. HOOK — WHAT MAKES A GOOD FRIEND?

5 min

**Leader says:** "Quick round: one word that describes your best friend. [Go round the circle quickly.] Amazing. Now: one thing a good friend should NEVER do. [Quick round.]"

**Leader says:** "Today we are looking at what Jesus says friendship looks like. And it is a high standard."

### 2. BIBLE TEACHING — JOHN 15:12-17

8 min

**Leader says:** "John 15:12-17. Jesus is speaking to his disciples at the Last Supper — the night before he dies. And he says: love each other as I have loved you. Greater love has no one than this: to lay down one's life for one's friends."

**Leader says:** "He calls them friends, not servants. That is a huge upgrade in relational status. And he defines the friendship: it is not based on what they can do for him — it is based on what he has already done for them."

**Discussion:** What does it mean that Jesus chose to be your friend — not your boss?

### 3. FRIENDSHIP PLEDGE

12 min

**Leader says:** "Create a personal Friendship Pledge — three things you commit to as a friend. Make them specific and practical, not vague: I will listen when you are talking without interrupting. I will not share your secrets. I will check on you when I know you are struggling."

#### 4. CLOSING

12 min

**Discussion:** Is there a friendship you need to invest more in this week?

**Leader says:** "Declaration! Add: I am a friend of Jesus — and I love like He loves!"

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

#### 1. CHECK-IN AND HOOK

8 min

**Leader says:** "Community project check-in from last week — how is the plan coming?"

**Leader says:** "Today: friendship. Specifically — how do you build genuine friendship with people who do not share your faith, without being preachy or weird?"

#### 2. BIBLE TEACHING — FRIENDSHIP BRIDGES

12 min

**Leader says:** "John 15:12-17 sets the framework. But now let us think about application. Jesus ate with sinners, tax collectors, Samaritans, Romans. He built relationship bridges across every social boundary of his day."

**Discussion:** What are the social boundaries in your school or community that you cross (or do not cross)? Faith, culture, socioeconomic, academic?

**Leader says:** "Being a friendship bridge does not mean abandoning your values. It means being genuinely present with people whose lives look different from yours — and letting your life speak before your words do."

**Discussion:** What makes you come across as preachy or weird in friendships with non-Christians? What makes you genuinely interesting and worth knowing?

#### 3. ROLE PLAY — FRIENDSHIP BRIDGE SCENARIOS

10 min

[Pairs role-play: a non-Christian friend is going through something hard and opens up. How do you respond without preaching? Practise: listen, empathise, ask questions. Introduce faith naturally only if asked.]

#### 4. OUTWARD IMPACT AND CLOSING

10 min

**Leader says:** "Challenge: this week, have a genuine conversation with one person outside your faith circle. Ask them about their life. Listen. Do not pivot to religion. Just be a real friend."

**Leader says:** "Declaration. Add: I build friendship bridges — love first, truth always!"

#### PARENT CONNECTION CARD — WEEK 21

**We learned:** A good friend loves like Jesus — showing up, listening, caring!

**Scripture:** John 15:12

**Dinner question:** Who is one friend your child has that they could invest in more intentionally? What would that look like?

**Try at home:** Share a story of a good friend who showed up for you in a hard time. What did they do? Then ask your child: is there a friend you could show up for this week?

## WEEK 22

### Kind Words, Kind Hands

Q2 — The Mission: The Rescue | Month 6: The Connect Loop — Relational Integrity

<b>WEEK</b>	Week 22
<b>THEME</b>	Kind Words, Kind Hands
<b>SCRIPTURE</b>	Ephesians 4:29 — Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their needs.
<b>KEY PHRASE</b>	Kind words build people up — and I choose to be a builder!
<b>MANDATE</b>	Q2: The Mission — The Rescue

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Soft touching sensory items	Red and green card sets (1 per child)	Green and Red Flags worksheet	Journals
Kind/gentle songs playlist	Kind word versus unkind word scenario cards	Memory verse card: Ephesians 4:29	Bible: Ephesians 4:29, Galatians 5:13
Gentle hands activity guide	Building block analogy (actual blocks)	Journals	Boundary scenarios
		Friendship health scenarios	Discussion cards

#### INCLUSION & UDL NOTES

- The Red/Green card system is a concrete, visual response tool that works across all ability levels — extend this system beyond this session for ongoing classroom use.
- The block metaphor for words building or destroying is powerful and concrete: literally build a tower and then knock it down versus keep building.
- For Week 22, the Green/Red Flags activity in Primary should be age-appropriate and focus on friendship dynamics — NOT romantic relationships. Keep clear boundaries on content.

#### ADHD & AUTISM ADJUSTMENTS

- ADHD children often have impulse control challenges around words — they say things quickly and regret them. Frame this as: your words are powerful — train them like you train a superpower.
- Pre-teen boundaries discussion: keep the focus on friendship and general relational dynamics. Week 23 addresses body safety — do not conflate the two topics.

#### ☐ CRECHE (0-2) — Caregiver Cue Script

#### GENTLE HANDS EXPLORATION — 20 min

**Activity:** Guide children in gentle touch: stroke a soft toy gently. Now rough. Which feels better? [Gentle.] Our hands can be GENTLE — kind hands feel safe and good.

**Caregiver says:** Gentle hands! [Guide child's hands in soft, gentle motions.] God made our hands to be kind. Gentle touch, gentle words — that is how we love each other.

#### SONG — 15 min

**Song:** Gentle hands, gentle hands, God made my hands for love! (wave hands gently) Kind words, kind words, building each other up! (building motion with hands) I choose to be kind (hands on heart) because God is kind to me! (reach up)

### CLOSING — 5 min

**Affirmation:** Hold each child's hands: these are kind hands. These are gentle hands. You can build people up with these hands!

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

### 1. BUILDING BLOCK ILLUSTRATION

8 min

**Leader says:** "I need helpers! Let us build a tower. [Stack blocks one by one.] Every kind word is like adding a block — you build someone up! Now — what happens when we say unkind words?"

[Knock the tower down. Children gasp.]

**Leader says:** "That is what unkind words do. They knock people down. The Bible says: only say words that BUILD people up. Be a builder, not a knocker-downer!"

### 2. RED AND GREEN CARD GAME

15 min

**Leader says:** "Everyone has a red card and a green card. I will say a word or phrase. Hold up GREEN if it builds people up. Hold up RED if it knocks them down."

[Cards: You are amazing! (green) You are so stupid! (red) I love your drawing! (green) Nobody likes you. (red) You can do it! (green) Keep going — vary difficulty and speed.]

### 3. PRACTICE AND CLOSING

27 min

**Leader says:** "Now practise! Turn to the person next to you and say one kind word to them. Then tell me: how did it feel to hear it?"

**Leader says:** "Declaration! Add: I choose kind words — I am a builder not a knocker!"

## ⇒ PRIMARY (6-8) — Scripted Session

### 1. HOOK AND BIBLE

10 min

**Leader says:** "Ephesians 4:29 — Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their needs. The phrase according to their needs is key — kind words are not generic. They are tuned to what this specific person needs right now."

**Leader says:** "What does that person need to hear right now? Not what makes you sound wise or spiritual — what THEY need. That requires listening. That requires seeing them."

### 2. GREEN AND RED FLAGS ACTIVITY

12 min

**Leader says:** "In friendships — there are Green Flags (signs of a healthy friendship) and Red Flags (warning signs). Complete your worksheet: list 3 Green Flags and 3 Red Flags for a friendship."

[Discuss answers as a group. Focus on friendship dynamics — listening, respect, honesty, loyalty.]

### 3. PRACTICE AND CLOSING

15 min

**Leader says:** "Write a one-sentence according to their needs encouragement for the person on your left in the circle. Give it to them. Read yours."

**Discussion:** How does it feel to receive a word that is specifically for you?

**Leader says:** "Declaration! Add: My words build people up — I speak life!"

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

### 1. CHECK-IN AND HOOK

8 min

**Leader says:** "Friendship bridge update: did you have that genuine conversation with someone outside your circle?"

**Leader says:** "Today: kindness in relationships. Which sounds simple — but is actually one of the hardest practices in adolescence, when social currency runs on sarcasm, one-upmanship, and subtle humiliation."

### 2. BIBLE TEACHING

12 min

**Leader says:** "Ephesians 4:29 and Galatians 5:13. The Galatians verse is important context: use your freedom to serve one another humbly in love. The kindness Paul is describing is not weakness — it is strength applied to someone else's benefit."

**Discussion:** What are the specific ways that unkind speech operates in your school? Gossip, roasting, passive aggression, exclusion, social media? Which are you most likely to participate in, even subtly?

**Discussion:** What does it cost you socially to be the person who speaks kindly and does not participate in the roasting culture?

### 3. PRACTICE AND JOURNALLING

10 min

**Leader says:** "Journal: write the name of one person you have spoken unkindly to or about this week — or in the past month. Write one sentence: what they actually needed to hear. Then: what are you going to do about it?"

### 4. OUTWARD IMPACT AND CLOSING

10 min

**Leader says:** "Challenge: this week, say one specific, according to their needs word of encouragement to three different people. Make it precise. Not generic. Watch what happens."

**Leader says:** "Declaration. Add: I speak life — my words are building blocks!"

#### PARENT CONNECTION CARD — WEEK 22

**We learned:** Kind words build people up — and I choose to be a builder!

**Scripture:** Ephesians 4:29

**Dinner question:** What is one kind word your child needs to hear from you this week? Say it specifically.

**Try at home:** Start a family encouragement practice: each evening at dinner, one person shares something they appreciate about another family member. Rotate daily. Keep it specific, not generic.

## WEEK 23

### My Body, My Boundaries

## Q2 — The Mission: The Rescue | Month 6: The Connect Loop — Relational Integrity

<b>WEEK</b>	Week 23
<b>THEME</b>	My Body, My Boundaries
<b>SCRIPTURE</b>	1 Corinthians 6:20 — You were bought at a price. Therefore honour God with your bodies.
<b>KEY PHRASE</b>	My body belongs to me and God — and I have the right to say no!
<b>MANDATE</b>	Q2: The Mission — The Rescue

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Boundary awareness songs	Good touch / bad touch age-appropriate picture cards	Body Safety rules card (No Go Tell)	Journals
Gentle touch/no touch demonstration dolls	My body belongs to me colouring sheet	Memory verse card: 1 Corinthians 6:20	Bible: 1 Corinthians 6:19-20, Song of Songs 2:7 (age-appropriate)
Safe people picture cards	No Go Tell poster	Trusted adults worksheet	Boundary scenarios
		Journals	Discussion cards

**INCLUSION & UDL NOTES**

- Week 23 is a child protection session. ALL leaders must have completed Safeguarding/Working with Children training before leading this session.
- Language must be age-appropriate, non-shame-based, and empowering. The message is: your body is precious, you have rights, and there are safe adults who will help you.
- For any child who discloses during this session: follow your church's mandatory reporting procedures immediately. Do not investigate yourself.
- Inform parents in advance that this session covers age-appropriate body safety content.

**ADHD & AUTISM ADJUSTMENTS**

- Keep this session structured and concrete — especially for crèche and kindy. Abstract content about safety requires clear, simple, repeatable rules.
- Pre-teen: the purity discussion should be empowering, not shame-inducing. Frame boundaries as guardrails that protect destiny, not as rules that restrict life.
- Autism: the social rules around touch and consent may need to be taught explicitly and concretely — with clear language about what to do in specific situations.

**□ CRECHE (0-2) — Caregiver Cue Script****BODY AWARENESS — 20 min**

**Rule 1:** Your body belongs to you. Caregivers always ask before touching: Can I give you a hug? May I help you? Practise this in the session — model consent at the 0-2 level.

**Rule 2:** If something feels wrong, it is OK to say no or to call out. Practise: No! No no no! [In a playful but clear way.] Your no is powerful!

**Safe people:** Show picture cards of safe adults (parents, family members, known caregivers). These are your safe people — you can always go to them.

**SONG — 20 min**

**Song:** My body is mine, God made it just right. My body is mine, I can say no with might. Safe people help me when something feels wrong. My body is special — and I am strong!

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

### 1. BODY SAFETY RULES

12 min

**Leader says:** "Today we are learning three very important rules. These rules help keep you safe. Ready? Rule 1: MY BODY BELONGS TO ME. [Children repeat.] Rule 2: I CAN SAY NO. [Children repeat.] Rule 3: I TELL A SAFE PERSON. [Children repeat.]"

**Leader says:** "Your body belongs to you and to God. No one has the right to touch your body in a way that feels wrong or uncomfortable. And if anything ever happens that makes you uncomfortable — you tell a safe grown-up straight away. You will not be in trouble."

### 2. NO GO TELL PRACTICE

10 min

[Practice: I will give you a scenario. You show me what to do.]

**Leader says:** "What do you do if someone tries to touch you in a way that feels wrong? [SAY NO! Walk away! TELL a safe adult!]"

**Leader says:** "What if they say it is a secret? [Still tell! Secrets about your body are always OK to share with a safe person.]"

### 3. CRAFT AND CLOSING

28 min

**Leader says:** "Colour your My Body Belongs to Me sheet. On it, write the names of your safe people."

**Leader says:** "Declaration! Add: My body is precious — I am brave enough to say no and to tell!"

## ⇒ PRIMARY (6-8) — Scripted Session

### 1. BODY SAFETY TEACHING

12 min

**Leader says:** "We are talking about something very important today. Your body is a temple of the Holy Spirit — we said that in Q1. That means it is sacred. And sacred things have boundaries."

**Leader says:** "Body Safety Rules: you have the right to say no to touch that makes you uncomfortable — even from people you know. No one should ask you to keep physical contact secret. Your body is yours. And if anything ever happens that feels wrong, you tell a trusted adult immediately. You will not be in trouble."

**Discussion:** Who are your three most trusted adults? Name them out loud.

### 2. TRUSTED ADULTS WORKSHEET

10 min

**Leader says:** "Complete your worksheet: three trusted adults, their contact details if you know them, and when you would go to them."

### 3. MEMORY VERSE AND CLOSING

15 min

**Leader says:** "1 Corinthians 6:20 — You were bought at a price. Therefore honour God with your bodies. Part of honouring your body is protecting it. Setting boundaries is an act of worship, not a sign of weakness."

**Leader says:** "Declaration! Add: My body is honoured — I have the right to set boundaries!"

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

### 1. CHECK-IN AND FRAMING

8 min

**Leader says:** "Today we are covering boundaries. Specifically — physical and relational boundaries as a spiritual practice. Not as a list of rules, but as a framework for protecting your destiny."

### 2. BIBLE TEACHING — PROTECTING THE DESTINY SEED

12 min

**Leader says:** "1 Corinthians 6:19-20 — body as temple. We established this in Q1. Today we apply it to relationships and physical boundaries."

**Leader says:** "The phrase protecting the destiny seed is this: every decision you make about your body and relationships either nurtures or compromises the seed God planted in you. Boundaries are not about fear or shame — they are guardrails that protect your trajectory."

**Discussion:** What specific pressures do young people your age face around physical and relational boundaries? Social media, peer expectations, relationship dynamics?

**Discussion:** What is the difference between a boundary that comes from fear or shame, and a boundary that comes from a clear sense of your own worth and destiny?

### 3. BOUNDARY SCENARIOS AND PLANNING

10 min

[Pairs work through 2-3 boundary scenarios: someone pressuring you to go further than you want in a relationship. A friend who says secrets mean real friendship. An older person who makes you uncomfortable. For each: what do you say? What do you do? Who do you tell?]

### 4. OUTWARD IMPACT AND CLOSING

10 min

**Leader says:** "Challenge: have one honest conversation this week with a trusted adult about what healthy boundaries in relationships look like for you at this stage of life. Not the awkward talk — the real one."

**Leader says:** "Declaration. Add: My boundaries protect my destiny — I am secure in my identity!"

#### PARENT CONNECTION CARD — WEEK 23

**We learned:** My body belongs to me and God — I have the right to say no!

**Scripture:** 1 Corinthians 6:20

**Dinner question:** Does your child know the three body safety rules (say no, go, tell)? Have you practised them together?

**Try at home:** Have an age-appropriate body safety conversation with your child this week. Establish the three rules and make sure they know their safe people. Reassure them: if anything ever happens, you can always tell me. You will never be in trouble.

## WEEK 24

### Standing Strong — Q2 Capstone Celebration!

Q2 — The Mission: The Rescue | Month 6: The Connect Loop — Relational Integrity

WEEK

Week 24

<b>THEME</b>	Standing Strong — Q2 Capstone
<b>SCRIPTURE</b>	Daniel 3:17-18 — If we are thrown into the blazing furnace, the God we serve is able to deliver us from it. But even if he does not... we will not serve your gods.
<b>KEY PHRASE</b>	I stand strong — with God and with my community!
<b>MANDATE</b>	Q2: The Mission — The Rescue

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
I am brave celebration props	Daniel 3 drama costume pieces	Nikao Strategy activity	Nikao Strategy Card template
Q2 Certificate (printed)	Q2 Certificate (printed)	Q2 Graduation Certificate	Q2 Graduation Certificate
Balloons and party decorations	Party celebration supplies	Memory verse card: Daniel 3:17-18	Journals
Special snack	Champion crowns craft	Party snack	Party decorations and snack
		Journals	

### INCLUSION & UDL NOTES

- Q2 Capstone should be a genuine celebration of growth — every child receives recognition, a certificate, and a personal word of affirmation.
- The Daniel 3 story is immediately compelling and dramatic — lean into the drama for younger groups.
- The Nikao Strategy Card for Pre-teen is a personal document they take home — make space for it to be filled out thoughtfully, not rushed.

### ADHD & AUTISM ADJUSTMENTS

- High-energy celebration: channel energy through structured celebration moments (certificate ceremony, parade, declaration) rather than open-ended party chaos.
- Autism: advance notice of the special session structure is essential. Ensure the Calm Corner is extra available this week.

## □ CRECHE (0-2) — Caregiver Cue Script

### CELEBRATION ARRIVAL — 15 min

**Setup:** Balloons, music, festive atmosphere. Each child is greeted: Welcome back, brave champion! You have completed 12 weeks of God's mission!

### BRAVE CELEBRATION — 15 min

**Brave activity:** Simple obstacle: children have to cross a small challenge (step over a cushion, push through streamers) while caregivers cheer: You are BRAVE! God is with you!

**Certificate:** Present each child's Q2 Certificate: [Name], you are brave and you are loved! God's mission includes you!

### PARTY AND CLOSING — 30 min

**Celebration:** Party snack, celebration songs, full declaration with maximum joy.

**Final word:** Speak over each child as you hand them to their parent: This brave Little Champion completed Q2. God is so proud of them — and so are we!

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

**1. DANIEL DRAMA****12 min**

**Leader says:** "Today we celebrate by telling the story of three of the BRAVEST children in the whole Bible — Shadrach, Meshach, and Abednego!"

[Simplified drama: a king says everyone must bow down. Three friends say: we will NOT bow down to anything except our God! King is furious. They are thrown into a fire. But look — they are NOT burnt! And there is a FOURTH person in the fire with them!]

**Leader says:** "Even when things seem impossible — God is with you in the fire! And standing strong with your friends makes you even braver!"

**2. CERTIFICATE CEREMONY AND CELEBRATION****28 min**

[Certificate ceremony: call each name, present certificate, give crown craft, lead applause.]

**Leader says:** "One final DECLARATION — the loudest we have ever done! You have earned it, Little Champions!"

[Lead the full Q2 declaration. Party snack. Celebration.]

**⇒ PRIMARY (6-8) — Scripted Session****1. Q2 REFLECTION AND NIKAO STRATEGY****10 min**

**Leader says:** "12 weeks of Q2. We have covered a lot: inviting the left-out, finding the hidden, welcoming the stranger, emotional health, family healing, belonging, Ubuntu, friendship, kindness, body safety — and now standing strong."

**Leader says:** "Your Nikao Strategy is a personal tool: What are my non-negotiables this year? Who is my squad — the people who stand with me? What is my go-to response when I face pressure?"

[8 minutes to complete the strategy activity.]

**2. DAVID AND GOLIATH HOOK****5 min**

**Leader says:** "Quick question: how do you think David felt standing in front of Goliath? [Scared. Small. Outnumbered.] But David did not stand with nothing. He had God, he had experience (the lion and the bear), and he had his five stones. He was prepared AND trusting."

**Leader says:** "Standing strong is not the absence of fear. It is moving forward in spite of it, because you know who is with you."

**3. CERTIFICATE CEREMONY AND PARTY****22 min**

[Certificate ceremony with personal affirmation for each child. Party snack. Final Q2 declaration — full version, all additions included.]

**□ PRE-TEEN (9-13) — Guided Exploration Script****1. Q2 REFLECTION****10 min**

**Leader says:** "12 weeks. In your journal: what is the most important thing you have changed in how you relate to people outside your immediate circle? What is the one person you will not forget from your Q2 outward impact challenges?"

[8 minutes of journaling.]

## 2. NIKAO STRATEGY CARD

12 min

**Leader says:** "Complete your Nikao Strategy Card: My non-negotiables for relationships and integrity. My squad — the people I stand with and who stand with me. My go-to response when I face peer pressure or a decision point. This card is yours. Keep it somewhere visible."

## 3. CERTIFICATE CEREMONY AND COMMISSIONING

18 min

[Certificate ceremony with personal affirmation. Then a commissioning moment:]

**Leader says:** "Q3 begins next week. You move from *The Mission* to *The Factory*. The question shifts from *who can I help* — to *how do I activate my gifts to change what I see around me*. You are being equipped. Be ready."

**Leader says:** "Final Q2 declaration — full version. Then a commissioning prayer over the group."

### PARENT CONNECTION CARD — WEEK 24

**We learned:** I stand strong — with God, with my community, and for those who cannot stand alone!

**Scripture:** *Daniel 3:17-18*

**Dinner question:** What is one way your child has grown in compassion, courage, or community over the past 12 weeks?

**Try at home:** As a family, celebrate Q2 completion. Speak a specific blessing over each child: in Q3 we are going to see you activate your gifts. Name one gift you see already growing. Send them into Q3 commissioned.