

**DESTINY IMPACT WORSHIP CENTRE**

**THE YEAR OF IMPACT 2026**

**Children's Ministry Teaching Manual**

**Quarter 3: The Factory — Raising Champions**

"God Gave Me Gifts — I Can Do Amazing Things!"

Weeks 25–36 | July – September 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 3 OVERVIEW: THE FACTORY — RAISING CHAMPIONS | WEEKS 25–36**

Quarter 3 activates the gifts discovered in Q1 and the relational foundations built in Q2. Children move from knowing who they are to doing what they were made to do. Children's translation: God Gave Me Gifts — I Can Do Amazing Things!

WK	THEME	CRECHE 0-2	KINDY 3-5	PRIMARY 6-8	PRE-TEEN 9-13
<b>MONTH 7: Prophetic Technology — Spiritual Activation (Weeks 25–28)</b>					
25	<b>The Gift Inside Me</b>	Unwrap a gift — the gift is YOU! God put amazing things inside you!	Open a wrapped box to find a mirror. The gift is YOU! Sing: God gave me a gift.	Spiritual gifts intro: helping, encouraging, creating, leading, caring. Which sounds like you?	2 Timothy 1:6-7: fan the flame. Simplified gifts assessment. Discussion circle.
26	<b>Listening to God</b>	Quiet activity. Whisper game. God whispers your name.	Shh! God speaks in the quiet. Story: Samuel (1 Samuel 3). Listening song.	Samuel story: Speak, Lord, your servant is listening. 1 minute quiet practice. Journal.	How does God speak? Bible, prayer, people, peace. Journal: what do I sense God saying?
27	<b>God Shows Us Things</b>	Coloured glasses. Look with God's eyes! God shows you beautiful things.	Toilet-roll binoculars craft. God helps us see what matters! Story: Elisha's servant.	Elisha story (2 Kings 6:17): Open his eyes, Lord. What does God want you to see at school?	Seer Realm: seeing opportunities others miss. What is God doing in your community?
28	<b>God Has a Map for Me</b>	Follow a tape path on floor. God shows the way — step by step!	Treasure map activity: follow clues to discover God's plan!	Career Compass: what do I love? What am I good at? How can it help others?	Forensic Prophecy: specific guidance for your life path. Small-group prayer.
<b>MONTH 8: Theology of Nikao — Dominion Mindset (Weeks 29–32)</b>					
29	<b>I Am a Winner</b>	Clapping games. Medal for every child. You win with God!	Obstacle course. I can do it with God's help! Medal craft. I am a winner!	From I can't to I can with God. Joshua enters Promised Land. Write victory declaration.	Victory vs. Survival mindset. Are you just getting by or taking territory?
30	<b>God's Land, God's Rules</b>	Explore safe spaces. God made this world — and it is amazing!	Colour a world map. God made the whole world and He is in charge!	Map our neighbourhood. God cares about THIS place. How can we make it better?	Territorial Dominion: what does spiritual authority look like in your school?
31	<b>The Unlikely Champion</b>	Small and large object comparison. Little is big to God!	David puppet show: the smallest brother chosen by God. God picks the unlikely ones!	Drama: David anointed. Has anyone counted you out? God counts you IN.	Davidic Transition: from overlooked to anointed. Your misfit qualities are qualifications.

32	<b>More Than a Conqueror</b>	Victory lap with streamers and crowns. We win with God!	Champion parade with homemade crowns. Romans 8:37: I am more than a conqueror!	Memory verse relay: Romans 8:37. Victory poster. Testimony sharing.	Hypernikomen: overwhelming victory. Romans 8:31-39. Testimonies from the group.
<b>MONTH 9: Champion Skills — Significant Ministry (Weeks 33–36)</b>					
33	<b>School Is My Kingdom Gate</b>	Counting and alphabet play. Learning is fun — God gave me a brain!	School role play. God helps me learn! Daniel story: excelling in Babylon.	Study skills as worship: God gave you a brain. How do you honour Him at school?	Academic Dominion: Daniel excelled in Babylon. Your exams are Covenant Gates.
34	<b>Helpers and Leaders</b>	Help caregiver tidy up. Helpers are special to God!	Dress-up careers: doctor, teacher, builder. God uses all kinds of people! Joseph story.	Joseph: from prison to palace. God can use your career to change the world.	Marketplace Josephs: how can your career serve the Kingdom? Vision planning.
35	<b>I Can Do Great Things</b>	Celebrate milestones. You did it! God helps me do big things!	When I grow up drawing + declaration: God will help me do great things!	Success = doing what God designed you to do. Not fame — faithfulness. Deut. 8:18.	Success Consciousness: poverty mindset vs. abundance mindset. Kingdom impact.
36	<b>My Special Job for God (Capstone)</b>	Certificate: God's Little Helper! Celebration party!	Talent show: each child shares one gift. Q3 certificate and celebration.	Gifts showcase: present your talent. How can it serve others? Q3 graduation.	Significant Ministry mapping: talent + passion + Kingdom need = assignment. Q3 graduation.

## WEEK 25

### The Gift Inside Me

Q3 — The Factory: Raising Champions | Month 7: Prophetic Technology — Spiritual Activation

<b>WEEK</b>	Week 25
<b>THEME</b>	The Gift Inside Me
<b>SCRIPTURE</b>	2 Timothy 1:6 — Fan into flame the gift of God, which is in you.
<b>KEY PHRASE</b>	God put a gift inside me — and I will fan the flame!
<b>MANDATE</b>	Q3 — The Factory: Raising Champions   Month 7: Prophetic Technology — Spiritual Activation

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Beautifully wrapped box (mirror inside)	Wrapped gift box with mirror	Spiritual gifts worksheet (helping/encouraging/creating/leading/caring)	Journals
Celebration ribbon streamers	Gift tag craft materials (blank tags, markers)	Memory verse card: 2 Timothy 1:6	Bible: 2 Timothy 1:6-7, 1 Corinthians 12
Affirmation cards (one per child)	God gave me a gift song playlist	Journals	Simplified gifts assessment sheet Discussion cards

**INCLUSION & UDL NOTES**

- The gift box reveal (mirror inside) is a powerful object lesson — the reveal moment should be slow and intentional.
- For children with low self-worth, receiving the message I am the gift may be emotionally intense. Have

the Calm Corner ready.

- Spiritual gifts are presented as discovery, not test — stress there are no wrong answers.

### ADHD & AUTISM ADJUSTMENTS

- ADHD children often carry gifts that look like liabilities: energy, creativity, hyperfocus. Name these explicitly as gifts.
- Pre-teen assessment: provide a simple gifts menu with descriptions rather than open-ended self-assessment.
- Autism: include specific, observable gifts common in autistic children: precision, loyalty, pattern recognition, honesty, deep focus.

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

### GIFT UNWRAPPING — 20 min

**Setup:** Place the wrapped box in the centre of the room. Build anticipation as children arrive: look — a gift! I wonder what is inside?

**Unwrap:** Open together. Inside: a mirror! Hold it to each child: Look — the gift is YOU! You are the most precious gift in this room!

**Song:** You have a gift! (clap) God placed it inside you with love — you have a gift!

### AFFIRMATION CARDS — 20 min

**Cards:** Give each child their affirmation card: [Name], your gift is [something specific to that child]. God put it in you on purpose!

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

### 1. THE GIFT REVEAL

10 min

**Leader says:** "I have a very special gift to show you today. [Hold up box.] The tag says: For EVERYONE in this room! Let us open it together!"

[Open box to reveal mirror.]

**Leader says:** "The gift IS you! Inside each of you, God has placed something special that the world needs!"

### 2. GIFT TAGS CRAFT

15 min

**Leader says:** "Make a Gift Tag for yourself! Write your name and one gift — something you are good at or that makes people happy."

[Circulate and help each child articulate their gift.]

### 3. CELEBRATION AND CLOSING

25 min

**Leader says:** "Song and movement: God gave me a gift! (point to self) Let me show you! (spread arms wide) Repeat 3 times with growing enthusiasm."

**Leader says:** "Declaration! Add: God gave me a gift — and I will use it!"

## ⇒ PRIMARY (6-8) — Scripted Session

### 1. HOOK — FAN THE FLAME

5 min

**Leader says:** "Has anyone ever seen a fire that was almost out? What do you do to make it come alive again?"

[Children: blow on it, fan it, add fuel.]

**Leader says:** "Paul says to Timothy: fan into flame the gift of God that is in you. Your gift is like a fire. It needs tending. And Q3 is about learning to tend it."

## 2. SPIRITUAL GIFTS DISCOVERY

15 min

**Leader says:** "Five spiritual gift types — circle the ones that sound like you."

**Action:** Helping: you love practically supporting others — setting up, making sure everyone has what they need.

**Action:** Encouraging: you naturally build people up and speak life when someone is down.

**Action:** Creating: you make things — art, music, writing, building. Your creativity inspires.

**Action:** Leading: you see what needs to happen and help groups move forward.

**Action:** Caring: you feel deeply for people who are hurting and show up without being asked.

**Leader says:** "Share with a partner: which ones did you circle? When did you last use that gift?"

## 3. CLOSING

17 min

**Discussion:** What would it mean to fan your gift into flame this quarter?

**Leader says:** "Declaration! Add: I fan the flame of my gift — God gave it to me for a reason!"

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

## 1. Q3 TRANSITION AND HOOK

8 min

**Leader says:** "Welcome to Q3 — The Factory. Last quarter was about who you reach. This quarter is about what you are equipped with to reach them. The question is: what exactly did God put in you?"

[2 worship songs to mark the Q3 transition.]

## 2. BIBLE TEACHING — 2 TIMOTHY 1:6-7

12 min

**Leader says:** "2 Timothy 1:6-7. Paul writes to Timothy, a young leader who seems to be shrinking back. Fan into flame the gift of God. For God did not give us a spirit of timidity, but of power, love, and self-discipline."

**Discussion:** What causes gifts to grow cold? Fear, comparison, discouragement, busyness — name which one affects you most.

**Discussion:** 1 Corinthians 12:22-25 — what does Paul say about the gifts that seem less impressive? How does this challenge how you compare yourself to others?

## 3. GIFTS ASSESSMENT AND PAIR SHARING

10 min

**Leader says:** "Complete the simplified assessment. Then in pairs: share your top two gifts and where you have seen evidence of them in your life."

## 4. OUTWARD IMPACT AND CLOSING

10 min

**Leader says:** "Challenge: this week, use your identified gift intentionally one time. Make it deliberate, not accidental."

**Leader says:** "Declaration. Add: I fan the flame — my gift is alive and active!"

## PARENT CONNECTION CARD — WEEK 25

**We learned:** God put a gift inside me — and I will fan the flame!

**Scripture:** 2 Timothy 1:6

**Dinner question:** What gift do you see in your child that they might be holding back or not fully using?  
**Try at home:** Tell your child one specific gift you see in them and one story of when you saw it in action.  
 Say: I believe God gave you this gift for a reason. Fan it.

## WEEK 26

### Listening to God

Q3 — The Factory: Raising Champions | Month 7: Prophetic Technology — Spiritual Activation

<b>WEEK</b>	Week 26
<b>THEME</b>	Listening to God
<b>SCRIPTURE</b>	1 Samuel 3:10 — Speak, Lord, for your servant is listening.
<b>KEY PHRASE</b>	God speaks — and I am learning to listen!
<b>MANDATE</b>	Q3 — The Factory: Raising Champions   Month 7: Prophetic Technology — Spiritual Activation

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Gentle rain stick or chimes	Samuel story picture cards	Samuel story summary card	Journals
Whisper game scarves	Shh! quiet activity materials	Listening journal page	Bible: 1 Samuel 3:1-10
Listening posture song playlist	God speaks in the quiet song	Memory verse: 1 Samuel 3:10	4-channel listening framework card
	Listening journal page (picture-based)	Timer (1 minute quiet)	Timer for quiet practice
		Journals	

**INCLUSION & UDL NOTES**

- Silence needs scaffolding — for some children, quiet is anxiety-inducing. Offer soft instrumental music as an alternative to complete silence.
- The whisper game physically demonstrates careful listening before moving to spiritual application.
- For autistic children who find unstructured quiet overwhelming: provide a specific task — draw what you sense, write a word, colour a prayer page.

**ADHD & AUTISM ADJUSTMENTS**

- One minute of quiet may be genuinely challenging for ADHD. Frame as a challenge: how long can you stay in listening mode? No pressure, just try.
- Pre-teen quiet journalling: provide structured prompts so the journal time has a clear task, not open-ended space.
- Autism: if silence creates anxiety, allow the child to listen quietly while doing a simple repetitive activity like colouring.

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

**QUIET LISTENING — 15 min**

**Rain stick:** Shake the rain stick softly. Listen... do you hear that? Shhh... listen carefully. [Repeat several times.]

**Whisper game:** Whisper each child's name softly: [Name]... God knows your name. God speaks your name with love.

**SONG AND STORY — 25 min**

**Song:** Shhh... God is speaking! (finger to lips) Listen, listen carefully! (cup hand to ear) God whispers love — shhh, can you hear?

**Story:** Samuel was a little boy who heard God calling his name at night. Three times! God speaks to little ones like you — in the quiet, in the gentle moments. You just need to listen.

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

### 1. QUIET GAME

8 min

**Leader says:** "How quiet can we get? Let us try. Ready? Go!"

[30 seconds of quiet. Then whisper: Did you hear anything in the quiet? God often speaks there.]

### 2. SAMUEL STORY

10 min

**Leader says:** "Samuel was a little boy living in the temple. One night, someone called his name: Samuel! He kept thinking it was his teacher — but three times! Finally his teacher Eli said: it is GOD calling you! Next time say: Speak, Lord, your servant is listening."

**Leader says:** "God can speak to YOU too. In a thought that suddenly appears. In something you feel strongly about. In the Bible. God is always speaking — we just need to practise listening."

### 3. LISTENING PRACTICE AND CRAFT

22 min

**Leader says:** "Sit quietly for 1 minute. Listen. Then draw what you think God might be saying to you — a colour, a picture, a feeling, a word."

[Share: what did you draw? Celebrate every response as valid.]

**Leader says:** "Declaration! Add: I listen for God's voice — He speaks and I hear!"

## ⇒ PRIMARY (6-8) — Scripted Session

### 1. HOOK AND SAMUEL STORY

10 min

**Leader says:** "1 Samuel 3:1 says in those days the word of the Lord was rare. Notice — the word was rare, not absent. The frequency was the same. The listeners had stopped tuning in."

**Discussion:** What are the things in your daily life that make it hard to tune in to what God might be saying?

**Leader says:** "Samuel was not looking for a prophetic experience. He was just going about his day. God broke through the ordinary."

### 2. 1-MINUTE LISTENING PRACTICE

12 min

**Leader says:** "Find a comfortable position. Eyes closed. Focus on one question: God, what do you want to say to me today? Just listen for 1 minute. Then write or draw what came to you."

[Run the practice. Soft music playing.]

### 3. CLOSING

15 min

**Discussion:** What came to you during the quiet? What do you think it means?

**Leader says:** "Declaration! Add: Speak, Lord — your servant is listening!"

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

### 1. CHECK-IN AND HOOK

8 min

**Leader says:** "Gift activation check: did you use your identified gift intentionally this week?"

[Brief sharing.]

**Leader says:** "Today: does God actually speak today? Not just in biblical history — now, to you, about your actual life?"

### 2. BIBLE TEACHING — HOW GOD SPEAKS

12 min

**Leader says:** "1 Samuel 3. Samuel hears a voice and does not know who it is until Eli helps him identify it. The point: God's voice often needs calibration. We learn to recognise it over time, with community, with practice."

**Leader says:** "Four channels through which God typically speaks: Scripture — God's written word speaks to specific situations. Prayer — two-way conversation, not just a monologue. People — wisdom from trusted, godly others. Peace — or its absence — an internal sense of alignment or friction."

**Discussion:** Which of these four channels is most natural for you? Which do you tend to neglect?

**Discussion:** Have you ever had a sense God was speaking to you about something specific? What happened when you acted on it?

### 3. LISTENING JOURNALLING

10 min

**Leader says:** "3 minutes of quiet prayer-listening. Then journal: what do I sense God saying to me about this season of my life? It does not have to be dramatic. What is the quiet impression?"

### 4. OUTWARD IMPACT AND CLOSING

10 min

**Leader says:** "Challenge: practise 5 minutes of listening prayer every day this week. Keep a journal of what comes. Bring notes next week."

**Leader says:** "Declaration. Add: I tune into God's frequency — I hear His voice!"

#### PARENT CONNECTION CARD — WEEK 26

**We learned:** God speaks — and I am learning to listen!

**Scripture:** 1 Samuel 3:10

**Dinner question:** Do you have a practice of listening prayer in your household? How could you model this for your child?

**Try at home:** Practise a family listening prayer together this week: sit quietly for 2 minutes, each person draws or writes what they sense, share together, pray over each impression.

## WEEK 27

### God Shows Us Things

Q3 — The Factory: Raising Champions | Month 7: Prophetic Technology — Spiritual Activation

WEEK	Week 27
THEME	God Shows Us Things

<b>SCRIPTURE</b>	2 Kings 6:17 — Open his eyes, Lord, so that he may see.
<b>KEY PHRASE</b>	God opens my eyes to see what others cannot see!
<b>MANDATE</b>	Q3 — The Factory: Raising Champions   Month 7: Prophetic Technology — Spiritual Activation

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Coloured cellophane sheets (transparency glasses)	Toilet-roll binoculars craft materials	Where's Waldo / hidden picture activity	Journals
Peek-a-boo surprise pictures	Elisha and servant picture cards	Memory verse: 2 Kings 6:17	Bible: 2 Kings 6:8-17
Look with God's eyes song	God helps us see song	Neighbourhood opportunity mapping sheet	Community observation worksheet
		Journals	Discussion cards

### INCLUSION & UDL NOTES

- Binoculars made from toilet rolls are immediately usable as props — children literally look through them throughout the session.
- The Elisha servant story is inherently dramatic — act it out for maximum impact at all age levels.
- Pre-teen: seer realm = practical, observable discernment, not mysticism. Ground in concrete examples.

### ADHD & AUTISM ADJUSTMENTS

- Observation activity: give a specific visual task rather than abstract reflection for ADHD learners.
- Autism: the concept of spiritual seeing may need concrete bridging: just like some people notice details in a room that others miss, some people have a gift for noticing what God is doing.
- Binoculars craft: pre-tape the rolls for children with fine motor challenges.

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

### COLOURED GLASSES — 20 min

**Activity:** Give children coloured cellophane to look through. Look — everything looks different! God sometimes lets us see things that other people cannot see!

**Peek-a-boo pictures:** Show hidden picture cards. Can you see it? Sometimes we need help to see what is really there!

**Song:** Look with God's eyes! (circle eyes with fingers) God shows us wonderful things! (spread arms) Open my eyes, Lord! (reach up)

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

### 1. BINOCULARS CRAFT

12 min

**Leader says:** "We are making BINOCULARS! Binoculars help you see things far away — or things you might have missed. That is what God does for us — He helps us see what others miss!"

[Children tape two toilet rolls together and decorate.]

### 2. ELISHA STORY

10 min

**Leader says:** "Elisha's servant woke up and saw enemies all around them. **TERRIFIED!** But Elisha prayed: Lord, open his eyes so he can see! The servant looked up and saw the mountains **FULL** of horses and chariots of fire — God's army, all around them! Sometimes we only see the scary things. When God opens our eyes, we see He is **BIGGER.**"

### 3. OBSERVATION GAME AND CLOSING

28 min

[Children use binoculars to look around room and spot acts of kindness, beauty, or something God might be doing.]

**Leader says:** "Declaration! Add: God opens my eyes — I see what He sees!"

## PRIMARY (6-8) — Scripted Session

### 1. HOOK — OBSERVE

5 min

**Leader says:** "Tell me everything you notice in this picture."

[Show a detailed hidden-picture image. Children report.]

**Leader says:** "Most people see the obvious things. Some notice the hidden details. Elisha's prayer was: Lord, open his eyes to see what is really there. That is a prayer for today."

### 2. BIBLE STORY — 2 KINGS 6

12 min

**Leader says:** "2 Kings 6:8-17. The army surrounding them was invisible to the servant. Elisha saw it because he had trained his spiritual perception — through years of walking with God, listening to God, trusting God. Over time he developed the ability to see differently."

**Discussion:** What would it mean to look at your school with God's eyes? What might you notice that you usually miss?

### 3. NEIGHBOURHOOD MAPPING

10 min

**Leader says:** "Look at your neighbourhood through God's eyes: what needs are you walking past? What beauty do you usually ignore? What opportunity for kindness is hiding in plain sight?"

### 4. CLOSING

10 min

**Leader says:** "Declaration! Add: God opens my eyes — I see needs and I respond!"

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

### 1. CHECK-IN AND HOOK

8 min

**Leader says:** "Listening prayer journal: what did you notice this week?"

[Brief sharing.]

**Leader says:** "Today: prophetic seeing — the seer realm. Before you switch off because that sounds weird: this is about developing spiritual perception to see what God is doing in the world around you. It is a skill. It is trainable."

### 2. BIBLE TEACHING — 2 KINGS 6 AND SEER REALM

12 min

**Leader says:** "2 Kings 6:8-17. Elisha's servant sees physical reality: surrounded. Elisha sees spiritual reality: protected. Same moment. Two completely different perceptions."

**Discussion:** What are the things in your environment that you have been seeing only at surface level? What might God's perspective on them be?

**Leader says:** "Seer realm = trained discernment. People who pray regularly, read Scripture, and pay attention begin to notice patterns, see needs before they become crises, and identify opportunities others miss."

**Discussion:** Have you ever had a strong sense about a situation — a feeling, an impression — that turned out to be accurate? What do you think that was?

### 3. COMMUNITY OBSERVATION

10 min

**Leader says:** "Using the worksheet: what is happening in your suburb, school, community that God might be asking you to respond to? Map three needs or opportunities. Which one is mine to respond to?"

### 4. OUTWARD IMPACT AND CLOSING

10 min

**Leader says:** "Challenge: this week, intentionally pay attention. Ask: Lord, what do you want me to see here?"

**Leader says:** "Declaration. Add: Open my eyes, Lord — I see what You are doing!"

#### PARENT CONNECTION CARD — WEEK 27

**We learned:** God opens my eyes to see what others cannot see!

**Scripture:** 2 Kings 6:17

**Dinner question:** What need or opportunity in your community might God be asking your family to notice and respond to?

**Try at home:** Take a walk around your neighbourhood together. Ask your child: what do you notice? What do you think God notices? Pray together over what you see.

## WEEK 28

### God Has a Map for Me

Q3 — The Factory: Raising Champions | Month 7: Prophetic Technology — Spiritual Activation

<b>WEEK</b>	Week 28
<b>THEME</b>	God Has a Map for Me
<b>SCRIPTURE</b>	Jeremiah 29:11 — For I know the plans I have for you, declares the Lord.
<b>KEY PHRASE</b>	God has a specific map for my life — and I am following it!
<b>MANDATE</b>	Q3 — The Factory: Raising Champions   Month 7: Prophetic Technology — Spiritual Activation

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Floor path made from tape	Treasure map templates	Career Compass worksheet (3 circles: love, good at, helps others)	Journals
God shows the way song	Clue cards for treasure hunt	Memory verse: Jeremiah 29:11	Bible: Jeremiah 29:11, Ephesians 2:10
Simple path picture cards	Small prize at end of hunt	Journals	Forensic Prophecy framework sheet
	Follow the map song		Small group prayer guide

**INCLUSION & UDL NOTES**

- Revisiting Jeremiah 29:11 from Q1 with new depth — children now have more tools for understanding their calling than they did in January.
- The treasure map embodies following specific directions — concrete and physical before the abstract application.
- Career Compass: present as exploration not destination — we are looking for themes and patterns, not a specific job title.

**ADHD & AUTISM ADJUSTMENTS**

- The treasure hunt is highly engaging for ADHD children — purposeful movement with clear sequential steps.
- Pre-teen forensic prophecy: provide a structured framework rather than open-ended discernment to help ADHD learners engage productively.
- For children with anxiety about the future: keep framing light and exploratory, not prescriptive.

**▣ CRECHE (0-2) — Caregiver Cue Script****FOLLOWING THE PATH — 15 min**

**Setup:** Create a simple tape path on the floor with sensory stations along the way.

**Journey:** Walk the path with each child: God has a path just for you! Every step is leading somewhere wonderful.

**SONG AND STORY — 25 min**

**Song:** Follow the path! (march) God shows the way! (point forward) Step by step, day by day — God leads us all the way!

**Story:** Once a little star did not know which way to shine. Then God said: I made you to shine right HERE! And the star followed its path and lit up the whole sky. You have a path too, [name] — and God knows every step.

**▣ KINDY (3-5) — Leader Says / Leader Does Script****1. TREASURE HUNT****20 min**

**Leader says:** "Today we are going on a treasure hunt! God has hidden clues for us to follow — and at the end, there is a treasure! Ready?"

[Lead children through multi-step hunt around room. At end: treasure box with affirmation inside for each child.]

**Leader says:** "God's plan for your life is like this treasure map. Step by step, He reveals the path. When you follow His map — you find TREASURE!"

**2. MY FUTURE MAP****15 min**

**Leader says:** "Draw YOUR treasure map! Where does YOUR path lead? Draw where you are now and where you dream of going — and things along the way you want to do."

**3. CLOSING****15 min**

**Leader says:** "Declaration! Add: God has a map for me — and I follow His path!"

**⇒ PRIMARY (6-8) — Scripted Session**

**1. HOOK AND CAREER COMPASS****15 min**

**Leader says:** "Three circles: what do you love? What are you good at? What helps others? Where all three overlap — that is your calling zone."

**Leader says:** "We are not nailing down a specific career today. We are looking for themes — patterns pointing to the direction God designed you for."

[Children complete Career Compass worksheet. 10 minutes. Share in pairs.]

**2. BIBLE ANCHOR — JEREMIAH 29:11****5 min**

**Leader says:** "We first saw this verse in Week 1. Come back to it with new eyes: plans to give you a future and a hope. Your calling was planned before you were born."

**3. CLOSING****17 min**

**Discussion:** What theme showed up in all three circles of your Career Compass?

**Leader says:** "Declaration! Add: God has my map — I follow my calling with courage!"

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

**Leader says:** "Noticing practice: what did you see with God's eyes this week?"

**Leader says:** "Today: forensic prophecy. Not guessing. Not vague impressions. Specific, evidence-based discernment about where God is leading your life."

**2. BIBLE TEACHING — JEREMIAH 29:11 AND EPHESIANS 2:10****12 min**

**Leader says:** "Jeremiah 29:11 alongside Ephesians 2:10. The plans God has for you plus the good works God prepared in advance for you. These two passages say: your future is pre-designed and personally fitted."

**Leader says:** "Forensic prophecy framework: What consistent desires show up across your life story? What have multiple trusted people told you you are gifted for? What injustice makes you want to do something? Where is the intersection?"

**Discussion:** Looking at your life so far — what themes keep appearing? Where have you experienced the most flow — the sense of being exactly where you should be?

**3. SMALL GROUP PRAYER****10 min**

[Groups of 3-4. Each person shares what they believe their calling zone might be. The group prays specifically over that person.]

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

**Leader says:** "Challenge: this week, take one step toward your calling zone. Research something. Talk to someone in that field. Start a small experiment."

**Leader says:** "Declaration. Add: I follow God's specific map for my life — step by step!"

**PARENT CONNECTION CARD — WEEK 28**

**We learned:** God has a specific map for my life — and I am following it!

**Scripture:** Jeremiah 29:11

**Dinner question:** What do you sense God's plan for your child's life might include? Have you ever told them?

**Try at home:** Share your own calling story: how did you discover what you were made for? What clues pointed to it? What do you see in your child that might point to their calling?

## WEEK 29

### I Am a Winner

Q3 — The Factory: Raising Champions | Month 8: Theology of Nikao — Dominion Mindset

<b>WEEK</b>	Week 29
<b>THEME</b>	I Am a Winner
<b>SCRIPTURE</b>	Joshua 1:9 — Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you.
<b>KEY PHRASE</b>	With God, I am not just surviving — I am winning!
<b>MANDATE</b>	Q3 — The Factory: Raising Champions   Month 8: Theology of Nikao — Dominion Mindset

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Celebration ribbons and streamers	Simple indoor obstacle course	Joshua story summary card	Journals
Mini medals (card + ribbon) for each child	Medal craft materials	Victory declaration template	Bible: Joshua 1:1-9
Clapping and cheering music	I can do it with God song	Memory verse: Joshua 1:9	Victory vs. Survival mindset worksheet
	Victory celebration props	Journals	Discussion cards

#### INCLUSION & UDL NOTES

- The obstacle course has easy and hard options — every child completes it and every child receives a medal. Victory is not competitive.
- The mindset shift from survival to victory is central: frame it as expectation based on who God is, not arrogance.
- Medals are a tangible symbol — every child receives one regardless of physical ability.

#### ADHD & AUTISM ADJUSTMENTS

- The obstacle course and physical celebration are naturally energising for ADHD — their session to shine.
- Pre-teen: survival vs. victory resonates with children from communities shaped by scarcity and difficulty. Handle with empathy.
- Autism: the obstacle course should have a clear, predictable sequence shown in advance.

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

#### VICTORY CELEBRATION — 20 min

**Activities:** Simple achievement games: knock blocks, roll ball to target, jump over line. Every achievement, no matter how small, is celebrated loudly as a WIN.

**Medals:** Give each child a paper medal: [Name], you are a winner! God made you to WIN!

#### VICTORY SONG — 20 min

**Song:** I am a winner! (jump) I win with God! (reach up) God gives me strength to go far above! (arms wide) I am a winner — I cannot be stopped! God is beside me right up at the top!

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

### 1. OBSTACLE COURSE

15 min

**Leader says:** "Champions do hard things! Today we have a champion course — every person who completes it gets a medal!"

[Children complete course one at a time. Cheer loudly. Help anyone who struggles.]

**Leader says:** "Did it feel hard? Did you want to give up? But you kept going! That is what champions do."

### 2. JOSHUA STORY

8 min

**Leader says:** "Joshua had to lead God's people into a scary new land. God said three times: do not be afraid! I will be with you wherever you go! With God, you are not just trying to survive — YOU WIN!"

### 3. MEDAL CRAFT AND CLOSING

27 min

**Leader says:** "Make your own medal! Write your name on it. You are a CHAMPION!"

**Leader says:** "Declaration! Add: I am a winner — with God I cannot be stopped!"

## ⇒ PRIMARY (6-8) — Scripted Session

### 1. HOOK — FROM I CAN'T TO I CAN

5 min

**Leader says:** "Name one thing you used to think you could not do but now you can. What changed?"

[Round the circle.]

**Leader says:** "Now: is there something you currently believe you cannot do that God says you CAN?"

### 2. JOSHUA STORY

10 min

**Leader says:** "Joshua 1:1-9. God tells Joshua three times: be strong and courageous. If it needs saying three times — God knows it is hard. He is not denying the difficulty. He is giving Joshua a different frame: not I cannot do this, but not alone, not with God."

**Leader says:** "Verse 9: do not be afraid or discouraged, for the Lord your God will be with you wherever you go. The reason for the courage is His presence — not your strength."

### 3. VICTORY DECLARATION

12 min

**Leader says:** "Write your Victory Declaration — three things you are claiming with God's help this quarter. Make them specific: not I will do better at school but I will not give up on maths and I will ask for help when stuck."

### 4. CLOSING

10 min

**Leader says:** "Declaration! Add: With God I am not just surviving — I am a conqueror!"

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

### 1. CHECK-IN AND HOOK

8 min

**Leader says:** "Calling zone step: did anyone take one step toward their calling this week?"

**Leader says:** "Today: survival mindset versus victory mindset. Which is more common in your community?"

## 2. BIBLE TEACHING — JOSHUA 1 AND NIKAO

12 min

**Leader says:** "Joshua 1:1-9. Three times: be strong and courageous. The natural tendency under pressure is to contract, to minimise, to settle for getting through rather than taking ground."

**Leader says:** "The Theology of Nikao — from Greek nikao, to conquer — is not about aggression or arrogance. It is refusing to settle for less than what God called you to. Survival is staying alive. Victory is occupying the territory God said was yours."

**Discussion:** What territory — academic, relational, spiritual, vocational — do you feel God is calling you to occupy that you have been circling rather than entering?

## 3. VICTORY VS. SURVIVAL WORKSHEET

10 min

**Leader says:** "Three areas where I am surviving rather than conquering. For each: what does victory actually look like? What is the first step from survival to territory?"

## 4. OUTWARD IMPACT AND CLOSING

10 min

**Leader says:** "Challenge: take one step from survival to victory in one area this week."

**Leader says:** "Declaration. Add: I am not just surviving — I am taking territory with God!"

### PARENT CONNECTION CARD — WEEK 29

**We learned:** With God, I am not just surviving — I am winning!

**Scripture:** Joshua 1:9

**Dinner question:** Is your family in survival mode or victory mode right now? What is one area where you could shift from getting through to expecting God to give you victory?

**Try at home:** Share a personal victory story — a time when God helped you overcome something you thought was impossible. Then name one area where you are believing God for victory together this year.

## WEEK 30

### God's Land, God's Rules

Q3 — The Factory: Raising Champions | Month 8: Theology of Nikao — Dominion Mindset

WEEK	Week 30
THEME	God's Land, God's Rules
SCRIPTURE	Psalm 24:1 — The earth is the Lord's, and everything in it.
KEY PHRASE	God is in charge of this whole world — and I am part of His plan for it!
MANDATE	Q3 — The Factory: Raising Champions   Month 8: Theology of Nikao — Dominion Mindset

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Safe outdoor or indoor exploration items	Simplified world map colouring sheet	Neighbourhood map (printed A3)	Journals
God made the world picture	Globe or world map visual	Memory verse: Psalm 24:1	Bible: Psalm 24:1, Genesis

cards			1:28
Nature sensory tray (leaves, rocks, flowers)	God and the world song	Community improvement ideas worksheet	Community authority discussion cards
		Journals	Territorial dominion planning template

### INCLUSION & UDL NOTES

- Outdoor exploration in crèche connects children physically to the concept of God's world.
- The neighbourhood map makes territorial responsibility concrete and local — this is their actual street, not abstract geopolitics.
- Pre-teen: ground territorial dominion in observable, practical spheres of influence — not abstract spiritual warfare.

### ADHD & AUTISM ADJUSTMENTS

- Exploration and outdoor activity: structure with clear start and end signals.
- Pre-teen planning template: provide clear sections with sentence starters to help ADHD learners produce a concrete plan.
- Autism: the marching proclamation game (This belongs to God!) may be overwhelming if loud. Offer a quieter option: write or draw instead.

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

### WORLD EXPLORATION — 20 min

**Outdoor or window:** Take children to look outside or bring in natural items: a leaf, a rock, a flower. God made ALL of this! This world belongs to God — and it is BEAUTIFUL!

**Sensory tray:** Natural items to explore. God made the whole world — and it is wonderful!

### SONG AND STORY — 20 min

**Song:** God's world! God's world! Everything belongs to God! (spread arms wide) God's world! God's world! And we are part of His plan! (point to self)

**Story:** God looked at everything He made and said: it is GOOD! All of it is His. And He asked us to help look after it!

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

### 1. WORLD MAP AND DISCUSSION

10 min

**Leader says:** "Look at the world! Every country, every city, every neighbourhood — it all belongs to GOD. Psalm 24 says: the earth is the Lord's and everything in it! And God put us here — in THIS country, in THIS suburb — for a reason."

### 2. COLOURING AND GAME

25 min

**Leader says:** "Colour your world map! Circle where YOU live and where your family came from. God put your family exactly where you are — on purpose!"

[Game: God Is In Charge! Children march claiming each area: This school belongs to God! This suburb belongs to God! Each time: jump and shout.]

### 3. CLOSING

15 min

**Leader says:** "Declaration! Add: God is in charge of the whole world — and I am part of His plan!"

## ⇒ PRIMARY (6-8) — Scripted Session

### 1. HOOK AND BIBLE

8 min

**Leader says:** "Psalm 24:1 — the earth is the Lord's. But if it belongs to God, why is there injustice and suffering? [Brief discussion.] Because God gave humans responsibility to represent His rule. When we fail, things go wrong. When we show up, things change."

### 2. NEIGHBOURHOOD MAP ACTIVITY

15 min

**Leader says:** "Look at the map of our neighbourhood. Three questions: What is GOOD here that we should protect? What is WRONG here that needs to change? What is MISSING here that we could help provide?"  
[Pairs work on map and report back.]

### 3. CLOSING

14 min

**Leader says:** "Declaration! Add: This is God's land — and I am His representative here!"

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

### 1. CHECK-IN AND HOOK

8 min

**Leader says:** "Victory step check-in: what territory did you take this week?"

**Leader says:** "Today: territorial dominion. God has placed you in a specific sphere of influence and given you responsibility for it. What does that mean practically?"

### 2. BIBLE TEACHING — PSALM 24 AND GENESIS 1:28

12 min

**Leader says:** "Psalm 24:1 and Genesis 1:28. God's original commission: be fruitful, multiply, fill the earth, and have dominion. Dominion — the Hebrew *radah* — means to rule in the manner of a shepherd or steward: care, cultivation, protection. Not exploitation."

**Discussion:** What spheres of influence do you currently occupy — school, sport, church, family, social media? For each: are you a faithful steward?

**Discussion:** What would genuine spiritual authority look like in your school — not by being preachy, but by being excellent, kind, courageous, and present?

### 3. TERRITORIAL MAPPING

10 min

**Leader says:** "Map your spheres: school, home, church, community, online. For each: what is good? What is wrong? What does God want to do through you there? Identify one sphere to focus on in Q3."

### 4. OUTWARD IMPACT AND CLOSING

10 min

**Leader says:** "Challenge: in your identified sphere this week, do one act of stewardship — make something better than you found it."

**Leader says:** "Declaration. Add: I am God's steward in my sphere — I take my territory!"

### PARENT CONNECTION CARD — WEEK 30

**We learned:** God is in charge of this whole world — and I am part of His plan for it!

**Scripture:** Psalm 24:1

**Dinner question:** What sphere of influence does your family occupy in your community? How are you

stewarding it?

**Try at home:** Walk or drive around your neighbourhood together and pray over it. Ask: God, what do You want to do here? We are available.

## WEEK 31

### The Unlikely Champion

Q3 — The Factory: Raising Champions | Month 8: Theology of Nikao — Dominion Mindset

<b>WEEK</b>	Week 31
<b>THEME</b>	The Unlikely Champion
<b>SCRIPTURE</b>	1 Samuel 16:7 — The Lord does not look at the things people look at. People look at the outward appearance, but the Lord looks at the heart.
<b>KEY PHRASE</b>	God picks the unlikely ones — and He picked ME!
<b>MANDATE</b>	Q3 — The Factory: Raising Champions   Month 8: Theology of Nikao — Dominion Mindset

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Small and large object comparison items	David puppet (small) and brother dolls (bigger)	1 Samuel 16 drama costume pieces	Journals
Little is big to God song	I am chosen craft materials	Anointed certificate template	Bible: 1 Samuel 16:1-13
Celebration for small achievements	God picks the unlikely ones song	Memory verse: 1 Samuel 16:7	Davidic Transition framework sheet
		Journals	Misfit to Champion personal mapping

#### INCLUSION & UDL NOTES

- The theme of being chosen when others overlook you resonates deeply for diaspora children, children with disabilities, and marginalised children. Lean in.
- Personal application: never force a child to share a story of being overlooked. Allow them to hold it privately.
- The David story is vivid and dramatic — use puppets, props, or drama to make it live at every age level.

#### ADHD & AUTISM ADJUSTMENTS

- ADHD children have often been told they are too much, too distracting, too restless — the message that God chooses the ones others count out is personally healing. Name it explicitly.
- Pre-teen Davidic Transition: help ADHD children specifically identify perceived liabilities as potential assets.
- Autism: some autistic children have experienced significant social exclusion. This session may be particularly meaningful and potentially emotional.

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

**SMALL AND GREAT — 15 min**

**Comparison:** Show a large rock and a tiny pebble. Which is more important? [Pause.] To God, the little pebble can do things the big rock cannot! God uses small things for great purposes!

**Celebration:** Celebrate small achievements loudly: a tiny step, a quiet kindness, a gentle touch. These small things are GREAT to God!

**SONG AND STORY — 25 min**

**Story:** David was the youngest, smallest brother. When God's messenger came to choose a king, everyone thought it would be the tall handsome brothers. But God looked at David and said: THIS one. God chose the one nobody expected!

**Song:** God picks the unlikely ones! (point to self) God picks you and me! (point to neighbour) The world says no, but God says YES — that is how great things come to be!

**□ KINDY (3-5) — Leader Says / Leader Does Script****1. DAVID PUPPET DRAMA****12 min**

**Leader says:** "David was the **YOUNGEST** of seven brothers. When a famous prophet came to choose the next king of Israel, David was so unimportant that his father forgot to even call him in! David was out looking after the sheep."

[Use small David puppet and larger brother dolls. Act out the scene.]

**Leader says:** "And then God said: I have chosen **DAVID**. The one nobody thought of. The overlooked one. The smallest. Because God does not see the way we see. God looks at the heart. Has anyone here ever felt overlooked? [Pause.] God sees you. And God might be choosing **YOU** for something amazing."

**2. I AM CHOSEN CRAFT****15 min**

**Leader says:** "Make your I Am Chosen card! Write your name and: God chose **ME!** I am made for something great!"

**3. CLOSING****23 min**

**Leader says:** "Declaration! Add: God sees me — I am chosen for great things!"

**⇒ PRIMARY (6-8) — Scripted Session****1. HOOK AND DRAMA****10 min**

**Leader says:** "1 Samuel 16:1-13. Let us act it out. I need seven brothers and one David."

[Quick drama. Each brother passes by: not this one. Finally David arrives. Big reveal.]

**Leader says:** "1 Samuel 16:7 — the Lord looks at the heart. What is in your heart that qualifies you for what God has called you to?"

**2. COUNTED OUT DISCUSSION****10 min**

**Discussion:** Has anyone ever counted you out? Said you were too young, too quiet, too different?

**Leader says:** "What if those labels are exactly where God's anointing is strongest? David could not wear Saul's armour — he had to fight as himself. And that is exactly how he won."

**3. ANOINTING CERTIFICATE AND CLOSING****17 min**

**Leader says:** "You each get an Anointed Certificate — not because you earned it, but because God chose you. Take it seriously."

**Leader says:** "Declaration! Add: God looks at my heart and says: this one. I am anointed!"

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

### 1. CHECK-IN AND HOOK

8 min

**Leader says:** "Stewardship check-in: what did you do to make your sphere better this week?"

**Leader says:** "Today: the Davidic Transition. From overlooked to anointed. Have you ever been counted out?"

### 2. BIBLE TEACHING — 1 SAMUEL 16

12 min

[Volunteer reads 1 Samuel 16:1-13.]

**Leader says:** "David had zero social capital in this scene. He was not even invited to it. But God interrupts the entire selection process for him. The anointing does not care about your rank."

**Discussion:** In your context — school, family, church — where have you been the one left in the field, not called in? What does God's choice of David say to that experience?

**Leader says:** "Davidic Transition: your overlooked quality is your qualification. David's lack of armour freed him from conventional warfare and made him use the approach that actually worked. What is your sling and stone?"

**Discussion:** What qualities have people used against you (too quiet, too intense, too different, too young)? How could each one be a Kingdom qualification?

### 3. MISFIT TO CHAMPION MAPPING

10 min

**Leader says:** "Map your Davidic Transition: perceived liabilities in the left column. Flip them as Kingdom qualifications in the right column."

### 4. OUTWARD IMPACT AND CLOSING

10 min

**Leader says:** "Challenge: speak a Davidic truth over one person who has been overlooked this week."

**Leader says:** "Declaration. Add: I am the unlikely champion — God chose me for this!"

### PARENT CONNECTION CARD — WEEK 31

**We learned:** God picks the unlikely ones — and He picked ME!

**Scripture:** 1 Samuel 16:7

**Dinner question:** Has your child ever been counted out or overlooked? How did you respond? How can you affirm God's anointing on them?

**Try at home:** Tell your child: God looks at your heart, not what others see. Name one specific quality in their heart that you believe God has chosen for His purposes.

## WEEK 32

### More Than a Conqueror

Q3 — The Factory: Raising Champions | Month 8: Theology of Nikao — Dominion Mindset

WEEK	Week 32
THEME	More Than a Conqueror

<b>SCRIPTURE</b>	Romans 8:37 — No, in all these things we are more than conquerors through him who loved us.
<b>KEY PHRASE</b>	I am more than a conqueror — I win by a landslide!
<b>MANDATE</b>	Q3 — The Factory: Raising Champions   Month 8: Theology of Nikao — Dominion Mindset

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Streamers for victory lap	Crown craft materials (card strip, stickers, gems)	Victory poster materials	Journals
Celebration and dance music	Champion parade route	Memory verse relay: Romans 8:37	Bible: Romans 8:31-39
Crown sticker for each child	Celebration streamers and music	Testimony prompt cards	Testimony sharing prompts
		Journals	Discussion cards

**INCLUSION & UDL NOTES**

- Keep this session high-energy and celebratory — Month 8 closes with a victory celebration.
- Testimony component is powerful: hearing real examples of God's faithfulness from peers is more impactful than any teaching.
- Hypernikomen (Romans 8:37) is specific Greek — teach this word with appropriate weight and excitement.

**ADHD & AUTISM ADJUSTMENTS**

- High-energy celebration: channel into structured moments (parade, relay, testimony) rather than open chaos.
- Testimony sharing: give a specific prompt and time limit so ADHD children can prepare and engage without overwhelm.
- Autism: advance notice of the parade and loud celebration is essential this week.

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

**VICTORY LAP — 20 min**

**Activity:** Give every child a crown sticker and streamer. Celebration music. Victory lap around room! Announce each child: Here comes [Name] — More than a Conqueror! Big cheers.

**DANCE PARTY — 20 min**

**Song:** We win! We win! God makes us win! (wave streamers) More than conquerors — look how we spin! (spin around) We are champions through and through — because God loves me and God loves you!

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

**1. CROWN CRAFT 15 min**

**Leader says:** "Champions wear crowns! We are making CHAMPION CROWNS! Decorate your crown with everything that makes you a champion — your gifts, your bravery, your kindness!"

[Crown craft: card strips, stickers, gems.]

**2. PARADE AND VERSE 20 min**

**Leader says:** "Put on your crowns! It is time for our champion parade!"

[Children parade with crowns and streamers.]

**Leader says:** "Our memory verse: Romans 8:37 — We are MORE THAN conquerors! We do not just barely win — we WIN BY A LOT! Because God loves us!"

### 3. CLOSING

15 min

**Leader says:** "Declaration! Add: I am more than a conqueror — I win because God loves me!"

## PRIMARY (6-8) — Scripted Session

### 1. MEMORY VERSE RELAY

8 min

[Two teams. Verse relay: each person says one word of Romans 8:37 in sequence before running to tag the next person.]

### 2. TESTIMONY CIRCLE

15 min

**Leader says:** "Testimonies are stories of God's faithfulness. When has God helped you win through something that seemed impossible? It does not have to be dramatic — small victories count too."

[Round the circle. Leader goes first to model.]

### 3. VICTORY POSTER AND CLOSING

14 min

**Leader says:** "Create a Victory Poster: what victories has God already given you this year? What are you trusting Him for in Q4?"

**Leader says:** "Declaration! Add: I am more than a conqueror through Christ who loves me!"

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

### 1. CHECK-IN AND HOOK

8 min

**Leader says:** "Davidic truth: did you speak over someone who was overlooked?"

**Leader says:** "Today is the culmination of Month 8. Hypernikomen. Romans 8:37. Let us read it."

### 2. BIBLE TEACHING — ROMANS 8:31-39

12 min

[All read Romans 8:31-39 together.]

**Leader says:** "Verse 37: hypernikomen — we are overwhelming conquerors. The hyper prefix means excessive, beyond, over and above. Not a narrow victory — a decisive one."

**Discussion:** What makes someone more than a conqueror rather than just a survivor?

**Leader says:** "Verses 38-39: the list of things that cannot separate us from God's love — death, life, angels, demons, present, future, powers, height, depth, anything in all creation. This is the most comprehensive security declaration in Scripture."

**Discussion:** Which item on that list do you actually need to hear today? What has been threatening to separate you from believing God's love?

### 3. TESTIMONY SHARING

10 min

**Leader says:** "Round the circle — one testimony each. Where have you seen God give you victory this year? Be specific."

### 4. CLOSING

10 min

**Leader says:** "Declaration. Add: I am hypernikomen — more than a conqueror through Him who loves me!"

**PARENT CONNECTION CARD — WEEK 32**

**We learned:** I am more than a conqueror — I win by a landslide because God loves me!

**Scripture:** Romans 8:37

**Dinner question:** What is one area of your family life where you need to move from survival to victory? Name it together.

**Try at home:** Share a family victory testimony: a time when God brought you through something impossible as a family. Speak Romans 8:37 over your child together.

## WEEK 33

### School Is My Kingdom Gate

Q3 — The Factory: Raising Champions | Month 9: Champion Skills — Significant Ministry

<b>WEEK</b>	Week 33
<b>THEME</b>	School Is My Kingdom Gate
<b>SCRIPTURE</b>	Daniel 1:17 — To these four young men God gave knowledge and understanding of all kinds of literature and learning.
<b>KEY PHRASE</b>	My school is my Kingdom Gate — I honour God by excelling!
<b>MANDATE</b>	Q3 — The Factory: Raising Champions   Month 9: Champion Skills — Significant Ministry

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Counting and alphabet play materials	Toy classroom setup (desks, whiteboards)	Study-as-worship reflection worksheet	Journals
Learning songs playlist	Alphabet and number songs	Memory verse: Daniel 1:17 (shortened)	Bible: Daniel 1:1-20
Puzzle and sorting toys	School props (rulers, pencils, books)	Personal study commitment card	Covenant Gate study plan template
	Daniel story picture cards	Journals	Discussion cards

**INCLUSION & UDL NOTES**

- Academic pressure is real for diaspora children — enormous family expectation often present. Frame excellence as worship not performance to reduce anxiety while maintaining aspiration.
- The Daniel story is particularly resonant for diaspora children: he excelled in a foreign system while maintaining identity and values.
- Different children are at different academic stages — celebrate effort and growth, not just achievement.

**ADHD & AUTISM ADJUSTMENTS**

- ADHD children may have complex, painful relationships with school. Frame around academic identity (God gave me a brain to use) not just performance.
- Pre-teen study plan: personalised, practical strategies (not just study harder) are more useful for ADHD

learners.

- Autism: if school is currently a negative environment for this child, acknowledge that reality while still affirming their capacity to excel.

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

### LEARNING PLAY — 30 min

**Activities:** Sorting shapes, stacking by size, matching colours. Every success: You learned something! God made your brain to learn — and it is wonderful!

**Song:** One, two, three — learning with me! God made my brain to wonder and see! A, B, C — listen to me! God gave me a mind for exploring!

### STORY — 10 min

**Story:** There was a boy named Daniel — taken to a strange land far from home. But Daniel worked so hard and learned so much that the king said: Daniel is the smartest of them all! God helped Daniel learn. And God helps YOU learn too!

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

### 1. SCHOOL ROLE PLAY

12 min

**Leader says:** "Today our room is a classroom! Everyone sit down — I am the teacher and you are my amazing students!"

[Mini lessons: alphabet letters, counting, shape recognition — fun, 2 minutes each.]

**Leader says:** "God LOVES it when we learn! Every time you learn something new, you are using the incredible brain God gave you — and that honours Him!"

### 2. DANIEL STORY AND SONG

15 min

**Leader says:** "Daniel and his friends were taken from their home — like some of our families came from Africa to Australia! But instead of giving up, they worked HARD and learned WELL — and God helped them become the BEST in the whole kingdom!"

**Leader says:** "Song: God helps me learn! (point to head) God made my brain! (clap) When I study and try my best — God's blessing comes my way!"

### 3. CLOSING

23 min

**Leader says:** "Declaration! Add: School is my Kingdom Gate — I learn for God's glory!"

## ⇒ PRIMARY (6-8) — Scripted Session

### 1. HOOK AND DANIEL STORY

10 min

**Leader says:** "Daniel 1:1-20. Daniel and three friends are taken to Babylon — a foreign country with foreign language, food, and religion. Sound familiar?"

[Brief responses.]

**Leader says:** "Daniel does not just survive in Babylon. He excels. Verse 17: God gave these four young men knowledge and understanding. Verse 20: they were ten times better than all the magicians. Your school is your Babylon. And God is calling you to be ten times better — not by compromising. By being excellent, while being yourself."

**2. STUDY AS WORSHIP****10 min**

**Leader says:** "What if studying was an act of worship? Using the brain God gave you as well as you can — to honour Him and serve the world with excellence?"

**Leader says:** "One commitment: this week, choose one subject you have been neglecting. One specific act of improvement — not for marks, as an act of worship."

**3. CLOSING****17 min**

**Leader says:** "Declaration! Add: I honour God at school — excellence is my testimony!"

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

**Leader says:** "Testimony circle follow-up: any new victories to report?"

**Leader says:** "Today: Academic Dominion. Your school performance is not just a personal metric — it is a Kingdom gate. What you do with your education determines what doors open for the work God has called you to."

**2. BIBLE TEACHING — DANIEL 1 AND COVENANT GATES****12 min**

[Volunteer reads Daniel 1:1-20.]

**Leader says:** "Daniel navigates multiple pressures: cultural assimilation, academic demand, and identity pressure. He refuses to compromise on core identity — but excels in everything else."

**Discussion:** What are the things in your school system that require you to compromise your identity? And what are the things that are just hard work — that you could improve without compromising anything?

**Leader says:** "Covenant Gates: your grades and degrees are gates that open or close access to spheres of influence. Daniel's academic excellence positioned him in the room where decisions were made. Your preparation determines your positioning."

**Discussion:** What does it mean for you to be ten times better in your context? Not comparing yourself to others — comparing to your own potential.

**3. COVENANT GATE STUDY PLAN****10 min**

**Leader says:** "Complete your personalised study plan: one specific academic improvement you are committing to this term, with specific strategies and a weekly check-in practice."

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

**Leader says:** "Challenge: help one classmate with something academic this week. Your teaching will deepen your own understanding."

**Leader says:** "Declaration. Add: My school is my Covenant Gate — I excel for Kingdom purpose!"

**PARENT CONNECTION CARD — WEEK 33**

**We learned:** My school is my Kingdom Gate — I honour God by excelling!

**Scripture:** Daniel 1:17

**Dinner question:** How are you framing your child's education at home — as pressure, as duty, or as Kingdom opportunity?

**Try at home:** Reframe schoolwork as worship: you are learning to use the brain God gave you so you can do what He designed you for. Ask: what did you learn this week that could be used for God's purposes?

## WEEK 34

### Helpers and Leaders

Q3 — The Factory: Raising Champions | Month 9: Champion Skills — Significant Ministry

<b>WEEK</b>	Week 34
<b>THEME</b>	Helpers and Leaders
<b>SCRIPTURE</b>	Genesis 41:41 — So Pharaoh said to Joseph, I hereby put you in charge of the whole land of Egypt.
<b>KEY PHRASE</b>	God uses ordinary people to do extraordinary things — including me!
<b>MANDATE</b>	Q3 — The Factory: Raising Champions   Month 9: Champion Skills — Significant Ministry

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Helper activity props (tidying, organising)	Dress-up box: doctor, teacher, builder, farmer, pilot	Joseph story summary (prison to palace)	Journals
Helpers are special song	Joseph puppet or picture cards	Vocation exploration worksheet	Bible: Genesis 39-41 summary
Role play helper tools	God uses people to help song	Memory verse: Genesis 41:41	Marketplace Joseph framework sheet
		Journals	Career and Kingdom vision planning sheet

#### INCLUSION & UDL NOTES

- The Joseph story covers both suffering and success — handle the suffering component sensitively. Some children may currently be in their own pit or prison stage.
- Dress-up careers: have a wide variety representing diverse vocations. The Marketplace Joseph concept is particularly resonant for diaspora families whose migration narrative involves sacrifice and preparation for something greater.
- Celebrate ALL vocations — not just ministry or professional roles.

#### ADHD & AUTISM ADJUSTMENTS

- Dress-up role play is excellent for ADHD: active, creative, social, hands-on.
- Pre-teen: the pit-to-palace framework gives children who feel stuck in difficulty a narrative that makes sense of their current season.
- Autism: role play may feel awkward. Allow observation and narration roles rather than active performance roles.

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

#### HELPER ACTIVITY — 20 min

**Activity:** Simple tidying up alongside caregivers. You are a helper! We are doing this TOGETHER! Helpers are SO important!

**Role play:** Pretend to be a doctor (check heartbeat), a builder (stack blocks), a teacher (teach colours). Each time: helpers are SPECIAL! God uses helpers to look after the world!

## SONG AND STORY — 20 min

**Song:** Helpers are special! (thumbs up) God uses every kind! (spread arms) Doctors and teachers and builders and more — helpers of every kind!

**Story:** Joseph was a helper. He helped so many people that eventually the KING made him his most important helper! God saw how well Joseph helped and said: this one is ready for something great!

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

### 1. DRESS-UP CAREERS

15 min

**Leader says:** "God uses ALL kinds of people! Doctors, teachers, builders, farmers, pilots, artists, mechanics, pastors! Every single job can be used for God's purposes when the person doing it loves God!"

[Children choose costume and parade as their character. Each explains what their character does.]

**Leader says:** "Whatever job you do when you grow up — YOU can be God's helper in it!"

### 2. JOSEPH PUPPET STORY

10 min

**Leader says:** "Joseph had a hard journey. He was treated badly, went to prison for something he did not do. But through every single hard thing — God was preparing him for something AMAZING. Joseph ended up saving millions of people! Your hard journey is not wasted. God is preparing you for something great!"

### 3. CLOSING

25 min

**Leader says:** "Declaration! Add: God uses me as His helper — even in ordinary things!"

## ⇒ PRIMARY (6-8) — Scripted Session

### 1. JOSEPH STORY — PRISON TO PALACE

10 min

**Leader says:** "Genesis 39-41 summary. Joseph at 17: dreams, betrayal, sold into slavery. In Potiphar's house: faithful, falsely accused, imprisoned. In prison: faithful again, uses gifts, forgotten again. At 30: finally before Pharaoh. Interprets the dream. Appointed second in command."

**Leader says:** "Thirteen years between the dream and the palace. Thirteen years of faithfulness in obscurity, suffering, and waiting."

**Discussion:** What do you think kept Joseph faithful through 13 years of disappointment?

### 2. VOCATION EXPLORATION

12 min

**Leader says:** "Vocation worksheet: What jobs or roles interest you? For each: how could that role be used to serve God's purposes and help people? Joseph was a government administrator — not an evangelist. But his work saved entire nations."

### 3. CLOSING

15 min

**Leader says:** "Declaration! Add: Whatever I do — I do it for God's glory!"

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

### 1. CHECK-IN AND HOOK

8 min

**Leader says:** "Study plan check-in: how is the Covenant Gate study going?"

**Leader says:** "Today: Marketplace Josephs. The concept that God deploys some of His most strategic people not primarily in church ministry, but in business, government, education, media, and the arts."

## 2. BIBLE TEACHING — JOSEPH AS MARKETPLACE MINISTER

12 min

**Leader says:** "Genesis 39-41. Focus on the pattern: faithfulness in small things, faithfulness in suffering, faithfulness when no one is watching — and then sudden, dramatic positioning."

**Discussion:** What is the difference between Joseph waiting around and Joseph actively developing his gifts in every situation he found himself in?

**Leader says:** "The Marketplace Joseph concept: your career is not separate from your calling — it IS your calling if you are positioned correctly. Pharaoh's grain distribution system was used to save the known world. Your workplace, your platform has the same potential."

**Discussion:** What industry or field are you drawn to? How could Kingdom values — integrity, generosity, excellence, justice — transform that industry from the inside?

## 3. MARKETPLACE VISION PLANNING

10 min

**Leader says:** "Complete your Marketplace Joseph planning sheet: what is your field of interest? What does that industry need? What do you bring? How could your presence there serve Kingdom purposes?"

## 4. OUTWARD IMPACT AND CLOSING

10 min

**Leader says:** "Challenge: research one Kingdom-impact figure in your area of interest — someone using their career for genuine good. Learn one thing about their story."

**Leader says:** "Declaration. Add: I am a Marketplace Joseph — my career is my Kingdom assignment!"

### PARENT CONNECTION CARD — WEEK 34

**We learned:** God uses ordinary people to do extraordinary things — including me!

**Scripture:** Genesis 41:41

**Dinner question:** How do you talk about work and vocation in your household? Is it just earning money, or connected to calling and Kingdom purpose?

**Try at home:** Share your own work story: why do you do what you do? Have you ever sensed God placed you in your career for reasons beyond a salary? Share that story with your child.

## WEEK 35

### I Can Do Great Things

Q3 — The Factory: Raising Champions | Month 9: Champion Skills — Significant Ministry

<b>WEEK</b>	Week 35
<b>THEME</b>	I Can Do Great Things
<b>SCRIPTURE</b>	Deuteronomy 8:18 — Remember the Lord your God, for it is he who gives you the ability to produce wealth.
<b>KEY PHRASE</b>	God gave me the ability to do great things — and I will use it!
<b>MANDATE</b>	Q3 — The Factory: Raising Champions   Month 9: Champion Skills — Significant Ministry

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Milestone celebration items	When I grow up drawing paper	Faithfulness vs. fame discussion worksheet	Journals
You did it! celebration stickers	Declaration: God will help me do great things!	Memory verse: Deuteronomy 8:18	Bible: Deuteronomy 8:17-18, Philippians 4:13
Confetti and streamers	Celebration songs playlist	Journals	Success Consciousness worksheet
	Future dreams display space	Success definition cards	Discussion cards

### INCLUSION & UDL NOTES

- Success is reframed throughout this session: not achievement, fame, or wealth — but doing what God designed you to do, faithfully, with excellence.
- Celebrate all forms of greatness: kindness, faithfulness, care, creativity, learning — not just academic or professional achievement.
- For children with backgrounds of poverty or hardship, the abundance mindset content should be introduced carefully and anchored in Scripture, not in prosperity gospel.

### ADHD & AUTISM ADJUSTMENTS

- ADHD children often feel they have not achieved enough. Reframe: faithfulness in the small things IS greatness. Show up. Keep going. That is doing great things.
- Pre-teen abundance mindset: be careful to distinguish biblical abundance from prosperity gospel. The goal is Kingdom impact, not personal wealth accumulation.
- Autism: celebrate specific, concrete achievements rather than general greatness — name specific things each child has done well.

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

### MILESTONE CELEBRATION — 25 min

**Setup:** Celebration atmosphere. As each child arrives: [Name]! You are doing GREAT things! Look at everything you have learned this year!

**Activities:** Celebrate small milestones: learned to share, helped a friend, tried something hard. Each one receives You did it! stickers and celebration.

**Song:** You did it! You did it! God helped you today! (clap) You did it! You did it! And there are more great things on the way! (reach forward)

### STORY — 15 min

**Story:** God gives us the ability to do great things. Not because we are special on our own — but because God's power is working inside us! Every little thing you do well — God put that ability inside you!

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

### 1. WHEN I GROW UP DRAWING

20 min

**Leader says:** "Draw yourself when you grow up! What are you doing? What great things has God helped you do? Any dream counts — there are no wrong answers!"

[Children draw and decorate. Display proudly.]

**Leader says:** "Now let us make our declaration together: GOD WILL HELP ME DO GREAT THINGS! Say it like you mean it!"

**2. CELEBRATION AND CLOSING****30 min**

[Each child shares their drawing briefly. Group applauds.]

**Leader says:** "You are all on your way to doing GREAT THINGS for God! And you know what? You already ARE — right now — doing great things. Every time you are kind, every time you are brave, every time you show up — that is GREAT!"

**Leader says:** "Declaration! Add: God gave me the ability to do great things — and I am doing them!"

**PRIMARY (6-8) — Scripted Session****1. HOOK — WHAT IS SUCCESS?****8 min**

**Leader says:** "Quick question: what does success look like to you? [Round the circle.] Now: what do you think success looks like to God?"

[Build toward: not fame, not wealth, not popularity — faithfulness to what He designed you for.]

**2. BIBLE TEACHING — DEUTERONOMY 8:18****10 min**

**Leader says:** "Deuteronomy 8:18 — it is He who gives you the ability to produce wealth. The context matters: God is warning the Israelites not to say my hand achieved this. The ability itself is a gift. But notice: the ability is given. You are expected to use it."

**Leader says:** "Philippians 4:13 — I can do all things through Christ who gives me strength. Not I can do all things — but through Christ. The great things you do are a partnership."

**3. FAITHFULNESS VS. FAME****9 min**

**Discussion:** Think of someone you genuinely admire — not for fame or money, but because they have been faithful to something. What makes them great?

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

**Leader says:** "Declaration! Add: God gave me the ability to do great things — and I will use it faithfully!"

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

**Leader says:** "Marketplace Joseph check-in: did you research a Kingdom-impact figure in your field?"

**Leader says:** "Today: Success Consciousness. The mental and spiritual framework through which you understand what success means, what you deserve, and what is possible for your life."

**2. BIBLE TEACHING — SUCCESS CONSCIOUSNESS****12 min**

**Leader says:** "Deuteronomy 8:17-18. The warning is not against wealth or success — it is against a success consciousness that forgets God. The prosperity mindset says: my hand achieved this. The Kingdom mindset says: He gave me the ability."

**Discussion:** What messages about success, wealth, and achievement have you absorbed from your family culture? From Australian mainstream culture? How do they agree or conflict?

**Leader says:** "The poverty mindset says: success is for other people, not for people like us. The abundance mindset says: God wants to use me fruitfully, and I steward that with generosity, not hoarding."

**Discussion:** What does biblical abundance look like for a young person in Western Sydney in 2026? How is it different from prosperity gospel on one side and scarcity thinking on the other?

**3. SUCCESS CONSCIOUSNESS WORKSHEET****10 min**

**Leader says:** "Complete the worksheet: What messages about success am I carrying? Which are aligned with Scripture? Which need to be reprogrammed? What does Kingdom success look like for my specific calling?"

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

**Leader says:** "Challenge: this week, do one thing toward your calling zone that feels bigger than your current comfort level. Step up."

**Leader says:** "Declaration. Add: God gave me the ability to do great things — and I steward it for Kingdom impact!"

**PARENT CONNECTION CARD — WEEK 35**

**We learned:** God gave me the ability to do great things — and I will use it!

**Scripture:** Deuteronomy 8:18

**Dinner question:** How do you define success in your household? Does that definition align with what the Bible says about faithfulness and fruitfulness?

**Try at home:** Ask your child: what is one great thing you did this week — not big or flashy, just faithful and true? Celebrate it together. Then name one great thing you see them growing toward.

**WEEK 36**

**My Special Job for God — Q3 Capstone!**

Q3 — The Factory: Raising Champions | Month 9: Champion Skills — Significant Ministry

<b>WEEK</b>	Week 36
<b>THEME</b>	My Special Job for God — Q3 Capstone!
<b>SCRIPTURE</b>	1 Corinthians 12:27 — Now you are the body of Christ, and each one of you is a part of it.
<b>KEY PHRASE</b>	I have a special job for God — and I am ready for it!
<b>MANDATE</b>	Q3 — The Factory: Raising Champions   Month 9: Champion Skills — Significant Ministry

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Certificate: God's Little Helper (printed)	Talent show preparation space	Gifts Showcase presentation time	Significant Ministry Map template
Party decorations and balloons	Q3 Certificate (printed)	Q3 Graduation Certificate	Q3 Graduation Certificate
Special celebration snack	Party celebration supplies	Memory verse: 1 Corinthians 12:27	Journals
	Champion crowns from Week 32	Party snack	Party decoration and snack
		Journals	

**INCLUSION & UDL NOTES**

- Every child presents or demonstrates something — no child is merely an audience member.
- Significant Ministry mapping for Pre-teen is a personal document they take home: make space for it to be completed thoughtfully.
- Q3 closes with the body of Christ metaphor: every part matters. Use this to validate every gift and every child, however their contribution looks.

### ADHD & AUTISM ADJUSTMENTS

- Talent show: give ADHD children advance notice of what they will share so they can prepare and feel confident.
- Autism: talent show participation should be entirely optional. Some autistic children may prefer to share their talent one-on-one with a trusted leader rather than the group.
- High-energy celebration: structure the session with clear, predictable segments.

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

### CELEBRATION ARRIVAL — 15 min

**Setup:** Balloons, music, festive atmosphere. Each child greeted: [Name]! You are God's Little Helper! You have a special job for God!

### TALENT SHOW — 15 min

**Show:** Each child shows or demonstrates something they are good at — a skill, a movement, a sound, a craft. Every contribution receives enthusiastic applause.

### CERTIFICATE CEREMONY AND PARTY — 30 min

**Ceremony:** Present Q3 Certificate to each child: [Name], God gave you a special gift. You are part of His body — and no one else can do what you do!

**Party:** Celebration snack, music, final declaration with maximum energy.

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

### 1. TALENT SHOW

20 min

**Leader says:** "Today is your chance to share what you are good at! You have been discovering your gifts all quarter — now show us!"

[Each child shares one talent or skill. Leader narrates and celebrates each one.]

**Leader says:** "Look at this group! So many different gifts — and we need ALL of them. Just like a body needs eyes AND hands AND feet — God's Kingdom needs YOUR specific gift."

### 2. CERTIFICATE CEREMONY AND PARTY

30 min

[Certificate ceremony: call each name, present certificate, lead group applause.]

**Leader says:** "Final declaration — the LOUDEST yet! And add: I have a special job for God — and I am ready!"

[Party snack. Celebration. Hug everyone.]

## ⇒ PRIMARY (6-8) — Scripted Session

### 1. GIFTS SHOWCASE

15 min

**Leader says:** "Q3 has been about discovering and activating your gifts. Today, present one gift or skill to the group. It does not have to be impressive — it has to be yours."

[Each child presents for 1-2 minutes. Group encourages after each.]

## 2. BODY OF CHRIST REFLECTION

8 min

**Leader says:** "1 Corinthians 12:27 — you are the body of Christ and each one of you is a part of it. Look around this room. If any one of these gifts was missing, something would be incomplete. Every gift matters. Every person matters."

## 3. CERTIFICATE AND PARTY

14 min

[Certificate ceremony with personal affirmation for each child. Party snack. Final declaration.]

**Leader says:** "Q4 next — we move from the individual gift to the collective mission. You are equipped. You are ready."

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

## 1. SIGNIFICANT MINISTRY MAPPING

15 min

**Leader says:** "The culminating exercise for Q3. Take your Significant Ministry Map template."

**Action:** Talent: what am I genuinely good at?

**Action:** Passion: what problem or need makes me want to do something?

**Action:** Kingdom Need: what does the world around me actually need?

**Action:** Where all three overlap: that is my assignment.

[10 minutes of personal work. Optional: share in pairs.]

## 2. BODY OF CHRIST REFLECTION

8 min

**Leader says:** "1 Corinthians 12 makes it clear: the body needs every part. The parts that seem less impressive are sometimes indispensable. Your assignment is not less significant because it is not visible. It may be the most important precisely because it is overlooked."

**Discussion:** Looking at the assignments in this room: how do they complement each other? Where do you need each other?

## 3. CERTIFICATE CEREMONY AND COMMISSIONING

17 min

[Certificate ceremony with specific affirmation for each pre-teen.]

**Leader says:** "You are leaving Q3 equipped: gifts identified, listening sharpened, calling mapped, mindset shifted from survival to victory. Q4 is about activation — taking everything you have discovered and stepping into your specific assignment in the world. Be ready."

**Leader says:** "Final Q3 declaration. Then commissioning prayer over the group."

## PARENT CONNECTION CARD — WEEK 36

**We learned:** I have a special job for God — and I am ready for it!

**Scripture:** 1 Corinthians 12:27

**Dinner question:** What is one gift or assignment in your child that you believe God will use significantly in Q4 and beyond?

**Try at home:** Celebrate Q3 completion as a family. Speak a specific commissioning blessing over your child: in Q4, I believe God is going to use your [gift] to [specific purpose]. Go and do it.