

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

**Quarter 4: The Vision — Apostolic Execution**

"God's Team Changes the World — Starting with Me!"

Weeks 37–48 | October – December 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 4 OVERVIEW: THE VISION — APOSTOLIC EXECUTION | WEEKS 37–48**

Quarter 4 is the commissioning quarter. Everything learned in Q1-Q3 — identity, community, gifts, victory — now moves into apostolic execution. Children are sent. God's team changes the world, starting with the child in front of you. Children's translation: God's Team Changes the World — Starting with Me!

WK	THEME	CRECHE 0-2	KINDY 3-5	PRIMARY 6-8	PRE-TEEN 9-13
<b>MONTH 10: The Ecclesia — Legislative Authority (Weeks 37–40)</b>					
37	<b>Church Is More Than a Building</b>	Going outside! God is everywhere!	Walk around the building. Church is wherever WE go! God goes with us.	Church means God's team. We take church to school, sport, and the shops.	The Ecclesia = legislative assembly, not just a building. What changes when church leaves the building?
38	<b>Good Rules Help Everyone</b>	Following simple rules games. Rules keep us safe!	Community helpers: police, doctors, leaders. God uses leaders to help people.	Why do we have rules and laws? How can God's people help make fair rules for everyone?	Political awareness: how do laws affect people? How can Christians engage well? 1 Timothy 2:1-2.
39	<b>Being a Gatekeeper</b>	Opening and closing gate games. We can open doors!	Door and gate craft. God gives us keys to help others. Story: Peter's keys.	Gatekeepers: people who stand for what is right. What gate can you guard at school?	Policy Gatekeeping: using influence to uphold Kingdom values. Isaiah 22:22. What is your gate?
40	<b>Making Our Community Better</b>	Sharing toys with new toys. Sharing helps!	Draw your neighbourhood. How can we make it happier? Plan one kind act.	Community project brainstorm: what does our suburb need? Plan a litter pick, card delivery, or prayer walk.	Design a community impact project. Present plan to the group. Vote on one to execute together.
<b>MONTH 11: Legacy and Transmission — The Winning Church (Weeks 41–44)</b>					
41	<b>Teaching My Friends</b>	Older child helps younger. You can teach too!	Teach a friend one thing you learned. I can teach! Buddy activity.	Paul-Timothy chain: who taught you? Who can YOU teach? Paper chain of names.	Mentorship: who has poured into you? Who are you pouring into? Write a thank-you and a commitment.
42	<b>Leaders Serve First</b>	Helping hands activity. Helpers are leaders!	Foot-washing story (simplified). Real leaders help others first. Serve each other snacks.	Jesus washed feet — the leader served. Servant Leadership challenge: one act of service this week.	Diakonia: real power is in serving. Mark 10:45. Plan a service act for the children's ministry.
43	<b>Doing the Right</b>	Praise for kind actions.	Red/green scenarios: kind	Character challenge: what	Integrity in the

	<b>Thing</b>	You did the right thing!	or unkind? Story: Daniel in the lions den — brave and honest.	is the right thing when no one is watching? Honesty, fairness, courage.	marketplace: doing right when it costs you. Proverbs 22:1. Case study discussion.
44	<b>Champions Raise Champions</b>	Group dance. We all win together!	Champion buddy system: pair up, encourage each other. My friend is a Champion too!	Who is the Little Champion you can encourage this week? Write an encouragement card.	Replication model: your job is not just to win but to raise another winner. Who are you investing in?
<b>MONTH 12: Commissioning — Apostolic Impact (Weeks 45–48)</b>					
45	<b>My City Needs Champions</b>	Neighbourhood walk photos. God loves our city!	Build our city with blocks. Place toy figures. Champions help everywhere in the city!	Map project: where in our city can God's team make a difference? Plan one action.	Winning Your City: Jeremiah 29:7. Strategy session: how do we impact our suburb in 2027?
46	<b>God Uses Technology Too</b>	Screen-free sensory play for 0-2. No tech for youngest.	Watch an encouraging short video together. Technology can share God's love!	Good vs. bad screen time. How can you use a device to encourage someone?	Digital Discipleship: your phone is a mission field. Plan one digital encouragement this week.
47	<b>We Bring God Everywhere</b>	Sing God is with us as they leave the room.	World map: our families came from here — and we bring God's love to Australia! Flag craft.	Reverse Mission: our families came to Australia for a reason. God's plan includes THIS country.	Reverse Mission theology: diaspora as God's strategic deployment. How is your family's story part of God's plan?
48	<b>The Big Celebration! (Commissioning)</b>	Party! Certificate: God's Special One. Family invited.	Annual graduation party. Performance for parents. Certificate: DIWC Little Champion 2026!	Annual celebration. Testimonies. Certificate. Family worship. Commissioned for 2027.	Annual graduation. Commissioning declaration. 2027 Prophetic Declaration. Hand-off to youth curriculum.

## WEEK 37

### Church Is More Than a Building

Q4 — The Vision: Apostolic Execution | Month 10: The Ecclesia — Legislative Authority

<b>WEEK</b>	Week 37
<b>THEME</b>	Church Is More Than a Building
<b>SCRIPTURE</b>	Matthew 16:18 — On this rock I will build my church, and the gates of Hades will not overcome it.
<b>KEY PHRASE</b>	Church is wherever God's people go — and we take it everywhere!
<b>MANDATE</b>	Q4 — The Vision: Apostolic Execution   Month 10: The Ecclesia — Legislative Authority

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Safe outdoor walk route	Walk around the church building route	Church definition worksheet (building vs. people)	Journals
God is everywhere song	Church is wherever we go song	Memory verse: Matthew 16:18 (shortened)	Bible: Matthew 16:18, Acts 2:42-47, Acts 8:1-4
Nature items to collect outside	Drawing materials for church map	School/suburb map	Ecclesia framework cards
		Journals	Discussion cards

**INCLUSION & UDL NOTES**

- Going outside is a powerful physical embodiment of the session's concept — God's church leaves the building.
- For children from backgrounds where church is heavily building-focused, this reframe may be surprising. Validate the importance of gathering while expanding the concept.
- The map activity makes the concept concrete and local: where does God's team already operate in this neighbourhood?

**ADHD & AUTISM ADJUSTMENTS**

- Outdoor walks are naturally engaging for ADHD and kinaesthetic learners.
- Pre-teen: the Ecclesia concept connects to their Q3 territorial dominion work — the church is the legislative body responsible for the territory.
- Autism: advance notice of the outdoor walk is essential. Preview the route and what to expect.

**▣ CRECHE (0-2) — Caregiver Cue Script****OUTDOOR WALK — 20 min**

**Walk:** Take children outside the building. Walk around together. God is out here too! God is not just inside the church building — He is EVERYWHERE!

**Collect items:** Each child collects one natural item outside (a leaf, a stone). God made all of this — and His church cares for all of this!

**SONG AND STORY — 20 min**

**Song:** Church is wherever we go! (march) God is with us everywhere! (spread arms) We take His love to the street! (walk) God is always there!

**Story:** The church is not the building — it is the PEOPLE. When God's people go to school, to the shops, to the park — the church goes there too! YOU are the church, [name]!

**▣ KINDY (3-5) — Leader Says / Leader Does Script****1. WALK AND DISCOVERY****10 min**

**Leader says:** "Before we start today — we are going outside! [March outside.] Look around. Where do you think God is right now? [Everywhere!] That means church — God's people — can be everywhere too!"

**2. STORY AND CRAFT****20 min**

**Leader says:** "Church is not just this building. Church is wherever YOU are — wherever God's people go! When you go to school tomorrow, the church goes to school. When you go to the park, the church goes to the park!"

**Leader says:** "Draw your Church Map — where do YOU take church this week? School, the shops, a friend's house?"

**3. CLOSING****20 min**

**Leader says:** "Declaration! Add: I am the church — and I take church everywhere I go!"

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

**1. HOOK AND DEFINITION****8 min**

**Leader says:** "Quick question: what is a church? [Various answers.] Most people say: a building, a place where Christians meet. But the word church in the Bible is the Greek word *ekklesia* — and it means an assembly of called-out people. Not a building. A people."

**2. BIBLE TEACHING****10 min**

**Leader says:** "Matthew 16:18 — Jesus says: I will build my church and the gates of Hades will not overcome it. Notice: church is an active, advancing entity. Gates of Hades do not attack — they resist entry. Jesus is saying: my church will be so active that the gates of evil will not be able to keep us out."

**Discussion:** What would it mean for your school to encounter the church — not the building, but YOU?

**3. MAPPING ACTIVITY AND CLOSING****19 min**

**Leader says:** "Mark on the map: where do you already show up as the church? Then mark: one new place you could take church in Q4."

**Leader says:** "Declaration! Add: I am the church — sent and advancing!"

**□ PRE-TEEN (9-13) — Guided Exploration Script****1. CHECK-IN AND Q4 TRANSITION****8 min**

**Leader says:** "Welcome to Q4 — Apostolic Execution. Everything you have discovered about yourself in Q1-Q3 now moves outward. The question is no longer who am I — it is where am I sent?"

**2. BIBLE TEACHING — ECCLESIA****12 min**

**Leader says:** "Matthew 16:18. *Ekklesia* — legislative assembly. In the Roman world, the *ekklesia* was the governing assembly of a city. Citizens gathered to make decisions about their community. Jesus uses this word for His church. We are not a club or a social group — we are the governing assembly of the Kingdom."

**Discussion:** If the church is a legislative assembly, not just a gathering, what does that mean for how we engage with our community, our schools, our local government?

**Leader says:** "Acts 8:1-4 shows what happens when the church is scattered — not contained in one building: those who were scattered went everywhere preaching the word. Persecution that was meant to silence the church actually amplified it. Scattering is not defeat — it is deployment."

**Discussion:** In what ways has your family been scattered from a homeland to this city? How might that scattering be God's deployment rather than just displacement?

**3. DEPLOYMENT PLANNING****10 min**

**Leader says:** "Where specifically are you deployed? Map your sphere: school, suburb, sport, online. For each: what is the church assignment in that space for you in Q4?"

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

**Leader says:** "Challenge: this week, show up intentionally as the church in one sphere beyond Sunday morning."

**Leader says:** "Declaration. Add: I am the church — deployed, not contained!"

**PARENT CONNECTION CARD — WEEK 37**

**We learned:** Church is wherever God's people go — and I take it everywhere!

**Scripture:** Matthew 16:18

**Dinner question:** Where does your family naturally show up as the church during the week — not just on

Sunday?

**Try at home:** This week, identify one place your family regularly goes (a neighbourhood, a school, a sport club) and pray together: God, how can we be Your church in this place?

## WEEK 38

### Good Rules Help Everyone

Q4 — The Vision: Apostolic Execution | Month 10: The Ecclesia — Legislative Authority

<b>WEEK</b>	Week 38
<b>THEME</b>	Good Rules Help Everyone
<b>SCRIPTURE</b>	1 Timothy 2:1-2 — I urge that petitions, prayers, intercession and thanksgiving be made for all people — for kings and all those in authority.
<b>KEY PHRASE</b>	Good rules help everyone — and I can help make my community better!
<b>MANDATE</b>	Q4 — The Vision: Apostolic Execution   Month 10: The Ecclesia — Legislative Authority

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Simple rules games (take turns, share, wait)	Community helpers dress-up: police, doctor, teacher, fire fighter	Why rules matter discussion sheet	Journals
Rules keep us safe song	God uses leaders picture cards	Memory verse: 1 Timothy 2:1-2 (shortened)	Bible: Romans 13:1-7, 1 Timothy 2:1-2
Traffic light prop (red/green/yellow circles)	Community helpers song	Fair rules brainstorm worksheet Journals	Political awareness discussion cards Civic engagement planning template

#### INCLUSION & UDL NOTES

- Community helpers dress-up is widely appealing and crosses all ability levels and backgrounds.
- The concept of praying for those in authority (1 Timothy 2:1-2) is theologically important and directly empowers children to engage with civic life through prayer.
- Be sensitive to children who may have negative experiences with authority figures (police, government). Acknowledge complexity while maintaining the principle.

#### ADHD & AUTISM ADJUSTMENTS

- Rules games provide natural structure and clear expectations — helpful for ADHD children.
- Pre-teen: political engagement content may be sensitive given different family political backgrounds. Keep the framing on Kingdom values rather than party politics.
- Autism: rules and structure are often naturally appealing. Channel this positively: rules are good — they help communities function well.

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

**RULES GAMES — 20 min**

**Games:** Simple turn-taking games. Model: wait for your turn, share, take turns. These are rules that help everyone have a good time!

**Traffic light:** Red = stop, Yellow = slow down, Green = go! Rules keep us safe — just like traffic lights!

**SONG AND STORY — 20 min**

**Song:** Rules keep us safe! (traffic light motion) Rules help us share! (share a toy) God gives us leaders who care! (thumbs up) Rules are good — they are always there!

**Story:** God loves communities where people look after each other. He gives leaders — policemen, doctors, teachers — to help make sure everyone is safe and treated fairly. And we can PRAY for those leaders!

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

### 1. COMMUNITY HELPERS DRESS-UP

15 min

**Leader says:** "God uses ALL kinds of leaders to look after our community! Let us meet some of them!"

[Children dress up as community helpers and explain what their helper does.]

**Leader says:** "And do you know what? We can PRAY for these people! The Bible says: pray for everyone in authority over us. When we pray, we are helping too!"

### 2. COMMUNITY PRAYER

10 min

[Simple group prayer: God, please help our leaders to make good, fair rules. Help our police to keep us safe. Help our doctors to heal people. Help our teachers to teach well.]

### 3. CLOSING

25 min

**Leader says:** "Declaration! Add: I pray for my community — and I help make it better!"

## ⇒ PRIMARY (6-8) — Scripted Session

### 1. HOOK — WHY DO WE HAVE RULES?

8 min

**Leader says:** "Quick question: what would happen if there were no rules at all — at school, on the road, in the country? [Brief responses: chaos, unfair, dangerous.] Rules protect the weakest people in a community. A community with no rules benefits whoever is strongest."

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

10 min

**Leader says:** "1 Timothy 2:1-2 — pray for kings and all those in authority, so that we may live peaceful and quiet lives in all godliness and holiness. Paul is writing this when the Roman Emperor is Nero — who is actively persecuting Christians. And he says: PRAY for him. Not because the government is perfect, but because God uses authority structures to create conditions for human flourishing."

**Discussion:** Is there a leader — at school, in your community, in the country — that you could pray for this week?

### 3. FAIR RULES BRAINSTORM

9 min

**Leader says:** "Brainstorm: if you could change one rule at school to make it fairer for everyone, what would it be? How would you go about it?"

### 4. CLOSING

10 min

**Leader says:** "Declaration! Add: I pray for my leaders — and I contribute to fair community!"

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

### 1. CHECK-IN AND HOOK

8 min

**Leader says:** "Deployment check: where did you show up as the church this week?"

**Leader says:** "Today: political and civic engagement. Not party politics — Kingdom civics."

### 2. BIBLE TEACHING — ROMANS 13 AND 1 TIMOTHY 2

12 min

**Leader says:** "Romans 13:1-7 and 1 Timothy 2:1-2. These passages were written under Roman imperial rule — not a democratic system. And yet Paul calls Christians to honour authority, pay taxes, and pray for those in power."

**Discussion:** What is the difference between submitting to authority (which Scripture requires) and uncritical compliance with unjust authority (which Scripture does not require)?

**Leader says:** "The prophetic tradition consistently held rulers accountable to God's standards: Nathan confronted David, Elijah confronted Ahab, John the Baptist confronted Herod. Honouring authority does not mean silencing prophetic critique."

**Discussion:** As young people of African descent in Australia — how do you engage with political and civic institutions? What would healthy, prophetic civic engagement look like for you?

### 3. CIVIC ENGAGEMENT PLANNING

10 min

**Leader says:** "Plan one act of civic engagement this term: attend a community meeting, write to a local representative, participate in a community project, or start a prayer initiative for your local government."

### 4. OUTWARD IMPACT AND CLOSING

10 min

**Leader says:** "Challenge: pray specifically for one person in authority this week — a teacher, a local councillor, a national leader. Not generic prayer — informed, specific intercession."

**Leader says:** "Declaration. Add: I pray for authority and I engage as a Kingdom citizen!"

### PARENT CONNECTION CARD — WEEK 38

**We learned:** Good rules help everyone — and I pray for the leaders who make them!

**Scripture:** 1 Timothy 2:1-2

**Dinner question:** Have you talked with your child about how laws and community rules affect people? About how Christians can engage with civic life?

**Try at home:** Pray together this week for a specific leader in your community — name them and pray specifically for wisdom, integrity, and compassion in their role.

## WEEK 39

### Being a Gatekeeper

Q4 — The Vision: Apostolic Execution | Month 10: The Ecclesia — Legislative Authority

WEEK	Week 39
THEME	Being a Gatekeeper
SCRIPTURE	Isaiah 22:22 — I will place on his shoulder the key to the house of David; what he opens no one can shut, and what he shuts no one can open.

<b>KEY PHRASE</b>	God gives me keys — I can open doors and stand for what is right!
<b>MANDATE</b>	Q4 — The Vision: Apostolic Execution   Month 10: The Ecclesia — Legislative Authority

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Gate opening/closing toy	Door/gate craft materials	Gatekeeper discussion worksheet	Journals
Key craft (card cut-out)	Story of Peter's keys (Matthew 16)	Memory verse: Isaiah 22:22	Bible: Isaiah 22:22, Matthew 16:19
God gives us keys song	Key card craft (large card key to decorate)	My gate planning card	Policy Gatekeeping framework
		Journals	Discussion cards

### INCLUSION & UDL NOTES

- The key is a powerful, tactile symbol — make a physical key craft at every age level.
- The gatekeeper concept is concrete and accessible: who stands at a gate determines what passes through. Frame gatekeeping as protective and positive.
- For pre-teen: policy gatekeeping is the direct application of civic engagement learned last week. Connect the two sessions explicitly.

### ADHD & AUTISM ADJUSTMENTS

- Give ADHD children the gatekeeper role in a physical game — standing at the door and deciding who can enter.
- Pre-teen: the concept of using influence to uphold values may feel abstract. Ground it in a specific, real scenario from their school or community.
- Autism: the role of gatekeeper (clear, defined responsibility) may be particularly appealing.

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

### GATE GAMES — 20 min

**Game:** Simple gate opening/closing: caregiver forms a gate with arms. Some things can come through (good things), some cannot (dangerous things). God gives us people who keep us safe!

**Key craft:** Make a large card key together: [Name]'s key — to open doors for good things!

### SONG AND STORY — 20 min

**Song:** God gives us keys! (hold up key) Keys to open good doors! (open motion) Keys to keep out harm! (closed motion) God made me a gatekeeper — I will stand strong and calm!

**Story:** A gatekeeper is someone who stands at a door and decides what comes through. Jesus gave His followers the keys to His Kingdom — the power to open doors for people and to stand against things that would hurt them.

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

### 1. DOOR AND GATE CRAFT

12 min

**Leader says:** "A gatekeeper is someone who stands at a door and has a KEY. The key decides what comes in and what does not. Today we are making keys!"

[Children decorate large card key shapes.]

**Leader says:** "God has given YOU a key too! The key of kindness — to open the door to people who feel left out. The key of truth — to open the door to what is real and good."

## 2. PETER'S KEYS STORY

10 min

**Leader says:** "Jesus told Peter: I will give you the keys to the Kingdom of Heaven. That means Peter had authority — to open doors for people to encounter God, and to stand against things that would block that."

**Leader says:** "You have keys too! When you include someone who is left out — you just used your key. When you tell the truth when it is hard — you just used your key."

## 3. CLOSING

28 min

**Leader says:** "Declaration! Add: God gave me keys — I am a gatekeeper!"

# PRIMARY (6-8) — Scripted Session

## 1. HOOK AND GATEKEEPER CONCEPT

8 min

**Leader says:** "Has anyone ever been stopped from doing something unfair or unkind by someone who stood in the way? That person was a gatekeeper — someone who used their position to protect others."

## 2. BIBLE TEACHING — ISAIAH 22:22

10 min

**Leader says:** "Isaiah 22:22 — the key to the house of David. In the ancient world, the person who held the key to the king's house controlled access to the king. Whoever they let in, got in. Whoever they kept out, stayed out. Jesus applies this imagery in Matthew 16:19 — I will give you the keys of the Kingdom."

**Leader says:** "A gatekeeper in your school is someone who determines what is acceptable and what is not — through their influence, their courage, and their example. You are a gatekeeper."

**Discussion:** What gate can you guard at school? What specifically passes through you that others then encounter — kindness, honesty, inclusion?

## 3. MY GATE PLANNING CARD

9 min

**Leader says:** "Complete your My Gate planning card: what is my gate? What do I want to let through? What do I want to keep out? How will I stand there?"

## 4. CLOSING

10 min

**Leader says:** "Declaration! Add: God gave me keys — I stand at my gate for what is good!"

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

## 1. CHECK-IN AND HOOK

8 min

**Leader says:** "Civic engagement check: did you pray specifically for a leader this week?"

**Leader says:** "Today: Policy Gatekeeping. Using influence — relational, professional, or civic — to uphold Kingdom values."

## 2. BIBLE TEACHING — ISAIAH 22 AND MATTHEW 16

12 min

**Leader says:** "Isaiah 22:22 and Matthew 16:19. The key imagery — what you open no one can shut, what you shut no one can open. This is describing authority: access control. The person with the key determines what gets through."

**Discussion:** Where do you currently have access that others do not? A family relationship, a friendship group, a school role, a community position? That access is a key. What do you do with it?

**Leader says:** "Policy Gatekeeping is using your position — however small it seems — to create conditions where Kingdom values can operate. A school captain who enforces inclusion policy. A friendship group leader who sets the tone of conversation. A community volunteer who advocates for marginalised families."

**Discussion:** What is your current gate? What specifically do you have influence over that you could use more intentionally for Kingdom purposes?

**3. GATEKEEPING PLAN** **10 min**

**Leader says:** "Map your gates: where do you have access and influence? For each gate: what is your specific Kingdom responsibility there? What would faithful gatekeeping look like this week?"

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

**Leader says:** "Challenge: this week, exercise your gatekeeper role deliberately in one specific situation."

**Leader says:** "Declaration. Add: God gave me the keys — I open doors and guard what matters!"

**PARENT CONNECTION CARD — WEEK 39**

**We learned:** God gives me keys — I can open doors and stand for what is right!

**Scripture:** Isaiah 22:22

**Dinner question:** Where does your family have influence in your community? How are you using that access as a Kingdom key?

**Try at home:** Identify together one door your family can open for someone this month — an introduction, an opportunity, an invitation. Do it deliberately and prayerfully.

## WEEK 40

### Making Our Community Better

Q4 — The Vision: Apostolic Execution | Month 10: The Ecclesia — Legislative Authority

<b>WEEK</b>	Week 40
<b>THEME</b>	Making Our Community Better
<b>SCRIPTURE</b>	Jeremiah 29:7 — Seek the peace and prosperity of the city to which I have carried you into exile. Pray to the Lord for it, because if it prospers, you too will prosper.
<b>KEY PHRASE</b>	I seek the good of my city — because God loves my community!
<b>MANDATE</b>	Q4 — The Vision: Apostolic Execution   Month 10: The Ecclesia — Legislative Authority

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Sharing activities with new toys	Drawing paper for neighbourhood map	Community project brainstorm worksheet	Journals
Community helper picture cards	How can we make it happier? discussion cards	Memory verse: Jeremiah 29:7 (shortened)	Bible: Jeremiah 29:4-7
Sharing helps song	One kind act planning sheet	Neighbourhood needs map	Community impact project template
		Voting cards for group decision	Presentation planning materials

**INCLUSION & UDL NOTES**

- The community project brainstorm should produce a real, executable plan — not just an exercise.
- Jeremiah 29:7 speaks directly to diaspora experience: God tells exiles to invest in the city where they find themselves, not just wait to go home. This is profoundly relevant for African diaspora families.
- For pre-teen: the community project from Month 3 of Q2 may be revisited here — what has happened since then?

**ADHD & AUTISM ADJUSTMENTS**

- Community project voting and planning: give ADHD children an active role in facilitation — timekeeper, vote counter, presenter.
- Pre-teen presentation: provide a structured template with clear sections so ADHD learners can organise their community impact plan effectively.
- Autism: community engagement activities may need to be broken into very specific, defined tasks rather than open-ended participation.

**▣ CRECHE (0-2) — Caregiver Cue Script****SHARING AND CARING — 20 min**

**Activity:** Introduce a new toy. Show children how to share it with everyone: sharing helps everyone have more! What can we share in our community?

**Community helpers:** Look at picture cards of community helpers. These people help make our community better! We can too!

**SONG AND PRAYER — 20 min**

**Song:** We help our community! (march) We make it better each day! (clap) God loves our neighbourhood — so we are on our way!

**Prayer:** Walk to the window or outside briefly. Simple prayer: God, we love our community. Help us make it better. Show us how to help.

**▣ KINDY (3-5) — Leader Says / Leader Does Script****1. NEIGHBOURHOOD DRAWING****12 min**

**Leader says:** "Draw your neighbourhood! What is on your street? Your school? The shops? The park? Now — circle something you could make HAPPIER or BETTER with a kind act!"

**2. PLAN A KIND ACT****15 min**

**Leader says:** "We are going to plan one kind act for our community this week. It could be: pick up litter, deliver a card to an elderly neighbour, say thank you to a community helper, invite someone new to play."

[Children choose their act and plan it on the planning sheet.]

**3. COMMUNITY PRAYER AND CLOSING****23 min**

[Simple prayer for the neighbourhood. Children hold their neighbourhood drawings.]

**Leader says:** "Declaration! Add: I seek the good of my city — because God loves my community!"

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

**1. HOOK AND JEREMIAH 29:7****10 min**

**Leader says:** "Jeremiah 29:7 is one of the most counter-cultural verses for migrant communities: Seek the peace and prosperity of the city to which I have carried you. God is speaking to Israelites in exile in Babylon — a foreign city they did not choose. And He says: invest in it. Pray for it. Build it. Your wellbeing is connected to its wellbeing."

**Discussion:** How does your family see Western Sydney — as temporary, as home, as somewhere in between? How does Jeremiah 29:7 challenge or affirm that?

**2. COMMUNITY PROJECT BRAINSTORM****15 min**

**Leader says:** "What does our suburb actually need? Three categories: physical needs (litter, environment, safety), social needs (loneliness, connection, welcome), spiritual needs (hope, truth, community)."

[Brainstorm session. Vote on one project to plan.]

**3. PROJECT PLANNING AND CLOSING****12 min**

**Leader says:** "Plan: what, where, when, who, how? Make it concrete and achievable this quarter."

**Leader says:** "Declaration! Add: I seek the good of my city — God placed me here for a reason!"

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

**Leader says:** "Gatekeeper check: where did you exercise your key this week?"

**Leader says:** "Jeremiah 29:7 — one of the most important verses for diaspora communities. Let us read it."

**2. BIBLE TEACHING — JEREMIAH 29:4-7****12 min**

[Volunteer reads Jeremiah 29:4-7.]

**Leader says:** "God tells the Babylonian exiles: build houses. Plant gardens. Marry and have children. Seek the peace of the city. Your flourishing is tied to the flourishing of the place where I put you."

**Discussion:** How does this verse reframe the diaspora experience for your family? Is Australia temporary — a place you are waiting to leave — or a place God has specifically deployed you to?

**Leader says:** "Reverse Mission theology (we will explore this more in Week 47) begins here: God did not accidentally scatter African communities to Australia. This deployment is strategic. And the command is: seek the peace of this city."

**Discussion:** What would it mean for your generation — the first or second generation to grow up here — to genuinely invest in the future of this city?

**3. COMMUNITY IMPACT PROJECT****10 min**

**Leader says:** "Design a community impact project your group could execute in Q4. Specific, executable, connected to a genuine need in your suburb. Present to the group. Vote on one to pursue."

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

**Leader says:** "Challenge: take one concrete step toward your community impact project this week."

**Leader says:** "Declaration. Add: I seek the good of my city — God placed me here on purpose!"

**PARENT CONNECTION CARD — WEEK 40**

**We learned:** I seek the good of my city — because God loves my community!

**Scripture:** Jeremiah 29:7

**Dinner question:** How does your family think about your relationship to the local community — as insiders

or outsiders? How does Jeremiah 29:7 speak to that?

**Try at home:** As a family, identify one need in your immediate neighbourhood and plan one specific act to address it this month. Then do it.

## WEEK 41

### Teaching My Friends

Q4 — The Vision: Apostolic Execution | Month 11: Legacy and Transmission — The Winning Church

<b>WEEK</b>	Week 41
<b>THEME</b>	Teaching My Friends
<b>SCRIPTURE</b>	2 Timothy 2:2 — And the things you have heard me say in the presence of many witnesses entrust to reliable people who will also be qualified to teach others.
<b>KEY PHRASE</b>	What I have learned, I can pass on — I am part of the chain!
<b>MANDATE</b>	Q4 — The Vision: Apostolic Execution   Month 11: Legacy and Transmission — The Winning Church

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Older child or caregiver demonstrates to younger	Buddy pairing activity	Paul-Timothy chain worksheet	Journals
You can teach song	Teach a friend worksheet (draw what you learned)	Memory verse: 2 Timothy 2:2	Bible: 2 Timothy 2:2
Simple skill to practise together	Paper chain of names craft	Paper chain craft	Mentorship commitment template
	I can teach song	Journals	Thank-you letter writing materials

#### INCLUSION & UDL NOTES

- The 2 Timothy 2:2 chain has four links: Paul to Timothy to faithful people to others. Help children see they are already in the chain.
- The paper chain craft makes the generational transmission concept visible and tactile.
- Some children may struggle to identify who poured into them — validate: it could be a caregiver, a teacher, a church leader, or God directly through His word.

#### ADHD & AUTISM ADJUSTMENTS

- Teaching others is one of the highest retention activities — ADHD children who struggle to retain information often show dramatically improved recall when given the role of teacher.
- Pre-teen mentorship commitment: provide a simple, specific template rather than open-ended — this helps ADHD learners produce a concrete plan.
- Autism: the buddy pairing should match autistic children with patient, understanding partners.

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

**OLDER TEACHING YOUNGER — 20 min**

**Demonstrate:** Caregiver or older child shows a simple skill to younger: how to stack blocks, how to put on a hat, how to clap a rhythm. You can teach! Even little ones can show what they know!

**You can teach song:** You can teach! (point to self) You know things others do not! (spread hands wide) When you teach what you know — you help the world grow! (grow motion)

**PASS IT ON GAME — 20 min**

**Game:** Whisper a word or action along the line of children. The last child says it aloud. You passed it on! That is what God wants us to do — pass on what we have learned!

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

**1. BUDDY PAIRING****12 min**

**Leader says:** "You know something important. You have learned SO MUCH this year — about God, about yourself, about being kind. And now it is your turn to teach someone else!"

*[Pair children. Older with younger where possible.]*

**Leader says:** "Teach your buddy one thing you learned this year. It can be a verse, a song, a truth, a kind action. You have 5 minutes — go!"

**2. PAPER CHAIN CRAFT****15 min**

**Leader says:** "We are making a chain! Each link is a person who learned something from God and passed it on. Write your name on your link. Connect the chain. That is how God's truth travels from generation to generation!"

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

**Leader says:** "Declaration! Add: I pass it on — I am part of God's chain!"

## ⇒ PRIMARY (6-8) — Scripted Session

**1. HOOK AND PAUL-TIMOTHY CHAIN****10 min**

**Leader says:** "2 Timothy 2:2 gives us a four-generation chain: Paul taught Timothy. Timothy entrusted it to faithful people. Those faithful people taught others. Paul-Timothy-faithful people-others. That is four generations in one verse. And the chain has not stopped."

**Leader says:** "Where in that chain are you? Who taught you? And who is waiting for you to teach them?"

**2. CHAIN ACTIVITY****12 min**

**Leader says:** "Complete the worksheet: who is your Paul (someone who poured into you)? What did they teach you? Who is your Timothy (someone you can invest in)? What will you teach them?"

**Leader says:** "Then make your chain link: your name, your gift to pass on."

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

**Discussion:** What is the most important thing you have learned this year that you want to make sure someone else knows?

**Leader says:** "Declaration! Add: I am in the chain — what was given to me, I give away!"

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

**1. CHECK-IN AND HOOK**

**8 min**

**Leader says:** "Community impact project check: where are you with your plan?"

**Leader says:** "Today: mentorship. The 2 Timothy 2:2 principle."

**2. BIBLE TEACHING — 2 TIMOTHY 2:2 AND GENERATIONAL TRANSMISSION**

**12 min**

**Leader says:** "2 Timothy 2:2. Paul writes this to Timothy — a young leader in his 20s or 30s. Paul is near the end of his life. The instruction is explicit: what you have received, pass on. Not to just anyone — to reliable people who will also be qualified to teach others."

**Leader says:** "This is the African oral tradition in Kingdom form. The elders who carry the story of the community — its history, its faith, its wisdom — and entrust it deliberately to the next generation. This does not happen by accident. It requires intention."

**Discussion:** Who has been your Paul — someone who deliberately invested in your faith, your calling, your character? What did they give you that you carry?

**Discussion:** Who is your Timothy — someone younger or less experienced who would benefit from what you have received? Are you being intentional about that relationship?

**3. MENTORSHIP COMMITMENT**

**10 min**

**Leader says:** "Write two things: a genuine thank-you (to be given or sent) to someone who poured into you. And a commitment letter to yourself about who you will invest in and how in Q4."

**4. OUTWARD IMPACT AND CLOSING**

**10 min**

**Leader says:** "Challenge: deliver or send your thank-you this week. And make contact with your Timothy."

**Leader says:** "Declaration. Add: What I have received, I give away — I am in the chain!"

**PARENT CONNECTION CARD — WEEK 41**

**We learned:** What I have learned, I can pass on — I am part of God's chain!

**Scripture:** 2 Timothy 2:2

**Dinner question:** Who invested in your faith and character? Have you thanked them? And who are you deliberately investing in from the next generation?

**Try at home:** Share with your child: who is the person who most shaped your faith? Tell the story. Then ask: who do you think you could be that person for?

**WEEK 42**

**Leaders Serve First**

Q4 — The Vision: Apostolic Execution | Month 11: Legacy and Transmission — The Winning Church

<b>WEEK</b>	Week 42
<b>THEME</b>	Leaders Serve First
<b>SCRIPTURE</b>	Mark 10:45 — For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many.
<b>KEY PHRASE</b>	Real leaders serve first — and I lead by serving!
<b>MANDATE</b>	Q4 — The Vision: Apostolic Execution   Month 11: Legacy and Transmission —

## The Winning Church

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Helping hands activity props	Foot-washing story props (basin, towel — for illustration only)	Servant leadership worksheet	Journals
Helpers are leaders song	Real leaders help first song	Memory verse: Mark 10:45	Bible: Mark 10:42-45, John 13:1-17
Simple serving each other activity (pass snack)	Serving each other snack activity	Service act planning card Journals	Diakonia service planning template Discussion cards

**INCLUSION & UDL NOTES**

- The foot-washing story is visually powerful and culturally resonant — Jesus, the highest-status person in the room, serves the lowest-status act.
- For crèche and kindy, the foot-washing is illustrated through story not enacted — the snack-serving activity embodies the concept practically.
- Servant leadership is a direct counter-narrative to both authoritarian and passive models — it requires genuine strength and humility.

**ADHD & AUTISM ADJUSTMENTS**

- ADHD children respond well to having a clear, active serving role during the session — assign them the snack distribution, materials prep, or room setup.
- Pre-teen: service planning should result in a specific, scheduled act — not a vague intention. Who, what, when, where.
- Autism: serving acts should be clearly defined with specific tasks rather than open-ended helping.

**□ CRECHE (0-2) — Caregiver Cue Script****HELPING HANDS — 20 min**

**Activity:** Simple serving acts together: help set up the snack table, fold the blankets, carry items. Every helping act is leadership!

**Song:** Helpers are leaders! (thumbs up) Leaders help first! (hands together) Jesus showed us the way — to serve is to be great! (reach down then up)

**SERVING SNACK — 20 min**

**Pass the snack:** Children serve snacks to each other. Leader narrates: Look — you are a leader! You served first! That is exactly what Jesus did.

**Story:** Jesus was the most important person in the room. And one night — He knelt down and washed His friends' dirty feet. The most powerful person in history chose to do the most humble job. That is what real leadership looks like.

**□ KINDY (3-5) — Leader Says / Leader Does Script****1. FOOT-WASHING STORY****10 min**

**Leader says:** "Tonight I am going to tell you one of the most surprising things Jesus ever did. He was at a special dinner with all His friends. And instead of sitting at the most important seat — He got up, took a basin and a towel, and He washed everyone's feet."

**Leader says:** "Feet were the dirtiest part of the body — only servants washed feet. But Jesus said: I want to show you what real leaders do. Real leaders serve first."

## 2. SERVE EACH OTHER SNACK

15 min

**Leader says:** "Today YOU are going to be servant leaders! You are going to serve each other snack. That is your leadership challenge."

[Children take turns serving snacks to each other.]

## 3. SERVICE ACT PLAN AND CLOSING

25 min

**Leader says:** "One act of service this week: choose something you will do for someone else — at home, at school, in the community. Then do it."

**Leader says:** "Declaration! Add: I lead by serving — because Jesus served first!"

# PRIMARY (6-8) — Scripted Session

## 1. HOOK AND MARK 10

10 min

**Leader says:** "Mark 10:42-45. The disciples are arguing about who will be greatest in Jesus's Kingdom. Jesus says: you know that those who are regarded as rulers lord it over others. Not so with you. Whoever wants to be great among you must be your servant."

**Leader says:** "This completely inverts the power pyramid. The bottom becomes the top. The servant becomes the leader. Not as a trick — as a genuine reordering of how power works in God's Kingdom."

## 2. SERVANT LEADERSHIP EXAMPLES

10 min

**Discussion:** Think of a leader you genuinely admire — in your family, your community, anywhere. What is it about them that makes them a good leader? Is it their power, or how they serve?

## 3. SERVICE ACT PLANNING AND CLOSING

17 min

**Leader says:** "Plan one specific act of servant leadership this week. Make it concrete: I will serve [person] by doing [specific thing] on [specific day]."

**Leader says:** "Declaration! Add: I lead by serving — real power is in giving, not taking!"

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

## 1. CHECK-IN AND HOOK

8 min

**Leader says:** "Mentorship check: did you deliver your thank-you and make contact with your Timothy?"

**Leader says:** "Today: Diakonia. The theology of servant leadership."

## 2. BIBLE TEACHING — JOHN 13 AND MARK 10

12 min

**Leader says:** "John 13:1-17. The foot-washing. Jesus knows He is about to die. He knows Judas is about to betray Him. And His response to knowing He is the most powerful person in history — is to wash feet."

**Discussion:** What is John saying by noting in verse 3 that Jesus knew all things and then immediately showing Him washing feet? What does true power do?

**Leader says:** "Mark 10:45 — not to be served, but to serve, and to give his life as a ransom for many. The word ransom — lutron — is a commercial term. Payment that frees someone from bondage. Jesus frames His entire life and death as a service act."

**Discussion:** What would genuinely servant-led leadership look like in your specific context — in your youth group, your school, your community? Not performance of humility, but actual service.

**3. DIAKONIA SERVICE PLAN** 10 min

**Leader says:** "Plan a specific service act for the younger children's ministry — something this group does to serve the 0-8 age groups. Leader facilitates the idea, the group executes it in the coming weeks."

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

**Leader says:** "Challenge: identify one person in your world who is currently being un-served — overlooked, unsupported, alone. Do one specific thing to serve them this week."

**Leader says:** "Declaration. Add: I lead by serving — real power is given away!"

**PARENT CONNECTION CARD — WEEK 42**

**We learned:** Real leaders serve first — and I lead by serving!

**Scripture:** Mark 10:45

**Dinner question:** Who in your family models servant leadership most clearly? What do they do that shows this?

**Try at home:** This week, as a family, do one collective act of service for someone outside your family. Frame it as leadership: we are leading by serving.

## WEEK 43

### Doing the Right Thing

Q4 — The Vision: Apostolic Execution | Month 11: Legacy and Transmission — The Winning Church

<b>WEEK</b>	Week 43
<b>THEME</b>	Doing the Right Thing
<b>SCRIPTURE</b>	Proverbs 22:1 — A good name is more desirable than great riches; to be esteemed is better than silver or gold.
<b>KEY PHRASE</b>	I do the right thing — even when no one is watching!
<b>MANDATE</b>	Q4 — The Vision: Apostolic Execution   Month 11: Legacy and Transmission — The Winning Church

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Praise cards for kind actions	Red/green scenario cards (kind or unkind?)	Character challenge scenarios	Journals
You did the right thing celebration props	Daniel in the lions den story props	Memory verse: Proverbs 22:1 (shortened)	Bible: Daniel 6:1-23, Proverbs 22:1
Simple right/wrong scenario cards (pictures)	Brave and honest song	No-one-is-watching reflection sheet	Integrity case study cards
		Journals	Discussion cards

**INCLUSION & UDL NOTES**

- The when-no-one-is-watching frame is powerful and concrete — it tests genuine character, not performed goodness.
- The Daniel story connects directly to diaspora experience: Daniel maintained integrity in a system that

could have destroyed him for it.

- For crèche: celebrate right actions visibly and specifically — name what they did and why it was good.

### ADHD & AUTISM ADJUSTMENTS

- ADHD children often act impulsively and then feel guilt. Reframe: integrity is not about never making mistakes — it is about what you do when you realise you have. Come back and make it right.
- Pre-teen case studies: ground in specific, realistic scenarios from their world — not abstract ethical dilemmas.
- Autism: the right thing to do in social situations is not always obvious. Use this session to provide explicit, concrete guidance on specific scenarios.

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

### CELEBRATING KIND ACTIONS — 25 min

**Praise cards:** As children arrive, notice and name kind actions: [Name] just shared! That is doing the right thing! [Name] said thank you — that is doing the right thing! Give praise cards for each right action noticed.

**Right/wrong pictures:** Show simple picture cards: sharing (right), snatching (wrong), helping (right), ignoring (wrong). Is this the right thing? YES! Is this the right thing? NO!

### SONG AND STORY — 15 min

**Story:** Daniel did the right thing even when it was dangerous. He kept praying even when the king said no praying allowed! He was thrown to the lions — but God protected him. Why? Because Daniel had done the right thing consistently, for a long time, even when no one was watching.

**Song:** I do the right thing! (thumbs up) Even when it is hard! (brave face) God sees every kind act — every single one! (look up) So I will keep doing right — because it matters to God!

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

### 1. RED AND GREEN SCENARIOS

10 min

**Leader says:** "I will give you a situation. Hold up GREEN if it is the right thing — RED if it is not."

[Scenarios: You see someone being left out — you invite them in. (green) You see someone drop something — you walk past. (red) Someone lied about you — you tell the truth anyway. (green) Continue with several examples.]

### 2. DANIEL STORY

10 min

**Leader says:** "Daniel had a rule: pray three times a day, every day. Even when the king made a law saying no praying allowed — Daniel still prayed. He did not do it in secret or stop because it was hard. He did the right thing. And God was with him even in the lions den."

### 3. CHARACTER CHALLENGE AND CLOSING

30 min

**Leader says:** "Character challenge: what is one right thing you can do this week, even if no one is watching?"

**Leader says:** "Declaration! Add: I do the right thing — God sees every act of goodness!"

## ⇒ PRIMARY (6-8) — Scripted Session

### 1. HOOK — WHEN NO ONE IS WATCHING

8 min

**Leader says:** "Your character is what you do when no one is watching. Not your reputation — your character. Your reputation is what people think you are. Your character is what you actually are."

**Discussion:** Think of one thing you have done recently when you thought no one was watching. Were you proud of it?

## 2. DANIEL STORY

8 min

**Leader says:** "Daniel 6. Daniel is one of the top three administrators in the kingdom. His colleagues are jealous and looking for an accusation against him — but verse 4 says they could find no corruption in him, because he was trustworthy. His integrity was established over years of consistent right action."

## 3. CHARACTER CHALLENGE

12 min

**Leader says:** "Three scenarios: what is the right thing to do? (1) You find out your friend has been lying about you to others. (2) You accidentally break something that belongs to the church and no one saw it. (3) You realise you got more change than you should have at the shops. For each — what does integrity require?"

## 4. CLOSING

9 min

**Leader says:** "Proverbs 22:1 — a good name is more desirable than great riches. What you are known for — your character — is more valuable than what you own."

**Leader says:** "Declaration! Add: My character is who I am when no one is watching — and I choose right!"

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

## 1. CHECK-IN AND HOOK

8 min

**Leader says:** "Service check: did you serve someone who was being un-served?"

**Leader says:** "Today: integrity in the marketplace. What does doing the right thing cost?"

## 2. BIBLE TEACHING — DANIEL 6 AND PROVERBS 22:1

12 min

**Leader says:** "Daniel 6:1-23. The conspiracy against Daniel works because his enemies know he will not compromise. His integrity is so consistent that they can predict it and weaponise it against him. His faithfulness is the evidence used against him."

**Discussion:** What does it say about Daniel's character that his integrity was so predictable that his enemies could design a trap around it?

**Leader says:** "Proverbs 22:1 — a good name is more desirable than great riches. In a marketplace context, your name is your most valuable asset. It takes years to build and moments to lose."

**Discussion:** What does integrity in your specific context cost? What social, academic, or financial price does doing the right thing sometimes require?

## 3. INTEGRITY CASE STUDIES

10 min

[In pairs, work through 2 case studies: situations where doing the right thing has a real cost. For each: what does integrity require? What would you actually do?]

## 4. OUTWARD IMPACT AND CLOSING

10 min

**Leader says:** "Challenge: this week, do the right thing in one specific situation where it has a cost."

**Leader says:** "Declaration. Add: My good name is worth more than silver — I choose integrity!"

## PARENT CONNECTION CARD — WEEK 43

**We learned:** I do the right thing — even when no one is watching!

**Scripture:** Proverbs 22:1

**Dinner question:** What is one situation in your child's life where you know they are facing a choice between what is easy and what is right? How can you support them to choose integrity?

**Try at home:** Share a story from your own life of when you did the right thing and it cost you something. What happened? How did God honour it? Then ask your child to share one.

## WEEK 44

### Champions Raise Champions

Q4 — The Vision: Apostolic Execution | Month 11: Legacy and Transmission — The Winning Church

<b>WEEK</b>	Week 44
<b>THEME</b>	Champions Raise Champions
<b>SCRIPTURE</b>	1 Thessalonians 5:11 — Therefore encourage one another and build each other up, just as in fact you are doing.
<b>KEY PHRASE</b>	I am a champion — and I raise other champions!
<b>MANDATE</b>	Q4 — The Vision: Apostolic Execution   Month 11: Legacy and Transmission — The Winning Church

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Group dance music	Champion buddy system pairing	Encouragement card materials	Journals
We all win together song	My friend is a champion card craft	Memory verse: 1 Thessalonians 5:11	Bible: 1 Thessalonians 5:11, 2 Timothy 2:2
Champion buddy stickers (pairs)	Group cheer and celebration	Champion circle activity Journals	Replication investment plan Discussion cards

#### INCLUSION & UDL NOTES

- The champion buddy pairing is the session's heart — ensure every child has a partner who genuinely sees and encourages them.
- Encouragement cards must be specific, not generic. Give leaders a prompt: not great job but I see you becoming [specific thing] and it is amazing.
- This session connects back to Q3 Week 32 (More Than a Conqueror) — the individual victory now becomes collective victory.

#### ADHD & AUTISM ADJUSTMENTS

- ADHD children often receive disproportionate criticism and very little specific, genuine praise. This session is healing for them — ensure their champion buddy genuinely sees their strengths.
- Pre-teen replication plan: provide a concrete investment template — not just intentions but a specific what, when, and how.
- Autism: receiving encouragement can be overwhelming. Allow children to receive their encouragement card in writing without a group spotlight.

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

**GROUP DANCE AND CELEBRATION — 20 min**

**Dance:** Celebration music. Everyone dances together! We all win together! No one wins alone!

**Buddy stickers:** Pair up each child with a champion buddy. Give them matching stickers. You are champion buddies — you cheer for each other!

**CHAMPION BUDDIES — 20 min**

**Activity:** Champion buddies practise cheering for each other. Hold each other's hands: YOU are a champion! You can do amazing things! When I grow, I help you grow too!

**Song:** We all win together! (jump) We rise together! (reach up) My champion buddy — I see how great you are! Champions raise champions — we can go so far!

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

### 1. CHAMPION BUDDY PAIRING

10 min

**Leader says:** "This week, everyone gets a champion buddy — a special friend whose job is to encourage them and cheer them on! And YOUR job is to encourage THEM!"

[Pair children. Older with younger where helpful.]

**Leader says:** "Your buddy is already a champion. This week you are going to help them KNOW it."

### 2. MY FRIEND IS A CHAMPION CARD

15 min

**Leader says:** "Make a champion card for your buddy! Write or draw: my friend [name] is a champion because [something specific and true about them]."

[Help each child find something specific to say about their buddy.]

### 3. CELEBRATION AND CLOSING

25 min

[Each pair reads their card to their buddy. Group cheers after each one.]

**Leader says:** "Declaration! Add: I am a champion — and I raise champions around me!"

## ⇒ PRIMARY (6-8) — Scripted Session

### 1. CHAMPION CIRCLE

10 min

**Leader says:** "Everyone in a circle. I will ask you to do two things: first, name one way you have grown as a champion this year. Second, name one specific thing you see growing in the person to your left that you want to encourage."

[Go around the circle. Keep it moving. Leader goes first to model depth.]

### 2. ENCOURAGEMENT CARDS

10 min

**Leader says:** "Write a specific encouragement card to your champion buddy. Not generic — specific. Name one concrete thing you see in them, one thing you believe they will do that will impact the world, one way you will support them in Q4."

### 3. REPLICATION REFLECTION AND CLOSING

17 min

**Leader says:** "1 Thessalonians 5:11 — encourage one another and build each other up. This is your assignment for the rest of the year. Who are you building up?"

**Leader says:** "Declaration! Add: I am a champion — and I raise champions around me!"

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

### 1. CHECK-IN AND HOOK

8 min

**Leader says:** "Integrity check: what was your right-thing-it-cost situation this week?"

**Leader says:** "Final session of Month 11: replication. Your job is not just to become a champion — it is to produce them."

### 2. BIBLE TEACHING — REPLICATION

12 min

**Leader says:** "1 Thessalonians 5:11. Encourage and build each other up — present tense, continuous action. This is your ongoing posture, not an occasional act."

**Leader says:** "2 Timothy 2:2 again — close the loop from Week 41. You received from your Paul. You are giving to your Timothy. But what is your plan for ensuring they can pass it on further? The chain only works if every link is strong."

**Discussion:** What specifically do you want to replicate — not just information but formation? What spiritual, character, or missional DNA do you want to reproduce in someone younger?

**Discussion:** What makes someone genuinely invest in another person rather than just occasionally encouraging them? What is the difference between a fan and a mentor?

### 3. REPLICATION INVESTMENT PLAN

10 min

**Leader says:** "Complete your Replication Investment Plan: who am I investing in? What am I passing to them? Specific schedule of when and how. What will I look for as evidence that the investment is taking root?"

### 4. OUTWARD IMPACT AND CLOSING

10 min

**Leader says:** "Challenge: this week, execute one specific investment in your Timothy. Make it count."

**Leader says:** "Declaration. Add: I am a champion — and I am commissioned to raise champions!"

### PARENT CONNECTION CARD — WEEK 44

**We learned:** I am a champion — and I raise other champions!

**Scripture:** 1 Thessalonians 5:11

**Dinner question:** Who are you deliberately encouraging and building up outside your immediate family? How are you raising champions beyond your own children?

**Try at home:** As a family, identify one young person in your community who needs a champion. Plan how your family will invest in them over the next quarter.

## WEEK 45

### My City Needs Champions

Q4 — The Vision: Apostolic Execution | Month 12: Commissioning — Apostolic Impact

<b>WEEK</b>	Week 45
<b>THEME</b>	My City Needs Champions
<b>SCRIPTURE</b>	Jeremiah 29:7 — Seek the peace and prosperity of the city to which I have carried you into exile.

<b>KEY PHRASE</b>	My city needs champions — and I am one of them!
<b>MANDATE</b>	Q4 — The Vision: Apostolic Execution   Month 12: Commissioning — Apostolic Impact

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Neighbourhood walk photos (printed)	Building blocks for city construction	City map (printed A3)	Journals
God loves our city song	Small toy figures for city	Memory verse: Jeremiah 29:7 (revisited)	Bible: Jeremiah 29:7, Matthew 5:13-16
Building blocks city construction	Champions help everywhere song	City impact planning sheet	City strategy planning template
		Journals	Discussion cards

### INCLUSION & UDL NOTES

- Building the city with blocks (kindy) is a tactile, constructive activity that embodies the session's concept.
- The city map gives Primary a concrete, local anchor — this is their actual suburb, not an abstract urban concept.
- Revisiting Jeremiah 29:7 from Week 40 with deeper commissioning framing connects the weeks and deepens the theology.

### ADHD & AUTISM ADJUSTMENTS

- Building blocks is highly engaging for ADHD children — give them the lead architect role in the city construction.
- Pre-teen city strategy: build on the community impact project they planned in Week 40. Provide a strategic expansion template.
- Autism: the building activity provides a structured, purposeful creative task that suits many autistic learners.

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

### CITY BUILDING AND WALK — 20 min

**Walk photos:** Show photos of the local neighbourhood. This is OUR city! God loves this city — and He put US here to be champions for it!

**Build a city:** Children build a city from blocks. Place toy figures representing different community members. Our champions are everywhere in the city!

### SONG AND STORY — 20 min

**Song:** My city needs champions! (march) Champions like ME! (point to self) God placed me right here — to help this city be free! (spread arms wide)

**Story:** There was a boy who thought he was too small and too young to make a difference in his big city. But God said: I put you here on purpose. Your kindness, your smile, your helping hand — the city needs exactly YOU.

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

### 1. BUILD OUR CITY

15 min

**Leader says:** "We are going to build our city! Use the blocks to create our neighbourhood. Where is the school? The park? The shops? The church? [Children build together.]"

[Narrate as they build: look — there is the school! Who are the champions there? (place toy figure) There is the park! Who helps there?]

**Leader says:** "Champions are EVERYWHERE in the city — not just inside the church building. YOU are a champion in every place you go!"

## 2. PLAN AN ACTION

15 min

**Leader says:** "God loves this city so much that He put YOU here. What is ONE thing you can do this week to be a champion for our city?"

[Children plan and draw their one city action.]

## 3. CLOSING

20 min

**Leader says:** "Declaration! Add: My city needs champions — and God made ME one!"

## ⇒ PRIMARY (6-8) — Scripted Session

### 1. HOOK AND BIBLE REVISIT

8 min

**Leader says:** "We read Jeremiah 29:7 in Week 40. Coming back to it now with the whole year behind us: seek the peace and prosperity of the city. Not just your family. Not just your church. The city."

**Discussion:** In what ways is your family already doing this — seeking the peace and prosperity of Western Sydney?

### 2. CITY MAP ACTIVITY

15 min

**Leader says:** "Look at the city map. Mark: where are the champions already operating? (churches, community groups, service organisations) Where are the gaps? Where is there a need with no champion? Then: where is YOUR place on this map in Q4?"

### 3. CITY ACTION PLANNING AND CLOSING

14 min

**Leader says:** "Complete the city impact planning sheet. One specific action, one specific location, before the end of 2026."

**Leader says:** "Declaration! Add: My city needs champions — I am deployed here on purpose!"

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

### 1. CHECK-IN AND HOOK

8 min

**Leader says:** "Champion investment check: how is your replication plan going?"

**Leader says:** "Welcome to Month 12 — Commissioning. You are being sent. Where? Starting with your city."

### 2. BIBLE TEACHING — JEREMIAH 29:7 AND MATTHEW 5:13-16

12 min

**Leader says:** "Jeremiah 29:7 and Matthew 5:13-16. Salt of the earth and light of the world. Salt preserves and flavours — it works by penetrating, not by sitting in a shaker. Light illuminates — it works by being present in darkness."

**Discussion:** What would it mean for you specifically to be salt in your city? Not preserving the status quo — the salt metaphor in Jesus's time was about preservation against decay. What decay in your city are you positioned to resist?

**Discussion:** What is the specific darkness in your suburb that God is asking you to illuminate? Not globally — locally. Your street. Your school. Your friendship network.

**3. CITY STRATEGY SESSION**

10 min

**Leader says:** "Build your 2027 city strategy: one specific sphere of influence, one specific need, one specific action, one specific timeline. Make it realistic and committed."

**4. OUTWARD IMPACT AND CLOSING**

10 min

**Leader says:** "Challenge: execute your city impact project this week. Not plan it — start it."

**Leader says:** "Declaration. Add: My city needs me — I am sent to make a difference!"

**PARENT CONNECTION CARD — WEEK 45**

**We learned:** My city needs champions — and I am one of them!

**Scripture:** *Jeremiah 29:7*

**Dinner question:** In what specific ways is your family engaged with the wellbeing of your immediate community? How could this be deepened in 2027?

**Try at home:** Take a family drive or walk through your suburb. Ask: what do we see that needs a champion? What has God placed us here to do? Pray together over what you notice.

**WEEK 46**

**God Uses Technology Too**

Q4 — The Vision: Apostolic Execution | Month 12: Commissioning — Apostolic Impact

<b>WEEK</b>	Week 46
<b>THEME</b>	God Uses Technology Too
<b>SCRIPTURE</b>	Proverbs 25:25 — Like cold water to a weary soul is good news from a distant land.
<b>KEY PHRASE</b>	Technology can carry good news — and I use it to encourage!
<b>MANDATE</b>	Q4 — The Vision: Apostolic Execution   Month 12: Commissioning — Apostolic Impact

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Screen-free sensory play materials	Age-appropriate encouraging short video (pre-screened)	Good vs. bad screen time discussion sheet	Journals
Nature and discovery items	Technology can share God's love song	Encouragement message planning card	Bible: Proverbs 25:25, Acts 8:4
God communicates through everything song	Draw an encouraging message activity	Memory verse: Proverbs 25:25	Digital Discipleship planning template
		Journals	Discussion cards

**INCLUSION & UDL NOTES**

- Crèche (0-2) has no technology component — sensory play is appropriate for this age group. State this

clearly to parents.

- Any video shown to Kindy must be pre-screened and age-appropriate — nothing longer than 3 minutes.
- Digital Discipleship for Pre-teen should be framed around genuine encouragement and presence, not social media performance or evangelism pressure.

### ADHD & AUTISM ADJUSTMENTS

- ADHD children may have complicated relationships with screens (gaming addiction, attention regulation). Acknowledge complexity while affirming intentional use.
- Pre-teen: the digital mission field framing should challenge the gap between their online persona and their Kingdom identity.
- Autism: some autistic children are highly active online and find digital community easier than in-person. Affirm this while gently challenging intentionality.

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

### SCREEN-FREE SENSORY PLAY — 40 min

**Setup:** No screens for 0-2. Lay out rich sensory play: textured surfaces, water play, nature items, building materials.

**Note:** This age group communicates through presence, touch, sound, and face. That is how God communicates with them too — through the sensory richness of His creation and through the loving face of a caregiver.

**Song:** God talks to us in many ways! (spread arms) In the wind and in the rain! (wave hands) In the face of someone who loves us! (point to face) God is always calling our name!

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

### 1. WATCH TOGETHER

8 min

**Leader says:** "We are going to watch something together today — a short video that someone made to encourage others. Technology can carry good news!"

[Play pre-screened encouraging video (max 3 minutes).]

**Leader says:** "That person used technology to encourage lots and lots of people! You can do that too — not just watch, but CREATE and encourage!"

### 2. ENCOURAGEMENT MESSAGE

15 min

**Leader says:** "Draw an encouraging message for someone — a parent, a friend, a teacher. This week, someone will give it to them from you. Your kind message is going to travel to someone who needs it!"

### 3. CLOSING

27 min

**Leader says:** "Declaration! Add: I use technology for good — I carry God's love everywhere!"

## ⇒ PRIMARY (6-8) — Scripted Session

### 1. HOOK — GOOD VS. BAD SCREEN TIME

8 min

**Leader says:** "Quick question: what are the good ways people use screens and devices? And what are the harmful or wasteful ways?"

[Build a good column and bad column on the whiteboard.]

**Leader says:** "What determines whether your screen use is good or harmful? Mostly — intent and attention. What are you doing on a screen and are you in control of your time there?"

## 2. ENCOURAGEMENT PLANNING

12 min

**Leader says:** "Plan one digital encouragement act: who could you encourage this week using a device? A message, a voice note, a drawn card photographed and sent. Plan it specifically and do it before next Sunday."

## 3. MEMORY VERSE AND CLOSING

17 min

**Leader says:** "Proverbs 25:25 — like cold water to a weary soul is good news from a distant land. Imagine receiving a message from someone far away that says: I am thinking of you. You are valued. Keep going. That is what good digital communication can be."

**Leader says:** "Declaration! Add: I use my devices to carry good news — technology serves my mission!"

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

## 1. CHECK-IN AND HOOK

8 min

**Leader says:** "City action check: who started their project this week?"

**Leader says:** "Today: Digital Discipleship. Your phone is a mission field. Not a metaphor — literally."

## 2. BIBLE TEACHING — ACTS 8:4 AND DIGITAL MISSION

12 min

**Leader says:** "Acts 8:4 — those who were scattered went everywhere preaching the word. Scattered, diaspora, digital. The same principle applies: God's deployment goes wherever His people go, including online."

**Leader says:** "Proverbs 25:25 — good news from a distant land is like cold water to a weary soul. You have the ability to be cold water to a weary soul in someone's feed, inbox, or message thread today. Every day."

**Discussion:** What is your current online presence communicating about who you are and what you value? Is there a gap between your Kingdom identity and your digital identity?

**Discussion:** What would Digital Discipleship look like practically for you — not performance, not forced evangelism, but genuine presence, encouragement, and Kingdom witness in your online spaces?

## 3. DIGITAL DISCIPLESHIP PLANNING

10 min

**Leader says:** "Complete the planning template: one specific digital encouragement act this week. One way to intentionally use your online presence for Kingdom purposes in Q4. One person you will reach online that you might not reach in person."

## 4. OUTWARD IMPACT AND CLOSING

10 min

**Leader says:** "Challenge: execute your digital encouragement act this week. Report back next week."

**Leader says:** "Declaration. Add: My phone is a mission field — I carry good news everywhere!"

## PARENT CONNECTION CARD — WEEK 46

**We learned:** Technology can carry good news — and I use it to encourage!

**Scripture:** Proverbs 25:25

**Dinner question:** How does your family use technology? Is there a shared standard for intentional, positive digital engagement?

**Try at home:** This week as a family: (1) have each person identify one positive way they use technology. (2) Have each person send one specific encouragement to someone using a device. Make it a weekly

practice.

## WEEK 47

### We Bring God Everywhere

Q4 — The Vision: Apostolic Execution | Month 12: Commissioning — Apostolic Impact

<b>WEEK</b>	Week 47
<b>THEME</b>	We Bring God Everywhere
<b>SCRIPTURE</b>	Isaiah 43:10 — You are my witnesses, declares the Lord, and my servant whom I have chosen.
<b>KEY PHRASE</b>	We bring God everywhere we go — our journey is our witness!
<b>MANDATE</b>	Q4 — The Vision: Apostolic Execution   Month 12: Commissioning — Apostolic Impact

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
God is with us song playlist	World map (countries of origin marked)	Reverse Mission concept worksheet	Journals
Send-off ceremony at the room door	Flag craft materials	Memory verse: Isaiah 43:10	Bible: Isaiah 43:10, Acts 1:8, Romans 10:14-15
We carry God's love activity cards	Our families bring God's love song	My witness statement planning card Journals	Reverse Mission theology framework 2027 personal commissioning declaration template

#### INCLUSION & UDL NOTES

- The diaspora identity is explicitly honoured in this session — the migration story is reframed as divine deployment, not displacement.
- Flag craft celebrates cultural heritage alongside Kingdom identity — every flag in the room represents God's love being carried from one place to another.
- For pre-teen: Reverse Mission theology is the theological culmination of the entire year's diaspora identity work. Handle with appropriate weight.

#### ADHD & AUTISM ADJUSTMENTS

- ADHD children: the flag craft is hands-on and personally meaningful — give them time to share about their flag and its significance.
- Pre-teen: the 2027 commissioning declaration is a significant document. Give adequate time and do not rush it.
- Autism: some children may have complicated feelings about their cultural identity or family migration history. Ensure emotional safety before exploring this theme.

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

**GOD IS WITH US CEREMONY — 20 min**

**Song at door:** Sing God is with us as children prepare to leave the room at the end of the session — physically embodying the concept: we take God with us when we walk out this door!

**We carry God's love cards:** Give each child a card: [Name], you carry God's love wherever you go! Your family brought it from far away and you are bringing it to everyone you meet!

**STORY AND CELEBRATION — 20 min**

**Story:** Many of our families came from far away. Some came from Ghana, or Nigeria, or Zimbabwe, or Kenya — or other places. They brought with them their faith, their love for God, and their hope. And now that faith is HERE — in Australia — because your family brought it! You are part of an amazing story of God's love traveling the world!

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

**1. WORLD MAP DISCUSSION****10 min**

**Leader says:** "Look at this world map! Let us mark all the countries where our families came from!"

*[Children (with leader's help) mark their family's country of origin on the map. Many flags appearing.]*

**Leader says:** "Look at all these places! God's love traveled from ALL of these places to Australia — and your family brought it! You are not just Australian — you are a carrier of God's love from your family's home country to this one!"

**2. FLAG CRAFT****15 min**

**Leader says:** "Make a flag for your family — your home country flag on one side, the Australian flag on the other. You carry BOTH. And on top of both: God's love!"

**3. CLOSING SONG AND CEREMONY****25 min**

*[March around room with flags. Sing: Our families bring God's love! From every country to this shore! We carry His love everywhere — and knock on every door!]*

**Leader says:** "Declaration! Add: I bring God everywhere I go — my journey is my witness!"

## ⇒ PRIMARY (6-8) — Scripted Session

**1. HOOK — REVERSE MISSION****8 min**

**Leader says:** "Have you ever heard the phrase Reverse Mission? Traditional mission was Western churches sending missionaries to Africa. Reverse Mission is African diaspora communities bringing vibrant, Spirit-filled Christianity to the West. Your family is literally that story."

**2. BIBLE TEACHING — ISAIAH 43:10****10 min**

**Leader says:** "Isaiah 43:10 — You are my witnesses, declares the Lord, and my servant whom I have chosen. You were not accidentally placed in Australia. You were chosen and sent to be a witness here. Your very presence — your faith, your community, your culture — is the testimony."

**3. WITNESS STATEMENT****12 min**

**Leader says:** "Write your personal witness statement: I am [name]. My family came from [place]. We brought [what your family's faith looks like]. God sent us to [specific mission in this city]. I will bear witness by [one specific action]."

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

**Leader says:** "Declaration! Add: My journey is my witness — I bring God everywhere I go!"

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

### 1. CHECK-IN AND HOOK

8 min

**Leader says:** "Digital discipleship report: what good news did you carry online this week?"

**Leader says:** "Today: the theological culmination of the year. Reverse Mission."

### 2. BIBLE TEACHING — REVERSE MISSION THEOLOGY

12 min

**Leader says:** "Acts 1:8 — you will be my witnesses in Jerusalem, Judea and Samaria, and to the ends of the earth. The trajectory is outward, from centre to periphery. In the 21st century, the movement has reversed: the ends of the earth have come to the centre. African, Asian, and Latin American Christians are now the fastest-growing church in the world — and diaspora communities are planting that church in post-Christian Western nations."

**Discussion:** Your family is part of this movement. What specifically does your family's faith tradition, cultural expression, and spiritual vitality bring to the Australian church that would not be here without you?

**Leader says:** "Romans 10:14-15 — how can they hear without someone preaching? And how can anyone preach unless they are sent? Beautiful are the feet of those who bring good news. Your feet brought you here. That is beautiful."

**Discussion:** What is the specific testimony that your family's migration story carries? Not just a personal story — a Kingdom story. God scattered your family to this city for a reason. What is it?

### 3. 2027 COMMISSIONING DECLARATION

10 min

**Leader says:** "Write your personal 2027 Commissioning Declaration: who I am, where I come from, what I have been given, where I am sent, and what I commit to in 2027."

[Quiet, reflective writing time. Soft music.]

### 4. OUTWARD IMPACT AND CLOSING

10 min

**Leader says:** "Challenge: share your Commissioning Declaration with one trusted adult before next week."

**Leader says:** "Declaration. Add: My feet are beautiful — I bring good news wherever I go!"

### PARENT CONNECTION CARD — WEEK 47

**We learned:** We bring God everywhere we go — our journey is our witness!

**Scripture:** Isaiah 43:10

**Dinner question:** Have you ever told your child the story of your family's migration as a God-story — not just a family history? What would that conversation look like?

**Try at home:** This week, tell your family's migration story as a Kingdom story. Where did you come from? Why did God bring you here? What has your faith carried across the journey? Let your child hear the full story.

## WEEK 48

### The Big Celebration! — Year-End Commissioning

Q4 — The Vision: Apostolic Execution | Month 12: Commissioning — Apostolic Impact

<b>WEEK</b>	Week 48
<b>THEME</b>	The Big Celebration! — Year-End Commissioning
<b>SCRIPTURE</b>	Isaiah 61:1 — The Spirit of the Sovereign Lord is on me, because the Lord has anointed me to proclaim good news.
<b>KEY PHRASE</b>	I am commissioned — sent by God to change the world in 2027!
<b>MANDATE</b>	Q4 — The Vision: Apostolic Execution   Month 12: Commissioning — Apostolic Impact

CRECHE (0-2)	KINDY (3-5)	PRIMARY (6-8)	PRE-TEEN (9-13)
Annual celebration decorations	Annual graduation party supplies	Testimonies prepared (2 per child)	Commissioning Declaration (from Week 47)
Certificate: God's Special One (printed, framed)	Performance preparation (songs, declarations)	Annual Graduation Certificate	Annual Graduation Certificate
Family invited — special chairs/spaces	Certificate: DIWC Little Champion 2026 (printed)	Family worship participation	2027 Prophetic Declaration
Annual celebration snack	Family seating arranged	Journals for reflection	Family present for commissioning ceremony

### INCLUSION & UDL NOTES

- Week 48 is the most important session of the year — families are invited. Every preparation detail matters.
- The ceremony should feel genuinely commissioning: not just a graduation party but a sending ceremony. Children leave as champions sent into 2027.
- Every child receives a certificate, a specific word of blessing, and a clear commissioning charge. No child is excluded or overlooked.

### ADHD & AUTISM ADJUSTMENTS

- High-energy celebration day: structure ensures all children can participate joyfully without overwhelm.
- For autistic children: brief the session in advance with a detailed schedule. Designate a quiet space adjacent to the celebration for sensory breaks.
- For ADHD children: give them a specific role in the ceremony — flag bearer, declaration leader, testimony sharer — so they are fully included.

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

### FAMILY WELCOME AND ARRIVAL — 15 min

**Setup:** Best decorated room of the year. Families welcomed warmly. Each family receives a program.

**Song:** We are champions! (march in) God made us champions! (hands up) Sent into the world (march forward) to do His great works! God made us champions — and we are on the move!

### CERTIFICATE CEREMONY — 15 min

**Ceremony:** Each child's full name called. Parents/caregivers accompany child forward. Certificate presented: [Full name], God's Special One — commissioned for 2027! Families applaud. Group photo.

### CELEBRATION AND BLESSING — 30 min

**Blessing:** Caregiver holds child. Leader speaks over each child: [Name], you are fearfully and wonderfully made. God has a plan for you. We commission you into 2027 — go and change the world!

**Final declaration:** The full declaration — all additions from the year — spoken together by children AND families.

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

### 1. PERFORMANCE FOR FAMILIES

20 min

**Leader says:** "Welcome, families! Today we are going to show you what we have been learning all year. Little Champions — are you ready to show your families what you know?"

[Children perform: sing the Little Champions Declaration with all actions. Recite their favourite memory verse. One child from the group shares a simple testimony.]

### 2. CERTIFICATE CEREMONY

15 min

[Formal ceremony: each child called by name. Certificate presented to child and parent together. Group applause. Special 2026 graduation sticker.]

### 3. PARTY AND FINAL DECLARATION

15 min

[Celebration party. Families join children. Then gather for the final declaration:]

**Leader says:** "This is the LAST declaration of 2026 — and the FIRST declaration of your life as a commissioned Champion! READY?"

[Lead the full declaration — all Q1-Q4 additions. Maximum energy. Families participate.]

## ⇒ PRIMARY (6-8) — Scripted Session

### 1. TESTIMONY TIME

15 min

**Leader says:** "Welcome, families! Today your champions are going to share their year with you. We prepared two testimonies each: one thing God showed me about myself, and one way I showed up as a champion for someone else this year."

[Children share testimonies. Families listen and respond. Leader facilitates.]

### 2. CERTIFICATE AND COMMISSIONING

15 min

[Ceremony: each child called with their family. Certificate presented. Leader speaks a specific commissioning word to that child. Families speak a blessing over their child.]

### 3. FAMILY WORSHIP AND FINAL DECLARATION

15 min

[Family worship: one worship song sung together — children and parents.]

**Leader says:** "2027 charge: you are not just completing a year of study. You are being commissioned. Sent. What you have received, give away. Where you have been built up, build others. How you have been loved, love."

[Lead the complete annual declaration. Then families are invited to speak the declaration over their child once more, one-on-one.]

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

### 1. COMMISSIONING DECLARATION SHARING

12 min

**Leader says:** "Welcome, families. Today is not a graduation — it is a commissioning. These young people have spent a year discovering who they are, building community, activating their gifts, and declaring victory. Today we send them."

*[Pre-teens share their 2027 Commissioning Declarations with their families. Each person reads their declaration aloud. Family responds: we commission you.]*

## 2. CERTIFICATE AND PROPHETIC DECLARATION

15 min

*[Certificate ceremony with personal word for each pre-teen.]*

**Leader says:** "2027 Prophetic Declaration — spoken over the whole group together: [Leader speaks over the group]"

**Action:** You are Generation Z and Alpha — you are not the church of tomorrow, you are the church of today.

**Action:** You carry dual heritage and triple citizenship — African, Australian, Kingdom. All three are gifts.

**Action:** You go into 2027 equipped, connected, gifted, and sent. You are witnesses. You are the church deployed.

**Action:** You are more than conquerors. You are Little Champions. You are God's team. Go change the world.

## 3. FAMILY BLESSING AND HANDOFF

13 min

*[Families speak a blessing over each pre-teen. Then leader formally hands pre-teens to the youth curriculum:]*

**Leader says:** "In Q1 of next year, many of you will move from Little Champions into the Youth and Adults curriculum. You are ready. What you have built here will carry you there. Now go — and do not forget where you came from."

*[Final declaration — all additions from the year. Families join. Celebration.]*

### PARENT CONNECTION CARD — WEEK 48

**We learned:** I am commissioned — sent by God to change the world in 2027!

**Scripture:** Isaiah 61:1

**Dinner question:** What has your child grown in this year that you want to celebrate and honour? What do you believe God is commissioning them into in 2027?

**Try at home:** Speak a commissioning blessing over your child at home this week: [Name], I commission you into 2027. I believe God will use you to [something specific]. I am proud of who you are becoming. Go and change the world.