



**3-5s**











**Leader's manual**

**SP12**

**Like Father, like Son**

From Psalms and John

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# How it works

## How the sessions are structured

**Bible passage:** All sessions are Bible-focused

### Aim

This is the 'big idea' to be taught during this session. It is child-oriented.

### Outcomes

These statements break down the aim into 'do-able' chunks. There are generally only three, so that the leader can keep them in mind and check up later whether or not they were achieved. They are broken up into:

- knowledge – information, concepts, beliefs
- understanding – more personal ways of grasping the concepts in the session
- life application – ways of making links between knowledge and children's lives, and reflecting on what kind of change might happen in response to God's word.

### Memory verse

This verse will generally be based on the CEV Bible and will be taught during the session.

### Notes

These notes for the leader give Bible context and background. There are hints regarding the theology of the passage, where it fits in salvation history and how it may properly be applied to both leader and child. There might also be comments about the management of the session content and special comments when needed about visual aids and activities.

### Leader's prayer

This section links to the aim and outcomes, mentioning the way this session will actually call for a response from the child and make a difference in their lives.

### Gear

A summary is given at the beginning of the session of all the equipment needed by the leader and when it will be used. Some items will be given as optional. The gear needed for the **Start up** and concluding **Activities** is given with the particular activity. Leaders should choose these in advance to ensure that they have all that is needed. It is advisable to try out any unfamiliar activity before the session to make sure it works.

### Get ready

This section gives hints about important preparation to be done before the session starts.

## Start up

During this time activities occur that introduce the theme, aim and ideas of the session. There may be a few activities to choose from. Each activity has a specified purpose.

Your choice of activities will often depend on the children in your group and the space available.

**NOTE:** Sometimes during **Bible focus** time there will be a special comment to the leader about an issue that may come up during the session.

# Bible focus

## Links



Links are made with the previous sessions.



Connections with life are raised and the children are encouraged to discuss 'real life' situations they face. We will raise the issue here and it will be drawn to a conclusion during **Bringing it together**.

## Teaching time

This is the body of the session. It involves teaching and learning activities. For this youngest group the story time is usually presented first and activities done after to reinforce the main ideas raised by the story. The story time has as its central focus the explanation of the Bible text in an age-appropriate way so that the aim of the session is reached. The activities ensure that all the session outcomes are achieved.

**What the leader actually says to the children is presented in bold text.** Directions to the leader are in normal type.

In this part of the session the children are helped to understand the Bible. Concepts and activities are age-appropriate. The activities are designed to reinforce the Bible teaching by revising the main concepts and testing the children's recall.

Application is an important part of this section and it is done carefully, while being true to the passage and to the developmental needs of the children. At this youngest age group we are laying the foundations for further knowledge and understanding.

Regardless of the stage of their faith, they can be called on to respond and encouraged to know how God's word challenges them to love and trust Jesus as their Saviour and Lord.



This icon shows where in the session the Bible will be read to the children so they can listen to and interact with the word of God.



## Music spot

Various songs, on readily available CDs, are suggested to link into the session and to provide a high-interest flow to the activities.

## Think about it

Here the leader is encouraged to think through issues that occurred in the session and reflect on possible strategies for the future.

# Bringing it together

This section is really important. The leader is encouraged to allow enough time for this as connections are discussed that impact the children's lives.

There may be open-ended questions that encourage children to respond in their own terms. We are aiming for honest responses from the children.

The Memory verse is often taught during this part of the session.

## Prayer

This will normally follow **Bringing it together** and allows for the issues highlighted by the children to be prayed about. Leaders will model prayer and also teach children how to pray – both for themselves and for others, and for issues in the wider world.

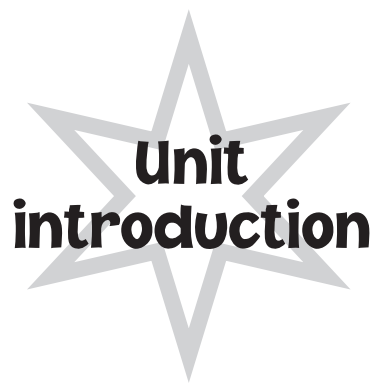
## Activities

After the more formal learning time the leader is encouraged to choose one or more of the activities included in each session as a way of reinforcing the main learning ideas and also allowing the children to interact with the adult leaders and also their fellow group members.

## Munchies

Many of the sessions contain ideas for **Munchies** – food and drink that relate to the session for the children to enjoy. It is a good idea to check with parents for any allergies that their children might have before serving food and drink.

**NOTE:** The **Links** in each session help children to recall what they have already learned. Leaders may wish to include a reflective session also.



# Like Father, like Son

From Psalms and John

## Unit aim

To encourage the children to grow in their trust of God as they explore his character.

## Unit outcomes

By the end of this unit the children will:

- know that God is our loving and caring creator
- understand that God is trustworthy and keeps his word
- understand that Jesus' life reveals God's character
- appreciate that God is always the same and deserves our trust and praise.

## Memory verses

### Sessions 1–4

Our Lord, you are King forever. **Psalm 102:12a (CEV)**

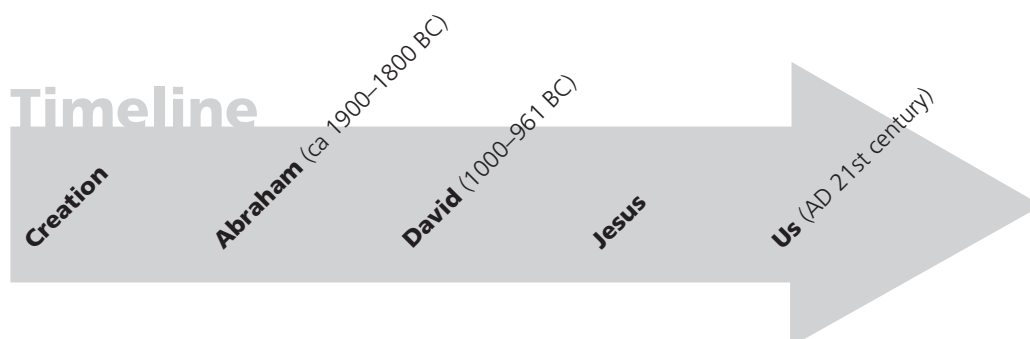
### Sessions 5–7

You are my God, and I trust you. **Psalm 91:2c (CEV)**

### Sessions 8–10

Jesus said ... 'I am the Son of God.' **John 10:36a (CEV)**

Where this  
fits in  
the New  
Testament



We encourage the children to understand that Jesus is the 'centre-piece' of God's plan and that we can also be part of the plan by having faith in Jesus ourselves.

## Notes

### ***Bible background***

The first seven sessions concentrate on God's character as revealed through the Psalms. Each of the Psalms explores a different aspect of God's character, encouraging the children to learn more about God and challenging them to trust him more.

The various writers of the Psalms celebrate the character of God. They write about who God is and what he has done for them. The God who Israel worshipped is the same God we worship today. He is our eternal God who is never changing. Therefore it is great to have the opportunity to reflect with the children on the character of God.

Sessions 8 to 10 focus on the character of Jesus.

**John 5:19–30** forms the basis of these sessions. In this passage, Jesus' authority, which derives from his unique relationship with his Father, is explored. These sessions help the children to see that Jesus shows us God's character and is 'God with us'. He did this in the way he related to people, met their needs and taught them about his Father and the way we should live as members of his family. God's kingship is established in God, the Son – Jesus. Jesus is the Creator and Sustainer (**Colossians 1:15**), he is also Lord and King (**Hebrews 1**). God's kindness and love is ultimately found in the Cross which is the ultimate context in which the Old Testament is to be understood.

### ***Faith development***

Children grow and develop physically, emotionally, cognitively and spiritually at different rates and in different ways. This unit aims to encourage growth in their knowledge of Jesus, the Son of God, for each child at his or her own pace. No matter what stage of their faith development, they can be challenged to respond to God in Christ and to live in the way he wants for us.

Faith has been described as having four aspects: believing, imagining, trusting and doing. (See *Children Finding Faith* by Francis Bridger, SU, England, 2000, available from CEP). Believing involves having faith in the truth of the gospel and a reliance on the promises of God in Christ. Imagining involves creatively exploring our beliefs. Trusting involves the relational side of faith. Doing is the way we act as an outworking of our faith. Children, like adults, benefit from learning approaches that involve exploring faith from each of these four aspects. These sessions have been written with this in mind.

## Special features

The leader's pack includes:

- the Leader's manual of ten sessions, including a Christmas session
- a set of ten full-colour **Leader's posters**
- a sample of the **Children's crown poster** and **Children's cards poster**. Extra sets may be purchased from CEP so that every child has their own copy to work with in each session.
- a set of photocopiable masters
- a variety of visual aids and activities for each session.

### ***Children's posters***

The **Children's cards poster** features nine cards and ten cut-outs. It is suggested that these are cut out before the unit begins. Each type could be kept in a separate envelope. The cards are used in various activities throughout the unit to reinforce the teaching presented in the sessions. In the final session, the children will attach the cards to the **Children's crown poster**. At the end of the unit the children can take home their posters as a reminder of what they learned about God and Jesus during the unit. There is also a cut-out for each session that can be incorporated in a craft activity to reinforce the teaching.

### ***Leader's posters***

There is a **Leader's poster** to be displayed in each session, displaying the theme of the Bible teaching. These are useful for reinforcing teaching, summarising and recalling past sessions, and creating a colourful timeline of learning.

### ***Activities***

Children all learn in a variety of ways. *Serious play* is for three to five year olds who enjoy and learn through play, are either non-readers or beginning readers, and are active in the years before formal schooling. Because of this, the story-time component of **Bible focus** is kept short and to the point, and the main concepts of the Bible passages are then reinforced in the activities.

At this stage the children are beginning to learn how to relate to God through his word, the Bible, and also through prayer. It is important that the leaders model this behaviour and encourage the children to follow their example.

A Memory verse activity is included in each session and is presented in an interactive way so that the children will begin to build their own personal store of Bible verses.

## Photocopiable masters

Photocopiable masters have also been included with most sessions to provide extra craft activities to reinforce key learning concepts or the Memory verse. The opportunity should be taken when helping the children with these activities to talk to them and learn more about each individual.

When choosing the activities you will include in each session, the number of children in your group, their individual skills and the space you have available will be important considerations. Try to encourage a wide range of activities so that the different learning skills of the children will be catered for.

Purchase of the Leader's kit entitles you to make one copy for each member of your group.



## Music spot

The *Earth movers* CD has been especially developed by CEP for use with the 3–5 year old age group. On the CD are songs about God and his promises, movement music for dance, music to cue the children to come back to the leader and get ready to listen, music to 'get up and boogie' to, and music for popular games such as pass the parcel and musical chairs.

Often the music helps the children to remember the significant learning that has taken place in the session. You may make one copy only of the CD onto audio cassette for use in the context of your church. This CD is available separately from your [kids@church](mailto:kids@church) supplier.

Each session recommends the song or songs from the *Earth movers* CD that are most appropriate for reinforcing the key concepts of the session or the unit as a whole.

Other children's CDs you may find useful are:

- *Promises, promises*, CEP
- *How cool is that*, Johnny Burns
- *10,9,8 ... God is great*, Colin Buchanan
- *Practise being Godly*, Colin Buchanan
- *Remember the Lord*, Colin Buchanan
- *Follow the Saviour*, Colin Buchanan
- *The King, the snake and the promise*, Emu Music
- *Lovely jubbly*, Doug Horley

These CDs are available from CEP.



# God is King of the world

Psalm 93

## Aim

To learn that God is King of all creation.

## Outcomes

By the end of this session the children will:

- know that God made the world
- understand that God is King and ruler of his creation
- begin to appreciate that they can love and trust God as their King.

## Memory verse

Our Lord, you are King forever. **Psalm 102:12a (CEV)**

## Notes

Read **Psalm 93**.

This unit explores the theme of *Like Father, like Son*. This first session introduces God as the King who created and sustains everything. Future sessions explore how God, our Creator, loves and cares for us.

Each of the psalms that are explored in this unit reveal something of God's character to us. **Psalm 93** teaches us that God is our King who rules in majesty. It outlines how God's creation and his control of it show him to be a majestic king. God is our Creator, he is our Ruler, and he is our King. When we relate to him we need to remember our position under his rule. Furthermore God is still active in the world today – he has not left it to function by itself. The Bible makes it clear that God continues to rule over and care for our world (**Psalm 104; Matthew 5:45; 6:25–30; 10:29,30**). God is active in creation every day.

Within this session the children review the creation story and are reminded that God continues to look after the world we live in today. You may find it helpful to review the creation narrative before this session (**Genesis 1**).

## Leader's prayer

Thank God that he rules over all the earth and that we can trust him even in times of drought, famine and other hardships. Thank him for his beautiful creation and pray that the children will remember God daily as they see his creation.





## Gear

- ☐ Cardboard crown
- ☐ A CEV Bible marked at **Psalm 93:1**
- ☐ Prepared Creation wheel (see **Get ready**)
- ☐ **Leader's poster 1**
- ☐ CD player and CD of choice
- ☐ A prepared cardboard crown for each child (see **Get ready**)
- ☐ Decorating materials such as glitter and sequins
- ☐ Glue
- ☐ Coloured pens and pencils
- ☐ Stapler
- ☐ Food for **Munchies**
- ☐ Gear for chosen activities in **Start up** and **Activities** sections

## Get ready

Display **Leader's poster 1** in your area.

To construct the Creation wheel used in **Bible focus**, enlarge the visual aid on page 14. Colour the pictures then cut out the wheels. Make a 'window' on the second wheel by cutting along the lines. Place the second wheel on top of the first and join in the centre with a split pin. The children will also make their own Creation wheels, although their version doesn't need to be enlarged. Save time by cutting out their wheels before the session.

Make a crown for each child to decorate in **Take home**. Leave the crown as a flat piece of cardboard so it is easy to decorate and can be fitted to the child's head. Write 'God is the King' on each crown.

If you do the **Creation book** activity, make book covers by folding A4 sheets of cardboard in half. Place five resealable bags inside each cover, with the bottom of the bags against the spine. Close the cover and staple along the spine. If you do not do this activity with the children, make at least one book to use as a visual aid in this and future sessions.

The children's cards and cut-outs are printed on one of the children's posters. Either cut out the cards and cut-outs as needed for each session, or cut out all of the cards and cut-outs and keep them aside for future sessions.

### For extra impact

Play the song **My King**, track 12 on the *Earth movers* CD as the children enter your area.

## Start up

Choose from the following warm-up activities to suit your group and the time you have available. Do the **Creation wheel** and **Crown king** activities first. For future reference, tick the activities you choose.

### Creation wheel

Purpose: To make a prop to use in **Bible focus**.

#### Gear

- ☐ A prepared Creation wheel (see **Get ready**)
- ☐ A pre-cut Creation wheel for each child
- ☐ Coloured pens and pencils
- ☐ A split pin for each child

Hand out the pre-cut Creation wheels. Encourage the children to colour the pictures on the first wheel. Help the children join the wheels with a split pin as directed in **Get ready**. Keep the Creation wheels aside for use in **Bible focus**.

### Crown king

Purpose: To consider what a king is like.

#### Gear

- ☐ A crown made from cardboard
- ☐ Storybooks with pictures of kings (optional)

Invite the children to sit in a circle. Hold up the crown and ask who might wear a crown. Explain that kings and queens often wear crowns. Ask the children if they can think of any kings from storybooks or movies. Do the children know what kings do? Invite the children to try on the crown.

### Creation book

Purpose: To consider that God made everything.

#### Gear

- ☐ A prepared Creation book for each child (see **Get ready**)
- ☐ Coloured pens and pencils
- ☐ 'God made the world' cut-out from the **Children's cards poster** for each child
- ☐ PVA glue and paintbrushes
- ☐ Decorating materials such as fun foam and glitter
- ☐ A collection of nature objects, such as flowers, leaves, grass, small rocks and so on

Hand out the books and invite the children to decorate the cover with the cut-out and other materials. Invite the children to put different nature items into each bag. If possible, take the children outside to collect items to put in their books.

## Crafty creations

Purpose: *To begin to think about how a creator is in charge of what he or she makes.*

### Gear

- ☐ A variety of recycled materials, such as plastic bottles, cardboard cylinders, bottle tops, egg cartons, boxes and so on
- ☐ Glue
- ☐ Adhesive tape

Make a crafty creation! Encourage the children to make something of their own, allowing them to make their own decisions regarding how the creation is designed and used.

## Bible focus

### Links



**Show me what you made earlier.** Give the children time to show any articles they made in the **Start up** activities. Praise the children for their wonderful work.

**Who is in charge of what you made?** (Accept responses. The children are in charge of them.)

**What can you call someone who is in charge of something?** (Accept responses.)

**Some people in charge are called mothers or fathers. Others are called teachers, bosses, leaders, or even kings or queens.**



**Today we're going to talk about someone who is the Father *and* the King.**

Show the crown used in the **Crown king** activity.

**We can find lots of different stories about kings in the Bible.**

Show your Bible.

**Can you tell me the names of any kings from the Bible?** (Accept responses.)

**There was King Saul, King David, King Solomon, King Herod ... and lots more. These kings were in charge of their country.**

**There is one king in the Bible who is greater than all the other kings. This king is in charge of the whole wide world! He even made the world!**

**Who is this king that is in charge of the whole wide world?** (Accept responses. God.)

## Teaching time

Make sure you have the Creation wheels and **Leader's poster 1** ready.

**The Bible tells us that God is the King of the world. Listen while I read from the Bible.**



Read **Psalms 93:1** from a CEV Bible.

**God is King of the world because he made the world. Let's look at some things God has made.**

Display the Creation wheel and distribute the children's Creation wheels. As you tell the story, show the relevant picture on the wheel. Each time ask the children what God made in the picture.

Show Picture 1 – Day and night.

**On the first day God made ...** (Day and night.)

**Who is the King of day and night?** (God.)

Show Picture 2 – Sky.

**On the second day God made ...** (Sky.)

**Who is the King of the sky?** (God.)

Show Picture 3 – Land and ocean.

**On the third day God made ...** (Land and ocean.)

**Who is the King of the land and ocean?** (God.)

Show Picture 4 – Sun, moon and stars.

**On the fourth day God made ...** (Sun, moon and stars.)

**Who is the King of the sun, moon and stars?** (God.)

Show Picture 5 – Birds and fish.

**On the fifth day God made ...** (Birds and fish.)

**Who is the King of all the birds and all the fish?** (God.)

Show Picture 6 – Animals and people.

**On the sixth day God made ...** (Animals and people.)

**Who is the King of the animals and people?** (God.)

Ask the children to put down their Creation wheels.

**God made the world a long time ago. Even though it was so long ago, God still looks after the world so we can enjoy it. He does this as he is King of the world – the King of everything!**

Point to **Leader's poster 1**.

**The crown on this poster will remind us that God is the King of the world. He is the greatest King ever.**



# Bringing it together

**Who made the world?** (Accept responses. God.)

**Who is the King of the world forever?** (Accept responses. God.)

**God looks after, or rules over, his world in lots of different ways.**

**How do you think God looks after the world?**  
(Accept responses. By providing food, water, shelter, rain, light and so on.)

**Why do you think God looks after the world?**  
(Accept responses. Because he made it and loves his creation.)

**God loves what he has made. That means he loves us. He wants us to love him too and call him our King.**

## Prayer

Ask the children to sit in a circle and place the crown from the **Crown king** activity (see **Start up**) in the middle. Invite the children to repeat the following prayer after you.

**Dear Father God, you are the King of the world. You are the King of everything and everyone, even us! Help us to learn more about why you are the greatest King ever. Amen.**



## Music spot

Teach the following song.

**In the beginning**, track 3 on the *Earth movers* CD.

## Take home

Hand out the cardboard crowns and invite the children to decorate them. Staple the crowns to fit each child's head. As the children work, play songs about God, our King. The children can take home their crowns in their *Serious play* backpacks. Encourage the children to tell their families why God is King of everything.

## Memory verse

Point to **Leader's poster 1** as you teach the Memory verse to the children.

**Our Lord, you are King forever.**  
**Psalm 102:12a (CEV)**

Ask the children to hold the crowns made in the **Take home** activity and repeat the Memory verse after you a few times. Once the children are familiar with the Memory verse, invite them to march around your area saying the verse.

# Activities

Do the **'If God is' song** activity first, then choose from the others as time permits.

## 'If God is' song

Each session an idea will be given for a verse of the 'If God is' song. This song is sung to the tune of **If you're happy and you know it**. When the children sing the words 'make a crown', they should place their hands on top of their head with fingers extended to form a crown shape.

**If God is the King, make a crown**

**If God is the King, make a crown**

**If God is the King and you want us all to know it**

**If God is the King, make a crown.**

## God made ...

### Gear

- ☐ Paper; red and yellow paint on plates; sponges
- ☐ Ice-cream sticks; glue; coloured patty cake cases; cottonwool balls; glitter; crepe paper
- ☐ Playdough

Choose from the following suggestions to make something from God's creation. You only need the **Gear** for the activity you choose. As the children work, remind them that God is the King of creation.

1. Make sponge paintings of sunrises and sunsets.
2. Make flowers by sticking patty cake cases to ice-cream sticks. Decorate the centre with cottonwool balls, glitter or crepe paper balls.
3. Make animals or people out of playdough.

## Walkabout

If the weather is good, take the children for a walk outside. Encourage them to look up and around them at the things God has made. Listen to the sound of the birds. Feel the ground, trees, grass, leaves and flowers. Remind the children that God is the King of the world and he looks after his creation. Why not shout the Memory verse or say a prayer of thanks to our great God, our Lord and King?

## Munchies

### Gear

- ☐ Animal-shaped biscuits or a plate of healthy foods, such as cheese, sultanas and chopped fruit

Have a picnic either outside or inside. Before you eat, thank God for caring for us by providing us with food to eat.

# Teaching songs

Music is a great way to help children remember significant aspects of the Bible teaching they hear in each session. Appropriate songs are recommended in each session and it is recommended that you try to incorporate them into your teaching time.

For many of us, the thought of teaching a song can be daunting. Below we have listed some practical tips that will help make singing a rewarding experience for both you and the children in your group.

- Ensure you know the song well before attempting to teach it.
- Allow the children to listen to the song a few times before asking them to join in.
- As the children are listening, add some simple body percussion – clap hands, tap your knees, click fingers and so on.
- The chorus is often the best part of the song to learn first.
- Play the CD at a volume that the children feel comfortable singing along with. Often they don't want to be 'heard' while they sing, especially when they are learning a song.
- When learning a new song, have the children 'whisper' sing the song.
- Encourage the children to sing but do not force them.
- If you sing with enthusiasm it is more likely that the children will too.
- Sing a favourite song before starting a new song.
- Play the songs you are planning to teach as the children do other play activities such as colouring-in and modelling playdough so they become familiar with the tunes.
- And finally, make this an enjoyable time of singing praise to the Lord!



## **Think about it**

Did the children understand why God is the King of the world?

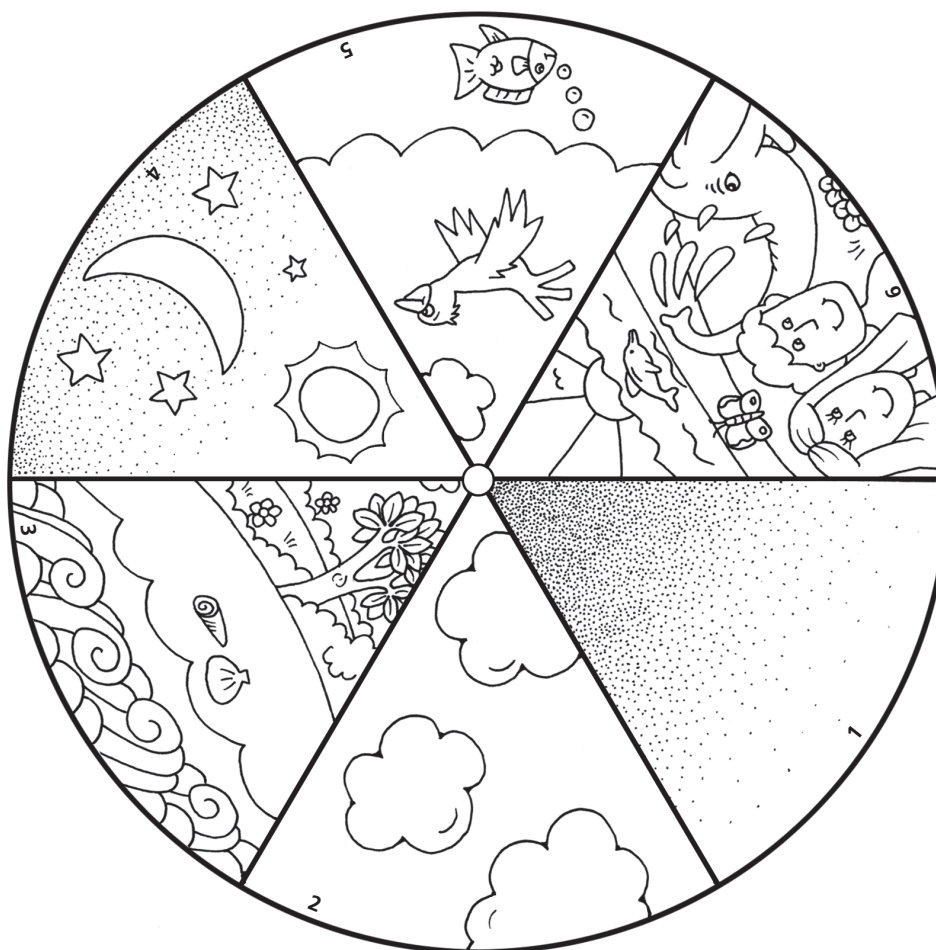
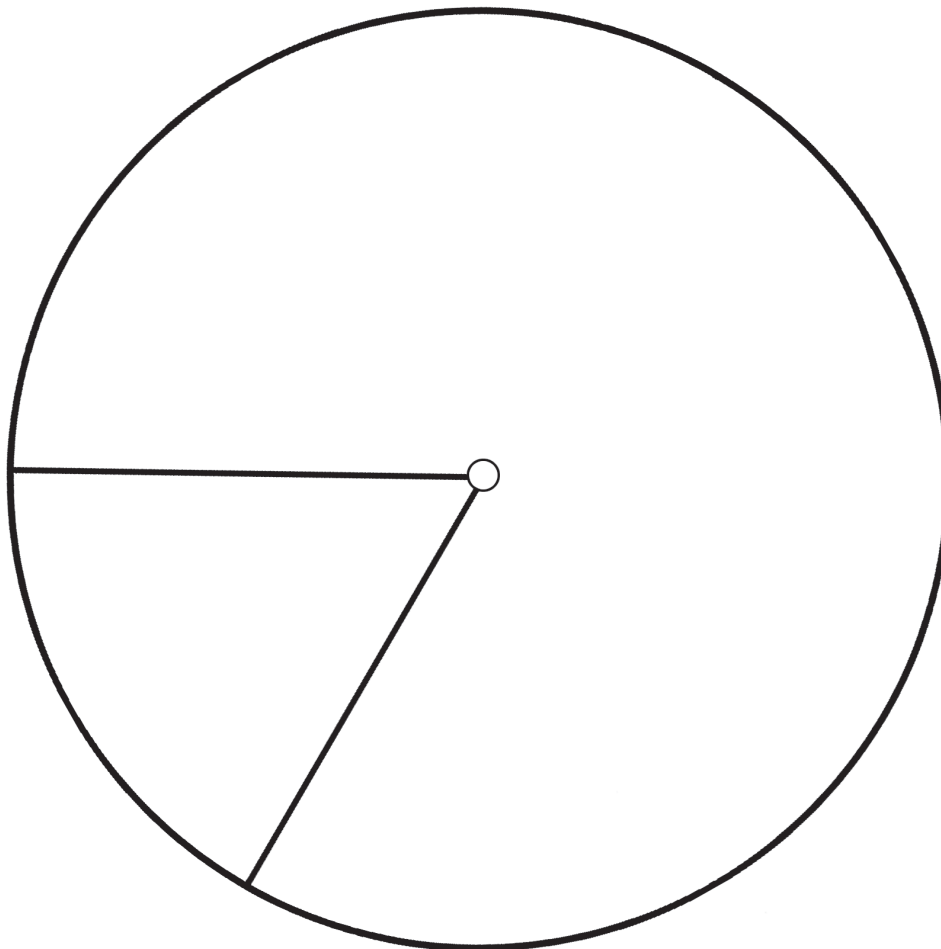
Did the children grasp that even though God created the world long, long ago, he still looks after it today?

## **Think ahead**

Find a number of pictures that demonstrate ways in which God cares for his creation, as well as a selection of nature pictures. You will also need to prepare a simple shepherd puppet.

See **Get ready** in **Session 2** (page 16).

# Creation wheel



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The purchaser of the *Serious play* SP12 manual is entitled to photocopy this page for use with his or her group.