

# serious play

## 3-5s











**Leader's manual**

**SP6**

**The early church**

From Acts

# Contents

How it works		4
Unit introduction		6
 <b>1</b> Breakfast on the beach	<b>John 21:1–19</b>	<b>9</b>
 <b>2</b> Spirit	<b>Acts 1:4; 2:1–3,38–41</b>	<b>15</b>
 <b>3</b> Power of the Spirit	<b>Acts 3:1–16</b>	<b>23</b>
 <b>4</b> Big, loving family	<b>Acts 2:42–47; 4:32–37</b>	<b>29</b>
 <b>5</b> Bigger and bigger	<b>Acts 5:12–42</b>	<b>37</b>
 <b>6</b> Chosen and changed	<b>Acts 9:1–19</b>	<b>43</b>
 <b>7</b> Growing God’s family	<b>Acts 9:19–31</b>	<b>51</b>
 <b>8</b> Prison praise	<b>Acts 16:25–34</b>	<b>59</b>
 <b>9</b> Shipwrecked!	<b>Acts 27–28</b>	<b>67</b>
 <b>10</b> All around the world	<b>Acts 1:8</b>	<b>75</b>

# Serious play

## 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.

### Think ahead

This is a very brief indication of what the leader will need to plan ahead for next session. It may involve equipment, people, and so on.



# Unit introduction

# The early church

From Acts

## Unit aim

The children will learn how the Holy Spirit helped people as they spread the good news about Jesus all over the world.

## Unit outcomes

By the end of this unit the children will:

- know that Jesus told his disciples to tell people all over the world about him
- understand the Holy Spirit helped the disciples to tell people about Jesus
- understand that the Holy Spirit helped God's family to grow
- begin to appreciate that as friends of Jesus, they belong to God's family.

## Memory verses

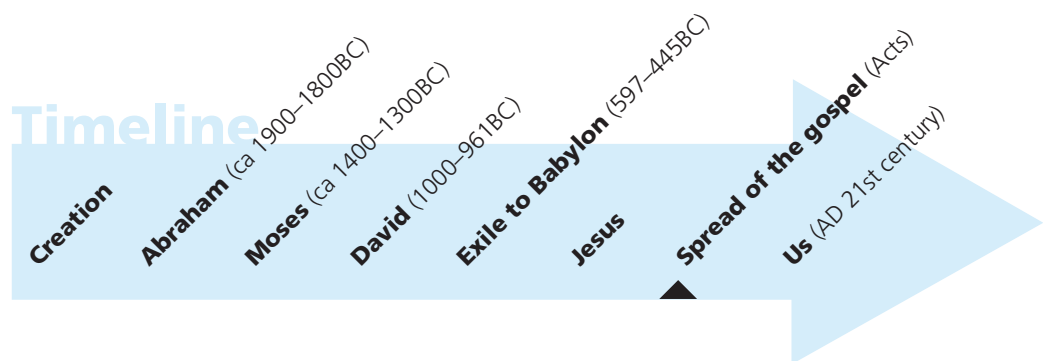
### Sessions 1–4

God has given us his Spirit. **1 John 4:13a (CEV)**

### Sessions 5–10

God's message kept spreading. **Acts 12:24 (CEV)**

Where this  
fits in  
God's plan  
of salvation



We encourage the children to understand that the Holy Spirit shaped the early church and that we can be part of God's family by believing in Jesus.

## Notes

### ***Bible background***

These ten sessions have a strong focus on a unique period of history – the early church. Luke, the writer of **Acts**, described how the Holy Spirit shaped and empowered the lives and teaching of the apostles after Jesus' ascension to heaven. The Holy Spirit was clearly at work in bringing about the growth of the church beyond the borders of Israel. The children will learn how the Holy Spirit, promised by Jesus and sent by God, helped the disciples to spread the good news, despite persecution and trials.

**Session 1** focuses on Jesus' commands to Peter to 'feed my sheep' and 'follow me'. The children will re-enact the breakfast on the beach described in **John 21:1–19**. **Session 2** explores the coming of the Holy Spirit to the apostles during Pentecost. The children are reminded that when the Holy Spirit is with us, it's like Jesus being with us all the time. **Session 3** focuses on how the Holy Spirit helped Peter and John to heal and to teach.

**Session 4** introduces the idea that believers are all part of God's family – a big, loving family. Based on the description of how the believers in the early church related and behaved toward one other (**Acts 2:42–47; 4:32–37**), the children will hear how the Holy Spirit gave unity within the church. The concept of God's family is carried through the rest of the sessions and is given special attention in **Session 10**.

Although the early church experienced rapid growth, this growth was viewed with hostility by many. **Session 5** explores how this hostility led to persecution for the apostles, but reinforces how the Holy Spirit strengthened the apostles so that they continued to spread the message. **Session 6** focuses on Paul and his dramatic and unexpected conversion from an enemy of Jesus to a faithful friend and servant of Jesus. The children will again consider how the Holy Spirit changes people – even though it might seem to be an impossibility to us.

**Sessions 7–9** focus on Paul's ministry beyond the borders of Israel. All three highlight how Paul bravely told people about Jesus, often risking his life in the process. The children will re-enact events such as Paul's escape from Damascus, his stay in jail that led to the conversion of the warden, and his shipwreck on the way to Rome. The Holy Spirit is shown to be a helper who made it possible for the message to spread so far, and to be heard, despite numerous difficulties. During each session, the children will be reminded that God's family kept 'getting bigger'.

**Session 10** is a reflective session that explores just how far Christianity has spread. The children will review earlier sessions from the unit and will learn that there are Christians all over the world today. They will also hear that while Christians from other places may look and sound different, they all love and worship the same Jesus.

### ***Faith development***

Children grow and develop physically, emotionally, cognitively and spiritually at different rates and in different ways. The unit aims to encourage growth in trust of our loving and caring Creator 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 with trust in his faithfulness.

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
- a set of 10 full-colour A3 **Leader's posters**
- a sample of the **Telling others about Jesus booklet**. 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.

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

There is a Leader's poster to be displayed in each session, summarising the theme of the Bible teaching. These are useful for reinforcing teaching, summarising and recalling past sessions, and creating a colourful timeline of learning. Each Leader's poster includes cut-out figures to be Blu-Tacked to the poster during the session.

## Children's component

The children will receive a **Telling others about Jesus booklet**. Each session is represented by a page in the book. The **Leader's poster** for the appropriate session is reproduced on this page. In the centre pages of the book there are cut-out pictures. During each session the children will cut and paste the relevant figure(s) on the appropriate page for the session. You may need to cut out the figures for the children. During sessions the books can also be used as aids for revision. After the children have completed the page for the session, the booklets will be collected. The children will be able to take home their books in the final session as a reminder of what they have learned. You may wish to cover each child's book with clear Adhesive Contact at the beginning of the unit.

## 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 pack** 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* 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
- *Tomb breaker*, CEP
- *How cool is that*, Johnny Burns
- *Praise crazy*, Johnny Burns
- *LIVE in the big tent*, Colin Buchanan
- *Jesus rocks the world*, Colin Buchanan
- *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
- *Whoopah wahey*, Doug Horley

These CDs are available from CEP.





# Breakfast on the beach

John 21:1–19

## Aim

To hear that Jesus is alive. Jesus forgave Peter and gave him a special job looking after his people.

## Outcomes

By the end of this session the children will:

- know that after a miraculous catch of fish, the disciples had breakfast on the beach with the risen Jesus, and Peter declared his love for Jesus
- understand that we can love Jesus
- think of ways they can show their love for Jesus.

## Memory verse

God has given us his Spirit. **1 John 4:13a (CEV)**

## Notes

Read **John 21:1–19**.

This series explores the bigger theme of how the Holy Spirit empowered the growth of the early Christian church. The children will explore how the Holy Spirit helped the church to grow, their place in God's family, and how the Holy Spirit helps them.

On this, his third recorded appearance after the resurrection, Jesus found the disciples fishing on the Lake Tiberias (the Sea of Galilee). Their overnight fishing expedition was fruitless. When the risen Jesus appeared and advised them to let down their nets again, the tired disciples obeyed, although they did not recognise Jesus. Moments later when the net was miraculously overflowing with fish, John (called here 'Jesus' favourite disciple') recognised Jesus: 'It's the Lord!' (**John 21:7**). Immediately, Peter jumped overboard and made his way to Jesus.

The rest of the disciples found a fire waiting for them, some bread and some cooked fish. Both the miraculous catch and the meal of bread and fish would have reminded the disciples of Jesus' earlier miracles (**Luke 5:1–11; Matthew 14:13–21; Mark 6:30–44; Luke 9:10–17; John 6:1–14**).

Just as Peter emphatically denied Jesus three times in the hours following Jesus' arrest, Peter declared his love for Jesus three times over breakfast. His love was sincere. In effect, Jesus was reinstating Peter, reminding him to express his love by serving God's people. In Jesus' words, Peter was to 'Feed my sheep' and to 'Follow me'. Peter would go on to be a tremendous force in the early church, earning the name that had been given to him by Jesus upon their first meeting: Cephas (translated in Greek as Peter, both names mean 'rock').

## Leader's prayer

Tell Jesus how much you love him and ask for the Holy Spirit's help to serve him better. Pray that the children will grow in their love for Jesus and will find ways to express their love for him.



## Gear

- Items to set up **Beach breakfast** (see **Get ready**)
- Leader's poster 1** (Jesus and Peter fishing)
- Blu-Tack
- A copy of the Hearts frame photocopiable (page 14) for each child
- A **Telling others about Jesus booklet** for each child
- Scissors and glue sticks
- CD and CD player
- Gear for chosen activities in **Start up** and **Activities** sections
- Food for **Munchies**

## Get ready

Display **Leader's Poster 1**.

Prepare the **Telling others about Jesus booklets** as described on page 8. Cut out the Jesus and Peter figures from the centre spread in each child's booklet. Have the **Telling others about Jesus booklets** and figures ready to use in **Find and stick**.

Cut out the Jesus and Peter figures from **Leader's poster 1** ready for **Bible focus**.

Have a picnic blanket, plastic plates, cutlery and cups ready to use in **Beach breakfast** (see **Start up**). Place some wooden blocks or sticks and a piece of red cellophane to one side. Place some assorted breads and some fish-shaped crackers under a cloth. If time is limited, set up the beach breakfast before the session, otherwise allow the children to help as shown in **Beach breakfast**. If you don't wish to provide food in this session, provide playdough and ask the children to make plates of playdough party food during the **Beach breakfast** activity.

Use masking tape, rope or chalk to create a boat shape on the floor, large enough to allow all children to sit inside. Try to find some net curtain material or a crocheted blanket to use for a fishing net

### For extra impact

Surround the boat with blue crepe paper streamers to represent water. Prepare fish fingers instead of the fish-shaped crackers.

## Start up

Choose from the following activities in preparation for **Bible focus**. Tick each activity you do, for future reference.

### Breakfast fish

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

#### Gear

- Empty cereal or other food boxes or
- Old Christmas cards
- Scissors for children

Draw simple fish shapes on the back of the cardboard. Prepare at least two for the children to cut out. Smaller children may need help with the scissors. Place the fish in the 'water' around your 'boat' with the colourful side showing.

If you have a lot of young children, try this alternative. Prepare lots of cardboard fish and hide them around the room. Play some funky music and encourage the children to find the fish. When they have all been found, ask the children to help you place them in the 'water' around the 'boat'.

### Beach breakfast

Purpose: *To prepare a setting for **Bible focus**.*

#### Gear

- Picnic items as described in **Get ready**
- Blocks and red cellophane (see **Get ready**)
- Playdough (optional)
- CD player and CD of choice

Ask the children if they have ever had a picnic at the beach or near a river or lake. Talk about what happened at these picnics. Did anyone go swimming or fishing? What kinds of food did they eat?

Tell the children that they are going to have breakfast on a pretend beach and that you would like their help to get everything ready. Explain that at this picnic there was a small fire. Find the wooden blocks and build a fire. Add scrunched up red cellophane for the 'fire'. Pretend to warm your hands around the fire.

The children can have fun laying the picnic blanket and setting out the cutlery and cups. Keep the food aside for **Munchies**. If you are not providing food, invite the children to prepare some playdough bread and fish.

Play songs from a favourite CD as the children prepare the beach breakfast.

## A spot of fishing

Purpose: *To introduce the concept of fishing.*

Ask the children if they have ever been on a fishing trip. What did they catch? Ask them to show you with their hands how big the fish were.

Pretend to go on a fishing trip. Put on pretend 'fishing' clothes, such as long boots, and pretend to wade in the 'water'. Climb into the boat and sit down. Choose children to row the boat, find a good fishing spot and throw out the anchor. Sing the following silly verse to the tune of 'Ten little monkeys jumping on the bed'.

**Lots of little fishies swimming in the sea.  
Lots of little fishies say 'You can't catch me!'  
But if one little fishy swims into my fishing net,  
I'll be eating that fishy for my tea, I'll bet!**

Explain that fishermen in Jesus' time often used nets to catch fish. Show the children how to 'cast the net' from the boat so that it lands flat. As the children take turns casting the net, toss a few fish (see **Breakfast fish**) into it so they can drag in their 'catch'.

### Do you remember?

Spend a few minutes finding out what the children remember about Jesus. Do they remember any of his miracles? Use any visual aids from previous units to help the children remember. Do they remember what happened to Jesus? Emphasise that Jesus, God's Son, died on the cross but rose again on Easter Sunday.

## Bible focus

### Links



**Think of someone you love. You don't have to tell me who it is yet. Now show me with your hands how much you love this person** (allow the children time to respond). **Now stand up and stretch and show me how much you love this person.**

Ask the children to sit.

**How do you show this person that you love them?** (Accept responses.)

**Put your hand up if you say 'I love you' to people you love.**

**Hug yourself if you give people you love a great big squishy hug.**

**Jump up and then sit down if you make people you love presents, like drawings or other special things.**

**Clap your hands once if you help people you love.**

**Point to your mouth if you talk to people you love.**

**Today we're going to talk about someone else we love and how we can show this person we love him.**

### Teaching time

You will need **Leader's poster 1** (see **Get ready**), some Blu-Tack and the prepared Jesus and Peter figures.

Choose children to be 'Peter' and the 'man on the shore' (Jesus).

**The Bible says that some of Jesus' friends were fishermen. They had their own boats and fishing nets and fished all the time. But when they met Jesus, they left their boats and nets and followed him. They watched him do miracles, they listened to him teach people about God, and they loved him.**

**One day something happened to Jesus. Can you remember what happened to Jesus?** (Encourage the children to recall the events of Jesus' death and resurrection.)

**After Jesus died, Jesus' friend Peter said, 'I'm going fishing.'**

**'Me too!' said some of Jesus' other friends.**

All follow 'Peter' to the 'boat' and climb in.

**They climbed into the boat and when they found a good fishing spot, they let down their net.**

Invite the children to take turns to throw out the net. Try all sides of the 'boat'. Each time, shake your head and say, 'No fish here. Try again.'

**The men tried to catch fish all night ... but it was no good. There were no fish. They had fished all night for nothing!**

**How would you feel after all that fishing?** (Tired, sore, bored, annoyed.)

**Just then, the men saw another man standing on the shore of the lake.**

Hold up **Leader's poster 1** and ask a child to Blu-Tack the Jesus figure to the beach.

**He called out to them, 'Friends, have you caught anything?'**



**The friends said ...** (all say 'No')

**'Throw your net over the right side,' called out the man. The men shrugged their shoulders and did what the man said.**

Show the children the right side before they throw the net. Quickly fill the net with 'fish'.

**Suddenly, the net was so full of fat, wriggly fish that the men could barely lift it into the boat! There were fish flipping and flopping everywhere!**

**The men looked at the fish ... and then they looked at the man on the shore. 'It's the Lord!' shouted one of them, 'He's alive!'**

**Who was it?** (Jesus.)

**Peter didn't waste time. He jumped into the water. Splash! He swam to the shore and ran up to Jesus.**

Hold up **Leader's poster 1** and ask a child to Bluetack the Peter figure near the Jesus figure.

**Why do you think Peter did that?** (Accept responses. He loved Jesus and wanted to be with him.)

**A few minutes later the other disciples followed. On the beach there was a fire with some fish cooking over it, and next to that was some bread. It was breakfast time ... breakfast on the beach!**

**Who thinks it would be fun to eat breakfast on the beach?** (Accept responses.)

**When breakfast was over, Jesus and Peter sat and talked.**

**'Peter,' asked Jesus, 'Do you love me?'**

**'Yes, Lord, you know I love you,' replied Peter.**

Repeat Jesus' question and Peter's answer two more times.

**Then Jesus said to Peter, 'Look after my people. Then they will know that you love me.'**

## Bringing it together

Hold up **Leader's poster 1**. Invite the children to describe what is happening in the picture.

**Do you think Peter loves Jesus?** (Yes.)

**What did Jesus want Peter to do?** (Accept responses. Look after God's people.)

Tell the children how you show Jesus you love him.

**Do you love Jesus?** (Accept responses.)

**How can you show Jesus you love him?**

(Accept responses.)

**Jesus wants us all to love him. We can show him in lots of ways – like saying prayers to him, reading about him in the Bible, telling others about him, saying 'I love you, Jesus', singing songs about Jesus, and so on. We can show Jesus we love him even though he is in heaven.**

### Prayer

Sit in the 'boat' set up in **Get ready**.

Invite the children to offer prayer requests or to say their own prayers. Encourage the children to repeat the following prayer after you. To finish, all jump into the 'water' and swim to the shore.

**Jesus, we love you. Help us to show you how much we love you. Help us to show other people we love you too. Amen.**

### Take home

#### Gear

- A copy of the Hearts frame photocopiable (page 14) for each child
- Coloured pens and pencils

Help the children to make a poster declaring their love for Jesus. Hand each child a copy of the photocopiable on page 14. Invite the children to draw themselves in the space provided.

Encourage the children to take home their posters in their *Serious play* backpacks and to tell someone at home how much they love Jesus.



### Music spot

Encourage the children to join in as you play one of the following. Dance to the music!

**Jumping for Jesus**, track 9 on Johnny Burn's *How cool is that!* CD.

**Jesus loves kids like us**, track 11 on CEP's *Earth movers* CD.

### Memory verse

Sit in the 'boat' set up in **Get ready**.

Say the Memory verse to the tune of 'Row, row, row your boat' two or three times.

**God has given us, given us his Spirit  
God has given us his Spirit. 1 John 4:13**

# Activities

Choose from the following activities to conclude the session. Play music while the children are working.

## Find and stick

### Gear

- A **Telling others about Jesus booklet** for each child
- The pre-cut Jesus and Peter figures
- Glue sticks
- A small piece of red cellophane for each child, or some red glitter

Hand each child their **Telling others about Jesus booklet**. Help them to write their name on the front cover.

Hold up **Leader's poster 1**. Ask the children if they can find the same picture in their booklet. See if the children can find:

- the fishing boat
- a net full of fish
- a fire
- the beach

Help the children to glue the Jesus and Peter figures next to the fire. Glue the cellophane or glitter onto the fire. As you do this, ask the children which question Jesus asked Peter. What did Peter answer?

Remember to collect the **Telling others about Jesus booklets** after this activity ready for the next session.

## Act it out

Invite the children to re-enact the story from **Bible focus**. Choose a volunteer to be Jesus and another to be Peter. All except 'Jesus' should sit in the boat. Ask the children to mime the following. As an option, say the rhyme from **A spot of fishing** (page 11), adding the second verse.

- One night Jesus' friends went fishing.
- They fished all night but they didn't catch anything.
- In the early morning, when the men were tired, Jesus appeared to them and said, 'Let down your net.'
- The men did. They caught lots and lots of fat, wriggly fish!
- Peter swam and ran to Jesus. The other men followed, dragging the net onto the shore.
- They all had breakfast on the beach.
- Jesus said to Peter, 'Do you love me?'
- Peter said, 'Yes! Yes! Yes!'

**Lots of little fishies swimming in the sea.  
Lots of little fishies say 'You can't catch me!'  
But if one little fishy swims into my fishing net,  
I'll be eating that fishy for my tea, I'll bet!**

**Lots of little fishies swimming in the sea,  
Jesus appeared and he said to me,  
'Put your net in the water just once more' ...  
And we took lots of little fishies ba-ack to  
the shore!**

## Munchies

### Gear

- Bread and fish-shaped crackers (see **Get ready**)
- Water
- Fish fingers (optional)

Invite the children to enjoy the bread and 'fish' breakfast set up during **Start up: Beach breakfast**. You may like to invite the children to share this meal straight after **Bible focus**.

## Think about it

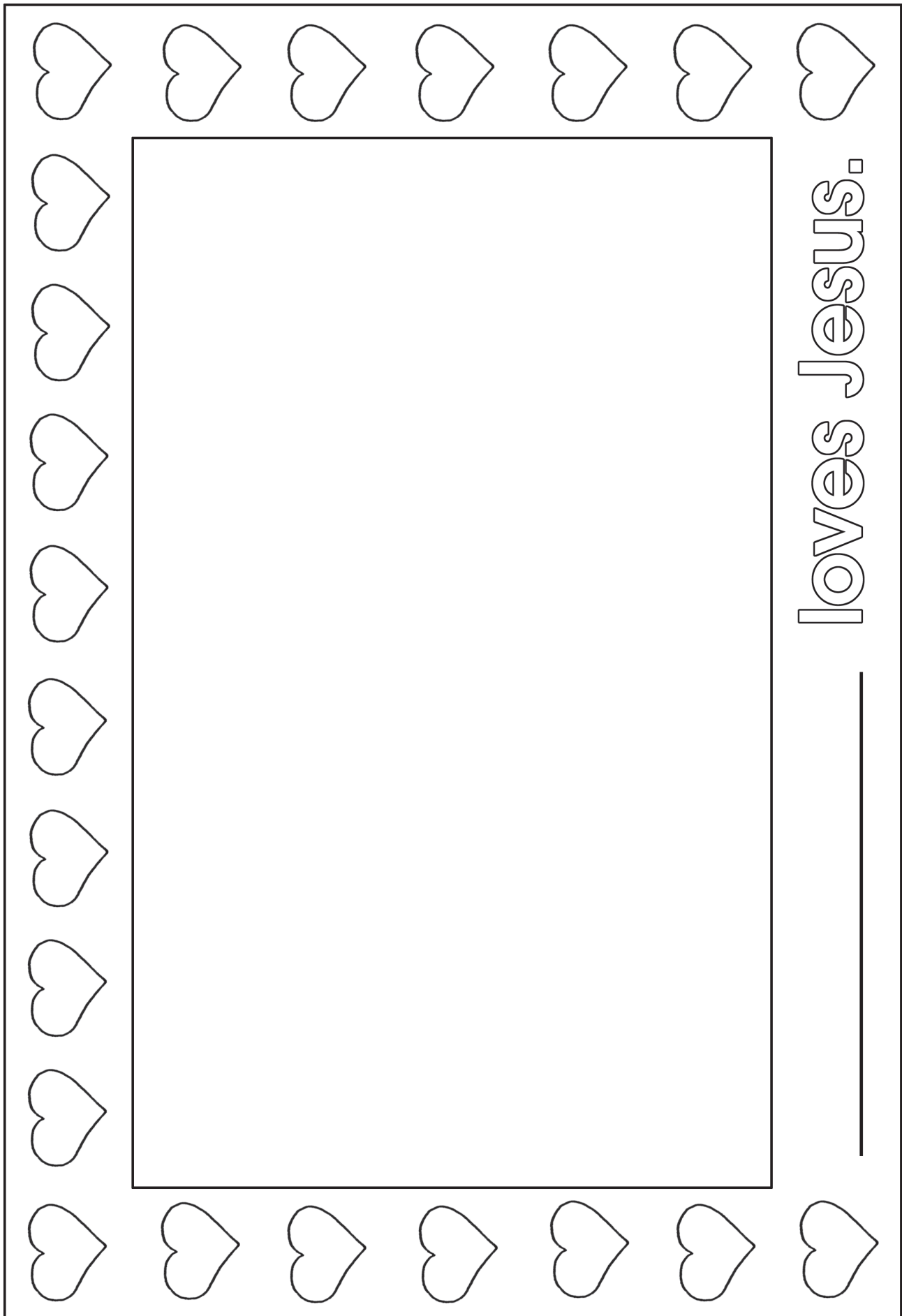
Did the children understand that Jesus wants us to love him? Could they think of ways they can express their love for Jesus?

## Think ahead

You will need **Leader's poster 2** (Apostles) and a **Telling others about Jesus booklet** for each child. Also some red dot stickers, crepe paper, some party hats and a copy of the Fire and box photocopiable (page 20) for each child.

Refer to **Gear** for **Session 2** (page 16).





© CEP 2005

The purchaser of the *Serious play* SP6 manual is entitled to photocopy this page for use with his or her group.