

# CHARACTER LESSONS

## FOR CHRISTIAN KIDS

**Lesson: What Love Looks Like**

Age group: 6-10 years old Curriculum Area: Health

**Objectives:**  
What Love Looks Like is a book that was inspired by Dr Gary Chapman's Five Love Languages. It has been written to encourage discussion between children and caregivers about the ways in which love is experienced and expressed. Readers can think about the ways in which they feel loved and recognise the different ways that others experience and express love.

**Resources:**

- The book 'What Love Looks Like' by Nikki Rogers.
- Squares of cardboard for each child with the 'five languages' listed.
- Sprays of beads to represent gifts.
- Strip of gold cloth to represent acts of service.
- Strip of silk cloth to represent words.
- Wool ribbon with writing on it to represent touch.
- Wool ribbon to represent quality time.
- Hair elastic to represent quality time.
- Optional magnets.

**LESSON PLAN**

**Engage:**

- Read the book 'What Love Looks Like' children. Use questioning as you read. For example:
  - ask, "who feels loved when... or "who likes to give hugs?"

**Enhance:** Below is a brief description of the five love languages.

- Receiving Gifts:** Gifts are symbols of love and thoughtfulness.
- Acts of Service:** Actions, rather than words, are used to show and receive love.
- Words of Affirmation:** Expressing affection through spoken affection, praise, or appreciation.
- Physical Touch:** Love and affection that is felt through physical touch.
- Quality Time:** Expressing love with time: undivided attention.

**Synthesize:**

- Ask children what they can do this week to show love to someone this week. Eg. their parents, friend, sibling etc.
- Use different strips of material, ribbon and elastic to help children remember and consider how they may effectively demonstrate love to others in different ways.
- Optional: Attach a flat magnet to the book to stick on the fridge.

For more information visit: [www.createdtobe.com.au](http://www.createdtobe.com.au)

**THE GREATNESS IN YOU WORDSEARCH**

A	S	H	A	R	I	N	G	N	H	C	K	U	E	H
B	R	A	V	E	L	S	M	O	J	O	R	O	N	E
C	E	G	H	E	K	H	N	I	G	N	E	Y	C	A
D	P	A	I	C	J	E	S	Y	E	F	S	C	O	R
E	E	S	U	I	S	R	M	T	N	I	O	L	U	T
F	A	T	O	T	K	O	I	L	T	D	U	E	R	S
E	C	R	P	S	I	H	L	A	L	E	R	V	A	T
G	E	E	F	U	N	F	E	Y	E	N	C	E	G	R
A	F	R	Q	J	D	G	U	O	F	T	E	R	I	E
R	U	H	E	L	P	F	U	L	E	D	F	C	N	N
U	L	S	T	U	F	A	I	T	H	F	U	L	G	G
O	V	T	H	O	U	G	H	T	F	U	L	B	W	T
C	O	M	P	A	S	S	I	O	N	A	Z	Y	X	H

A U T I F U L      C O N S I D E R A T E      F A I T H F U L  
 L O V E      F R I E N D      S H A R I N G  
 A C T I V I T Y      T R U T H F U L      S T R E N G T H  
 P A S S I O N      H O N E S T      S M I L E  
 E N C O U R A G I N G      H E L P F U L  
 G E N T L E      P E A C E F U L      H E A R T  
 F U N      C O N F I D E N T  
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 C L E V E R      Y O U  
 T H O U G H T F U L

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**DISCUSSION TOPICS FOR A HERO LIKE YOU**

What hero-like qualities do you have?

What are some things you love about your friends?

How can you use your talents to make the world a more wonderful place?

For more information visit: [www.createdtobe.com.au](http://www.createdtobe.com.au)



Designed to be used with books by Nikki Rogers  
[createdtobe.com.au](http://createdtobe.com.au)



# Character-building Lesson Ideas

to accompany 8 Created To Be books by Nikki Rogers



- **Lesson: A Beautiful Girl Like You** – every girl has unique beauty
- **Lesson: A Hero Like You** – identifying heroic qualities
- **Lesson: The Greatness in You** – seeing the qualities in ourselves and others
- **Lesson: Sowing and Reaping** – the choices we make effect our lives
- **Lesson: Fruit of the Spirit** – Galatians 5:22-23
- **Lesson: Guard Your Heart** – Proverbs 4:23
- **Joy Jar activity** – thinking on good things (Philippians 4:8)
- **Lesson: What Love Looks Like** – how we can show love to others
- **Lesson: Hearing from God** – different ways we can hear from God
- **Lesson: The Good Shepherd** – Psalm 23 & John 10:27
- **Lesson: Why we have rules and boundaries**
- **Lesson: Character Profiles** – describing book characters
- **Lesson: Made to be me** – thinking about peer-pressure, friendship, celebrating our differences and being who God made us to be.

# Lesson: A Beautiful Girl Like You



**Age group:** 7–10-year-old girls

**Curriculum Area:** Health and wellbeing

Cross-curricular: this lesson provides opportunities for aspects of English.

## Objective

To identify and value positive qualities in ourselves and others.

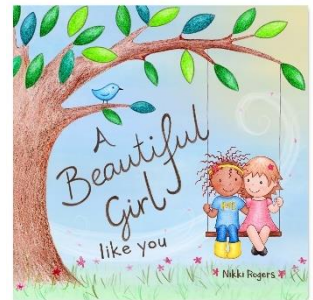
To understand that every girl has unique beauty to share with the world.

## Description:

Female students will listen to the story, 'A Beautiful Girl Like You.' As a group, they will use words to describe what they feel it means to be a 'beautiful girl.' Individually, each student will reflect on and use words to describe what makes them beautiful (internally & externally). Finally, students will identify and articulate aspects of beauty that they see in their classmates.

## Resources

- The book *A Beautiful Girl Like You* by Nikki Rogers.
- White board or paper for brainstorming activity
- Girl print outs
- Scripture, Psalm 139:14 "I am fearfully & wonderfully made".



## LESSON PLAN:

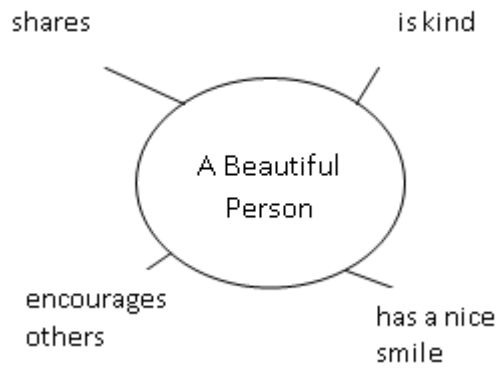
### Engage:

1. Read the book 'A Beautiful Girl Like You' to students, referring to students with similar qualities to those mentioned.
2. Draw (or have a picture of) a girl on the board or butchers' paper with the title "A Beautiful Girl" above it. Ask students what they think it means to be a beautiful girl.

### Enhance:

3. Have the students write what they feel makes a girl/person beautiful (refer to the book) in the space around the girl on the board. For example, being kind, thoughtful, courageous, encouraging, giving, a good friend, using what she has to bless others etc.

Alternatively, use a simple concept map like the one below. Exchange the word 'girl' for 'person' if preferred.

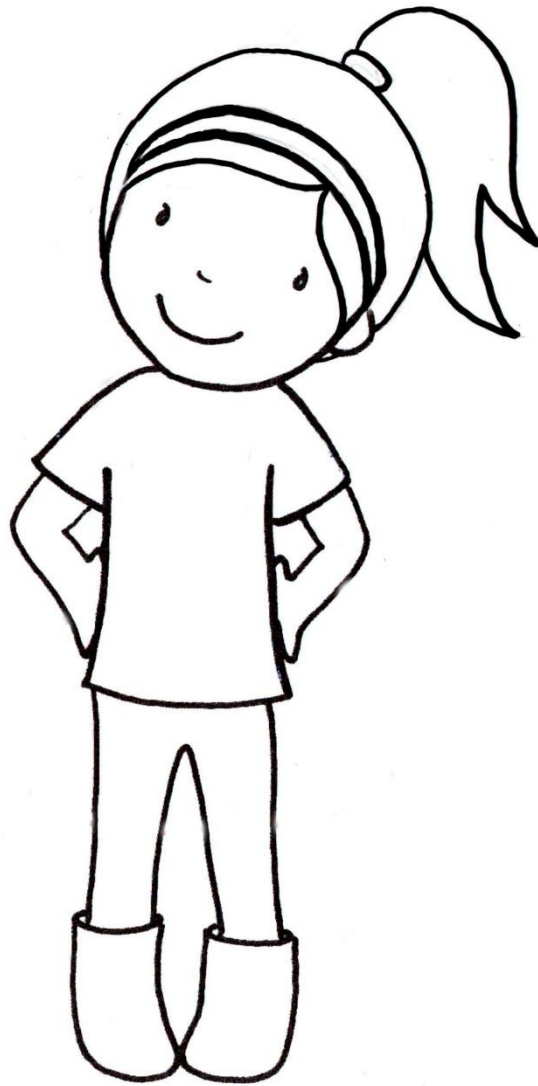


4. Hand out the girl pictures and have the students add the descriptions that were written on the board after reading the book by writing them in the space around the girl.
5. Have students write about what is beautiful about themselves.
6. Colour-in and decorate the picture.

### Synthesis:

7. Cut out a heart for each girl on A4 paper and stick it to each girl's back using sticky tape. Have the girls write what they think is beautiful about the other girls on the paper heart. \* See example below.





I am beautiful because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



I am beautiful because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



I AM  
fearfully  
AND

wonderfully  
MADE

Psalm 139:14



# Lesson: A Hero Like You



**Age group:** 7-10 years old

**Curriculum Area:** Health and wellbeing

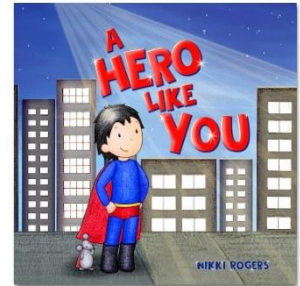
Cross-curricular: this lesson provides opportunities for aspects of English.

## Objective

- To explore the characteristics of what makes someone a hero.
- To value and recognize heroic qualities and to encourage children to be everyday, real-life heroes.

## Resources

- The book *A Hero Like You*, by Nikki Rogers.
- Examples of other real-life heroes. e.g. William Wilberforce, Mother Teresa, Irena Sendler, Jane Goodall, Harriet Tubman, Martin Luther King Jr, Mahatma Gandhi, war heroes, surf life-savers, ambulance officers, Mercy Ships, Jesus, other Bible characters ...
- Posters of everyday heroes (optional)
- Action figures (optional)
- White board or paper for brainstorming activity
- Hero print outs. Or students can draw a picture of themselves.
- Scripture, 1 Timothy 4:12 “Let no one despise you for your youth, but set the believers an example in speech, in conduct, in love, in faith, in purity.”



## LESSON PLAN

### Engage:

1. Introduce the lesson by asking the children who their heroes are and why. Write these examples on the board (possibly superheroes). Explore the idea of real-life heroes.
2. Introduce the book *A Hero Like You*.

### Enhance:

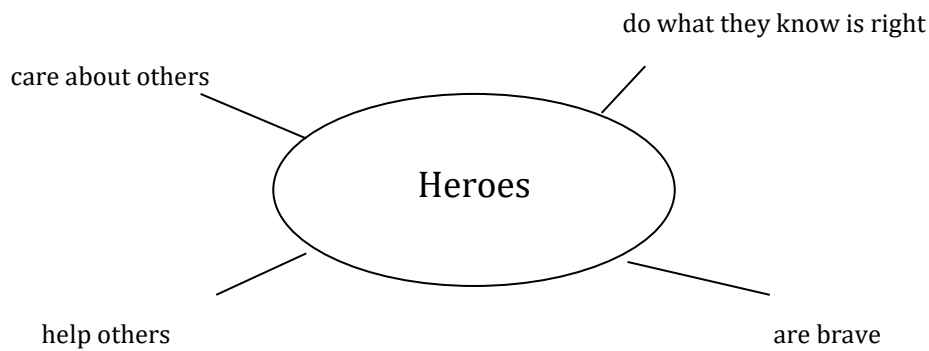
3. Read the book to the class, acknowledging the fact that being a hero is about exhibiting certain qualities, and is not about gender. Girls can be heroes too. You may like to mention female examples and use questioning to explore this and other concepts throughout the book.

### Enhance:

4. Draw a simple concept map on the board and ask the children to list some of the qualities of a hero. Refer to the examples in the book.



Your concept map may look something like this:



5. Talk about what qualities Jesus showed us. He is our perfect example. We are to be like Him!
6. Refer to the scripture 1 Timothy 4:12 and how we should be an example to others.
7. Pray with the children that the Holy Spirit would help us be more like Christ.

### Synthesis:

8. Hand out the hero pictures titled "I can be a hero..."
9. Have the children colour the picture and write down some examples of how they can be a hero in their everyday lives. For example, 'I can be a hero by...' caring for the environment, encouraging people, being brave even when I'm afraid, doing what I know is right, helping my little brother, using my talents for good etc.

\*Extending Learning: Have students identify the heroic qualities that they see in each other by adding it to their friend's paper.

I am a hero because



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I am a hero because



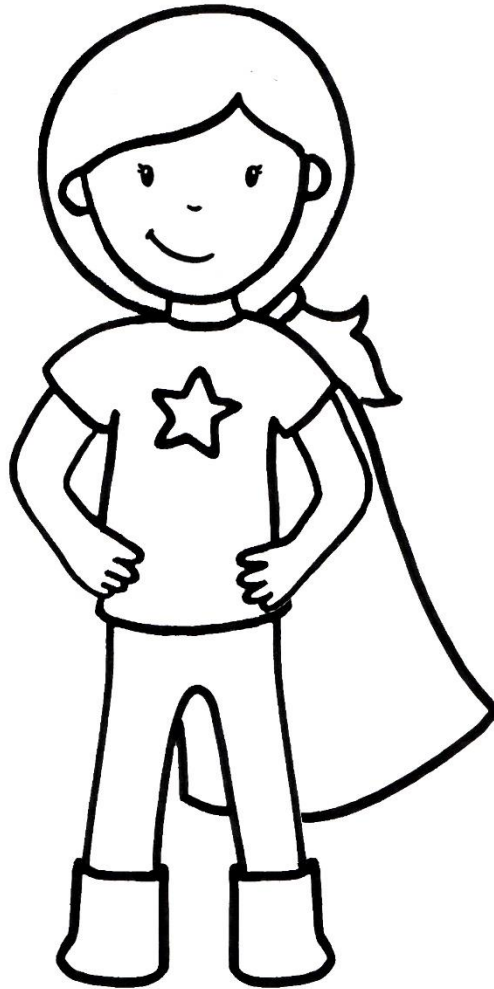
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I am a hero because

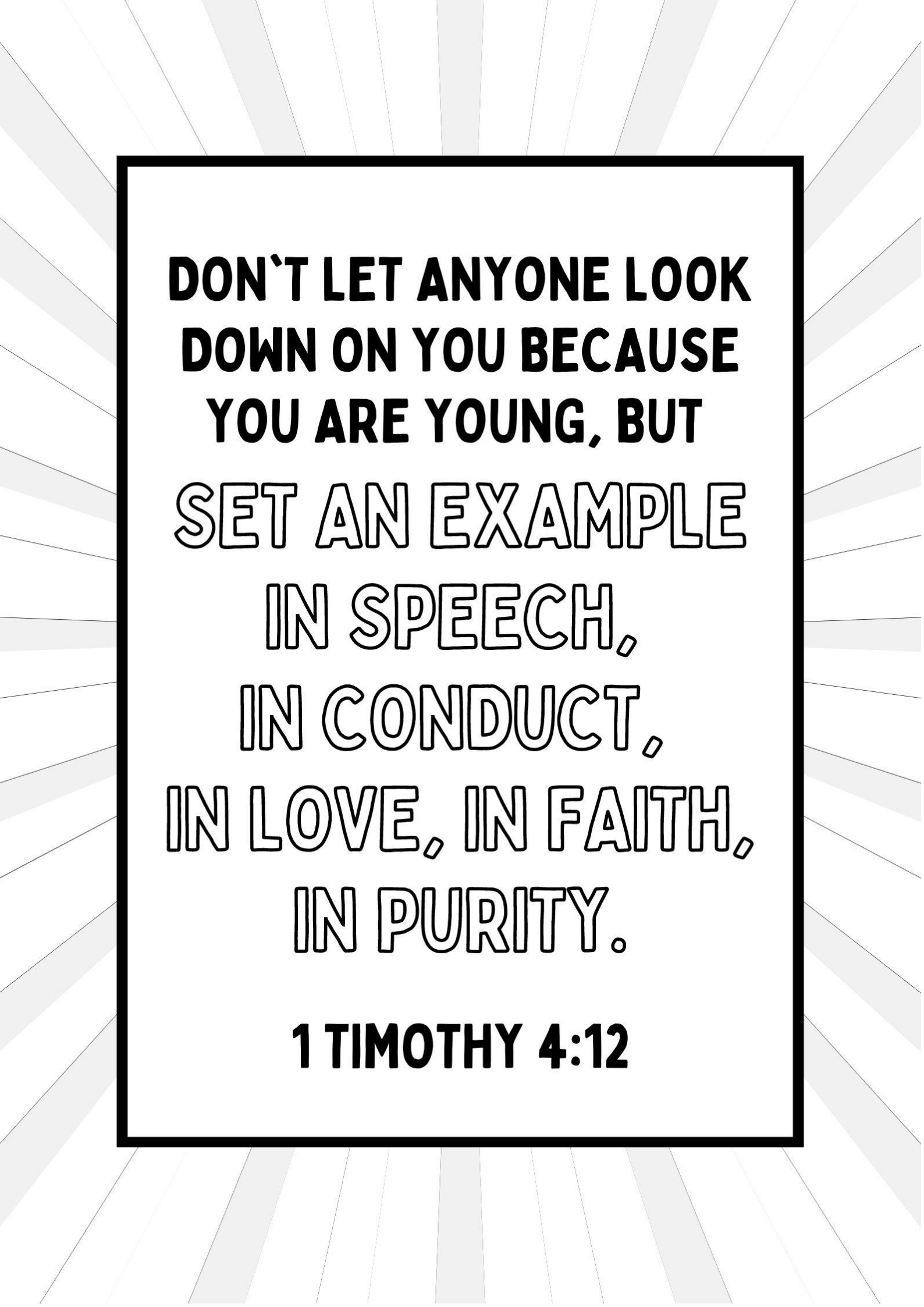


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The background of the entire image is a sunburst pattern with rays radiating from the center. The rays are light gray and vary in length and thickness, creating a bright, energetic effect.

**DON'T LET ANYONE LOOK  
DOWN ON YOU BECAUSE  
YOU ARE YOUNG, BUT  
SET AN EXAMPLE  
IN SPEECH,  
IN CONDUCT,  
IN LOVE, IN FAITH,  
IN PURITY.**

**1 TIMOTHY 4:12**

# Lesson: The Greatness In You



Age group: 6-10 years old

Curriculum Area: Health and wellbeing

## Objective

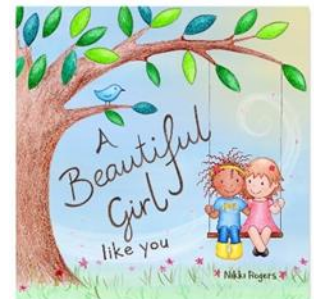
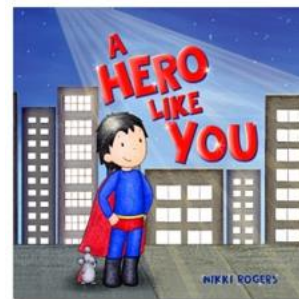
To value and identify the positive qualities in ourselves and others.

To appreciate that everyone has something great about them.

To recognise that each person has unique qualities that they can share and use to make the world a better place.

## Resources:

- The books *A Hero Like You*, and *A Beautiful Girl Like You* by Nikki Rogers.
- White board or paper for brainstorming activity
- Boy and Girl print outs (A3 if possible)



## LESSON PLAN

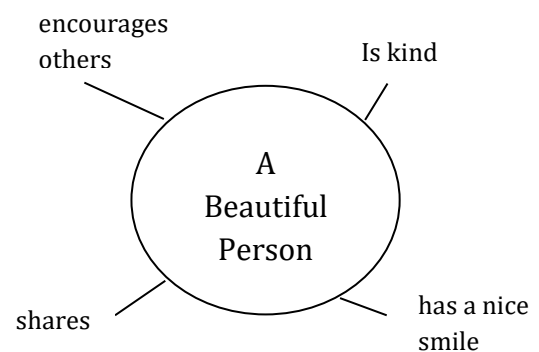
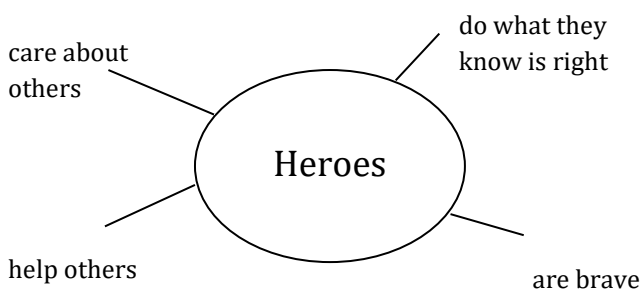
### Engage:

1. Read the books *A Hero Like You* & *A Beautiful Girl Like You* to the class. Acknowledge that being a hero and being beautiful are about exhibiting certain inner qualities and are not gender-specific. Both girls and boys can be heroes and both girls and boys can be beautiful people. Use questioning and discussion to explore this further.

### Enhance:

2. Draw a simple concept map on the board and ask the children to list some qualities of heroes and beautiful people. Refer to examples throughout the books. Point out the similarities.

e.g.

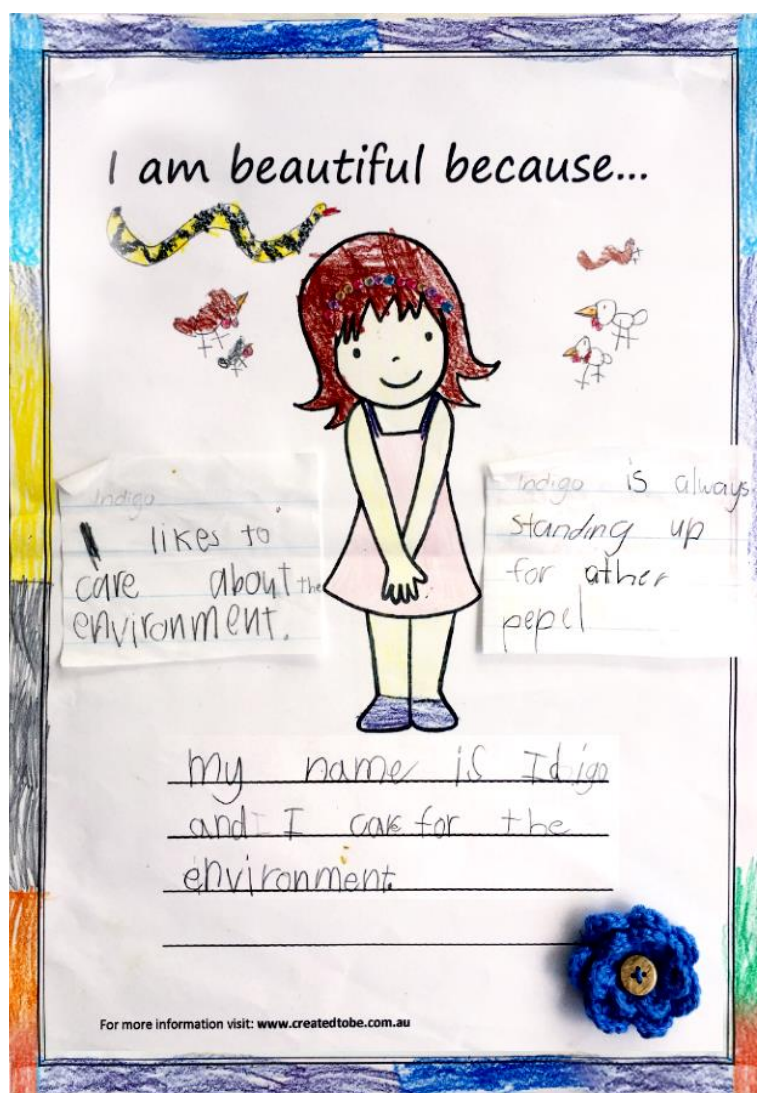


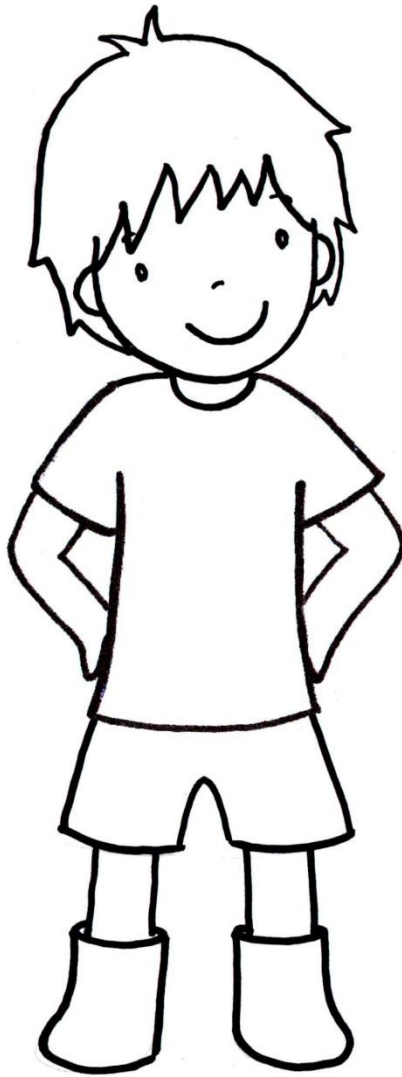
3. Hand out the Boy and Girl pictures. Have each student write their name on the page or title it "I am beautiful because..." or "I am a hero because..."
4. Have every child's name in a hat multiple times and ask each child to pull 3 names out of the hat. On the back of the selected name tags have the children write down something positive about the person, thinking about the qualities they have demonstrated or what they like about them.

For example, "You are beautiful because..." or "You are a hero because..." or "You are a beautiful person because..."

### Synthesis:

1. Collect the completed notes and distribute them to the recipients.
2. Have the children colour-in the picture and glue the notes from their classmates on it or on a separate page next to it.
3. Have each student write at least one positive quality about themselves on their picture. See example below.
4. Extra activity sheets – Word Search & Discussion Topics





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# THE GREATNESS IN YOU WORDSEARCH

A	S	H	A	R	I	N	G	N	H	C	K	U	E	H
B	R	A	V	E	L	S	M	O	J	O	R	O	N	E
C	E	G	H	E	K	H	N	I	G	N	E	Y	C	A
D	P	A	I	C	J	E	S	Y	E	F	S	C	O	R
E	E	S	U	I	S	R	M	T	N	I	O	L	U	T
F	A	T	O	T	K	O	I	L	T	D	U	E	R	S
E	C	R	P	S	I	H	L	A	L	E	R	V	A	T
G	E	E	F	U	N	F	E	Y	E	N	C	E	G	R
A	F	R	Q	J	D	G	U	O	F	T	E	R	I	E
R	U	H	E	L	P	F	U	L	E	D	F	C	N	N
U	L	S	T	U	F	A	I	T	H	F	U	L	G	G
O	V	T	H	O	U	G	H	T	F	U	L	B	W	T
C	O	M	P	A	S	S	I	O	N	A	Z	Y	X	H

BEAUTIFUL

BRAVE

LOYALTY

COMPASSION

JUSTICE

COURAGE

RESOURCEFUL

KIND

THOUGHTFUL

CONSIDERATE

FRIEND

TRUTHFUL

HONEST

ENCOURAGING

PEACEFUL

FUN

GENTLE

CLEVER

FAITHFUL

SHARING

STRENGTH

SMILE

HELPFUL

HEART

CONFIDENT

HERO

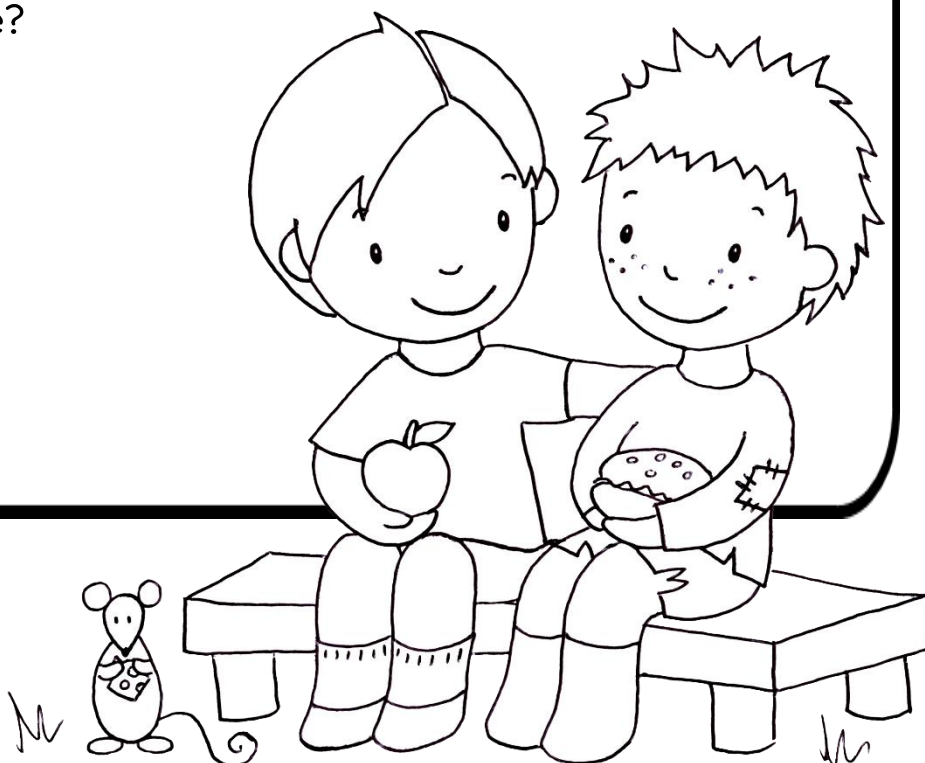
YOU

## DISCUSSION TOPICS FOR A HERO LIKE YOU

What hero-like qualities do you have?

What are some things you love about your friends?

How can you use your talents to make the world a more wonderful place?



# DISCUSSION TOPICS FOR A BEAUTIFUL GIRL LIKE YOU

What beautiful qualities do you have?

What are some things you love about your friends?

How can you use your talents to make the world a more wonderful place?



# Lesson: The Garden In My Heart



Age group: 7-10 years old

Curriculum Area: Health and wellbeing

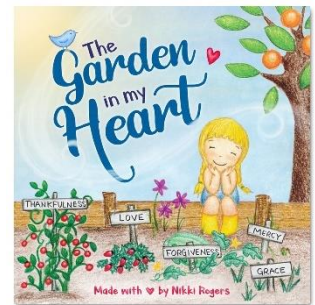
## Objective

To recognise that our actions and choices affect our lives and the lives of others.

To understand that there is a relationship between our actions and consequences.

## Resources

- The book *The Garden In My Heart* by Nikki Rogers.
- White board or paper for brainstorming activity
- The 'Match what you sow to what you reap' activity sheet
- YouTube videos: The Garden In My Heart Part 1, 2 and 3



## LESSON PLAN

### Engage:

1. Read the book '*The Garden in my Heart*' to the class.
2. You may also like to watch the YouTube videos created to go along with this lesson.
3. Discuss the ways in which our actions and the choices we make can affect our lives and the lives of others. Discuss how our actions and choices can either have a positive or negative effect. Making good choices about what we think, see, hear, say and do will help us to live more positively.

### Enhance:

4. Use cause and effect examples relevant to the age group like the ones listed below. Use questioning to prompt thinking about the possible outcomes of different actions.

Example:

- |  |   |
|--|---|
| Q. If I lie to people all the time will people trust me? | A. No, people won't trust me.             |
| Q. If I am friendly to people what is likely to happen?  | A. You will have friends.                 |
| Q. If I waste all my money what will happen?             | A. I will not have the money I need.      |
| Q. If I watch a lot of scary movies what could happen?   | A. Have nightmares or bad thoughts.       |
| Q. If I want to grow grapes what do I need to sow?       | A. Grape seeds                            |
| Q. If I want to be a doctor what do I need to do?        | A. Do well in school, study at university |
| Q. If I want to be healthy what do I need to do?         | A. Eat healthy food & exercise            |
| Q. If I want to be good at guitar ...                    | A. I need to learn and practice guitar    |

### Synthesis:

5. Craft activity. Paper collage flowers to represent what you want to grow in your life. Write on the stem how to grow these things in your life. (see example).
6. Work through some of the examples on the *Sowing and Reaping* activity sheet.
7. Hand out the worksheets to be completed by the students.

### Thinking about our goals:

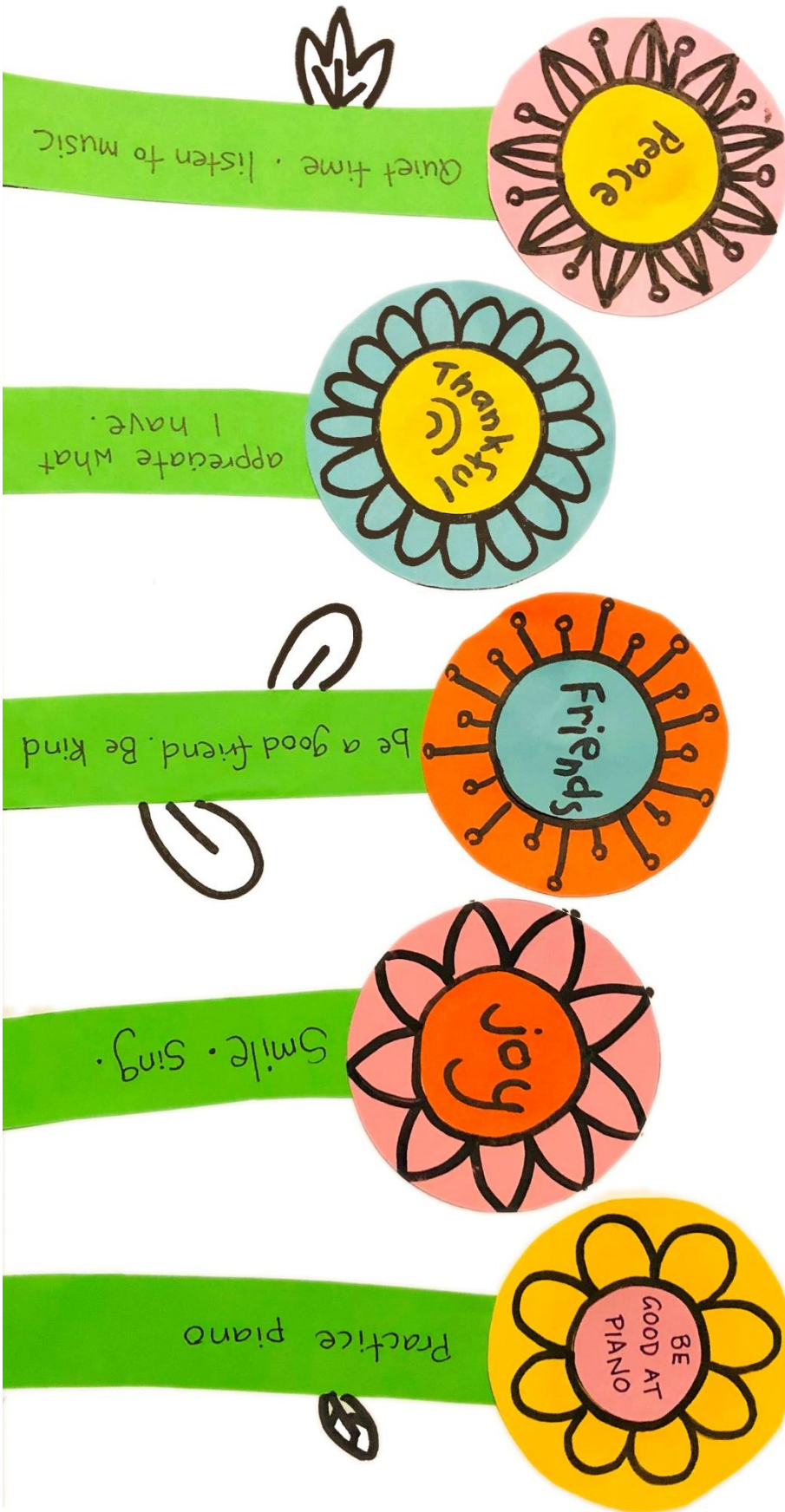
Ask the students what is a goal that they have. It could be as simple as learning their spelling for the week, or more long term like learning to play piano or becoming an electrician one day.

Then have the students think about steps they can take to reach that goal. For example, practice my spelling words every afternoon, write them down, get my mum to test me.

Print out a My Goals sheet for each student.

You may like to get them to think of a short-term goal and a long-term goal.

# MY GARDEN ♡



# SOWING AND REAPING / CAUSE AND EFFECT

Match what you sow to what you will reap.

## WHAT YOU SOW



Plant a tomato seed



Practice reading



Learn from others  
& listen to good advice



Be mean, selfish & greedy



Appreciate what you have  
and be thankful



Be kind & thoughtful



Be honest, trustworthy  
and reliable



Always do your best

## WHAT YOU REAP

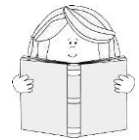
Not many friends



You will be trusted



You will be good  
at reading



You will grow a tomato



You will get better at  
what you do



You will have friends



You will be content  
and happy



You will become wise





## MY GOALS

Name:

What is a goal that you have?

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What can you do to help achieve that goal?

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# Lesson: Fruit of the Spirit



Sunday School Lesson Ages: 4-7 years

## Objective

To recognise that our actions and choices effect our lives and the lives of others.

To recognize the fruit of the Spirit in action.

## Resources

- The book *The Garden In My Heart* by Nikki Rogers.
- Coloured Paper cut outs, glue, felt markers
- Scripture, *Galatians 5.22-23*, 'The fruit of the Spirit...'

## Optional Resources

- YouTube videos: The Garden In My Heart Part 1, 2 and 3 – by Nikki Rogers.
- 'Grow' song by Dan Warlow (YouTube video with actions available)
- 'Fruit of the Spirit' song by KidSpring (on YouTube)

## LESSON PLAN

### Engage:

1. Read the book '*The Garden in my Heart*' to the class.
2. You may also like to watch the YouTube videos created to go along with this lesson.
3. Talk about how the God wants us to grow in the love, joy, peace etc. This is called the fruit of the Spirit. Just like fruit grows, these qualities can grow in our lives.
4. Sing one of the songs with actions for fun.

### Enhance:

5. What fruit of the Spirit would you like to grow more?
6. Pray. Thank God for the Holy Spirit who helps us.

### Synthesis:

7. Craft activity. Have coloured paper cut out as grass, stems and circles for flowers.
8. Children glue the coloured paper onto a white piece of paper to make a flower collage.
9. You can write in the grass "I am growing..."
10. Children can decorate their flowers using felt markers.



# Lesson: Guard Your Heart



Sunday School Lesson Ages: 4-10 years

## Scripture Reference

Proverbs 4:23 – Above all else guard your heart.

## Resources

- The book *The Garden In My Heart* by Nikki Rogers.
- Bible marked at Proverbs 4:23
- Print our worksheets
- Lies and truths written on pieces of paper
- Optional pretend sword and shield
- Optional cut out heart

## LESSON PLAN

### Engage:

- Read the book *'The Garden in my Heart'* to the class.
- Talk about how our heart is like a garden that can grow flowers of joy or weeds of bitterness.
- There is a scripture in the Bible that tells us that more than anything else we need to be careful about what we allow in our hearts. Read *Proverbs 4:23*, *'Guard your heart'*.

### Enhance:

- Ask, what do you think of when you hear the word “guard”?
- Some Bible translations say, “Above ALL else”, others say, “Guard your heart WITH ALL DILIGENCE”. What would it look like to guard something with all diligence?
- God must think our heart is very important if we are to guard it above all else.
- Get 2 children up to act. One child is the heart (they can hold the cut-out heart) and the other is the guard protecting the heart (with sword and shield).
- Have a child try to tag the ‘heart’ and the guard blocks the way to protect the heart.
- Have the other children pick out a lie or a truth and present it to the guard. For example, “You’re ugly” (lie), “You are wonderfully made” (truth). In turn each child presents their lie/truth to the guard and the guard decides whether it can be given to the heart.

### Synthesis:

- Talk about lies and truths that we hear every day. It’s very important that we guard our hearts by being aware of what we see, hear, think and do.
- Fill in the missing words and colour in the scripture verse, Proverbs 4:23.
- Worksheets – Use the Word to defeat the lie, Wordsearch, Things you see & hear.

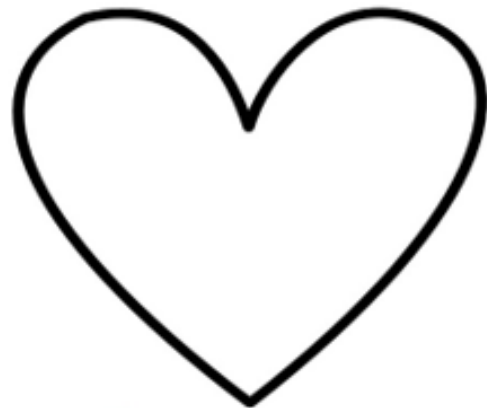
**ABOVE**

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**else**

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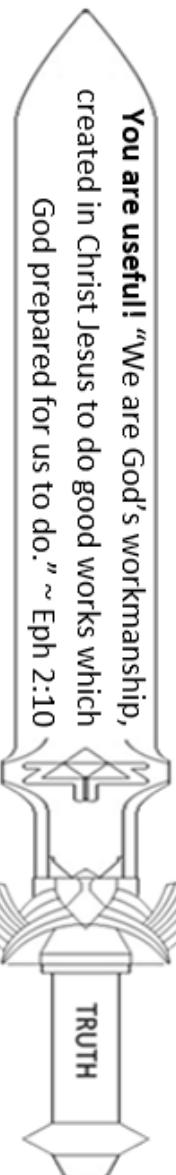
**YOUR**



**PROVERBS 4:23**

## Use the **WORD** to defeat the **lie**

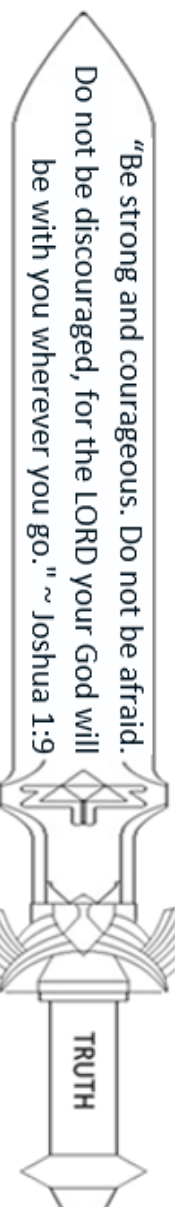
Ephesians 6:17 ~ "Take up the sword of the spirit which is the Word of God."



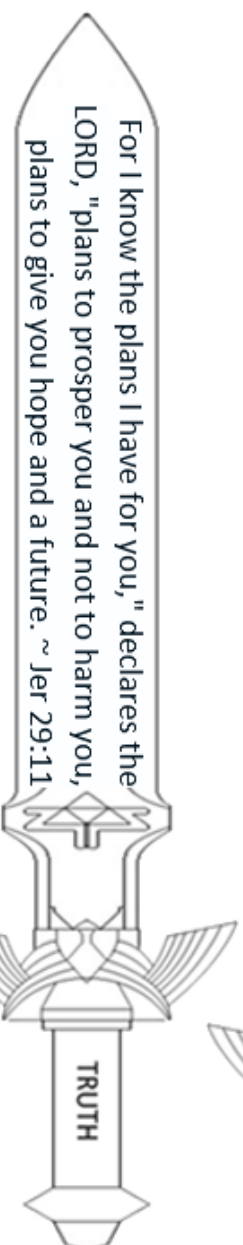
LIE: God doesn't want what is best for you.



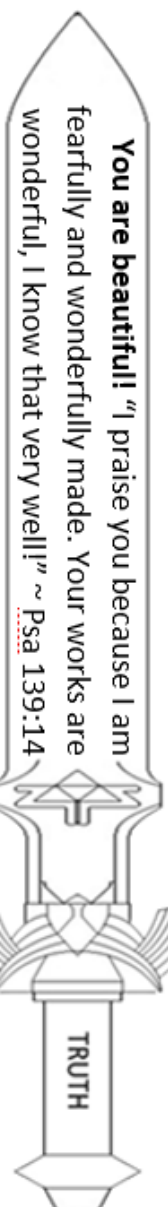
LIE: You are useless.



LIE: You're ugly.



LIE: Nobody loves you.



LIE: This problem is too big and too scary.

You are all alone.

# WORDSEARCH

G	U	A	R	D	A	R	J	S	O	I	L
H	J	B	A	L	O	E	D	V	J	P	E
O	W	O	J	E	P	E	A	C	E	A	A
L	T	V	Y	R	E	U	I	A	Y	S	R
Y	Y	E	L	S	E	P	O	L	O	V	E
S	T	O	P	L	I	G	H	T	U	G	C
P	K	I	N	D	N	E	S	S	R	A	N
I	C	L	K	D	J	H	G	F	D	R	E
R	B	N	R	H	E	A	R	T	Y	D	I
I	M	O	G	K	S	L	J	O	E	E	T
T	W	C	A	M	P	L	N	F	I	N	A
S	H	I	E	L	D	H	G	R	O	W	P

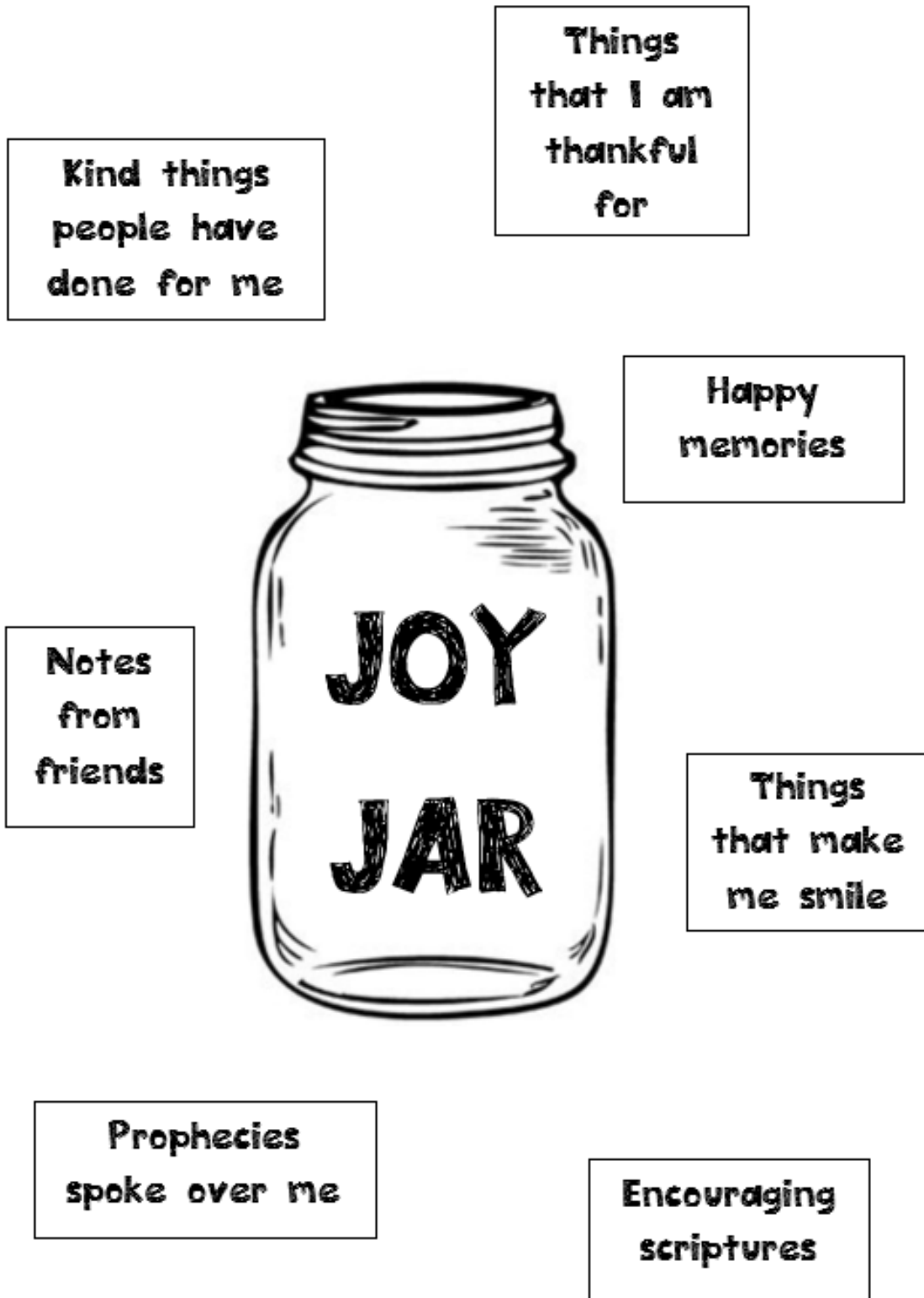
ABOVE  
ALL  
ELSE  
GUARD  
YOUR  
HEART  
GROW

SWORD  
SHIELD  
HOLY SPIRIT  
STOPLIGHT  
SEEDS  
SOIL  
JAR

LOVE  
JOY  
PEACE  
PATIENCE  
KINDNESS  
GARDEN  
CAMP

## JOY JAR

Collect a jar to be your special JOY JAR and fill it with reminders that make your heart happy. Whenever you are feeling a little down pull out a note from your JOY JAR. You may like to decorate your jar with a ribbon and stickers. Scripture reference, *Philippians 4:8* 'Whatever things are good...'



# Lesson: What Love Looks Like



Age group: 6-10 years old

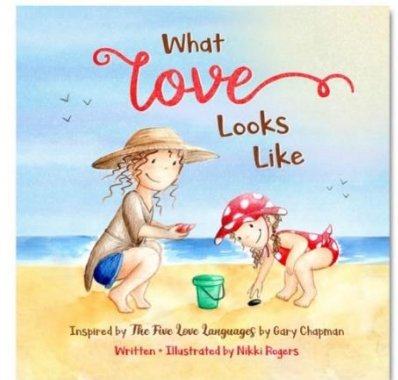
Curriculum Area: Health

## Objective

*What Love Looks Like* is a book that was inspired by Dr Gary Chapman's Five Love Languages. It has been written to encourage discussion between children and caregivers about the ways in which love is experienced and expressed. Readers can think about the ways in which they feel love and recognise the different ways that others experience and express love.

## Resources:

- The book '*What Love Looks Like*' by Nikki Rogers.
- Squares of cardboard for each child with the "love languages" listed.
- String of beads to represent gifts
- Strip of dish cloth to represent acts of service
- Ribbon with writing on it to represent words
- Velvet ribbon to represent touch
- Hair elastic to represent quality time
- Optional magnets



## LESSON PLAN

### Engage:

1. Read the book '*What Love Looks Like*' children. Use questioning as you read. For example, ask, "Who feels loved when..." or "Who likes to give hugs?"

**Enhance:** Below is a brief description of the five love languages:

- **Receiving Gifts:** Gifts are symbolic of love and thoughtfulness.
- **Acts of Service:** Actions, rather than words, are used to show and receive love.
- **Words of Affirmation:** Expressing affection through spoken affection, praise, or appreciation.
- **Physical Touch:** Love and affection that is felt through physical touch.
- **Quality Time:** Expressing love with time: undivided attention.

### Synthesis:

2. Ask children what they can do this week to show love to someone this week. Eg. their parents, friend, sibling etc.
3. Use different strips of material, ribbon and elastic to help children remember and consider how they may effectively demonstrate love to others in different ways .

\* Optional: Attach a flat magnet to the back to stick on the fridge.





# Lesson: Hearing from God



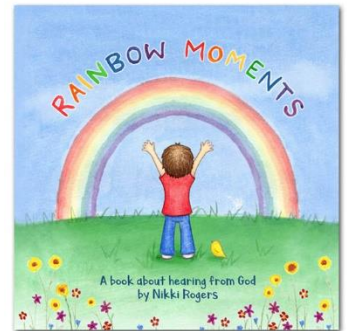
Sunday School lesson for age group: 7-10 years old

## Objective

To help children recognise when God is speaking to them and to remember God's love and promises.

## Resources

- The book *Rainbow Moments* by Nikki Rogers.
- An envelope for each child
- A 'note from God' for each person derived from scripture (see attachment)



## LESSON PLAN

### Engage:

1. Discuss how prayer is both talking *to* God and hearing *from* God.
2. Ask children if they have ever heard God speak to them. Explain that whilst many times we don't hear God's voice 'out loud,' we can hear from him in other ways.
3. How did God speak to people in the Bible? Eg. Directly as He did with Samuel, through angels, prophets, other people, scriptures, Jesus referred to nature a lot to help people understand and remember God's Word. Discuss some of the ways God can speak to us.
4. Read the book *Rainbow Moments*.

### Enhance:

5. Review and discuss the ways in which God might speak to us, referring to the book.  
For example, things in nature might remind us of a promise of God. We hear from God through reading the Bible or, may sense Him speaking to our own hearts. We can also hear Him through listening to what others have heard Him speak to their hearts. Note that anything we hear from God should be confirmed in scripture and not contradict it.
6. Give the children 1 minute to be quiet and listen to see if God speaks to their heart. Allow them the opportunity to share what God said to them. Remind the children that if it is from God it will be encouraging and will be something the Bible confirms. Not all children will "hear/feel" something; just encourage them to take a minute to listen and think about God's love or a scripture when they pray in their own time.

### \* Optional Activity 1: Painting and drawing

Pray with the children that God would speak to us through pictures or words. Have children get in a relaxing position not touching anyone else. Listen to a peaceful worship song and allow children to hear/see from God. Give children an opportunity to draw or paint what they saw and share it with the class.

## \* Optional Activity 2: The Greatness I See In You – 5 minutes

This activity encourages children to hear a word from God for another person.

Have the children partner up and stand opposite each other. They can then have 1 minute to quietly ask God for a word for their partner. The children then take turns sharing what they feel God is saying about their partner by saying, “The greatness I see in you is...”

If the children don't feel like they can hear from God just ask them to share something positive and encouraging with their friend, eg. “I love the way God made you so creative.”

### Synthesis:

7. Hand each child an envelope that says “To my child, love God” on the back. Give the children time to read their special note and decorate their special envelope.

Inside each envelope put one or more encouraging messages from God derived from scripture. (See the ‘Notes from God’ resource below).

### Notes from God

All the days of your life are written  
in My special book.

Psalms 139:16

I have prepared amazing things  
for your life.

1 Corinthians 2:9

My good thoughts toward you are  
more than the number of sand on  
the seashore.

Psalms 139:17-18

My love for you is patient and  
kind. I do not keep record of  
wrongs.

1 Corinthians 13:4-5

I have great plans for you. Your  
future is filled with hope.

Jeremiah 29:11

The good things I have planned  
for you are too many to count.

Psalms 40:5

I have loved and cared for you  
from the moment you were born.

Psalm 71:6

Be courageous for I am with you  
and I will never fail you.

Deuteronomy 31:6

You are wonderfully made.  
I only make masterpieces.

Psalm 139:14

I am your Father and I love you,  
even as I love my Son, Jesus.

John 17:23

Your name is written on my hands.  
I will never forget you.

Isaiah 49:16

I know everything about you and I  
care about everything you do.

Psalm 139:1-3

I rejoice over you with singing.

Zephaniah 3:17

My love for you will last forever.

Jeremiah 31:3

Before you were born I knew you  
and had great plans for your life.

Jeremiah 1:5

Nothing in all creation will ever  
separate you from My love.

Romans 8:35-39

I will bless your life and keep  
watch over you always.

Numbers 6:24

My love for you reaches higher  
than the heavens.

Psalm 36:5

I will never abandon you.

Hebrews 13:5

I love to sing over you with joy.

Zephaniah 3:17

My face shines upon you all the days of your life.

Numbers 6:25

I watch over you and I listen to your prayers.

1 Peter 3:12

Wherever you go I will be with you and hold you.

Psalms 139:7-10

I will carry you in My arms just like a good father carries his child.

Deuteronomy 1:31

I chose you to be adopted into My family before creation.

Ephesians 1:4-5

I have chosen you to be my own precious possession.

Deuteronomy 7:6

All things will work out for good for those who love God.

Romans 8:28

I will be your safe place in difficult times.

Nahum 1:7

Give all your worries to me because I really care about you.

1 Peter 5:7

Delight in Me and I will give you the desires of your heart.

Psalms 37:4

You can do all things through Jesus Christ who gives you strength.

Philippians 4:13

Like a mother bird loves her chicks, I will cover you with my feathers and protect you under my wings.

Psalms 91:4

# Lesson: The Good Shepherd



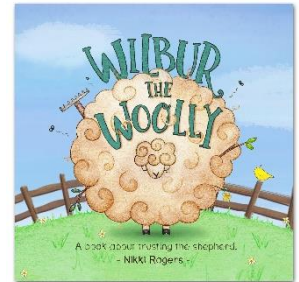
Sunday School lesson for age group: 6-10 years old

## Objective

To see Jesus as the good shepherd and to know that we can trust Him and others who love us.

## Resources:

- The book 'Wilbur the Woolly' by Nikki Rogers.
- Activity sheet for Psalm 23
- Extra activity - John 10.27 activity sheet, white board, blindfold



## LESSON PLAN

### Engage:

1. Read the book 'Wilbur the Woolly' to the group of children. Ask the children if Wilbur could trust the shepherd in the story. Why?
2. Reflect on some things that our parents may ask us to do that we don't want to do, for example, washing our teeth, having a shower, not wandering down the road by ourselves etc.
3. Ask children why our parents may ask us to do these things, pointing out the ways in which these things are usually for our good.
4. Liken this to the way in which God may ask us to do some things that we do not want to but are for our and other's good. Discuss some of these things. (E.g. Love others, forgive, share, etc.)

### Enhance:

We need to know that God loves us and even though sometimes we don't understand his ways, we can trust him because he only wants what is best for us and others. Jesus is called the good shepherd and Psalm 23 describes what he is like.

5. Read through Psalm 23 verse 1-3, taking time to reflect on what each verse is saying. Use questions like, *what does that look like? How would you feel as a sheep? What does that mean for us?*

For younger children, you may choose to act out each verse, with the children acting as the sheep and you as the shepherd. Have the children imagine how the sheep would feel belonging to the good shepherd.

### Synthesis:

6. Colour in the Psalm 23 activity sheet.
7. Colour in the sheep and the shepherd and add cotton wool for the sheep's wool.

## Extra Activity: Knowing the Shepherd's Voice (inspired by John Tash)

Prior to the lesson, write John 10.27 on the white board and ask the children to say it out loud. Ask one student to rub out a word and have the children read the verse aloud again, seeing if they can remember it all. Repeat this process, taking turns as the person erasing words until all the words have been rubbed out.

Discussion: John 10.27 says that Jesus' sheep know his voice. How do we get to know someone's voice? *Spend time with them, get to know them etc.*

Ask the children to think of someone who cares for them every day. Ask them if they would recognize their voice. Why?

Have a child blind-folded and have 3 or more different dads (or other well-known person), including their own, say a phrase like "It's a lovely day today." See if they can recognize their dad's voice. Do this with a few children if you have time.

Ask, "How can we get to know Jesus' voice?" E.g. spend time praying, reading the Bible, listening.

Hand out the activity sheet for children to fill in the words for John 10.27.

The LORD is my shepherd;  
I have all that I need.

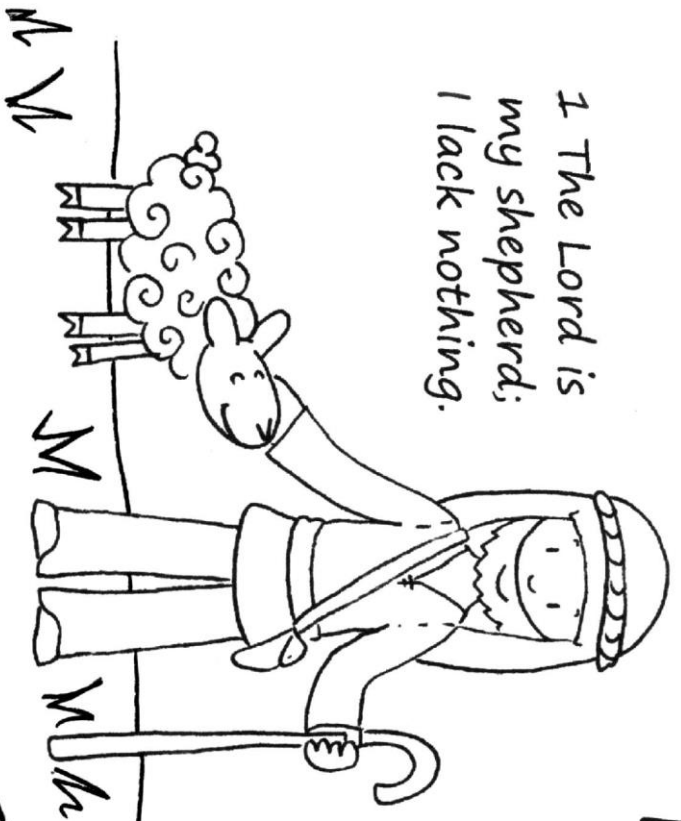
He lets me rest in  
green meadows;  
he leads me beside  
peaceful streams.

**Psalm 23:1-2 NLT**

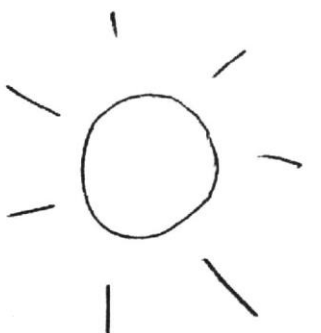


# PSALM 23

1 The Lord is my shepherd; I lack nothing.



3 He refreshes my soul;



2 He makes me to lie down in green pastures;



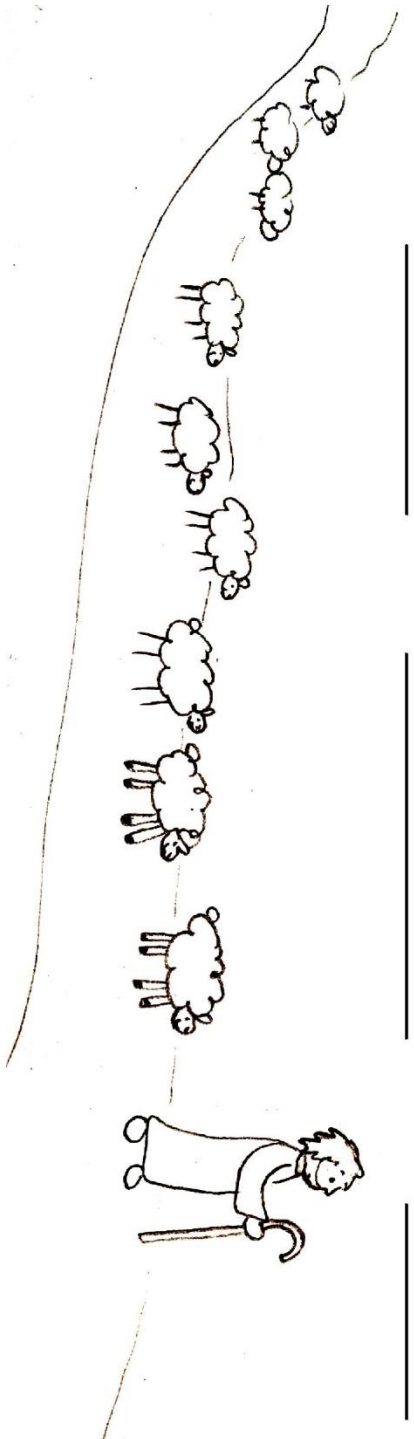
He leads me beside quiet waters



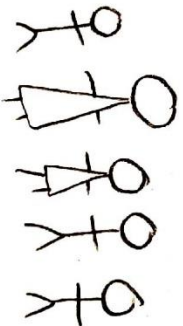
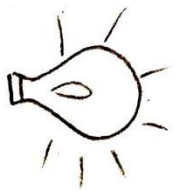
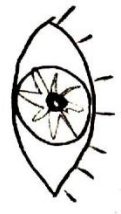
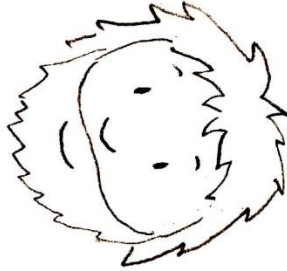
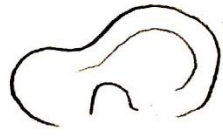
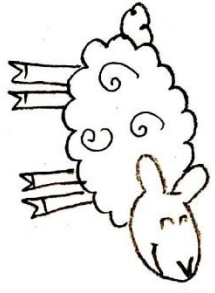
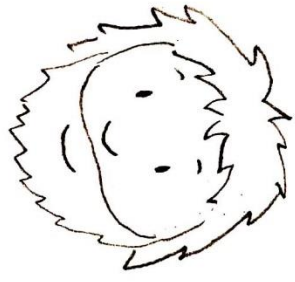
He guides me along the right paths, for his name's sake.







John 10.27



# Lesson: Why we have boundaries



Sunday School lesson for age group: 6-10 years old

## Objective

To help children understand why we have rules and boundaries.

(This lesson may be used as an opportunity to introduce the class rules.)

## Resources:

- The book 'Sooty & Snow' by Nikki Rogers.
- Optional colouring-in pictures of Sooty & Snow

## LESSON PLAN

### Engage:

1. Read the book 'Sooty & Snow' to children.

### Enhance:

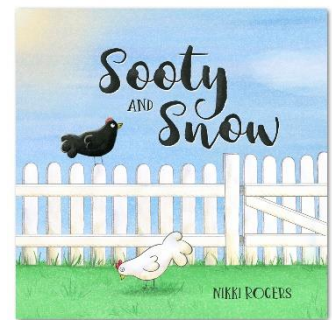
2. Ask the children the following questions:  
*Why was there a fence?*  
*Did Sooty know there was a danger?*  
*Was it better on the other side of the fence?*
3. Reflect on some rules and boundaries we might have in place at school, in the community, at the swimming pool and at home. Ask, why do we have those boundaries? Is it to stop us from having fun? Or is it to keep us safe?

### Synthesis:

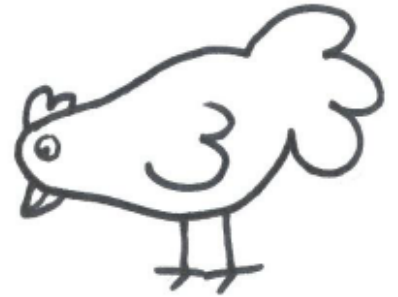
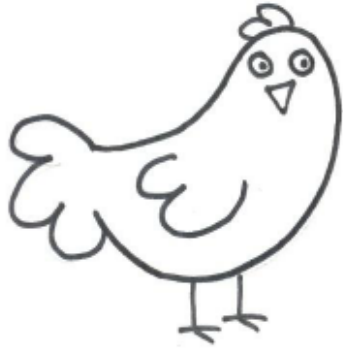
4. Work together to develop your own set of class rules/boundaries.
5. Worksheets – word search & colouring pages.
6. The children may like to draw their own chicken and decorate it with feathers.

\* **Note:** You may want to discuss rules and boundaries in relation to God.

God, like a good parent, has boundaries in place to keep us safe. In his presence, we can have all our needs met and find security, belonging and love. Many people see these boundaries as restrictions to fun and insist on pushing past them. God knows that although we may seem unharmed for a while, eventually we will get hurt if we live outside of His ways. The boundaries our loving Heavenly Father has in place are for our benefit because He sees the bigger picture. He loves us so much and only wants what is best for us. The grass is always much greener on His side of the fence anyway.

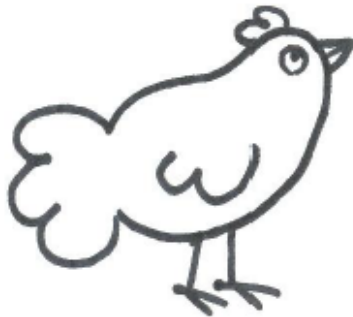
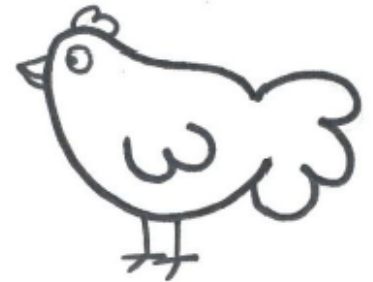
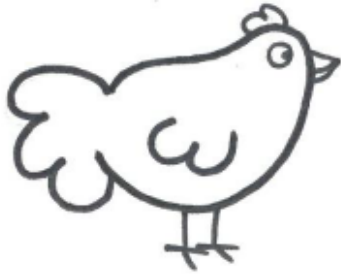


# Sooty & Snow



## FIND-A-WORD

A	H	L	I	F	E	A	C	R	S
H	G	O	D	D	K	J	H	E	E
O	B	V	M	O	B	U	I	S	C
P	V	E	O	E	S	R	C	C	U
E	N	H	S	S	A	F	K	U	R
B	C	N	E	D	F	T	E	E	I
F	O	U	N	D	E	F	N	D	T
W	D	U	S	O	O	T	Y	T	Y
L	O	P	R	O	V	I	D	E	T
B	E	L	O	N	G	I	N	G	L



LOVE  
LIFE  
GOD  
SAFE  
BOUNDARIES  
BELONGING  
CHICKEN  
SOOTY

SECURITY  
HOME  
FOUND  
RESCUED  
PROVIDE  
CHOOK  
HOPE  
SNOW

# Sooty & Snow

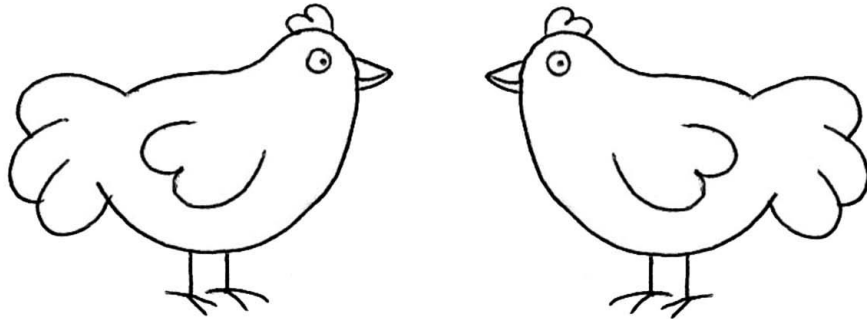
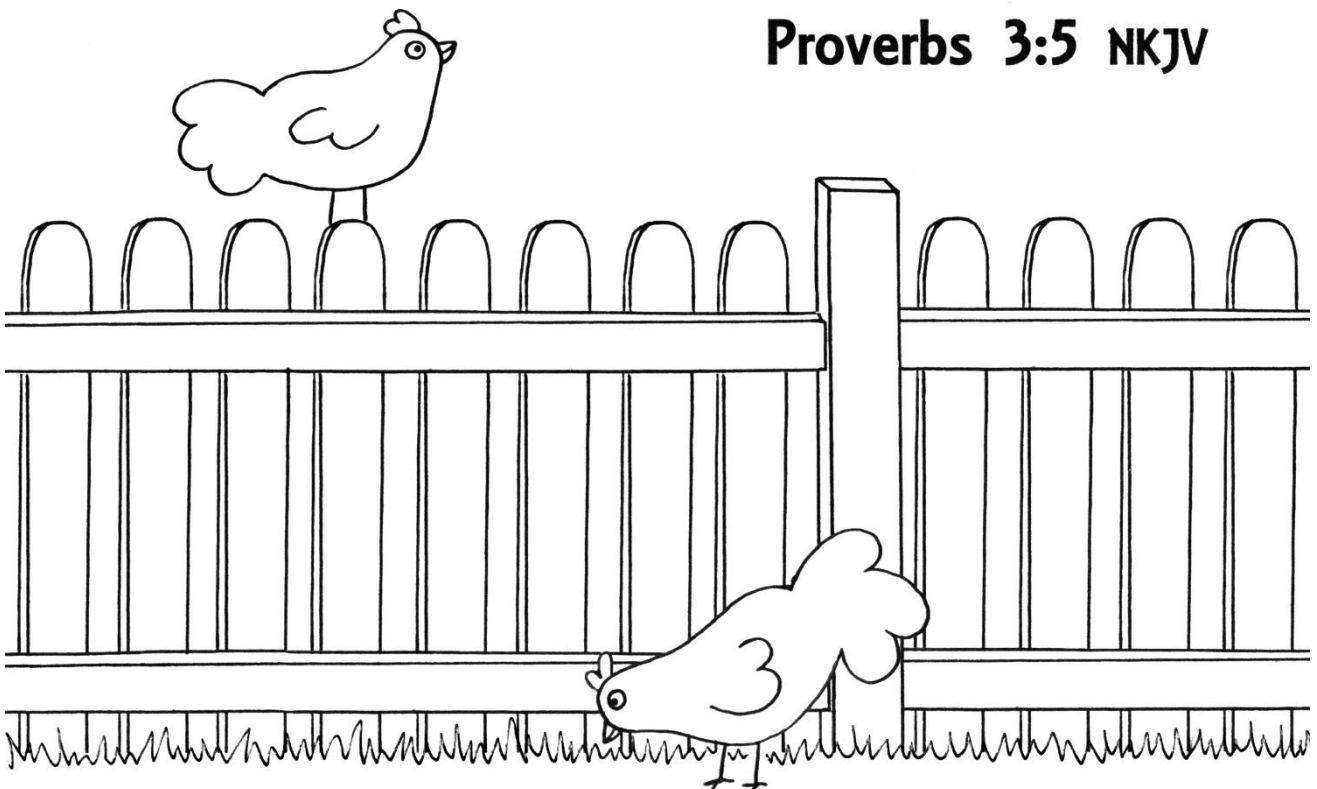


Image from the book *Sooty & Snow* by Nikki Rogers. For more info and free resources visit [www.createdtobe.com.au](http://www.createdtobe.com.au)

Trust in the LORD with all your  
heart and lean not on your  
own understanding.

**Proverbs 3:5 NKJV**



# Lesson: Character Profiles



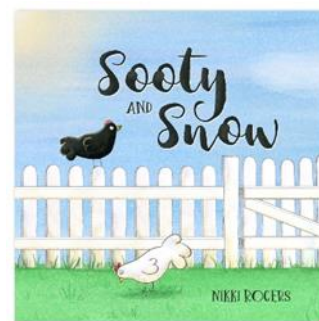
English lesson for age group: 6-8 years old

## Objective

Students use adjectives to describe the different characters in the story.

## Resources:

- The book 'Sooty & Snow' by Nikki Rogers.
- Optional colouring-in pictures of Sooty & Snow



## LESSON PLAN

### Engage:

7. Look at the cover of the book 'Sooty & Snow' with the children and use their inferencing skills to guess what the story may be about.
8. Read the book 'Sooty & Snow'

### Enhance:

9. Ask the children the following questions:  
*What are some descriptive words we could use to describe Sooty/Snow?*  
*What does she look like?*  
*What about her personality?*
10. Alternatively, you can have different descriptive words on the board or on cards for the children to match to the relevant character.  
Eg. Sooty – black, feathery, curious, adventurous, active, clever, sneaky, brave.  
Snow – white, feathery, content, happy, chilled, peaceful, relaxed, wise.

### Synthesis:

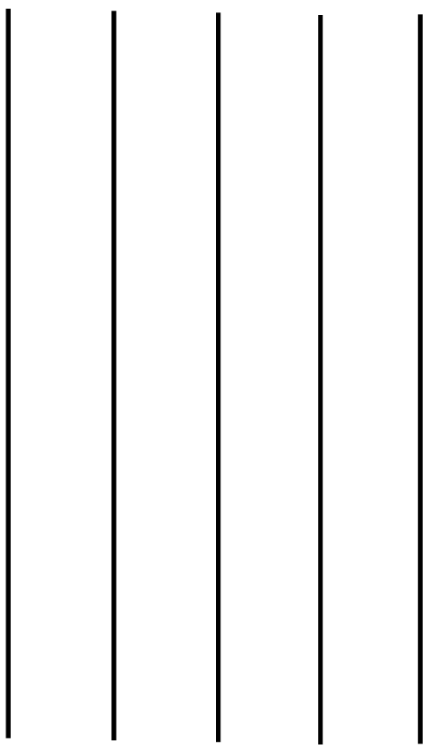
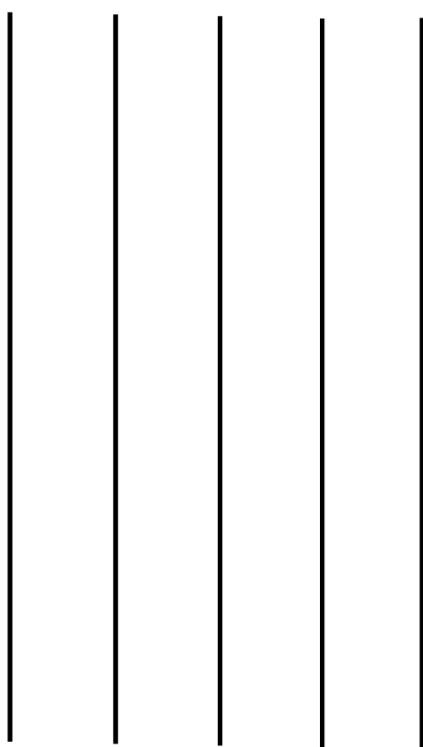
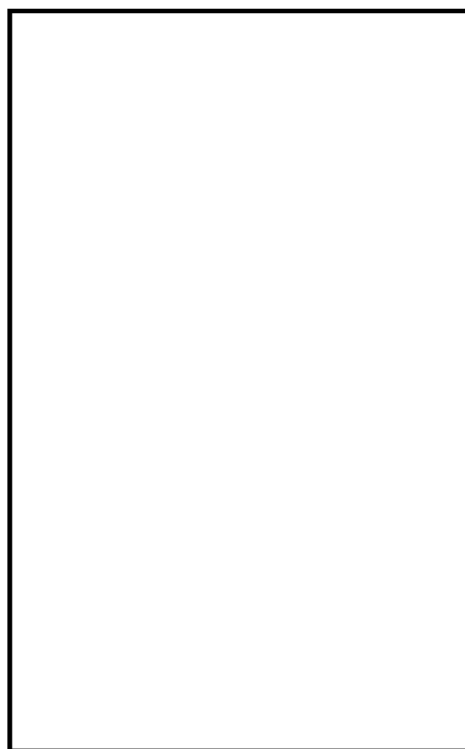
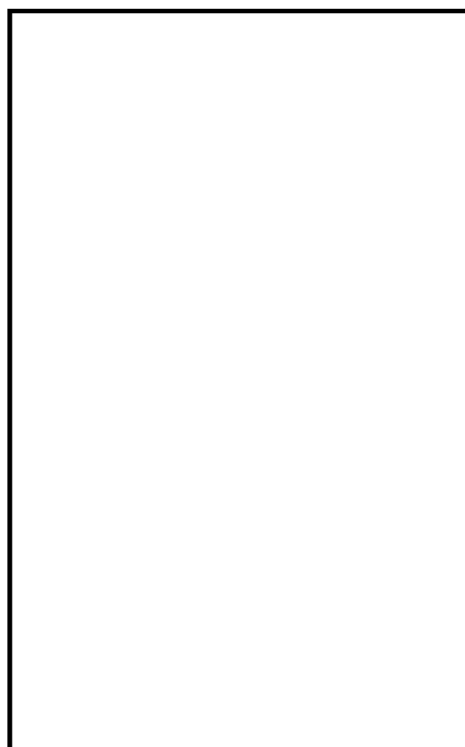
11. Hand out character profile sheets for students to draw the characters and list the descriptive words under the relevant character.

\* **Extra ideas:** You can also use this book to look at rhyming words or do a book review.

Sooty

&

Snow



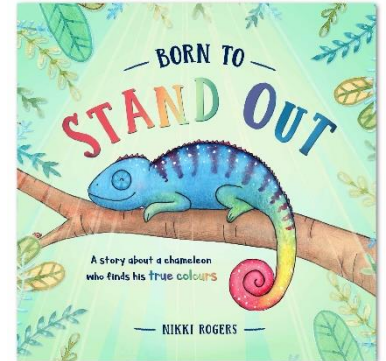
# Lesson: Made to be me



Read the book *Born To Stand Out*, by Nikki Rogers

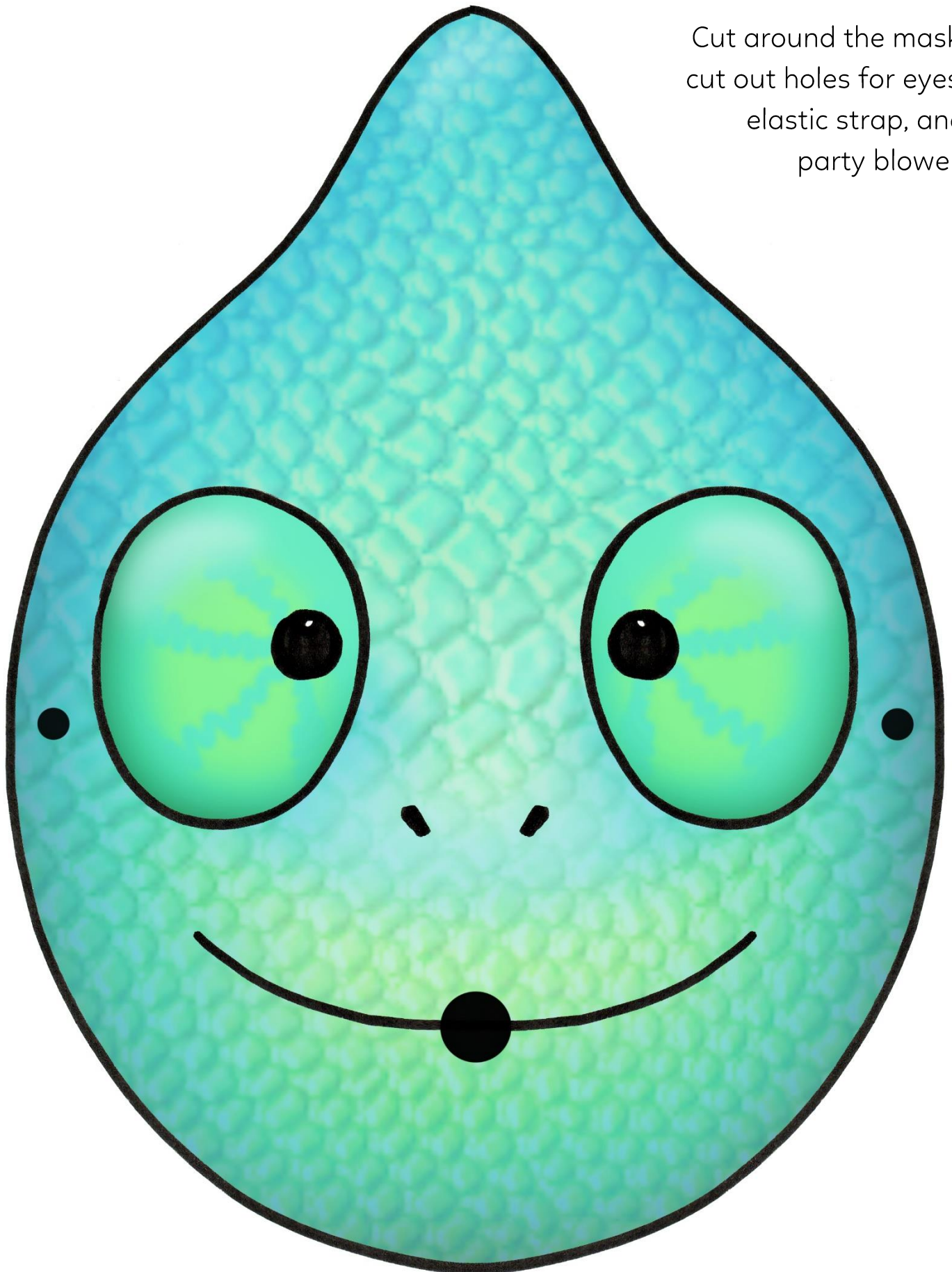
## DISCUSSION IDEAS

- Scripture idea:  
*Romans 12:2 – Do not be conformed to this world.*
- Have you ever felt like you didn't really fit in?
  - Every person is unique in their special way.
  - We are all different!
- Have you ever felt like you had to change who you are to fit in?
  - We might feel pressure to change and be like everyone else.
  - Pretending you are someone you are not is sometimes called wearing a mask. We are going to make some masks for fun and it's fun to dress up sometimes, but I hope you are happy just being you as well. (Chameleon mask template attached).
- What did Camo do instead of teasing like everyone else?
  - It's important we don't do things that make us feel uncomfortable just to fit in. Especially if we feel it is wrong.
- What did Camo's friends do when Camo was "himself"?
  - Good friends accept and encourage each other even in their differences.
- When we be ourselves, we help others be free to be themselves too!
- What are some things that make you special? Eg: Hair, eyes, talents, hobbies? What do you enjoy doing?
- What are some things you admire about your friends? What do you like about them that is different to you?
  - When we value one another and appreciate each other's differences the world becomes a much more colourful place.



# Chameleon Mask

Cut around the mask,  
cut out holes for eyes,  
elastic strap, and  
party blower.





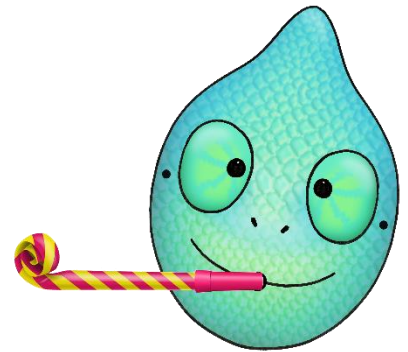
# Chameleon Mask Discussion Guide



## CHAT TOGETHER

The chameleon mask is super fun but also a great talking point. Everyone is tempted to cover up the real them when they feel shy or insecure about who they are.

- Normalise this concept by talking about times when you have worn masks – what did you want to hide from others?
- Talk about why it can be hard to be yourself sometimes.
- Why does it matter whether someone else likes or agrees with what you do or say?



## PLAY TOGETHER

Play a game with the masks you have made.

Show them how your face behind the mask can be “sad” while the mask shows a happy face.

Guess each other’s expressions behind the mask.

- Sometimes other people feel like this but don’t show it. We should always be kind to people because we don’t really know what they are going through.

Ask each other:

- Do you sometimes hide how you are feeling from others?
- Do you sometimes change what you like because of what others say?
- Who are your friends that you can be yourself around?

## PRAY TOGETHER

Ask the LORD for courage to be who He has made us to be. Ask Him for friends for each child that will accept them for who they are. Ask God to remove any fear of what people think from their lives.

# Chameleon Spinning Paper Plate Craft

## Materials:

- 2 x paper plates
- Stick-on googly eye
- Brass paper fastener/ split pin
- Paint or pens
- Hole punch
- Chameleon stencil (below)
- Stanley knife or scissors to cut chameleon shape (adults only)

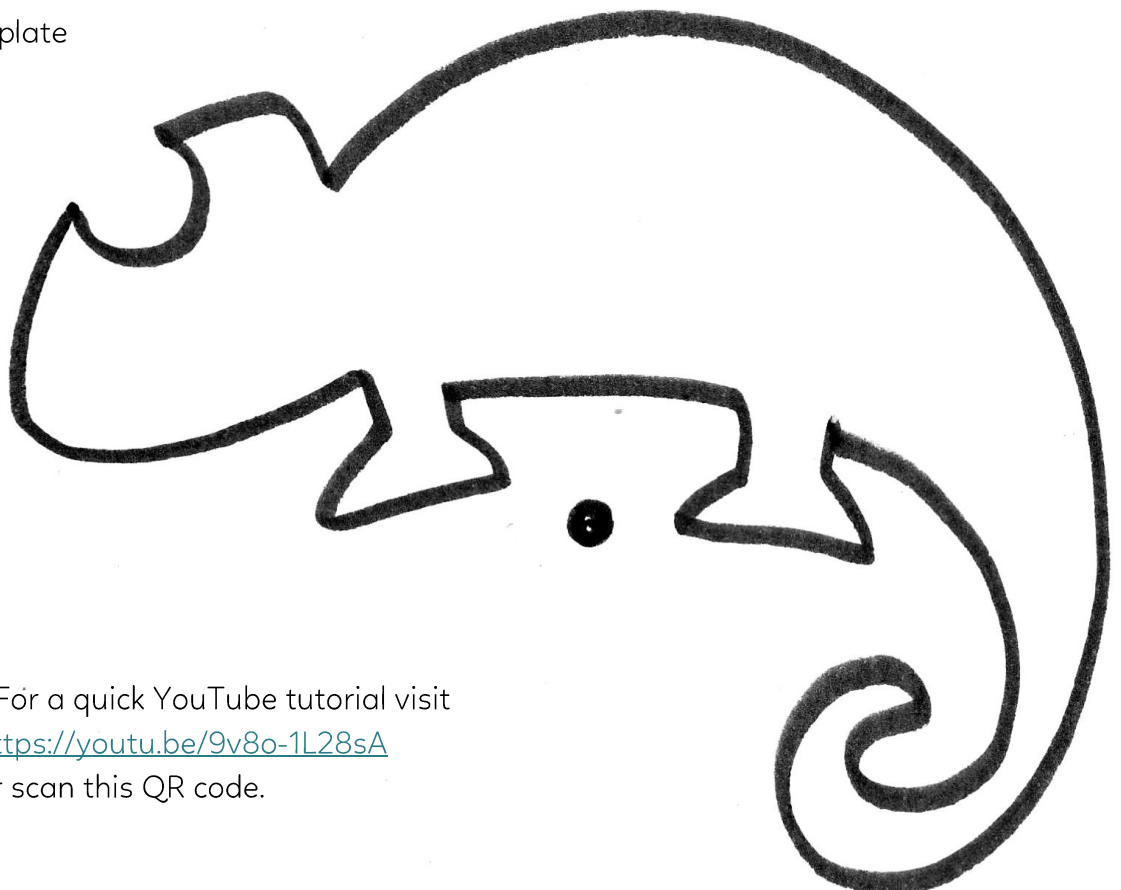


## Steps:

1. Trace chameleon shape onto 1 paper plate.
2. Cut the shape out using a Stanley knife or scissors (adult only).
3. Use a hole punch to make a hole in the middle of the plate.
4. Fully colour the second plate using pens or paint.
5. Fasten the 2 plates together using a paper-fastener/split-pin through the hole in the plate with the coloured plate behind. Push the pin through the second plate.
6. Glue or stick a googly eye on your chameleon.
7. Decorate the top plate as you like.
8. Spin the bottom plate to watch your chameleon change colour.

## Ready?

Spin the bottom plate to watch your chameleon change colour.



\* For a quick YouTube tutorial visit <https://youtu.be/9v8o-1L28sA> or scan this QR code.

## Not everybody's cup of tea

We love that saying "I'm not everybody's cup of tea, and that's OK by me". If you struggle with people-pleasing, this is a freeing truth to live by. No matter how well you live and how much you do to please others, you will NEVER be liked by everyone.



God made us all with a different "flavour" deliberately! Find the people who LOVE who you are - they are YOUR PEOPLE! If someone doesn't like you, let them go, you don't have to try and change their mind. It's also OK if you don't like someone else's "flavour"! But we still respect them, be kind to them and pray for them, and teach our kids to do the same.

Try this!



Set up a flavour tasting or guessing game (like on Masterchef!) You could do it with a box of chocolates or a tray of different spices and condiments. With a blindfold on, can you each guess the flavour? Which is your favourite?

Have a chat: Is it OK that we like different Flavours? (Yes of course!) If you were a flavour, what would you be? What would some of your classmates be?

Reflect: In our home are we able to be ourselves? If someone says they don't like something, are they accepted for that? If someone is different in some way, do we honour that or try and change them?

## Artist at work!



God is a masterful designer. Imagine Him as the artist at work when He created you and each member of your family. Here are some scriptures to talk about and pray over your kids this month:

**Eph 2:10** "For we are God's masterpiece. He has created us anew in Christ Jesus, so we can do the good things he planned for us long ago."

**Jer 29:11** "For I know the plans I have for you," says the Lord. "They are plans for good and not for disaster, to give you a future and a hope."

**Psalms 139:13-14** "You made all the delicate, inner parts of my body and knit me together in my mother's womb. Thank you for making me so wonderfully complex! Your workmanship is marvellous—how well I know it!"

Fancy reading an article about helping pre-teens and teens with peer pressure?

Scan this QR code to go to an excellent families.org.au article.

(While you're there check out their huge list of other

Christian parenting topics!)



## John the Baptist did NOT blend in!

John the Baptist was a man who really didn't follow the crowd and do what everyone else did. He lived in a desert, only wore animal fur, and ate locusts and honey every meal!



Try this!

Watch Superbook episode "John the Baptist" (Season 2 Ep 6) on YouTube. Chat together about how John didn't care what those around him thought, he only wanted to do God's will.

## Study your Bible:

If you have kids that are a bit older, you might like to read these passages from the Bible where we see some Bible heroes who were not afraid to stand out for their faith, and saw God's faithfulness in a big way!



## Where does my confidence come from?

Jeremiah 17:7 says that "blessed is the one who trusts in the Lord, whose confidence is in Him." As much as we want our kids to have a healthy self-esteem, we want their God-confidence to grow even more!

Do you or your kids need a confidence boost in any of these areas? Pick the best verse for you, write it out and read it over yourself regularly!

**Psalms 139:13-14** | I am confident in my uniqueness!

**2 Cor 12:9** | I am confident in my weakness!

**Heb 4:16** | I am confident when I make mistakes!

**Lam 3:22-23** | I am confident I am always loved by God!

**Heb 13:6** | I am confident when others threaten me!

**1 Cor 2:3-5** | I am confident when I'm not good enough!

**John 15:18** | I am confident even when others don't like me!

# HOW DID GOD MAKE

# YOU?

- Prayerful
- Fast
- Determined
- Animal Lover
- Great Listener
- Bold
- Hard Worker
- Thankful
- Funny
- Kind
- Problem Solver
- Early Bird
- Loud
- A Maker
- Humble
- Cheeky
- Curious
- Brave
- Puts Others First
- Sensitive To Others
- Flexible
- Justice Fighter
- Careful
- Neat
- A Leader
- A Planner
- A Fixer
- Peace-Maker
- A Builder
- Peaceful
- Colourful
- Tough
- Confident
- Playful
- A Thinker
- Reliable
- Never Gives Up
- Always Learning
- Patient
- Honest
- Wise
- Prophetic
- Life Of The Party
- Humble
- Cheerful
- Organised
- Looks after things
- Hospitable
- Generous
- Clever
- Imaginative
- Enthusiastic
- A Reader
- Free-Spirit
- Friendly
- Servant-hearted
- Faithful
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