



Unexpected

CHILDREN'S PROGRAM CURRICULUM

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Replanted Ministry

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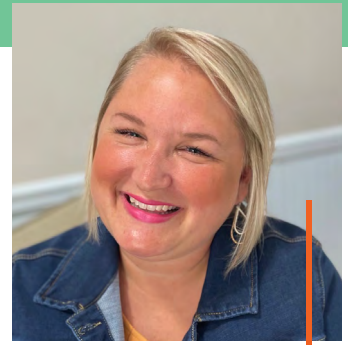
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ABOUT THE AUTHOR

Morgan Derby currently works as an educational diagnostician, after teaching special education for 10 years. She lives in Northwest Indiana with her husband and two daughters, one of whom is adopted. After learning how to support her family through trauma-informed parenting, she realized that school systems desperately need information on trauma-informed education.

To help provide free resources to teachers, she started the website, theTraumaInformedTeacher.com

Morgan also has a Master's of Education in Curriculum and Instruction with an emphasis on trauma and resiliency in an educational setting.



* Welcome & Introduction and Sample Schedule written by Jenn Hook, Executive Director; Replanted Ministry.

WELCOME & INTRODUCTION

The leader gathers all the kids (based on age group) and ask them to sit on the ground “crisscross applesauce.” Have the children do “quiet coyote” with their hands to show they are ready to listen.



Welcome the kiddos to their Replanted group and introduce yourself.

Next, you'll review:

- Ground Rules
- Proactive Slogans (e.g. no hurts, stick together, have fun)
- How's Your Engine Running
- Colored Bracelets (*if applicable*)

Below are sample scripts you can use for each review item.

GROUND RULES

Hey everyone, we are so glad you're here. My name is [Jenn] and I want to review a few things for our time together:

- 1. Always ask permission.** Make sure you ask your leader before you do anything. For example, if you need to use the bathroom, what should you do? [ask!] Exactly! Make sure you always ask your mentor.
- 2. Review off limit areas.** E.g. bins they cannot touch, off limits areas.
- 3. Bathroom procedures.** Leader will show the kiddos the location of the bathroom(s). Remind kiddos that they must tell a mentor if they need to use the bathroom.

SLOGANS (REHEARSE THESE WITH ACTIONS)

We want to make sure this time together is fun for all of us, so we have some ground rules that I want us all to follow. Ready?

- 1. No hurts.** The first one is no hurts. Can you say that with me? Great job! What does no hurts mean? [Get a few responses]. Exactly, “no hurts” means we don't hurt people with actions or words (inside or outside hurts). What's a good action for “no hurts” [idea: cross hands back and forth over each other with palms down]. Rehearse.
- 2. Stick together.** The next ground rule is stick together. Can you say that with me? What does it mean to stick together? [get a few responses]. Exactly, sticking together means we stay with our team mentor at all times. What's a good action for “stick together”? [idea: clasping your hands]. Have everyone say it together and do the action.

3. Have fun. The next ground rule is “have fun!” Can you say that with me? What’s a good action for “have fun?” [idea: wave hands in the air]. Have everyone say it together and do the action].

HOW’S YOUR ENGINE RUNNING?

NOTE: The leader reviews “how’s your engine running” with the kids. This tool can be used as a check-in for the entire group or for an individual who might be in the red or blue zones.

“Check out what is in my hand. We’re going to use this plate to see how our “engine” is running. Imagine your body is like a car engine. Sometimes it runs too fast (the red), sometimes it runs too slow (the blue), and sometimes it runs just right (the green).

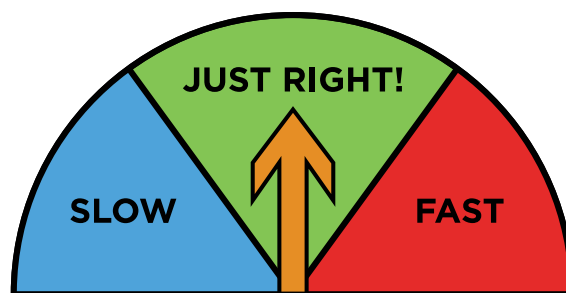
What do you think it means when your engine is in the red/running too fast? [Ask] Exactly! When your engine is running too fast you might feel busy inside, squirrely, hyper, want to move around and have a hard time sitting still. Are there times when it’s good for our engine to be in the red? [ask]. Exactly, during gym class, playing outside, etc.

What do you think it means when your engine is in the blue/running too slow? [Ask]. Exactly. When our engine is running too slow, we might feel tired, sleepy, hold our head on our hands (demo these things), and have a hard time focusing. Are there times when it’s good for our engine to be in the blue? [ask]. Exactly, when we’re getting ready for bed.

When our engines are running just right, or in the green, we do our best learning and listening.

Let’s see where everyone’s engine is at:

1. If your engine is running too slow/blue, give me a thumbs up. If your engine is running too fast, give me a thumbs up.
2. When our engines are in the blue or the red, there are things we can do to get them back in the “just right” spot.
3. Let’s practice a few things together. [rehearse some of the coping skills altogether and count them out. Also, tell them about the items in the sensory bin that they can use with permission]. After rehearsing the coping skills, check and see if anyone is still in the blue or red, if so, do some more coping until everyone is in the green.”



You’ll then dismiss the children to their appropriate stations.

SAMPLE SCHEDULE

AGES 3-5 GROUPS

TIME	ACTIVITY	LOCATION
5:45 - 6:05	Check-in	
6:05 - 6:15	● Welcome & Introduction	
6:15 - 6:45	● Gym Station/Sensory	
6:45 - 7:00	Snacks & Bathroom Break	
7:00 - 7:30	● Craft Activity	
7:30 - 8:00	● Connection Time & Songs	
8:00	Pick-up	





NOTE: All 3-5 age groups will participate in the gym activity and snack break together. For groups in the same room, 1 leader can explain the craft activity, but it is recommended that each age group then sit with their mentors at their designated tables for the craft to keep the environment organized.

***Transition:** remind children that they are going to the gym for an activity and then they will come back to this room so their parents can pick them up and bring them home so they can sleep in their own beds tonight. This can help decrease some anxiety around transitions. Give kids a heads up about the whole evening: gym, then snack/bathroom break, and then we come back here for an art activity and songs, then your parents pick you up and take you home before bedtime.

****For children having a hard time transitioning, that is ok. They will have the option to stay in the classroom to color.**





SAMPLE SCHEDULE

AGES 6-10 GROUPS

TIME	ACTIVITY	LOCATION
5:45 - 6:05	Check-in	
6:05 - 6:15	 Welcome & Introduction	
6:15 - 6:45	 Craft Activity	
6:45 - 7:15	 Gym Station	
7:15 - 7:30	Snacks & Bathroom Break	
7:30 - 8:00	 Connection Time & Songs	
8:00	Pick-up	

NOTE: All 6-10 groups will participate in the gym activity and snack break together. For groups in the same room, 1 leader can explain the craft activity, but it is recommended that each age group then sit with their mentors at their designated tables for the craft to keep the environment organized.

AGES 11-13 GROUPS

TIME	ACTIVITY	LOCATION
5:45 - 6:05	Check-in	
6:05 - 6:15	 Welcome & Introduction	
6:15 - 6:45	 Craft Activity	
6:45 - 7:15	 Connection Time	
7:15 - 7:30	 Gym Station	
7:30 - 8:00	Snack & Game Time	
8:00	Pick-up	

MONTH 1

Theme: Unexpected

Topic: God helps us do unexpected things

Biblical Focus: 1 Samuel 17 - David and Goliath

OBJECTIVE

Children will learn that God created them to be special. Each person is unique and their bodies can do lots of things! God can use our bodies and our brains to do things that no one expects!

PARENT SUMMARY

This month's topic is that God helps us do unexpected things. Children will be learning and discussing the story of David and Goliath in 1 Samuel 17, with an emphasis on David being an unexpected choice to kill Goliath. God made each of us special and unique, and we can do hard things with God's help. God used David to triumph over Goliath when no one thought that David could do it. God can use us to do unexpected things too, even if we're nervous or scared.

SUPPLY LIST

- Brown or white paper lunch bags
- Markers, colored pencils, and/or crayons
- Assorted colors of construction paper
- Googly eyes
- Glue
- Yarn in various hair colors (yellow, brown, black, red, etc.)
- Scissors
- Four pieces of paper with numbers 1, 2, 3, & 4 written on them in large print (one number per one sheet of paper)
- Tape
- 8.5 x 11 white paper (one per child + some extra)
- Optional: Double sided tape

AGES 3-5

PHYSICAL/SENSORY ACTIVITY

Activity: What Can My Body Do?

Materials Needed:

- None

Task: Explain to the children that we are going to be talking about how God made our bodies special! Our bodies can do lots of fun, silly, crazy things, and we are going to see what we can do! Sometimes there are things we can't do, and that's okay! Some of the challenges might be too hard, or they might be super easy, but we can always try, even if something is hard.

Tell the children to spread out so they have room to move without touching their neighbors. Then present the following challenges as a way to “test” their bodies. For example, the first challenge is to test how high you can reach. Model standing on your tiptoes and stretching your arms up to reach as high into the air as you can. Let the children copy your moves, and then move to the next test challenge. These challenges can be completed in any order. Feel free to make up your own or just follow this list. You can also provide time limits or distance limits (such as hop for 30 seconds or hop from point A to B.)

Modifications: If a child in your group has physical limitations, such as limited mobility, please do NOT do any challenges that involve that part of their body. For example, if you have a child in a wheelchair, skip over any challenges (for the entire group) that have to do with running or jumping.

- Reach up high (stand on your tiptoes and reach your arms up high)
- Touch your toes
- Wiggle your nose
- Spin in a circle as fast as you can for 30 seconds
- Jump as high as you can
- Jump as fast as you can for 30 seconds
- Hop backwards
- Touch your tongue to your nose
- Hop like a frog
- Kick both legs (one at a time) as high as you can
- Hop on one foot
- Stand on one foot for as long as you can
- Stick out your tongue as far as you can
- Move your arms in circles (like a windmill)
- Lick your elbow
- Run as fast as you can (either running in place or from one wall to another)
- Wiggle your whole body
- Dance for 1 minute
- Try to do the splits
- Lay on the floor and roll

- Wiggle your eyebrows
- Roll your head in a circle
- Squats
- Take a big, huge, deep breath
- Wall sits (with your back against the wall pretend to sit on an imaginary chair)
- Wall push-ups (face a wall and stand 12-18 inches away from the wall, spread your feet about shoulder width apart, place your palms on the wall at shoulder height, and do “push-ups” standing against the wall)
- Wiggle your ears (or try!)
- Blink as fast as you can
- Wiggle your fingers
- Wiggle your toes
- Whisper “I am special”
- Yell “I am special”
- Flex your muscles
- Jumping jacks
- Open your mouth as wide as you can
- Open your eyes as wide as you can

Use the last few minutes of time to do relaxation “challenges” so the children are ready to transition to the next activity.

- Take a deep breath and let it out slowly (repeat 3x)
- Lay on the floor and make your body x-shaped with arms and legs spread wide (hold for 30 seconds)
- While still on the floor, close your eyes and use your imagination to picture someplace safe and warm
- Stand up in slow motion without talking
- Take 3 more deep breaths

CRAFT ACTIVITY

Activity: All About Me Puppets

Materials Needed:

- Brown or white paper lunch bags
- Markers and/or crayons
- Assorted colors of construction paper
- Googly eyes
- Glue
- Yarn in various hair colors (yellow, brown, black, red, etc.)
- Scissors
- Optional: Double sided tape

Task: Have each child use a paper bag to create a puppet that looks like themselves. They can use crayons, markers, and googly eyes to create faces. They can cut yarn and glue it on to represent their hair. They can also cut clothing and accessories (such as hats) out of construction paper and glue it to their puppets.

Modifications: If time or the children's ability levels are a concern, mentors may want to cut clothing and hair pieces for the children. They may also need to skip creating clothing out of construction paper and just draw it on with markers or crayons instead. Gluing yarn can also be frustrating for many children who struggle to sustain attention or struggle to work through challenges. If that describes children in your group, you may want to opt to use double sided tape instead of glue.

CONNECTION ACTIVITY

1. Let each child use their puppet to introduce themselves to the group. Children can share their name, their age, something they are good at, and one fun thing they learned their body could do during the challenges.

2. **Mentor Says:** *Did you know that God created each and every one of you to be special? God gave you _____ (fill in the blank with the children's characteristics: hair color, eye color, strong muscles, smart brains, etc.). The Bible tells us that God created each of us in His image. Genesis 1:27 says, "So God created mankind in his own image, in the image of God he created them; male and female he created them." (NIV) That verse tells us that God loves us so much that He made us in HIS image! That's pretty cool, right? What cool things can your body do? (Let children answer and provide verbal affirmation.) God even helps us use our bodies and brains to do hard things that no one thinks we can do!*

Have you heard the story of David and Goliath in the Bible? What do you know about it? (Let children respond.) David was small for his age, and he had seven older brothers. David was an Israelite and the Israelites were in a battle with the Philistines. One of the Philistines was a strong warrior named Goliath. He was over 9 feet tall! All the Israelites were scared to fight Goliath. Three of David's oldest brothers were in the Israelite army. One day David's father sent David to deliver some food to his brothers in the army camp. While David was at the camp, he heard Goliath yelling at the Israelites, but they were so scared that they hid from Goliath! David asked his brothers why no one would fight Goliath. David knew that the Israelites were God's people and he knew that God would protect them. David went to the king and he volunteered to fight Goliath, even though he was small and young. All of the other big strong warriors were too scared! He knew that God would help him. David took his slingshot and five stones and he went to the battlefield to fight Goliath. Goliath laughed when he saw David! He cursed David, yelled at David, and called him names! He said that David would never be able to kill him. But David said that he was coming in the name of the Lord. He didn't use a sword. He used his slingshot and he hit Goliath right in the middle of his forehead with a stone, which killed Goliath! No one expected David to be able to kill Goliath, but God helped David do it!

Can you think of a time that you were able to do something hard? Do you think God helped you? (Let children respond, and explain that God is always with us and He always helps us. Affirm that each child is special and created by God.)

CLOSING ACTIVITY

Let children use their puppets to talk about different parts of their body and how they are special. (For example: "God made my arms, and they are really strong! I can lift heavy things!")

AGES 6-10

PHYSICAL/SENSORY ACTIVITY

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- None

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Can you think of a time that you were able to do something hard? Do you think God helped you? (Let children respond, and explain that God is always with us and He always helps us. Affirm that each child is special and created by God.)

CLOSING ACTIVITY

Let children use their puppets to talk about different parts of their body and how they are special. (For example: "God made my arms, and they are really strong! I can lift heavy things!")

PHYSICAL/SENSORY ACTIVITY

Activity: Four Corners

Materials Needed:

- Four pieces of paper with numbers 1, 2, 3, & 4 written on them in large print (one number per one sheet of paper)
- Tape

Task: Prior to beginning the game, tape one number in each corner of the room so they are easily visible. Have the children stand together in the middle of the room to begin the game. Explain that they are going to play a getting-to-know-you game. The mentor will call out a category, such as favorite sports, and each child will move to the corner that corresponds with their favorite sport. For example, the mentor might say, “The category is favorite sports! Go to corner 1 if your favorite sport is football. Go to corner 2 if your favorite sport is baseball. Go to corner 3 if your favorite sport is basketball. Go to corner 4 if your favorite sport is gymnastics.”

Each child has to move to a corner - no standing in the middle! If they don't have a “favorite,” they can move to their “most preferred” out of the choices given. For added connection, you can ask a few children to elaborate on their choices in each round. For example, asking a specific child - do you like to watch basketball or play basketball? Do you play on a basketball team?

Here's a list of categories and choices to call out, but feel free to add your own.

CATEGORY	CHOICES
Favorite Iced Drink	Iced coffee, iced tea, ice water, ice cold lemonade
Favorite Way to Sleep	With a fan, with a nightlight, with music, in complete darkness with no noise
Favorite Concession Stand Food	Hot dog, popcorn, candy bar, hot pretzel
Favorite Music	Country, Christian, Pop, Rap
Favorite Pet	Fish, bird, cat, dog
Favorite Salad Dressing	Ranch, Honey Mustard, Italian, Poppyseed
Favorite Fast Food	McDonald's, Chick-Fil-A, Burger King, Popeyes
Least Favorite Chore	Cleaning, doing the dishes, doing laundry, mowing the yard
Least Favorite Pizza Topping	Sausage, onions, anchovies, pineapple
Least Favorite Junk Food	Takis, sour candy, licorice, slushies
Least Favorite Vegetable	Spinach, broccoli, peppers, tomatoes
Least Favorite Season	Spring, Summer, Fall, Winter
Least Favorite Type of Exercise	Running, bicycling, lifting weights, swimming
Least Favorite Weather	Super hot, super cold, snowy, rainy

Modifications: If a child in your group has physical limitations or struggles to move in crowds, let them sit in a designated area and hold up signs with numbers 1-4 so they can participate without having to move throughout the room.

CRAFT ACTIVITY

Activity: Name Designs

Materials Needed:

- 8.5 x 11 white paper (one per child + some extra)
- Markers
- Colored Pencils

Task: Explain that each person is unique and created especially by God. Every person has things they like or things they dislike. Every person also has strengths, skills, and talents that are unique to them.

Have each child write their name in large bubble letters or graffiti style on their paper. They can fill in the letters and/or the background by coloring and drawing things that are unique to them. For example, a student named John might turn his “J” into a fish hook because he likes to fish or he may choose to turn the “o” into a baseball because it is his favorite sport. He may also choose to color his name blue because it’s his favorite color. He might fill the background of his paper with a guitar or musical notes. The options are endless! Encourage the children to be creative. There is not a right or wrong way to complete this project.

CONNECTION ACTIVITY

Explain to the group that you are going to be talking about the story of David and Goliath today. David was small and young, compared to his older brothers, but God used David in an unexpected way to showcase His glory.

You can choose to either read 1 Samuel 17 from a Bible or read the summary below.

David was small for his age, and he had seven older brothers. David was an Israelite and the Israelites were in a battle with the Philistines. One of the Philistines was a strong warrior named Goliath. He was over 9 feet tall! All the Israelites were scared to fight Goliath. Three of David's oldest brothers were in the Israelite army. One day David's father sent David to deliver some food to his brothers in the army camp. While David was at the camp, he heard Goliath yelling at the Israelites, but they were so scared that they hid from Goliath! David asked his brothers why no one would fight Goliath. David knew that the Israelites were God's people and he knew that God would protect them. David went to the king and he volunteered to fight Goliath, even though he was small and young. All of the other big strong warriors were too scared! He knew that God would help him.

David took his slingshot and five stones and he went to the battlefield to fight Goliath. Goliath laughed when he saw David! He cursed David, yelled at David, and called him names! He said that David would never be able to kill him. But David said that he was coming in the name of

the Lord. He didn't use a sword. He used his slingshot and he hit Goliath right in the middle of his forehead with a stone, which killed Goliath! No one expected David to be able to kill Goliath, but God helped David do it!

Lead the group in the following discussion questions:

1. David was not the obvious choice to kill Goliath. He was small and young, but God chose him. Why do you think that God used David to kill Goliath?
2. David also knew he was small and young. Why do you think he was brave enough to volunteer to fight Goliath? Do you think he was scared?
3. Have you ever been scared or anxious to do something, but you know you should do it anyway (e.g. your first day at a new school)? What did you do?
4. What are some things you can do to feel calm and brave when you are scared or anxious?