



WORTH IT



CHILDREN'S PROGRAM CURRICULUM

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ABOUT THE AUTHOR

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* 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: clasp 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).

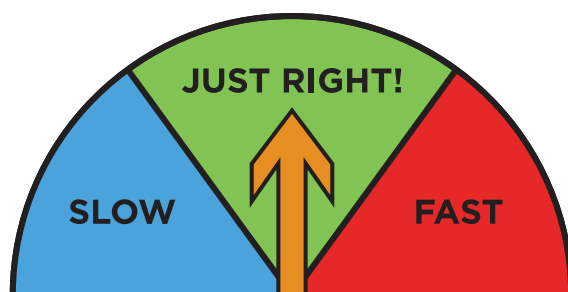
What do you think it means when your engine is in the red/running too fast? [Ask] Exactly! When your engine is running too fast you might feel busy inside, squirrely, hyper, want to move around and have a hard time sitting still. Are there times when it’s good for our engine to be in the red? [ask].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

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	● 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	

MONTH 1

Theme: Worth It

Topic: God Can Help Us Overcome /
You are Worthy of Help

Biblical Focus: Promised Land (Numbers 13-14)

OBJECTIVE

Children will learn that God can help us overcome challenges because He loves us. We can trust Him to help us get through even big obstacles. You are worthy of help.

PARENT SUMMARY

This month's topic is that God helps us overcome difficulties because He loves us. We read about the spies going into the promised land and being afraid of the giants. Joshua and Caleb said the land was good and that God would help them overcome and inherit the land. Joshua went on to be a warrior and followed God's instructions to win the battle at Jericho. We can trust God to help us overcome big obstacles because He loves us, and we are worthy of help.

Questions to discuss as a family:

- How might you have felt if you were one of the spies going into the promised land?
- Have you ever felt like something was in the way of you getting what you wanted?
- Do you ever feel like something is too much for you? Like you just can't face it or try to do it?
- What is one big challenge or difficulty you are facing in your life right now? How do you think God might help you overcome this challenge?

VERSE

"Do not fear, I will help you." (Isaiah 41:13)

SUPPLY LIST

- Blocks
- Toilet paper and paper towel tubes
- Hole Punch
- Kleenex box
- Parchment paper
- Straws
- Rice or dried beans
- Watercolor paper or thick cardstock
- Brushes
- 2 sheets of 5x7 cardstock per child
- Ribbon, washi tape, sequins, pom poms, any other decorations
- Horn template (page 13)
- Yarn
- Stapler
- Rubber bands
- Popsicle sticks
- Scissors, glue
- Black crayons (one for each child)
- Watercolor paints
- Water cups

CONNECTION ACTIVITY

1. *How old are you? How old do you think I am? Do you know anyone that is 10 years old? 20? 50? 70? 100? How tall are you? Who do you think is the tallest person in this room? Do you have any guesses about what we're learning about today, since I am asking you about your age and height? I bet you'll be surprised! You might remember learning about when God parted the Red Sea so that His people could walk across on dry ground. Today we are learning about what happened after that.*

2. **Mentor Says:** *God had promised His people, the Israelites, that He would bring them to a new land. Before they could go into the land, Moses, their leader, sent 12 spies to go explore the land to see what it was like. It was a wonderful land! Do you know what a spy is? The spies said it was a land flowing with milk and honey. Does that seem like a silly way to describe a good place? What would you expect to see if you went somewhere that was a really good place to be?*

All the spies agreed that it was a great place. Hold up your two hands- I have ten fingers. There were ten spies that said even though it was a wonderful place, they could not go live there because there were giants in the land! Who is the tallest person you know? These giants were probably as tall as the ceiling!

Now I said there were 12 spies that went to look at the land and that ten of them were scared. That means there were two spies that didn't agree with the rest. Their names were Joshua and Caleb. They agreed that there were big giants in the land, but they trusted God to help them overcome the giants. They knew it was the land God had promised them, so they knew He would help them. Since many of the people didn't want to go into the land God promised, the Israelites had to wander around the desert for 40 years. That is a long time! Do you know anyone that is 40 years old?

Joshua had faith in God and after those 40 years he became the leader of the Israelites. He was given the job of leading the Israelites into the new land. When they got to the first city in the new land, Jericho, there was another big obstacle: there was a huge wall surrounding the city! But Joshua still trusted God that if He had given them this land, He would help them overcome the obstacles to live in it! How do you think God told them to get through the wall? Could they run through it? Knock it down? Take it apart? Well God told them to do something surprising. God told them to march around the city wall. They did this for 7 days! On the last day they shouted and blew trumpets and guess what? The walls fell down! Just like that. God helped the Israelites overcome big obstacles!

3. *God helped the Israelites overcome big obstacles. God can help us, too, because He loves us!*

4. Discussion Questions

- What are some things that you need help doing? Tying your shoes? Crossing the street?
- Is there something new you've been trying to learn? A cartwheel? Writing your name? Setting the table?

- How does it feel when you can't do something?
- How does it feel when someone helps you?

CRAFT ACTIVITIES

Activity: SPY GLASSES

Moses sent 12 men to spy out the land God was giving them.

Materials Needed:

- Toilet paper tubes
- Yarn
- Hole Punch
- Stapler
- Washi tape or other decorations

Task: Staple two tubes together side by side. Use a hole punch to put holes near the tops of the tubes on the outside so that you can tie a string through the holes and let the tubes hang like binoculars. Children can decorate their tubes with markers, stickers, or washi tape. Use the binoculars for activities together.

Activity: PAPER HORNS

The final day that the Israelites marched around Jericho they blew horns.

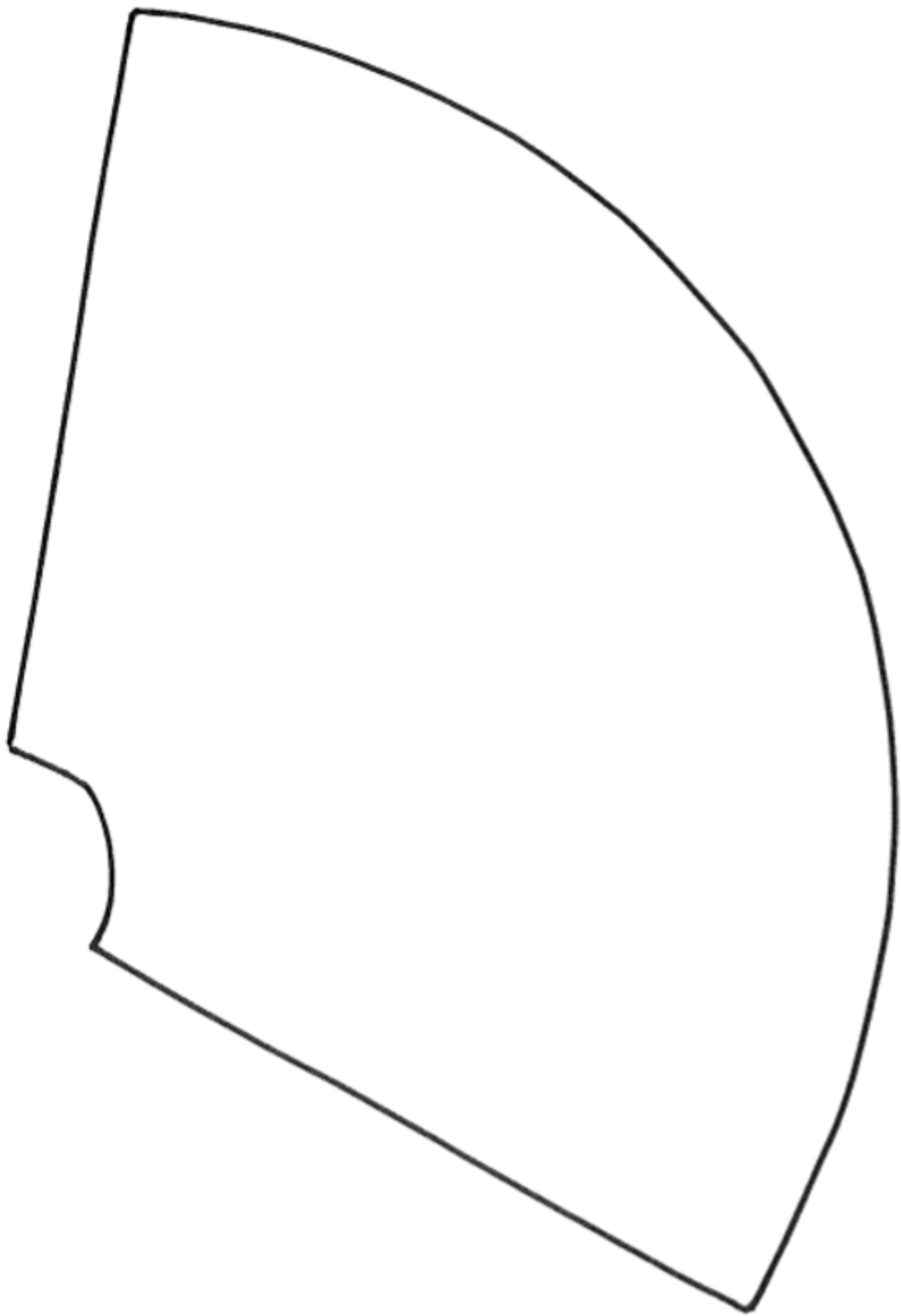
Materials Needed:

- Horn template - see next page (13)
- Tape
- Crayons

Task: Before the children arrive, cut out the horn shapes. Children can decorate their horns. Help them to roll and tape them.

Review questions to chat about while they work on the craft or during snack:

1. Why did Moses send the 12 spies? To explore the land.
2. What did the spies report to Moses? They saw that the land was very good, but the people were giants and strong warriors.
3. Why were the people scared? They didn't think they could overcome the giants.
4. What happened to the people who refused to go into the land? They stayed in the desert for 40 more years.
5. What did God tell the Israelites to do at Jericho? To march around the walls for 6 days.
6. Did Joshua and the Israelites trust God and do what God said to do? Yes
7. What happened on the 7th day? The Israelites marched 7 times, they shouted, and the walls came down.
8. We can trust God to help us overcome big obstacles because He loves us.



PHYSICAL/SENSORY ACTIVITIES

Activity: ACTION RHYME

God is with me (point to heaven)
When I sleep (lay head on hands as if sleeping)
God is with me (point to heaven)
When I pray (put hands together as praying)
God is with me (point to heaven)
All the time (stretch arms wide)
Every night (lay head on hands as if sleeping)
And every day (join hands above head as a rising sun.)

SONG: "When I am Afraid"

When I am afraid, I will trust in you
I will trust in you, I will trust in you
When I am afraid, I will trust in you
In God whose word I praise In God, I trust
When I am afraid In God I trust
In God whose word I praise

SCAN THE
QR CODE to
download and
play the song



Activity: EXPLORE THE LAND

Use your spy glasses to walk around the space and name what you see. Pretend to be in a beautiful new land and let the children name the things they would see if they were exploring a wonderful place. Use an excited voice to name things like beautiful waterfalls, flowers, tall trees, and interesting animals.

Activity: ACT OUT THE BATTLE OF JERICHO

Use blocks or another object to build a wall. Have the group march around the wall 6 times. On the seventh time around, they can shout and blow the trumpets (horns) they made, then carefully knock the wall down.

Activity: JERICHO'S WALLS FALL

This is a variation on Duck, Duck, Goose. Have the children stand in a circle with one child as Joshua. They will walk around the circle tapping each child on the shoulder saying, "wall," as they tap. When you yell, "Fall!" everyone except Joshua and the last person he tapped will sit down as quickly as possible. Then Joshua and the other child race around Jericho trying to get to the opening in the wall. If Joshua reaches the opening before being tagged by the other child, he remains Joshua. If he is tagged, the other child becomes Joshua. If someone has been playing Joshua for a few turns, allow them to pick a new Joshua so that everyone gets a turn.

CLOSING ACTIVITY:

Have the children transition to sitting together. Ask them to tell you one thing from the story. God can help us overcome big obstacles because He loves us. *What are some big obstacles in your life? What are some things you want God to help you with?* As each child answers, respond to affirm that God can help with that. The children are young and might not name things that seem like obstacles. We can reinforce the truth that "God can help because He loves us." End your time by looking each child in the eyes and saying, "God can help [child's name]."