

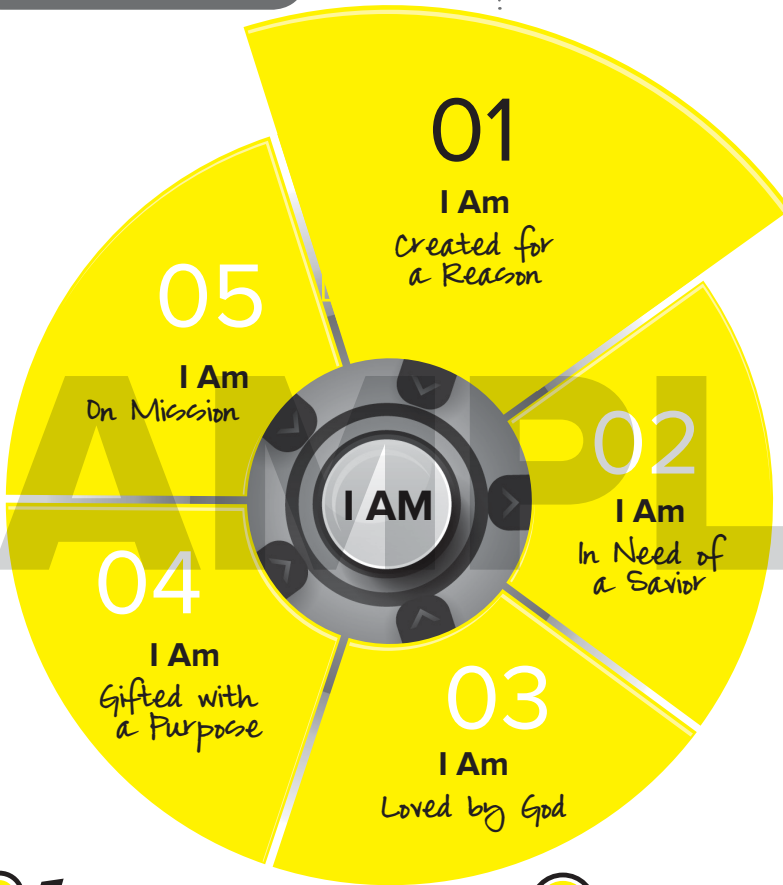
## BIBLE STUDY 1

**NEW TESTAMENT:**  
God's Plan for John

Luke 1:5-20, 39-45, 57-66;  
Matthew 3:1-3

**OLD TESTAMENT:**  
God's Plan for Moses

Exodus 2:1-10; 3



**The Point:**

God created me  
for His plan.  
I am created  
for a reason.



**Christ Connection:**

God had a plan for us before we were born.  
Part of His plan is for us to be like Jesus.  
When we put our trust in Jesus, God  
changes us to want to be like Jesus—in  
how we live, speak, and think so that we can  
walk in the good works He prepared for us.

# LARGE GROUP

*The next eight pages will walk you through choices to create your Large Group experience. Check out the interactive Session Builder disc if you prefer to create your event in a digital format.*

STEP 1	CHOOSE AN ENERGIZER	<input type="radio"/> 3-2-1 TURN AND FREEZE <input type="radio"/> BARNYARD BLAST
STEP 2	CHOOSE A HUDDLE UP	<input type="radio"/> LOOK AT ME <input type="radio"/> PLAY DOUGH CREATIONS <input type="radio"/> NAME GAME <input type="radio"/> BUILD IT <input type="radio"/> NO! NOT ME! <input type="radio"/> UNIQUE CREATION
STEP 3	CHOOSE MEDIA & MUSIC	CHOOSE MEDIA & MUSIC FROM THE ZIP MEDIA PACK OR PROVIDE YOUR OWN
STEP 4	CHOOSE HOW TO TELL THE BIBLE STORY	OLD OR NEW TESTAMENT: <input type="radio"/> BIBLE STORY <input type="radio"/> VIDEO <input type="radio"/> SKIT
STEP 5	CHOOSE A GET THE POINT	<input type="radio"/> DRAW THIS <input type="radio"/> GADGETS <input type="radio"/> OOPS?
STEP 6	CHOOSE A CROWD GAME	<input type="radio"/> GIANT BASKET WEAVING <input type="radio"/> HIDDEN ONE <input type="radio"/> TELEPHONE <input type="radio"/> PASS THE BABY
STEP 7	CHOOSE YOUR OWN ELEMENTS	<hr/> <hr/> <hr/> <hr/>

# ENERGIZERS

## STEP 1

(pick one)



### 3-2-1-TURN AND FREEZE (3 MIN.)

*Supplies: None*

Lead a group of kids to stand with their backs to the leader. The leader will call out an emotion or action and then count down, "3-2-1-Turn and Freeze." Kids will turn around and make the face of that emotion or do that action.

Encourage the group to play the game without talking. Kids will have to be expressive with their faces and bodies.



### BARNYARD BLAST (3 MIN.)

*Supplies: "Barnyard Animals" (printable), paper bag, scissors, whistle*

**Prepare:** Print "Barnyard Animals" and photocopy enough for every child to choose one card. Cut apart, then place the cards in the bag.

Invite kids to pull a card from the bag. At the starting whistle, kids must make their animal sounds while walking around the room listening to find others making the same animal noise.

Allow about 1 minute for kids to join up with their animal group. Blow the whistle to end the game.

Repeat as time allows. Let kids choose a new card each round.

LARGE GROUP



# HUDDLE UPS

(pick one or more)

## STEP 2



### (5 MIN.) LOOK AT ME

*Supplies: None*

Lead kids to take turns pantomiming something they are good at while the group guesses.

Talk about the different things kids are good at and how God may want them to use their talents. Be prepared to offer a few suggestions (*such as organization, math, art, listening, and so forth*).



### (5 MIN.) NAME GAME

*Supplies: None*

Instruct groups to form circles. The first child must say his first name and a favorite from a category of the leader's choosing (*such as sports and games, favorite foods, places to visit, and so forth*).

Encourage each child to say each name and favorite of the people before him before adding his own name and favorite. Continue the game around the circle. The last child should say everyone's name and item.

Encourage kids to help each other along the way.

Challenge Huddle Up leaders to name everyone in their group, too.

Tell kids that God created each of them unique and for a purpose.



### (5 MIN.) PLAY DOUGH CREATIONS

*Supplies: Play dough (1 small container per child or 1 large container per 3-4 kids)*

Allow kids a few minutes to create something with the play dough. Invite them to share their creations with their huddle up group and tell why they created them.

Remind kids that God had a plan for them when He created them.

choose from the  
ZIP Media Pack

## STEP 3

## MEDIA & MUSIC

## BIBLE STORY

## STEP 4

Choose how to tell  
the Bible story:

### OLD TESTAMENT

- ☒ Traditional Bible Story (pages 28-29)
- ☒ Video (Enhanced DVD)
- ☒ Skit (ROM portion of Enhanced DVD)

### NEW TESTAMENT

- ☒ Traditional Bible Story (pages 30-31)
- ☒ Video (Enhanced DVD)
- ☒ Skit (ROM portion of Enhanced DVD)



# GET THE POINT

STEP  
5

(pick one)

LARGE GROUP



(10 MIN.)  
**DRAW THIS**

*Supplies: Large sheet of paper (or dry erase board), markers*

Select two leaders to come to the front. (To avoid embarrassing a kid leaders should participate in this activity.) Explain that one leader will give step-by-step instructions for the other leader to follow in order to draw a picture. The leader giving instructions may not say the name of the item being drawn.

Quietly tell one leader a simple object to draw. That leader will then explain to the other how to draw the object using descriptive directions, but not saying the name of the object.

**CHALLENGE:** Position the two leaders so that they cannot see each other while drawing and giving directions.

**Debrief:** Explain that the One who designed us had no problem creating us just the way He planned. Not only did God know exactly what we would look like, He gave us special characteristics and talents that make each of us unique!

# CROWD GAMES

(pick one or more)

## STEP 6



### GIANT BASKET WEAVING

(5 MIN.)

**Supplies:** *Rolls of bath tissue or streamers*

Guide kids to line up in even rows with a little space between each child.

Invite a leader (or volunteer) to weave the roll around the kids in line, going back and forth a minimum of five times to create a basket weave. (Wrap the tissue around the body of the last child in line and go back down the line, weaving in the opposite direction.)

**TIP:** *If the group is large enough, form two groups and hold a competition between two leaders to see who can weave the fastest.*



### HIDDEN ONE

(5 MIN.)

**Supplies:** *None*

Select one volunteer to be *It* and to either leave the room temporarily or turn his back to the group while one person hides.

Choose one person from the group to quickly and quietly hide. Encourage the group to help hide the person from *It*.

Invite *It* to come back (or turn around) and guess who is missing.

Choose new volunteers and continue playing as time permits.

**OPTION:** Allow *It* to walk among the group and the group to make a noise as *It* gets closer to the hidden person.

LARGE GROUP



# SMALL GROUP

(OLD TESTAMENT STORY)

## I AM CREATED FOR A REASON

God's Plan for Moses

*Exodus 2:1-10; 3*



### The Point:

God created me for His plan.  
I am created for a reason.



### Christ Connection:

God had a plan for us before we were born. Part of His plan is for us to be like Jesus. When we put our trust in Jesus, God changes us to want to be like Jesus—in how we live, speak, and think so that we can walk in the good works He prepared for us.







## INTROS

Welcome the kids to Bible study and let them know you are excited to get to know them. Introduce yourself and invite kids to tell you their names.

Choose one of the options below.



### All About Me

**Supplies:** *"All About Me" (printable), pencils*

Invite kids to answer the "All About Me" questions. Guide younger kids to only answer the first four questions. Challenge older kids to answer all of the questions. Give a time limit and ask kids to come sit in a circle when they finish.

Collect the "All About Me" pages for a game of "Guess Who." Begin by saying, "Guess who loves the color green." (*Allow guesses.*) Continue with other responses from the "All About Me" pages. Make sure each child is represented.

Remind kids that each person is different, but each was created by God for a reason.

**OPTION:** Use the *Remark-a-Ball™* (005739327) instead. Kids tell something about themselves based on which icon is closest to their right thumb when they catch the ball. (*Hands: Tell something you like to do; Foot: Tell somewhere you like to go; Clock: Tell your favorite part of the day; Mouth: Tell your favorite song; Cross: Tell where you go to church; Question mark: Tell one fact about yourself.*)



### Crazy Inventions

**Supplies:** *Baskets; random assortment of building supplies (toys, blocks, craft supplies, utensils, tape, and other unrelated items)*

Form groups of 4-5 kids. Invite each group to work together to create a crazy invention with the items in its basket. Give a time limit of 1-2 minutes for older kids or 2-3 minutes for younger kids. When time is up, encourage each group to talk about its invention.

Point out that while it may be crazy, each invention has a purpose and each group had a plan for what it would build.

Explain that God created us for a reason and today kids will hear more about God's plan for them.

## NOTES

### BIBLE STORY RECONNECT

Explain to kids that God had a plan for Moses from the very beginning. Moses was an important part of God's plan to rescue an entire nation. Point out that when Moses was a baby, no one would have guessed the special plan God had for him.

- Present the Bible story (if it has not already been presented) using one of the options found on page 8.
- Review the Bible story with kids if it has already been presented.

### DRIVE THE DISCUSSION

Guide kids to find and read each of the Bible verses listed as you lead the discussion.

***TIP:** For mixed age groups, pair older kids with younger kids who may need help using the Bible.*

#### God's Plan for Baby Moses (Exodus 2:1-10)

Explain that God really did have something special in mind for Moses from the very beginning of his life. When Pharaoh ordered Hebrew baby boys to be thrown into the river, God protected Moses.

Guide kids to find examples from this Scripture passage that show that God had a plan for Moses. (*Moses' mother placed him in the basket and his sister watched to see what would happen. Pharaoh's daughter went on that day to that spot by the river. She allowed Moses' own mother to take care of him.*) Mention that sometimes we may not understand God's plan for our lives, but God does. He created each of us for a reason.

## God's Purpose (Exodus 3)

Guide kids to discover where Moses went and what he did when he grew up (verse 1). *(Moses left Egypt and moved to a place called Midian where he worked as a shepherd.)* Challenge them to discover how God shared His plan with Moses. *(God spoke to Moses from a burning bush while Moses was out with his sheep.)*

Invite a couple of kids to tell the group about a time when they moved to a new place or things changed with their family. Help them identify examples of ways God was at work in that situation. For example, maybe they made new friends, grew closer to their family members, or prayed to God more during a hard time.

Remind kids that God is always at work. Sometimes it is easier in hindsight to see what God has done for you. When you look back and see what He has already done, it is easier to trust that He is at work now and will always be working to accomplish His plans for you.

Ask a volunteer to read Jeremiah 29:11. Encourage discussion about what this verse means. Explain that God has a plan for us, no matter what happens in life. Moses likely never thought he would play a part in rescuing God's people. He probably thought he would always be a shepherd, but God had a bigger plan!

Explain to kids that God's plan and purpose for each of them includes following Jesus and having a personal relationship with Him (becoming a Christian).

Be prepared for questions and ready to talk individually with kids who may be ready to receive Jesus as Savior and Lord. An outline with kid-friendly terminology is provided as a help on page 32.

NOTES



SMALL GROUP—OT

## NOTES

### BIG QUESTIONS

Challenge kids to think about how they would answer the following questions. Invite kids to respond. *(Answers will vary.)* If needed, encourage discussion by suggesting the answers below.

**What did I learn about God?** *(God created me for a purpose. God will help me do what He has planned for me to do.)*

**What did I learn about myself?** *(I am created for a reason. God has a special plan for me.)*

**What does God want me to do?** *(God wants me to follow Jesus. God wants me to listen to His Word, the Bible, and know that He has a special plan for my life.)*

### ACTIVITIES

Choose from the following activity options, based on your time frame.



#### 1. Flower Messages

**Supplies:** “Flower Messages” (printable), scissors, permanent markers, several large baking trays or a plastic storage container filled with  $\frac{1}{4}$  to  $\frac{1}{2}$  inches of water

Distribute one “Flower Messages” sheet to each child.

Help kids cut out their flower shapes and print in the center, *I am created for a reason*. Guide them to write one quality that make them unique or special on each petal.

Demonstrate how to fold the petals of the flower in, one at a time. Lay the flowers on top of the water and watch the petals open up as the paper absorbs the water. (Flowers may take approx. 30 seconds to completely open.)

Invite the kids to each pick up one flower that is not their own. Take turns reading the qualities listed on the flowers and ask the group to guess who each flower belongs to. Remind kids that God created each of us unique and for a reason. God will use the special qualities He gave us for His own purposes.

Pray, thanking God for His plans and for creating us for a reason. Ask God to help us trust Him and His plans.

# SMALL GROUP

(NEW TESTAMENT STORY)

## I AM CREATED FOR A REASON

God's Plan for John

*Luke 1:5-20, 57-66; Matthew 3:1-3*



The Point:

God created me for  
His plan. I am created  
for a reason.



Christ Connection:

God had a plan for us before  
we were born. Part of His plan  
is for us to be like Jesus.  
When we put our trust in  
Jesus, God changes us to  
want to be like Jesus—in how  
we live, speak, and think so  
that we can walk in the good  
works He prepared for us.

## INTROS

Welcome the kids to Bible study and tell them you are excited to get to know them.

Choose one of the options below.



### 1. My New Name

**Supplies:** *Sticker name tags, markers*

Ask kids to each answer the following question: “If you could have any name, what would it be?” As kids share, print their new names on name tags and invite them to wear the new name tags all day.

***TIP:** If the kids in your group do not know each other very well, lead them to guess one another’s real names. If your group is familiar with one another, encourage the kids to have conversations using the new names.*

Explain that God gave the person in today’s Bible study a special name because he had a special purpose.



### 2. Silent Ball

**Supplies:** *Remark-a-Ball™ (005739327) or beach ball*

Lead kids to form a circle. Toss the ball around the circle. Explain that if the kids drop the ball or make a noise, they are out. The object of the game is to be last person standing.

Encourage kids who are out to stand outside the circle and try to distract those still playing. Allow them to do whatever is necessary (except touch any person in the circle) to distract the players still in the game.

## BIBLE STORY RECONNECT

Explain that today's Bible story focuses on a family and a baby named John. John's parents knew that their baby had been created by God for a very special purpose. God's plan for John was to help people understand who Jesus is. Point out that just like John, we are all created for a reason.

- Present the Bible story (if it has not already been presented) using one of the options found on page 8.
- Review the Bible story with kids if it has already been presented.

## DRIVE THE DISCUSSION

Guide kids to find and read each of the Bible verses listed as you lead the discussion.

**TIP:** For mixed age groups, pair older kids with younger kids who may need help using the Bible.

## God's Purpose Was Clear (Luke 1:5-20)

Encourage discussion about how Zechariah may have felt when the angel told him he would have a son. Invite a volunteer to read Luke 1:11-12. (*Zechariah was startled and full of fear.*) Why was this news so shocking (verse 7)? (*Zechariah and Elizabeth were too old to have a baby.*)

Invite kids to read verses 13-17. Ask if it seems obvious from reading these verses that God had a plan for this baby, even before he was born.

Discuss some of the plans God had for John's life. (Answers may include: his name would be John; he would be a joy and delight to his parents; many people would rejoice because of his birth; he would be great in the sight of the Lord; he would be filled with the Holy Spirit even before he was born; he would bring back many of the people of Israel to the Lord their God; he would prepare people for Jesus' coming.)

Explain that when we read the rest of the Bible we see that these promises of God were indeed true. John did prepare the way for Jesus, just like God planned.

## NOTES

SMALL GROUP-NT



## NOTES

### God's Purpose For Me (Jeremiah 29:11)

Encourage kids to think about what it means to them personally that God planned for each of them to be born. Invite them to talk about how knowing that God already had plans for them before they were born impacts the way they think about their own futures, dreams, and plans.

Invite a volunteer to read Jeremiah 29:11. Ask kids to share what "the plans of God" means to them, based on this verse. Discuss the following questions: *What does it mean that God plans to give us a hope and a future? What do "God's plans" mean when bad things happen?*

Explain that there are things in motion right now that we cannot see that may be a part of God's plans for us. Guide kids to think about a difficult experience or challenging circumstance from their own lives that helped them become a better person or guided them to where they are now. Help them see how God uses good times and bad times to mold and shape us and move us to where He wants us to be. Encourage anyone with a personal example to share.

### God's Promise to Me (Ephesians 2:10)

Read Ephesians 2:10. Remind kids that both this verse and Jeremiah 29:11 are promises from God. We can trust God's plans, even when life is difficult or things do not seem to be going the way we want them to go.

Give an example from the Bible study: Zechariah and Elizabeth thought they were much too old to have a baby. They probably had totally different plans in their own minds, but God's plans were perfect. He created their son, John, for a very special purpose. Remind kids that God created them for a very special purpose, too.

Explain to kids that God's plan and purpose for each of them includes following Jesus and having a personal relationship with Him (becoming a Christian).

Be prepared for questions and ready to talk individually with kids who may be ready to receive Jesus as Savior and Lord. An outline with kid-friendly terminology is provided as a help on page 32.



## BIG QUESTIONS

Challenge kids to think about how they would answer the following big questions. Ask kids to respond. *(Answers will vary.)* Encourage discussion by suggesting the answers below.

**What did I learn about God?** *(God created me for a reason. He had a plan for my life before I was born.)*

**What did I learn about myself?** *(I was created to be a part of God's plan, and for His purpose. I am created for a reason. I can trust God's plans, even when life is difficult.)*

**What does God want me to do?** *(God wants me to trust His plans for my life. He wants me to remember that He is bigger than anything else in my life, so I can trust Him.)*

## ACTIVITIES

Choose from the following activity options based on your time frame.



### 1. "My Journey" Time Line

**Supplies:** *Legal-size paper, crayons, markers, pencils*

**Prepare:** Create an example ahead of time to show while explaining what a time line is and how to lay one out.

Distribute paper and explain that each child will create a life journey time line. Encourage them to be creative in marking their life events. They may choose to make their time line look like a trail map, or a road map, or a simple line from left to right or top to bottom.

Lead kids to start with their birth and mark that day on their time line. Encourage them to think of life events that happened after that such as moving, starting school, the birth of a sibling, becoming a Christian, or even smaller events such as an important conversation, or a time they remember learning something important about God. Allow kids to put anything they want on their time lines, as long as it is a part of their personal journeys.

Invite a few volunteers to share their time lines with the group. Explain to kids that even before they were born, God put His plan for them in motion. There have been many markers along the way, and the journey will continue. We can

EXAMPLE

## NOTES

thank God for the way He has already been working in our lives, and we can add more markers along the way as we see God at work in our lives in the future.

Close in prayer, thanking God for His plans and for creating us for a reason. Pray that throughout the rest of our journeys through life, we will trust Him and His plans.



### 2. Master Plan

**Supplies:** One set of 4 classroom items for every 4-5 kids (plus duplicate items for a “master set”), trays or plates, bandannas

**Prepare:** Lay out the items on a tray in a specific order, then cover with a bandanna and place to the side or outside the room. Create one “master tray” for each team.

Form teams of 4-5 kids each. Assign each team a “master tray” and designate one runner per team. The runner may not talk at any point during the game. On “go,” the runners will run to their team’s master tray, uncover it and study the items, then run back to their teams. The runners must help their team arrange the objects on the tray exactly the way it is on the master tray, without talking or pointing to the tray.

Runners may run back and forth as many times as necessary, but they may never talk. The rest of the team must arrange the objects on the plate based on what they learn from the runner’s motions. The team whose tray most closely matches its master tray wins. (**TIP:** If time allows, switch runners and trays and play again.)

Debrief the activity with the following questions: *What made this activity difficult? What did it feel like to be a runner? How did you know what the plan was if you were not the runner? How is this similar to God’s plans for us?*

Explain that even though we may not always know where God’s plans are leading, we can always trust them because God loves and cares for us.

Pray together, thanking God for His plans and for creating us for a reason. Ask Him to help us trust Him and His plans.

# I AM

created for a Reason

# 1

## INTRODUCTION

### INITIAL CARDS (10 MINUTES)

#### PREP IT

- ❑ Trim the watercolor paper into 6-by-7-inch cards. You will need one per child.
- ❑ Place two 8-to-10-inch strips of tape on the edge of the table for each child.
- ❑ Make a sample card with your name, border phrases, and first initial.

#### LEAD IT

- Introduce yourself and tell the “artists” how excited you are to be with them in Art Works.
- Explain that during each session they will experience fun art projects and activities that will help them learn more about God’s love and begin to understand that He has a special plan for their lives.
- Show the sample card you made to give an idea of what could be written on their cards.
- Guide the kids to find a work station at the table where you’ve placed the supplies.
- Encourage the kids to use their best handwriting to print their names on the bottom of their cards along with some of the border phrases.
- Direct the kids to tear smaller strips of tape from the longer pieces to form the first letter of their name.
- Guide the kids to straighten up their areas, and bring their name cards to you for safe keeping until the next session.

#### DEBRIEF

- Read Luke 1:57–60. Share that Elizabeth and her husband, Zechariah, waited a long time to have a child. They were very excited when they learned they would have a child.
- Point out that the Bible tells us that people were surprised when Elizabeth said her son’s name would be John. Say: “In those days a boy baby was usually named after his father, or another relative. Raise your hand if you were named after someone in your family.”
- Discuss how God knew John’s name before He was born. God even knew the plan He had for John’s life. Say: “God also knows your name and the plans He has for your life—and that is the very reason He created you!”

#### OLD TESTAMENT BIBLE STUDY

God’s Plan for Moses  
(*Exodus 2:1–10; 3*)

#### NEW TESTAMENT BIBLE STUDY

God’s Plan for John  
(*Luke 1:5–20, 30–45, 57–66; Matthew 3:1–3*)

#### SUPPLIES

- ❑ Daily supplies
- ❑ 90 or 140 lb watercolor paper
- ❑ 1-inch wide painter’s tape

#### ZIP TIPS

- Create a sample card using your first initial.
- Make photocopies of your sample to place on the tables to assist younger children with spelling.

#### SAMPLE BORDER PHRASES

- God has a plan for my life.
- God loves me.
- I am fearfully and wonderfully made.
- I am God’s workmanship.

## GATHER AND PREPARE

- Locate the supplies needed. Make a list of the items your church has, items to collect from church members, and items to purchase.
- Copy any templates that may be needed for the activities you have selected.
- Familiarize yourself with the procedures and what to expect when guiding children.
- Label a box or crate for each day. Place collected supplies in the appropriate box.

## TEACH

- Study the Bible story for each session to gain a deeper understanding of the biblical truths being taught in Bible study. Ask your director if Bible study leaders taught the Old Testament or New Testament Bible story.
- Look for ways to reinforce the biblical truths and build relationships with kids during the track time. Ministry happens best through relationships, and tracks are a unique opportunity to jump start relationships through your similar interests. Look for opportunities to ask kids questions about home, their families, and their relationships with God.

## CONTINUE THE CONNECTION

- Plan to participate in your church's follow-up and outreach events.
- Keep the connection alive by looking for ways to stay connected with the kids you taught.

## TIPS FOR CREATING WITH KIDS

Creating with kids can be fun! Trying new skills and exploring with new media is always exciting. Remember that the key to a successful art track with kids lies in being organized and prepared. Here are some simple things to remember.

- Enlist several assistants! Things will go much easier if one teacher is able to work with a small group of kids at a time. Assistants can help set up for "Today's Project" as you are debriefing the introduction with the kids.
- Consider supplying old shirts, aprons, or smocks to protect the kids' clothing.
- Always make a sample of each project in advance to familiarize yourself with the procedures and to show the kids as you give instructions.
- Use coated or foam plates or baking parchment as paint palettes.
- Purchase budget-friendly canvases in bulk packages at craft stores or online.

## CHRIST CONNECTION

God had a plan for us before we were born. Part of His plan is for us to be like Jesus. When we put our trust in Jesus, God changes us to want to be like Jesus—in how we live, speak, and think so that we can walk in the good works He prepared for us.

## UNIT VERSE

Ephesians 2:10

## SESSION 1

**The Point:** God created me for His plan. I am created for a reason.

**Daily Verse:** Philippians 1:6

## SESSION 2

**The Point:** God sent Jesus to save me from my sins. I am in need of a Savior.

**Daily Verse:** John 11:25

## SESSION 3

**The Point:** God shows His love in mighty ways. I am loved by God.

**Daily Verse:** Romans 5:8

## SESSION 4

**The Point:** God wants me to serve Him. I am gifted with a purpose.

**Daily Verse:** 1 Peter 4:10

## SESSION 5

**The Point:** God is with me all the time. I am always on mission.

**Daily Verse:** Colossians 3:17

# TODAY'S PROJECT

## MIXED MEDIA CANVAS (40 MINUTES)

### PREP IT

- ❑ Trim paper towels into half or quarter sheets. Stack 4 to 5 small sheets together as a "pad" for each child. Keep extra paper towels on hand to use as needed.
- ❑ Prepare several paint palettes per table with medium green and white paint. Place the deep crimson paint on separate plates to set out when needed.
- ❑ Paint the dark blue and medium blue base coats onto the canvases in advance. Paint several random dark blue strokes, then cover with medium blue. Allow some of the dark blue to show through, adding dimension.
- ❑ Place a few bowls of water down the middle of each table.
- ❑ Trim the white card stock to approximately the size of your canvas. For example, when using a 5-inch-by-7-inch canvas, cut a 4-inch-by-7-inch rectangle.
- ❑ Tear or cut 1½ to 2½-inch wide strips of scrapbook paper in various lengths. The kids can tear smaller length strips as needed.
- ❑ Gather sponges, small bubble wrap, empty cardboard tubes, and combs, if desired, to add texture.

### LEAD IT

1. Show a sample canvas with only the background painted. Ask the kids if they have any ideas about what it might represent (*the earth, ocean, and land*).
2. Explain that, to save time, the blue base coat has been painted on their canvases. It is now ready for them to begin the creative process!
3. Call attention to the tables. Invite the kids to stand next to one set of supplies. Demonstrate how to properly use supplies.
4. Direct the kids to print their names and the year on the back of their canvases.
5. Guide the kids to use light brush strokes (or their fingers), to spread the medium green paint on top of the blue base in a random fashion. The kids may also apply the paint to an object or two for added texture and interest. For example, dip a sponge into a small amount of paint and dab it onto the blue base. Encourage them to allow some of the blue to show through.
6. Lead the kids to add a few light touches of white paint (use scrunched paper towel or sponge). Set the canvas aside to dry.
7. Give each child a white card stock rectangle. Ask him to print his name in the on one side. Guide him to turn the paper over, and show him how to glue the strips of scrapbook paper to the rectangle. Place the strips next to each other and allow them to overlap slightly.
8. Instruct the kids to turn their cards over, and use scissors to trim any strips that are hanging over the edge.
9. Lead the kids to paint one to two coats of crimson paint over the collaged scrapbook strips. Point out that with a second coat of paint, a leather-like textured feel occurs where the strips overlap. Let it dry. Do not reveal to the kids how the collage will be used during Session 2.

### SUPPLIES

- ❑ Daily supplies
- ❑ Canvases (1 per child)
- ❑ Acrylic paint (medium blue, dark blue, medium green, white, and deep crimson)
- ❑ Paint palettes
- ❑ 65 or 80lb white card stock
- ❑ Lightly patterned scrapbook paper
- ❑ Permanent extra-strength craft bond glue sticks
- ❑ Objects for adding texture (*optional*)

### ZIP TIPS

- Use a heat gun or blow dryer to speed the drying time on the first coat of crimson paint.
- Add the final coat of crimson paint if the kids did not have time.
- Use heavy watercolor paper instead of canvas. Lead the kids to sketch their artwork in pencil and print the Scripture with an ultra-fine tip permanent marker. Paint with watercolors.



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## INTRO (3 MINUTES)

- Introduce yourself and any helpers, and welcome kids to the Musical Performance Track!
- Explain that we will have a great time learning about:
  - \*Leading fun worship songs on stage.
  - \*Getting the audience engaged.
  - \*Helping kids remember and enjoy the songs by putting movements or motions with the words.
  - \*Letting God's love and joy pour out through us and show in our facial expressions and body language as we lead songs.
  - \*Encouraging everyone to "let go" and have fun while singing praises to God!
- Ask if any of the kids have ever sung, danced, or spoken on stage in front of an audience before. Maybe some have taken singing or dance lessons and performed a recital in front of all the parents? Have they been in a play or talent show where they had to dance and be highly energetic on stage?
- Tell them that Musical Performance Track is about what we do when we lead our church or a group of people by singing worship songs with fun motions. It takes a lot of energy and confidence, as you are on a stage or platform in front of your friends, and you have to show lots of smiles and joy to help them feel comfortable enough to sing and move along with you.
- Assure them that there is nothing to be nervous about if this is new to them; that God is on their side and has created them to do great things—including leading people in worship with songs and music! He has already given us the steps ... we just have to walk in them.
- Pray with the kids, for God to be with them as they learn to lead others and praise Him through music and motion.

## OLD TESTAMENT BIBLE STUDY

God's Plan for Moses  
(Exodus 2:1–10; 3)

## NEW TESTAMENT BIBLE STUDY

God's Plan for John  
(Luke 1:5–20, 30–45, 57–66;  
Matthew 3:1–3)

## PRIOR TO BEGINNING

- ☐ Use poster board, craft paper, or a dry erase board and write Ephesians 2:10, Philipians 1:6, and 1 Peter 2:9.

## ZIP TIPS

- This icebreaker really gets the kids loosened up and ready to talk in front of each other!

## "MOTORMOUTH" QUICK ICEBREAKER (1 MINUTE)

### PLAY IT

- Line the kids up in two rows, standing back to back.
- When the teacher says, "Action!" the kids turn around to face their "partner" and talk quickly, and non-stop, for 30 seconds about anything that pops in their head! The kids will talk at the same time.
- **Note:** These should be totally random details about themselves, what time they woke up today, where they go to school, how many brothers and sisters they have, where they were born, their favorite vacation spot, what makes them laugh the most, their favorite song, what kind of sandwich they prefer in their lunch box, what their pet's name is, and so forth.





## CRAZY NAME DANCE (10 MINUTES)

### PLAY IT

- Everyone stands in a circle with plenty of room to move in place. Explain that they will go around the circle, one at a time, and say their name and do a quick action with it: a dance move, big gesture, silly motion, or sound. Give them 10 seconds to think of a super-expressive way to say their name and what action they will do.
- **Note:** Demonstrate some examples to get their creative juices flowing, for example: hand clap, twist, wave, exaggerated wink, stomp foot, shake head, sing “opera style” high note, twirl around, karate kick, “Yee-Haw,” Charleston, curtsy, crazy laugh, hip-hop pose, muscle arms, painting up and down, noodle arms, jump up and down, disco move, pat thighs, whistle, air guitar, jazz hands, “lalala,” and so forth.
- ✱ Round 1: The teacher goes first, then the kids go one at a time, all the way around the circle.
- ✱ Round 2: Repeat the process ... but this time, after a person says her name and does her move/motion/sound, the whole class then repeats it back to her. Go one at a time, all the way around the circle, until everyone has had a second turn saying her name and action, with all the kids immediately echoing back.
- ✱ Round 3: “All together now!” The teacher gives a “3-2-1-GO,” and the kids will all start together, not saying the names this time, but doing all the motions or actions in order as a group. They will start with the teacher’s action, and work their way around the circle in the same order as before, doing everyone’s action in order, all together, as fast as possible—creating their own group’s Crazy Name Dance!
- **Note:** Encourage kids to be as expressive, exaggerated, and silly as possible!

### DEBRIEF (3 MINUTES)

- Say to the kids: “Do you see how we created a crazy dance together? Most of us probably came into class a little nervous, not knowing what to expect. But now, we’ve loosened up and gotten to know each other’s names and something fun to remember each other by. And when we all worked together, we were able to create something fun and joyful!”
- Say: “This week, we’re focusing on a great Bible verse: Ephesians 2:10. Let’s read it together.”
- Say: “Just like we created a silly dance that brought us a lot of joy and laughter, God created each one of us for His pleasure! And as the verse tells us, He made us for a reason: to do good works! We can use our voices and bodies to perform worship songs and dances, to give joy to God and to others, and to get them excited about praising Him!”

## WARM-UP (5 MINUTES)

### LEAD IT

- Explain that it’s always very important to warm up your vocal chords before doing any kind of singing, in order to exercise them and not cause any damage or strain.

### ZIP TIP

Crazy Name Dance helps everyone learn and remember the names of their classmates, break the ice, and loosen up and laugh with each other.



## VOCAL SIRENS

- Start with the lowest note at the bottom of their range (will be different for older vs. younger kids, boys vs. girls). While saying “Ahh” at a comfortable speaking level (not whispering and not yelling), sweep in a continual note from the lowest part of their vocal range to the highest part of their range (highest note they can comfortably speak or sing), and then falling back down to the lowest—mimicking the sound of a fire engine.
- Do this three times up and down, then breathe in through your nose and out through your mouth for a few seconds. (This is the proper way to breathe in order to warm and condition the vocal chords.) Repeat the “ahh” siren.
- Next, do another siren, but this time making the “ing” sound, as if you said the word “sing.” Kids should do this three times up and down, then stop to breathe, then repeat.
- Next, do another siren, this time making the “mmm” sound, as if you said “yum.” Do this three times up and down, then stop to breathe, then repeat.

## LIP BUBBLES

- Direct kids to purse their lips together and blow “air bubbles,” as if they are making bubbles in a swimming pool or bathtub.
- Now have them do a siren while making their lip bubbles, going from low to high to low, not forcing the sound, but comfortably sweeping from the lowest sound they can make to the highest, then sweeping back down to the lowest. Do this three times up and down, stop to breathe, then repeat.

## STRETCH IT

- Explain that it's equally as important to stretch and warm their bodies up to prepare for dancing through the songs.
- Spread the kids out in a circle or a staggered pattern to have plenty of space to move.
- Lead them in a series of gentle head rolls, wrist rolls, shoulder circles, waist twists, knee bends, and ankle rolls.
- Next, lead them in 20 jumping jacks to get the blood pumping and loosen up their muscles for dancing.

## ACTING THE SONG (15 MINUTES)

### LEAD IT

- Explain that in order to be good singers or performers, we must also be good actors. Gotta be bold, brave, and throw all embarrassment out the door!
- Say: “A good choreographer will come up with signs, motions, dance steps, and sounds to act out the words, in order to get the crowd pumped up, excited to worship, and help them remember the words. So let's start learning to express ourselves with an exercise in acting out a song.”

### PLAY IT

- Form small groups of 4–6 kids, depending on class size.
- Give each group the lyrics to the chorus of a song they will all easily know (a different song per group). Choose some very popular church songs, easy kids' songs, Christmas songs, and so forth.
- Give them 10 minutes to work together to come up with their own choreography to “act out” the words of the song as a group. They can do fist



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## COIN TOSS TAG (15 MINUTES)

### PREP IT

- ☐ Use cones to create a large playing field with clear boundaries, a center line, and end zones.
- ☐ Grab the largest coin you can find.

### PLAY IT

- Model and practice safe tagging (shoulders, back, arms) and the Tagger Rule (if the tagger says he got you, he did).
- Form two equal teams. Assign one team to be heads and the other to be tails.
- Gather the two teams in the middle of the playing field facing each other.
- Standing near the teams, toss the coin up in the air and call it. If it is heads, the heads chase, and the tails turn and run. The heads try to tag as many of the tails as possible before the tails cross the end zone. If the coin toss is tails, the tails chase, and the heads turn and run. The tagged players must join the team that tagged them before the next coin toss.
- The game can go back and forth for a while, and the game ends when everyone is on the same team or time is called.

### OLD TESTAMENT BIBLE STUDY

God's Plan for Moses  
(Exodus 2:1–10; 3)

### NEW TESTAMENT BIBLE STUDY

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Matthew 3:1–3)

## FOOTBALL FUTBOL (15 MINUTES)

### PREP IT

- ☐ Supplies: cones, bandannas or pinnies, football
- ☐ Use cones to create a large playing field with boundaries. Use cones to mark goals or place soccer goals at each end of the field.

### PLAY IT

- Explain that this game is played just like basic soccer with two main differences: there are no goalies, and it is played with an American football.
- Form two equal teams. You may choose to use pinnies or bandannas to designate teams. One team stands on one side of the field and faces center. The other team stands on the other side of the field and faces center. Use “pick a number between 1–10” to determine which team will kickoff from the center of the court.
- Kids work to kick the ball into the goal they are facing without ever using their hands while preventing the other team from doing the same.
- In the craziness of kids trying to score with a ball that rolls and bounces in very odd ways, the team with the most points wins!



## DEBRIEF AND WATER BREAK (5 MINUTES)

- Read Psalm 139:13-14. Use the following talking points:
  - \*I want you to know that you are not here on this earth by chance. Unlike our flip of the coin in the first game, God did not say, "Tails, she gets freckles." It is quite the opposite. King David tells us in this passage that God knit you together. He gave thought to you. He knew exactly the wonderful masterpiece He wanted to create for the purposes He has for your life.
  - \*Yes, God has a purpose for your life. A special purpose for a remarkable you.
  - \*We tried to play soccer without the ball intended for soccer. Did the makers of the football design it to play soccer? No, it was made to be thrown through the air and kicked through uprights on a football field.
  - \*Trying to live without knowing that God has a purpose for your life might leave you feeling confused and frustrated ... just like a football on a soccer field ... asking a ton of questions in the craziness of life.
  - \*But when you know that God created you, He sees you, He knows you, and He has big plans for your life, you can trust that He is at work for your good.
- Read Romans 8:28.

## TRIPLE PLAY (22 MINUTES)

### PREP IT

- ☐ Set up cones to create a large baseball type field without bases.
- ☐ Where home plate would be, place three different balls from various sports in a large bucket or trash can. Footballs, tennis balls, playground balls, and even Frisbees® work well.
- ☐ Place a cone 5 feet away from home plate to serve as the "on deck" cone.
- ☐ Have paper, a pencil, and a score keeper ready.

### PLAY IT

- Form two equal teams.
- Direct one team to take the field. Direct the other team to line up at the "on deck" cone.
- The first kid up to bat takes the balls out of the bucket and prepares to throw and/or kick all three balls.
- As soon as the batter kicks and/or throws all three balls, he begins to run around his teammates that are lined up on deck.
- While the batter runs around his teammates, the other team in the field passes, tosses, and runs to get the balls back into the bucket as fast as possible.
- Batters earn a point for every complete lap they make around their team before all three balls get into the bucket.
- The next batter lined up at the "on deck" cone continues the process until five players from the team have had a turn at bat.
- The teams switch places and play continues until all players have had at least one turn at bat.
- Total the scores. The team that has circled their teammates the most number of times wins!

## DEBRIEF (3 MINUTES)

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- Guide the debrief:
  - \* Everyone had a purpose no matter his or her position today. When you were in the field, you were trying to move quickly to get the balls back into the bucket. When you were up at the plate, you threw, kicked, and ran as hard as you could. Even when you were waiting on deck, you tried to line up as close as possible to get as many points as possible for your team.
  - \* You may have been frustrated with a teammate that didn't get the importance of fulfilling his purpose. When your team was struggling to get that third ball in, you might have wanted to give up, but you didn't.
  - \* Read Philippians 1:6.
  - \* God created you, and you are here for a reason. He has a purpose and a plan, and He promises to never give up. He will complete His work in you.
- Pray with your kids.

# SAMPLE

# I AM

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### IF YOU KNEW ME (8 MINUTES)

#### LEAD IT

- Introduce yourself to the kids and explain some of the fun projects that they will participate in this week. Talk about why you are passionate about leading this track.
- Explain that the kids will share information about themselves with their partners. Tell the kids that when the first person is speaking, the other person will listen attentively. That means they will face their partner, and listen without interrupting or thinking about what they will say when it's their turn.
- Ask the kids to find a partner or pair them with someone. Explain that one child will start by saying, "If you knew me, you would know \_\_\_\_\_." He will fill in the blank with information about himself. For example, I have two dogs and a cat. He will continue to repeat the first half of the phrase and fill in the second half for one minute.
- Instruct the kids to decide who will start. Set a timer for one minute and allow those who are starting to share as much information as possible in a minute.
- Tell the partners to switch places. Time the second child for one minute as he shares.
- Ask the kids to introduce their partners to the group and share what they have learned about each other.

### DEBRIEF (2 MINUTES)

- Discuss how they may not have known their partners or anything about them before playing the game. But God knows every person He created.
- Read Psalm 139:16. Point out that God knew each person even before they were born.
- Read Jeremiah 1:5. Explain that in this passage God is speaking to Jeremiah, but the same is true for all people. God set each person apart and had plans for them before they were born.
- Remind the kids that each of them were created for a reason.

#### OLD TESTAMENT BIBLE STUDY

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#### NEW TESTAMENT BIBLE STUDY

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Matthew 3:1–3)

#### SUPPLIES

- ☐ Timer or stop watch

## WHY LIVE IT? (10 MINUTES)

- Read Psalm 139:16 again. Point out that God planned all our days. Part of His plan is for us to follow Jesus and tell others about Him.
- Explain that God created each of us with a desire to know Him and have a close relationship with Him, but sin separates us from that friendship with God.
- Tell the kids that part of following God's plan is trusting Jesus as Savior and Lord. Explain how they can do that if they have not already. Use the "Sharing the Gospel with Kids" document if needed. Or use the following points:
  - ✱ Explain that sin is doing something that God tells us not to do or not doing something that God tells us to do. Sin is the result of our hearts not wanting to follow God. Even though we sin, God still loves us unconditionally.
  - ✱ Read Romans 5:8. Remind the kids that Jesus died for them long before their hearts wanted to follow Him.
  - ✱ Explain that people who believe in Jesus as their Savior want to live out their faith and serve others because of the great love that God showed them by forgiving their sin!
- Explain that they can show others that God loves them through serving them and telling them about Him. Say: "Hopefully you will get to tell someone about becoming a Christian this week. Even if you have not yet become a follower of Jesus, you can still know and share about what He has done."
- Ask the kids if any of them have ever had an opportunity to tell someone about what Jesus did for them. Tell them about a time when you were able to tell someone about Jesus.
- Guide the kids to spend time praying for the people that they know who may need to hear about Jesus today. Ask God to give them opportunities to love others like He loves them.

## COMPLETE TODAY'S PROJECT (REMAINING TRACK TIME)

- Use the remaining time to complete a project that can be chosen from the end of this document or customized to fit the needs of your community.
- Prepare the kids for what they will see or experience as they serve, and help them practice telling someone about what Jesus has done.
- Explain that we want to show others about God's love for them so that they will want to follow Him, too.

### SUPPLIES

- "Sharing the Gospel with Kids" (at the end of this document)

### ZIP TIP

Talk one-on-one with any child who is interested in making a decision to follow Jesus. Provide opportunities for follow-up and further discussion.

SAMPLE