



CLICK®

UNIT 1 : 3-5s

Who is God? Who is Jesus? From Genesis and Matthew

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|----|-------------------------|-------------------------------|
| 1 | The beginning | Genesis 1 v 1-5, 14-18 |
| 2 | God speaks | Genesis 1 v 9-10 |
| 3 | Plentiful plants | Genesis 1 v 11-13, 27-31 |
| 4 | Amazing animals | Genesis 1 v 20-25 |
| 5 | Precious people | Genesis 1 v 26-31 |
| 6 | Jesus is God's Son | Matthew 3 v 13-17 |
| 7 | Two blind men | Matthew 9 v 27-31 |
| 8 | The banquet | Matthew 22 v 1-5, 8-10 |
| 9 | Jesus, the obedient Son | Matthew 27 v 11-61; Isaiah 52 |
| 10 | Alive! | Matthew 28 v 1-10; Acts 1 |



WHO IS GOD? WHO IS JESUS?

UNIT INTRODUCTION

This unit is based on Genesis and Matthew.

Unit aim

To introduce the children to God, our Creator, and His Son, Jesus.

Unit outcomes

By the end of this unit the children will:

- ▶ know that God created the world and everything in it
- ▶ understand that God has always existed
- ▶ understand that Jesus is God's Son
- ▶ know that Jesus taught people about God
- ▶ know that Jesus died and came back to life again
- ▶ appreciate that we can be friends with God because Jesus died for us and rose again
- ▶ appreciate that God wants us to tell people about Jesus.



Memory verses

Sessions 1–4

In the beginning God created the heavens and the earth. Genesis 1 v 1 (CEV)

Session 5

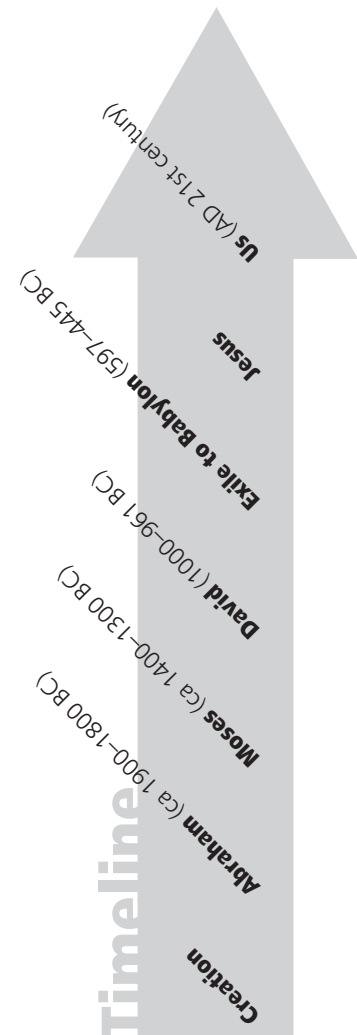
I praise you because of the wonderful way you created me. Psalm 139 v 14a (CEV)

Sessions 6–8

[God said], 'This is my Son, and I love him. Listen to what he says!' Mark 9 v 7b (CEV)

Session 9–10

We believe that Jesus died and was raised to life. 1 Thessalonians 4 v 14a (CEV)



Where this fits in the Bible

We encourage the children to understand that Jesus is the 'centre-piece' of God's plan and that we can also be part of the plan by having faith in Jesus ourselves.



Focus

Notes for leaders

Bible background

These ten sessions focus on who God is and what He has done for His people. The children are encouraged to hear what the Bible says about God's love for His people by considering His gift of creation, as well as the ultimate gift of His Son.

1–5

Sessions 1 to 5 look at the wonder of God's creation. Rather than present the events of creation on a day-by-day, chronological basis, these sessions show firstly, that God has always existed and secondly, that He created everything through His word (**Genesis 1**).

6–8

Sessions 6 to 8 focus on who Jesus is and what God has done for us through Jesus. Session 6 looks at Jesus' baptism and how this event revealed that Jesus is God's Son (**Matthew 3 v 17**). It also shows the children that Jesus always obeyed His Father, God, and this pleased God. Session 7 reveals that Jesus can be trusted. The children learn this concept by thinking about the account of Jesus healing two blind men (**Matthew 9 v 27–31**). They will also appreciate that Jesus could heal people because He has God's power. Through interacting with the parable of the great banquet during Session 8, the children will learn that Jesus invites us all to be God's friends and a part of His eternal kingdom (**Matthew 22**).

9–10

Sessions 9 and 10 focus on the Easter story, reinforcing that everything God does is good and right, and that Jesus dying for us is part of God's good plan (**Matthew 26 v 28**). The children will understand that Jesus is alive and be encouraged to tell others of this wonderful truth (**Matthew 28 v 1–10**).



Teach us to pray

Faith development

Children grow and develop physically, emotionally, cognitively and spiritually at different rates and in different ways. This unit aims to encourage growth in their knowledge of Jesus, the Son of God, for each child at his or her own pace. No matter what stage of their faith development, they can be challenged to respond to God in Christ and to live in the way He wants for us.

Faith has been described as having four aspects: believing, imagining, trusting and doing. (See *Children Finding Faith* by Francis Bridger, SU.) Believing involves having faith in the truth of the gospel and a reliance on the promises of God in Christ. Imagining involves creatively exploring our beliefs. Trusting involves the relational side of faith. Doing is the way we act as an outworking of our faith. Children, like adults, benefit from learning approaches that involve exploring faith

from each of these four aspects. These sessions have been written with this in mind.



Special features

The **Leader's pack** includes:

- the **Leader's manual** of ten sessions
- a set of 10 full-colour A3 **Leader's posters**
- a sample of the set of 10 full-colour A5 **Children's posters**. Extra sets may be purchased so that every child has their own copy to work with in each session.
- a variety of visual aids and activities for each session.



Classroom display

Leader's posters

Each session there is a **Leader's poster** displaying the theme of the Bible teaching. These posters are useful for reinforcing teaching, summarising and recalling past sessions, and creating a colourful timeline of learning. **Leader's posters 1–4** are designed to join together as a frieze by matching the blended background colours.

Children's component

Each session the children will receive a **Children's poster**. The children will make a **Big book** and each session will add one of the posters to the book. The books can be used as aids for revision throughout the unit. In the final session the children will be able to take home the books as a visual reminder of what they have learned.

Some suggestions for making the **Big books** are:

- Use an A4 display book with plastic inserts. If you choose this option, glue the posters onto sheets of A4 paper, follow the instruction in each of the **Big book** activities; then when the page is dry, slide it into one of the inserts.
- Purchase a cheap scrapbook for each child. Simply glue the posters straight onto the pages of the scrapbook.
- Make a book. Bind 12 A4 sheets of cardboard together with ribbon or staples. The front and back pages could be decorated as a cover, while the posters are stuck on the remaining pages.



Activities

Children all learn in a variety of ways. *Serious play* is for three to five year-olds who enjoy and learn through play, are either non-readers or beginner readers,

and are active in the years before formal schooling. Because of this, the story-time component of **Bible focus** is kept short and to the point, and the main concepts of the Bible passages are then reinforced in the activities.

At this stage the children are beginning to learn how to relate to God through His Word, the Bible, and also through prayer. It is important that the leaders model this behaviour and encourage the children to follow their example.

A **Memory verse** activity is included in each session and is presented in an interactive way so that the children will begin to build their own personal store of Bible verses.

Photocopiable masters

Photocopiable masters have also been included with most sessions to provide extra craft activities to reinforce key learning concepts or the memory verse. The opportunity should be taken when helping the children with these activities to talk to them and learn more about each individual.

When choosing the activities you will include in each session, the number of children in your group, their individual skills and the space you have available will be important considerations. Try to encourage a wide range of activities so that the different learning skills of the children will be catered for.

Purchase of the **Leader's manual** entitles you to make one copy for each member of your group.



Music spot

The *Earth movers* CD has been especially developed by CEP in Australia for use with the 3–5 year old age group. On the CD are songs about God and His

promises, movement music for dance, music to cue the children to come back to the leader and get ready to listen, music to 'get up and boogie' to, and music for popular games such as pass the parcel and musical chairs.

Often the music helps the children to remember the significant learning that has taken place in the session. You may make one copy only of the CD onto audio cassette for use in the context of your church. This CD is available separately from The Good Book Company. (www.thegoodbook.co.uk 0845 225 0880)

Each session recommends the song or songs from the *Earth movers* CD that are most appropriate for reinforcing the key concepts of the session or the unit as a whole.

Other children's CDs you may find useful are:

- ▶ *Promises, promises*, CEP
- ▶ *10,9,8 ... God is great*, Colin Buchanan
- ▶ *Practise being godly*, Colin Buchanan
- ▶ *Remember the Lord*, Colin Buchanan
- ▶ *Follow the Saviour*, Colin Buchanan
- ▶ *The King, the snake and the promise*, Emu Music
- ▶ *Tomb Breaker*, CEP

These CDs are available from The Good Book Company. (www.thegoodbook.co.uk 0845 225 0880)

4 AMAZING ANIMALS

GENESIS 1 v 20-25

Aim

To help the children to understand that God created all animals.

Outcomes

By the end of this session the children will:

- ▶ know that God made sea creatures, birds and animals
- ▶ understand that God gives life to all creatures
- ▶ praise God, the awesome life-giving Creator.

Memory Verse

In the beginning God created the heavens and the earth. Genesis 1 v 1 (CEV)



Notes for leaders



Read **Genesis 1 v 20-25**.

On the fifth and sixth days, God created birds, sea creatures and animals. His awe-inspiring creativity is seen in the spectacular variety of living things that He made.

God blessed His creatures so that they would be fruitful and fill the skies, the land and the oceans with life. Note that God created what we call tame and wild animals, indicating the different relationships humans would have with animals. **Genesis 1 v 30** suggests that animals were initially herbivores—further indicating a harmonious relationship between all forms of creation.

As adults, we often forget to pause in wonder and admiration at the beauty, intricacy and diversity of sea, bird and animal life, and indeed, all of God's creation. Allow yourself to look at creation through the eyes of a small child and once again experience awe of God, Creator of the heavens and earth. Your experience will not only enthuse the children, but will remind you that God is indeed worthy of our thanks and praise (**Revelation 4 v 11**).

Pray



Leader's prayer

Give praise to our great and wonderful God. Sing a song of praise, or just talk to God, praising Him and thanking Him for His creation. Pray that your enthusiasm and delight in God will inspire the children in your group to praise God.



Gear

- ▶ A Bible marked at **Genesis 1 v 20, 24**
- ▶ *Earth movers CD* and CD player
- ▶ Prepared 'sea', 'land' and 'sky' environments (see **Get ready**)
- ▶ **Leader's posters 1–4**
- ▶ Gear for chosen activities in **Start up** and **Activities** sections
- ▶ Food for **Munchies**

Get ready

Display **Leader's posters 1–4**.

Add to your Creation scene. Include the seeds, bark, leaves or flowers collected in **Session 3**. If you do the **Creative critters** activity in **Start up**, keep the children's creations to add to the display next session.

Try to create the following environments in your area for use in **Bible focus** and the **Start up** activities. Don't be limited by our basic suggestions!

Sea: Place a blue sheet on the floor.

Sky: Hang another blue sheet on the wall behind the 'sea'. If possible, hang several pieces of string from the ceiling to attach the children's 'critters' (see **Start up: Creative critters**).

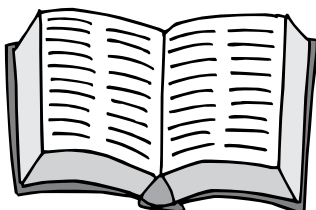
Land: place a brown sheet or blanket on the floor next to the 'sea'.

Collect a variety of magazine pictures and/or soft or plastic toys appropriate to each of the areas described above. Place the pictures and toys in a box. **Note:** The more children in your group, the more pictures you will need. Keep this aside for use in **Match to the patch** (see **Start up**).

For extra impact:

Have animal footprints leading into your area. Make a template by cutting a footprint from the middle of a piece of cardboard with a craft knife. Place the template on the ground and sprinkle it with talcum powder. Alternatively, cut footprints from coloured card and stick them on the floor.

Play suitable music as the children enter your area, such as animal soundtracks, ocean music or bird calls.




Start up

Do the Match to the patch activity (from the Ideas menu), then choose from the following warm-up activities (also in the Ideas menu) as time and space permits. For future reference, tick the activities you choose.

- ▶ **Match to the patch**
- ▶ **Creative critters**
- ▶ **Animal noises**



Bible focus

 If your group is familiar with the song, **In the beginning**, track 3 on the *Earth movers CD*, sing this to revise the learning of the previous sessions.

RHYMING REMINDER: We've been talking about things God made. I'll give you some rhyming clues to help you remember what they are. Something that rhymes with:

- ▶ **bun** (sun)
- ▶ **spoon** (moon)
- ▶ **cars** (stars)
- ▶ **hand** (land)
- ▶ **freeze** (trees)
- ▶ **showers** (flowers)
- ▶ **beads** (seeds)
- ▶ **key** (sea)

Today we've been doing animal activities.

The Bible (show your Bible) **tells us that God made animals too. Let's find out more about this.**



Teaching time

Sit near the prepared 'sea' area (see **Get ready**). Display **Leader's poster 4**.

After God made the sun, moon, stars, land, sea, plants and trees, He wasn't finished. Listen to what the Bible says.



Read **Genesis 1 v 20a**.

Remember, when God commanded something, it happened just as He said. The ocean became full of all sorts of living creatures.

If you did the **Creative critters** activity, invite the children who made sea creatures to show them to the rest of the group. Place the creatures in the 'sea'.

Point to the octopus on **Leader's poster 4**.

What is the name of this sea creature? (Accept responses. An octopus.)

What do octopuses do? (Accept responses.)

Let's be an octopus.

POEM: Say the poem below, demonstrating the actions. Repeat it, encouraging the children to join in.

I'm a lit-tle oc-to-pus

Swim-ming in the oc-ean (make swimming action)

I have long arms (swing arms around)

And two big eyes (open eyes wide)

I'm swim-ming in the ocean

Sit near the prepared 'sky' area (see **Get ready**).



Read **Genesis 1 v 20b**.

The air became full of all sorts of birds.

If you did the **Creative critters** activity in **Start up**, invite the children who made sky creatures to show them to the rest of the group. Place the creatures in the 'sky'.

Point to the pelican on **Leader's poster 4**.

What is the name of this bird? (Accept responses. A pelican.)

What do pelicans do? (Accept responses.)

Let's be a pelican.

POEM: Say the poem below, demonstrating the actions. Repeat it, encouraging the children to join in.

I'm a great big pel-i-can

Fly-ing through the a-ir (make flying action)

I have strong wings (flap arms)

And a great big beak (shape hands like a beak)

I'm flying through the a-ir

Sit near the prepared 'land' area (see **Get ready**).



Read **Genesis 1 v 24**.

The earth was covered with all sorts of animals.

If you did the **Creative critters** activity in **Start up**, invite the children who made land creatures to show them to the rest of the group. Place the creatures on the 'land'.

Point to the lion on **Leader's poster 4**.

What is the name of this land animal? (Accept responses. A lion.)

What do lions do? (Accept responses.)

Let's be lions.

POEM: Say the poem below, making the actions, and then repeat it, encouraging the children to join in.

I'm a hun-gry li-on (roar)

Prowl-ing through the grass (sneak around the room)

I have sharp teeth (show teeth)

And long, sharp claws (shape hands into claws)

I'm prowling through the grass

God looked at all the living creatures He had made—the sea creatures, the birds of the air and the animals—and He saw that they were very good.



Bringing it together

Who has a pet at home? (Accept responses.)

Who made your pet? (Accept responses. God.)

God made all of the animals, sea creatures and birds. Let's try to think of as many as we can.

Invite the children to think of as many animals as they can.

Encourage the children to move around and do actions to the following verse:

God made birds to fly in the sky

God made fish to swim in the sea

God made animals to walk on the ground

God said they were good—and so do we. Yeah!



Prayer

Encourage the children to say a simple sentence of thanks to God for their favourite creature, such as 'Thank You, God, for whales'.

Finish the prayer with the following words.

Dear God,

Thank You for making all the sea creatures, birds and animals in the world. Help us to take care of them.

Amen.



Activities

Do the **Big book** activity first, then choose other activities from the **Ideas menu** to conclude the session.



IDEAS MENU



Match to the patch

Purpose: To consider the different environments animals live in.

Gear:

- ▶ Prepared box of sea/land/air animal pictures or toys (see **Get ready**)
- ▶ Prepared sea, land and air environments (see **Get ready**)
- ▶ *Earth movers* CD and CD player

Walk around the environments set up in **Get ready**. At each area, ask the children what they would expect to find there. For example, in the sky you would find stars, while on the land you would find grass and trees. Who made all these things?

Tell the children that something is missing. Show them the box and explain that you would like them to put all of the pictures or toys in the right area.

Play the backing track for **In the beginning**, track 21 on the *Earth movers* CD as the children do this. When the children have finished, ask them to help you make sure that the animals are in the right place.



Creative critters

Purpose: To 'create' something to resemble God's creation.

Gear:

- ▶ Egg boxes, cellophane, small boxes, cardboard rolls, pipe-cleaners, masking tape, scraps of coloured cardboard and paper, crepe paper scraps, and other crafty bits and pieces
- ▶ Craft glue
- ▶ Child-friendly scissors
- ▶ Coloured pens and pencils
- ▶ A few sample 'critters' to inspire the children (optional)

Encourage the children to make at least one creature from the three different environments—'sea', 'sky' and 'land'—using the materials you have provided.

The critters can be used in **Bible focus** and added to the creation scene next session.



Animal noises

Purpose: To play a game about animals.

Gear

- ▶ *Animal soundtracks* game (optional)

Tell the children that when you call out either 'land', 'sea' or 'sky', you want them to make the noise of an animal that comes from that area. This activity is noisy but fun—especially when the children try to make 'fish' noises! Call out the words in random order, decreasing the time between each.

Alternatively, play a game of *Animal soundtracks*. This game is sometimes found in toy libraries, playgroups or pre-schools and is best played with small groups.



Big book

Gear

- ▶ The materials needed to make the **Big books** (see **Unit intro**, page 7*)
- ▶ A **Children's poster 4** for each child
- ▶ A copy of **Sentence 4** (page 3*) for each child
- ▶ Glue

*Page numbers with a * refer to pages in the full leader's manual which are not reproduced in this sample pack.*

Read through the **Big books** with the children, recapping what the children have learned about God. Hand out the **Children's posters**. Help the children fix the posters into their **Big books** using the chosen method (see **Unit introduction**, page 7*). Glue **Sentence 4** underneath the poster. Read the sentence to the children: *God made animals*. Collect the **Big books** after this activity so you can add to them next lesson.



Memory verse

Gear

- ▶ The Fish photocopyable (page 14)
- ▶ Paper clips
- ▶ Fishing rods made from sticks and string with a magnet attached

Attach the paper clips to the heads of the fish. Place the fish in the 'sea' area (see **Get ready**) and invite the children to go fishing. When all of the fish are caught, ask if anyone can remember the memory verse. Turn the fish over to reveal the memory verse and read it to the children. Ask the children to repeat the words after you.

Give each child a memory verse fish to take home.



Where's my partner?

Gear

- ▶ A list of different animals

Divide the children into two groups.

Whisper the name of a different animal to each child in one group; repeat with the other group, so that there is one of each animal in each group. Ask the children to scatter around your area, then move around, making no sound except the sound that their animal would make. When they find their 'other half', they need to sit down and wait quietly until everyone has found their partner.

Book look

Gear

- ▶ A selection of animal picture books

Invite the children to look at the animal picture books. Talk about the beautiful colours and designs that exist in the animal kingdom. You may also like to talk about life cycles. Eric Carle's *The very hungry caterpillar*, published by Picture Puffins, does this very well.



Playdough

Gear

- ▶ Playdough (see **Playdough recipe** in Session 2)

Encourage the children to make their favourite sea, land or sky creature. As they play, talk about how wonderful God's creatures are and encourage the children to tell God.



Munchies

Gear

- ▶ Animal shaped biscuits
- ▶ Green cordial

Enjoy 'jungle juice' (green cordial) and animal-shaped biscuits as a treat.



Furred or feathered friends

Gear

- ▶ Church members' pets

Invite church members to bring a child-friendly pet, such as a budgie, guinea pig, rabbit or puppy. Remind the children to be gentle with them—these are living creatures. Remember to check for allergies first.



Music spot

Revise the following song.

In the beginning, track 3 on the *Earth movers* CD.

Alternatively, play movement music from the *Earth movers* CD. Encourage the children to dance like an octopus (**Sway away**, track 18), a pelican (**Jumping jelly beans**, track 15) and a lion (**Stop and rest**, track 16).



Take home

Gear

- ▶ A copy of the 'Sea, land and sky' photocopiable (page 13) for each child
- ▶ Coloured pens and pencils

Give a copy of the 'Sea, land and sky' photocopiable to each child. Invite the children to draw some animals on the land, birds in the sky and sea creatures in the sea. As they draw, ask them what God thought of all the things He made. Remind the children that God was pleased with what He made—He said it was good. Tell the children that God wants us to look after the creatures He has made.



Think about it

Do the children know that God created all living things?

Did you have enough time to prepare? What could you have done differently? Are there any older children who could help you with preparation?

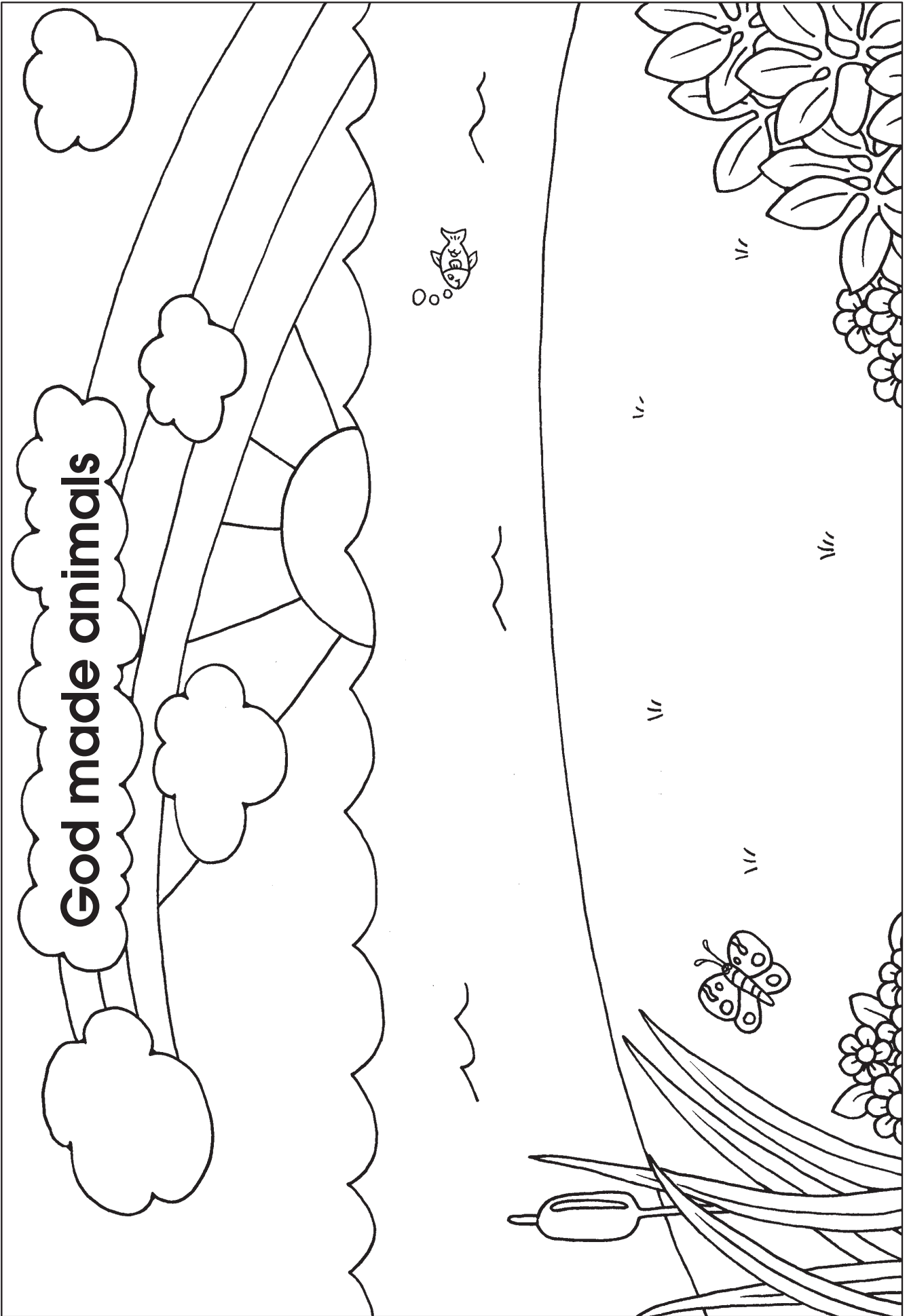


Think ahead

You will need **Leader's poster 5**, the children's **Big books**, as well as a copy of the **Children's poster 5** and **Sentence 5** for each child.

You will also need to set up an art gallery with a 'people' theme.

See **Get ready** in **Session 5** (page 16).



God made animals

