Lessons for Children (ages 6–11)

Live, Love, Share
Visibly One in Christ
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Introduction

This course includes six lessons for children ages 6–11 to learn how they can share God’s vision and “live the meaning of true community in Christ.”

The lessons focus on words of counsel brought to the church by President Stephen M. Veazey at the 2013 World Conference—to be and do in a more practical and transformative way than ever before. The lessons also teach children spiritual practices to open themselves to God and become Jesus’ loving, active disciples. Teachers are encouraged to prepare by prayerfully considering the words of counsel themselves before teaching the children (available online at www.CofChrist.org).

Lessons include scripture stories, music, crafts, games, spiritual practices, and snack ideas. Spiritual practices are adapted from Community of Christ resources at www.CofChrist.org and www.missionalleaders.org. Passages of the lesson to be read to or shared with children are in bold print. Also included are possible questions you might use to engage students; however, you may think of other questions or other ways to phrase these questions that are more appropriate for the students in your class.

If teaching a multiage class, remember that children ages 6–11 have strong indicators for success. They can read, write, and compute (at various levels), and they love to be part of groups. Younger children look to older children as models, and want to be engaged with them in challenging activities. Older children like to share their skills with younger children. All understand faith through action and experience, and deeply want to learn the rituals and patterns of church life. You may, on occasion, group younger children together for special tasks, group older children for other tasks, and then bring everyone together.

Music

Hymns have been suggested in each lesson so children can explore the beauty and depth of Community of Christ Sings. The teaching method of “call and response” is suggested, in which the teacher or music leader sings a phrase which the children repeat—an excellent way for children to learn new songs. Hymns may not be copied without a license. Contact Community of Christ Legal Department for more information if you wish to copy hymns.

Healthy Snacks

Model “healthy relationships with...the earth” (Doctrine and Covenants 163:2b) by providing healthy snacks rather than processed, high-sugar, high-fat, and preservative-filled foods. As much as possible, serve snacks using reusable or paper plates and cups, preferably compostable or containing recycled content. If possible, allow time for children to assist with preparing, serving, and cleaning up snacks. Be aware of food allergies and avoid such foods for all children. An allergic child may have a severe reaction simply through smell or touch.
Music
See notes about teaching and using music on page 4.

*Community of Christ Sings*
(Herald Publishing House, ISBN 9780830915521)

“Jesus, Tawa Pano (Jesus, We Are Here)” .............................................................. CCS 71
“Go with Us, Lord” .................................................................................................. CCS 612
“Uyai Mose (Come All You People)” ................................................................. CCS 84
“We Are One in the Spirit” ..................................................................................... CCS 359
“Fanana” .................................................................................................................. CCS 596
“Seek Ye First” ........................................................................................................ CCS 599
“Peace Salaam Shalom” ......................................................................................... CCS 310
“Takwaba Uwabanga Yesu! (There’s No One Like Jesus!” .............................. CCS 121

Additional Music
“G*E*N*E*R*O*S*I*T*Y” ...................................................................................... 29
“I Am Amazing!” ..................................................................................................... 44

Games
The Best Game ........................................................................................................ 20
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Labyrinth Directions

The visual for these lessons is the labyrinth. For centuries, labyrinths have been used as meditation and prayer tools, as a metaphor for a spiritual journey to our own center and back out to the world. A labyrinth was installed recently at Community of Christ International Headquarters creating sacred space, combining the imagery of the circle and spiral into a path for prayer and contemplation.

Children will experience the labyrinth throughout these lessons and will learn other spiritual practices as ways to discern God’s will personally, in community, and for preparation as a prophetic people.

Drawing the Labyrinth Design: Begin by making a plus (+) sign, then draw right angles in each of the four right angles of the (+). From there, draw an arch from the top of the plus sign over to the top of the right-hand L shape. Continue creating the labyrinth design following the diagrams below. This is a typical seven-circuit labyrinth design.

Note: Youth class may be building a labyrinth as part of their class. If so, the children’s class may choose to walk it during lesson 4 instead of building its own.

Area required: 45 ft/14 m by 45 ft/14 m for paths that are 3 ft/1 m wide, wide enough for people to pass going in opposite directions.

Tools and Supplies: Choose whatever materials work best for your location and space.

- Clothesline or rope for a grassy area or asphalt
- Chalk for large paved areas or asphalt
- Stones, rocks, or bricks for a grassy or paved area
- Painter’s tape or other removable tape for indoor floors
- Paint and a large roll of canvas or carpet
- Stick, broom handle, or pole to scratch out the pattern in a sand volleyball pit or on a beach
- Bird seed, chicken corn, sawdust, sand, or water-based paint for outlining on the ground

(After walking a labyrinth of bird seed, sit quietly and watch the birds enjoy the labyrinth!)

How to Build a Labyrinth

1. Find the center of your space; then face east. (The opening of a labyrinth traditionally faces east.) Put a marker there (stick, stone, brick—whatever you are using to build the labyrinth).
2. From there, make a plus (+) sign with your materials that crosses the center spot. Each of the four arms of the “+” should be 6 ft/2 m long.
3. Create the L shapes within the cross arms. Draw a large arch from the top of the cross over to the top of the right-hand L shape.
4. Continue following the method described earlier for creating a labyrinth.
LESSON 1

Live, Love, Share
God’s Vision
Focus
God calls us to “live, love, and share,” just as Jesus did.

Focus Scriptures

Objectives
The learners will...
- be introduced to one another, the teachers, and the theme.
- learn sign language for “Live, Love, Share.”
- explore the story of Jesus and Zacchaeus (Luke 19:1–10) to reveal Christ’s mission of inviting, caring, and sharing peace.
- begin exploring spiritual practices. Today: drawing the labyrinth and making a finger labyrinth.

Supplies
- Bible (NRSV)
- Community of Christ Sings (CCS)
- Banners of theme: “Live, Love, Share” and “God’s vision” for children to color
- Plain paper (letter-size/A4)
- Newsprint or flip chart
- Crayons, markers, stickers
- Coloring page (page 13), one copy per child.
- Mission Initiatives logos: photocopy to display on class posters (pages 15–17)
- “Puzzles” (page 14), one copy per child.
- Labyrinth (page 11) one copy per child or provide permanent markers and paper to draw one
- Shoe boxes, small pizza boxes, or box lids of similar size
- Puffy tube paint or glitter glue
- Glue
- Colored or uncolored fine sand
- Healthy snack for each child

Note to Teacher: Prior to class, create the Live, Love, Share banner for the activity on page 9.

Gather
Activates background knowledge, prepares, and motivates for lesson

Icebreaker (if children don’t know one another): Welcome children as they gather. Give each a sheet of paper and marker; instruct them to write their first name in large letters to fill the paper. Have them tape their papers to a wall in the classroom.

When all children have arrived, pull any two of the papers off the wall. Ask those two children to pair up. (Be intentional about matching two children who may not know each other.) Do the same with all the names, so all children are partnered with another.

Ask partners to take one minute each to learn about the other person. Give a verbal time cue at the end of one minute. When two minutes are up, ask each person to introduce his or her partner to the whole class. As they do, put their name papers back on the wall.

Model an introduction, such as: “This is Tony. He lives in Montreal and lives with his grandparents. He loves snowboarding and teaching new tricks to his dog Banjo.”

Greeting song
Sing “Jesu, Tawa Pano (Jesus, We Are Here)” CCS 71 one time through, then insert each child’s name into the song (Jesus, [child’s name] is here…). Repeat for each child. Introduce teachers this way also.

Offer an opening prayer or ask a child to pray.

Engage
Invites exploration and interaction

Our theme for these lessons is “Live, Love, Share.” God’s vision for us and all creation is to live, love, and share with one another so we can become the kind of community God hopes for.

Teach sign language for “Live, Love, Share.”

Live
Arms bent at sides at elbows, thumbs-up position for hands. Move arms from waist up to hold up the thumbs-up sign.
Love

Hands crossed over heart and expression on face of love.

Share

Stack one hand on top of the other, hold hands in a handshake, and wiggle the top hand across the fingers of the other, or make a brushing motion.

Live, Love, Share Banner

Point out the theme for these lessons on the banner: “Live, Love, Share.” If time allows, invite children to decorate the banner with markers, glitter, crayons, or whatever supplies you have. By creating the banner in sections—“Live” on one sheet of paper, “Love” on another, etc.—children can gather around a section to color, and then assemble the banner on the wall when finished.

Today’s Theme: God’s Vision

Write today’s theme “God’s Vision” on a sheet of paper and tape it next to the banner or underneath it. For every lesson, prepare the lesson theme sign and add it to the “LIVE,” “LOVE,” and “SHARE” signs as shown.

God’s Vision

Our church, Community of Christ, looks to God for guidance. We have been told, “Community of Christ, a divine vision is set before you” (words of counsel, 2013).

What is God’s vision? We’ll explore three important parts of God’s vision for our church.

Tape three sheets of newsprint or poster paper to the walls. Add the title and graphic of a Mission Initiative to each one as you discuss them in the lesson (photocopy from pages 15–17).

Distribute coloring sheets (page 13) and crayons or markers during—or after—your exploration of the story of Luke 19:1–7.

Mission Initiative: Invite People to Christ

Divine counsel has called us to “lovingly invite others ... to experience the good news of new life in community with Christ” (words of counsel, 2013).

Invite children to listen to a story about Jesus and Zacchaeus. Tell the first part of the story from Luke 19:1–7.

• What did Jesus invite Zacchaeus to do?
• Why did the people grumble about this?

Add the title and cross to a poster “Invite People to Christ.” Tell children that sometimes tax collectors took too much money from the poor and kept it for themselves. Zacchaeus was the chief tax collector. He was not very well liked.

• Did you ever make friends with someone who was not well liked?
• What did others say about your friendship? Did you care what others said?

Tell about a time you invited someone to do something, or you were invited.
**Mission Initiative: Abolish Poverty, End Suffering**

Explain that when Jesus showed he cared about Zacchaeus, the tax collector “hurried down and was happy to welcome him” (v. 6). This is a reflection of another Mission Initiative—to CARE about others. We are to take “…compassionate and just actions that seek to abolish poverty and end needless suffering” (words of counsel, 2013).

Add the title and heart to the poster “Abolish Poverty, End Suffering” and explore what “abolish” and “suffering” mean. Are there different kinds of suffering? Then ask children:

- Do you think Zacchaeus was suffering? Why or why not?
- What about the people from whom Zacchaeus took taxes? Were they suffering? Why?
- Explain that Jesus cared about Zacchaeus even though others hated the tax collector. Because Jesus cared, Zacchaeus changed and cared about people he had taken money from. Ask:
  - Who do you care about? Think of someone who doesn’t have many friends, or may not be liked by others.
  - How can you show them you care about them?
  - Think of someone who cared about you. Tell about it.

**Mission Initiative: Pursue Peace on Earth**

When Jesus showed he cared and talked with Zacchaeus in his home, something amazing happened. Add the title and dove to the poster “Pursue Peace on Earth.” Read or tell the rest of the story in Luke 19:8–10. Tell children that when Jesus shared his message of love and peace with Zacchaeus, Zacchaeus changed.

- What did Zacchaeus say he would do?
- Why do you think Zacchaeus wanted to do this?
- What difference would this make in Zacchaeus’ community?

Jesus lived out this mission of living, loving, and sharing. He invited, he loved others, and he shared peace so others would be part of God’s vision. And the best part? He told us we can do that, too!

“...truly, I tell you, the one who believes in me will also do the works that I do and, in fact, will do greater works than these...”

—John 14:12

**Respond**

Takes the learners from hearing to doing

Distribute “Puzzles” (page 14) and pencils. Have children solve each puzzle.

When finished, discuss the differences between a maze (puzzle 1) and a labyrinth (puzzle 2). Write children’s ideas on newsprint.

- What was it like to work on Puzzle 1? Puzzle 2?
- Which one was easier? Which was harder?
- Did it seem like one was made to challenge or confuse you? Which one?
- Which one followed the same path, inside and out?

The children’s answers should define the differences between a maze and a labyrinth. If not, explain the differences (see box).

**Labyrinth or Maze?**

A maze is a puzzle with twists, turns, and blind alleys and dead ends. A maze offers many choices and requires mathematical and logical thinking, using the left side of your brain.

A labyrinth (as defined in spiritual practices) is designed to focus the mind, not confuse it. It has only one path (unicursal); the way in is the way out. A labyrinth uses the right side of your brain. It involves your creativity and imagination.

**Spiritual Practices**

Explain that spiritual practices can help us become like Jesus for others. They open us to God’s Spirit. Some examples of spiritual practices are prayer, meditation, and writing in a journal. A spiritual practice we’re exploring today is using a labyrinth for thoughtfulness and prayer.

The labyrinth is an ancient way of thinking, praying, feeling God’s closeness. A labyrinth has been built on the rooftop of the Temple in Independence, Missouri.

- Have you walked the labyrinth at the Temple? Tell about it.
- Have you walked a labyrinth somewhere else? Tell about it.

Explain that sometimes when we try to do the right thing or make a decision, we may feel like we are in a maze. We don’t know which way to go or what choice to make. But when we follow Jesus, it’s like we’re walking a labyrinth. There is a way to go, a path to follow.
In Community of Christ, we have a divine vision. When we are open to God’s love, we can see where we are to go and we join with others on our journey.

Draw a Labyrinth

Show children how to draw a labyrinth following the instructions and pattern provided (page 6). Give children paper and pencils to draw the labyrinth following your example using a flip chart or poster. Begin by making a plus (+) sign, then draw right angles within each. From there, draw an arch from the top of the plus sign to the top of the next line (see diagram). Continue creating the labyrinth design following the diagrams below. This is a typical seven-circuit labyrinth design.

Sand Tray Finger Labyrinth

Materials: shoe box, small pizza box, or square box lid*

- photocopy of labyrinth design (page 19) or permanent marker to draw one
- puffy tube paint or glitter glue
- glue
- colored or uncolored fine sand

Glue the photocopy of the labyrinth to the inside bottom of the box lid. Make sure all corners and edges are glued down. Trace the lines of the labyrinth using the puffy tube paint or glitter glue, thick enough so that when it dries it will create the “edges” of the labyrinth path.

When the paint is dry, pour a little fine sand into the box lid. Shake it around to spread it evenly. Now you can trace the path of the labyrinth through the sand with your finger, guided by the paint lines.

Option: While the puffy tube paint is still wet, sprinkle fine sand over it and let dry. This will create a sand-lined path. When this is completely dry, pour a different colored fine sand into the box. This sand-on-sand pattern is very pleasant, and just as easy to trace the path of the labyrinth through with your finger!

*Box lids can be any size. If children want to create a smaller labyrinth, make photocopies of (or have them draw) labyrinths to fit inside their boxes.

Finger Labyrinths

Provide children with the materials to create a “finger labyrinth.” Show them how to make one, following the instructions below. Encourage them to use this labyrinth when they cannot walk on one, but to use the same practices of wonder and openness when doing so.
Snack
Provide healthy snacks.

Send
Explores how the lesson might be lived out

Remind children that we are to live, love, and share as Jesus did.

"Undertake compassionate and just actions that seek to abolish poverty and end needless suffering. Pursue peace on and for the Earth. Let nothing separate you from this mission" (words of counsel, 2013).

Ask children to show you the sign language for “Live, Love, Share,” and encourage them to teach this to others they meet this day.

Song (optional)
Teach and invite children to sing a closing hymn “Go with Us, Lord” CCS 612.

Bless
Time of prayer, praise, blessing, and hope

Ask children to repeat this prayer as the teacher reads each phrase:

I will INVITE people to Christ, whenever I can.
I will CARE about those who are poor, hungry, or sick wherever I can.
I will SHARE peace on Earth, every time I can. Amen.

Say goodbye to one another using the sign language motions of “Live, Love, Share.”
Jesus and Zacchaeus
Puzzles

Puzzle One

Puzzle Two
Invite People to Christ
Abolish Poverty, End Suffering
Pursue Peace on Earth
Finger Labyrinth Pattern
LESSON 2

Live, Love, Share
Generously
Focus

God hopes we will love generously, with our whole heart, just as God does.

Focus Scriptures


Objectives

The learners will ...

• play a game to reveal their unique gifts.
• hear a scripture story and color a drawing of the widow and her two copper coins to understand God’s generosity.
• learn a song about generosity.
• hear a true story of generosity.
• make a bank to help them share their time, talents, and treasure.
• create a sidewalk (pavement) space for members of the camp or congregation to write how they share their talents, time, and treasure.

Supplies

• Bible (NRSV)
• Community of Christ Sings (CCS)
• Newsprint or flip chart, washable markers, crayons
• Coloring page of Widow’s Mite (page 23), one copy per child
• “Love in Action” story (page 24), one copy per child, or one to pass around
• Empty food cans (10.75 oz/305 ml) to make banks
• Sidewalk chalk
• Healthy snack in individual bowls or bags which children will share
• “GENEROSITY” song (page 29)

Gather

Activates background knowledge, prepares, and motivates for lesson

The Best Game

As children gather, play The Best Game (adapted from “The Best Game” by www.greatgroupgames.com). Announce it as a game that will reveal unique and random talents that anyone might have. Divide the group into teams of about four persons. Explain the rules: the teacher will announce a category for the group, such as “The Tallest” (from the list below). Each team selects one person they think could win the category of “The Tallest.” Now the teacher reads the rest of the description (such as “The Tallest...Thumb”). The chosen person who best fits that category wins a point for his or her team. The team with the most points wins.

The Best Game

1. The Tallest...Thumb
2. The Fastest...Crab Walker
3. The Highest...Jumper
4. The Longest...Stare in a Staring Content
5. The Fastest... Alphabet Song Singer
6. The Smallest...Shoe Size
7. The Farthest...Length to throw a paper airplane
8. The Largest...Bubble to blow with chewing gum
9. The Longest...Hair
10. The Best...Coin Spinner

If time allows, ask each group to come up with its own “Best” category.

Offer an opening prayer of thankfulness and expectation for the journey ahead.

Engage

Invites exploration and interaction

Today’s Theme: Generously

Write today’s theme “Generously” on a sheet of paper and tape it next to the banner. Leave up each day’s banner and add to it, so that by the end of the six lessons, children will be able to see “Live, Love, Share” with all daily themes. Review sign language motions for “Live, Love, Share.”

Live

Love

Share
Today we explore what is needed for engaging in the church's mission, that is to live, love, and share. We know we are to “imitate God’s generosity” (words of counsel, 2013).

Ask:
- What is generosity or being generous? Record ideas on a flip chart as children share them aloud.
- What does it mean to “imitate”?
- How do we LIVE generously? LOVE generously? SHARE generously?

If we are to “imitate God’s generosity,” we need to know how God is generous. Let’s read two scripture stories about the generosity God hopes for.


After the stories, discuss:
- Jesus said this widow gave “out of her poverty” (v. 4). What do you think that means?
- The widow gave two small copper coins, which are like our pennies. But Jesus said, “She has given more than all of them [who] contributed out of their abundance” (v. 4). What does “abundance” mean?
- Why do you think Jesus thought the widow’s gift was greater than what others gave?

When we “LIVE, LOVE, SHARE...GENEROSELY,” we are giving as God gives. Ask:
- Have you ever felt joy when you helped or gave something needed to another person? Tell about it.
- Have you helped others who needed your help? Tell about it.

Love in Action: A True Story of Giving
Distribute the story “Love in Action” (page 24), asking children to take turns reading aloud. You may wish to show French Polynesia on a map or globe, if available.

Mareva Arnaud Tchong is an apostle in Community of Christ. She calls generosity “love in action” and told this story. After reading aloud together, ask:
- How did Community of Christ show “love in action” to those in French Polynesia?
- Have you ever been helped when you really needed help? Tell about it.
- Have you helped others who needed your help? Tell about it.

Respond

Tithing as a Spiritual Practice
Remind the children that in the first lesson we talked about spiritual practices, such as prayer, meditation, or walking a labyrinth. Giving a part of our money, time, and talent is part of our spiritual life, too.

To tithe means to give one-tenth (10%) of what we have: 10% of our treasure (money), but we can also think of giving our time and talent, too. One-tenth means we give a part (one out of every 10) to Christ’s mission.

Give children sidewalk chalk to create three large spaces on which other members of the community can write notes about their own contributions of time, talent, and treasure. The spaces should ask these questions:
- How do you share your time?
- How do you share your talents?
- Why do you share your treasure?

Snack
Remind children that we are to “Live, Love, Share.” Provide a snack and invite children, one at a time, to come
and get a snack, take that snack to someone else, and sit down. Invite another child to get a snack; they, too, should share it with another child in class. Continue this way until all children have been “served” a snack.

Send

Explores how the lesson might be lived out

**Song:** Teach and invite children to sing “G*E*N*E*R*O*S*I*T*Y” (page 29). Children might know this from previous camps or vacation church school. Allow children to create motions to go with the song, to share the joy of generously giving.

**Bless**

Time of prayer, praise, blessing, and hope

Teach and sing “Go with Us, Lord” CCS 612. Sing through once and then insert each child’s name to bless them (“Go with [child’s name], Lord…”).

Offer a closing prayer of blessing and hope to share God’s love! Say goodbye to one another using the sign language motions of “Live, Love, Share.”
Widow’s Mite
Love in Action
By Mareva M. Arnaud Tchong, Council of Twelve Apostles
Adapted from “Called to Be Pillars of Light,” Herald, March 2014, 6–9

A terrible cyclone, like a tornado on the water, came to the islands of French Polynesia. It was called Cyclone Oli. The strong winds blew and rains came, and there was terrible destruction. The storm destroyed fruit and vegetable plantations. The sea remained rough, so for a time there was no fishing. There was not enough food for people, not enough milk for babies, and not enough blankets for warmth.

We were on the dock, waiting for the boat to bring the things we needed so we could rebuild what was broken. We were waiting with hope. As the boat came closer and closer, what happiness we felt! We saw, on the cargo deck, hundreds of boxes stacked high, filled with food and the things we needed for our families. On each box was written, “From Community of Christ.”

There were tears in our eyes! Lord, thank you! Generosity is love in action. It brings us together. It helps us feel the love we have for each other and the love God has for us.
Generosity Banks

To teacher: If you prefer, Generosity Jars can be ordered from Herald House at no charge at www.heraldhouse.org or phone (800) 767-8181 or (816) 521-3015.

1. Copy all patterns below, one per child:
   a. Pattern 1: Time and Talent Slips on paper stock
   b. Pattern 2: Outside Wrapper on paper stock
   c. Pattern 3: Inside Divider on cardstock
2. Give each child a clean, empty soup or vegetable can (10.75 oz/305 ml).
3. Give children markers, crayons, or colored pencils to draw their designs of TIME, TALENT, and TREASURE on pattern 2. They may also wish to decorate pattern 3 for the inside of the can, but it isn’t necessary.
4. Provide scissors for children to cut out pattern 3. Children fold this back and forth along dotted lines to create three dividers to fit inside the can bank. Then tape the tops together (see illustration). Tabs on the bottom should be folded under and taped to inside bottom of can. Line up the sections with the words TIME, TALENT, and TREASURE on the outside. Provide tape or glue for children to wrap and secure pattern 2 around their cans.
5. Copy the slips of paper (pattern 1) so each child has six Time and six Talent slips. Have them put these blank slips into the TALENT and TIME sections of their banks. Each day, children should take out one Time and one Talent paper, and write something they have done that day to share their time and talent, then put the papers back in their banks.
6. Invite children to find ways to share their time, talent, and treasure throughout the lessons. At the end of lesson 6, children may tell how they shared their time, talent, and treasure.
Pattern 1: Time and Talent Slips
(full page per child) copied on paper stock

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</tbody>
</table>
Pattern 2: Outside Wrapper

Copy onto paper stock, one per bank. Children cut out and color with words or images that represent TIME, TALENT or TREASURE to them. Wrap around can and attach with glue or tape.
Pattern 3: Inside Divider

Copy onto cardstock, one per bank. Children accordion-fold along dotted lines to create three dividers to fit inside the can bank. Tabs on the bottom should be folded under and taped to inside bottom of can. Line up the sections with the words TIME, TALENT, and TREASURE on the outside.
G to the E to the N E R
O to the S to the I T Y
God
shares it with us, we help it grow, then we spread it around and that’s how we roll. Gen-e-
ro-si-ty, yeah gen-e-ro-si-ty. Gen-e-ro-o-o-si-ty, gen-e-ro-o-o-si-ty,
from God to us, from us to the world, gen-e-ro-o-o-si-ty.
we can change the world if we real-ly care by the
way we love and grow and share gen-e-ro-si-ty, yeah gen-e-ro-si-ty. Gen-e-
ro-o-o-si-ty,
from God to us, from
us to the world gen-e-ro-o-o-si-ty. Gen-e
LESSON 3

Live, Love, Share
As One
Focus

God’s vision is that everyone is important in the body of Christ.

Focus Scriptures

• 1 Corinthians 12:14–21

Objectives

The learners will ...

• choose from a menu of foods from several countries to understand the challenge of diversity, even in the food we eat.
• read a story of Apostle Arthur Smith’s challenge with food in other cultures.
• hear Paul’s encouragement in 1 Corinthians 12:14–21 that all are needed in the body of Christ.
• explore the idea that our differences should not divide us.

Supplies

• Bible (NRSV)
• Community of Christ Sings (CCS)
• Global Café menu (page 33), one copy per child.
• Newsprint, flip chart, or poster board
• Crayons or markers
• “A World Church” handout (page 34), one copy per child
• “We are One” coloring page (page 35), one copy per child
• Healthy snacks: various foods, vegetables, or breads from different cultures
• “Many Different Kinds of People,” Lectionary Story Bible, Year C, p. 45 (optional)

Gather

Activates background knowledge, prepares, and motivates for lesson

Welcome children and teach the song “Uyai Mose (Come All You People)” CCS 84. Teach children the song using call and response. Then invite children to sing their names in unison in place of “all you people.” Invite children to suggest different ways to express praise each time through clapping, dancing, jumping, spinning, etc.

Engage

Invites exploration and interaction

Ask children to sit at tables as if someone were serving them in a restaurant.

Distribute the handout, “Global Café” (page 33). Ask children to look over the menu as if ordering a meal. After a few minutes, discuss:

• What food would you choose?
• What food would be hard for you to eat? Could you eat that food if your host would have hurt feelings if you didn't eat it?
• What food do we eat that people from other countries may not enjoy?

Invite children to join you in a prayer thanking God for our differences and all our different foods. Start the prayer saying, “Thank you, God, that we are all so different and wonderful. Thank you for my favorite food, ________.” Invite children to complete the sentence.

Today’s Theme: As One

Write today’s theme “As One” on a sheet of paper and tape it next to the banner. Leave up each day’s banner and add to it, so that by the end of the six lessons, children will be able to see “Live, Love, Share” and all daily themes. Explain that we are to “live, love, share...as one.” In this lesson, we’ll discover what “as one” means.


As One

How Different Are We?

The food we eat is one way we are different from other people. Let’s read a story about one apostle’s challenges with food in another culture. Show French Polynesia on a globe or map, if possible.

Distribute the handout “A World Church” (page 34) and read aloud (children may read a paragraph each). After reading, discuss:

• What did Apostle Smith do when his host invited him to eat the head and eyes of the fish?
• What would you do?
• Think of the foods you eat from different cultures and different countries. What is your favorite?
• What food would you like to share with someone from another country?
• Does “oneness” mean we all have to like the same food? What does it mean to you?
Explain that Community of Christ is a worldwide church. It has been officially established in more than 60 countries and territories. Missionaries are working in many more places around the globe. Those places include even greater numbers of cultures, tribes, languages—more ways we differ from one another. Discuss:

- **In what ways are we different from one another?**
  
  Start the ideas rolling by writing some differences on a flip chart (what we eat, languages, color of hair, eyes, skin, and whatever the children can think of). Invite children to join in and share their ideas as you write them. (Differences can include customs, professions, hobbies, sports, fashion, music, ideas, and more.)

  Distribute the coloring page depicting 1 Corinthians 12:14–21 (page 35). Invite children to color as you tell the story from 1 Corinthians 12. You may paraphrase the scripture passage or read the story “Many Different Kinds of People,” from the Lectionary Story Bible, Year C.

  Explain that the scriptures tell us that what is wonderful and different about each of us helps us to create a “full body,” a vision of what God’s kingdom on earth can be.

  **God’s vision is for us to live, love, and share with everyone, to accept each other’s differences, and to express our “God-given giftedness through the church community” (words of counsel, 2013).**

  We call this being “one” in Christ. We are many, but we are also “one.”

  Ask children to take turns telling the class about someone who is different from them, whom they feel “one” with despite differences. Use these questions to guide their answers:

  - **Think about a friend. How is your friend different from you?**
  - **How are you different from your friend?**
  - **Do you think it is a good thing that you and your friend are different? Why?**

**Mindful Eating**

Cut apart the Global Café menu on the dotted lines into “meal cards.” Spread the meal cards along a path (or the labyrinth). Start children at different places along the path, one by each card, each child with a pencil or pen. Encourage them to be mindful as they walk the path and see the unique food offerings from other cultures. As they walk the path, ask them to stop and read the food choice on each card and put a checkmark if they would try it to show “oneness” with another. Continue until children have read and responded to all cards. If walking the labyrinth, they should then continue walking until they arrive at the beginning.

After all have completed the walk, collect the cards and tally the results. Would most try new foods from different cultures?

Explain that mindful eating can be a spiritual practice, something we can do that helps us be open to the sacredness of God’s created world. It involves trying new foods, being thankful for foods and those who prepare and grow the food, prayerfully considering those who eat these foods daily, praying for those who go hungry, and inviting others to share meals with you. Ask children:

- **Who will try a new food, perhaps one that your parents or someone else has wanted you to try?**
- **What is that new food?**

**Snack**

Provide a snack that shows the variety of cultural food available in your community. This could include fruits of other lands, or breads or pastries from other countries. Be careful of allergies and label all foods so children can learn about what they taste.

**Send**

Explores how the lesson might be lived out

Sing again “Uyai Mose (Come All You People)” CCS 84.

Challenge children:

**Think about someone you can welcome and call “friend” despite any differences between you. Invite this person to join you in a program, event, or meal. Think about what you would both enjoy doing together. When we come back together for the next lesson, you can tell us what you and your friend did.**

**Bless**

Time of prayer, praise, blessing, and hope

Gather children for a prayer of blessing that they will find new friends and celebrate the differences and the “oneness” in each one. If they know how to say goodbye, in another language, have them teach the group. Say goodbye to one another in other languages, and also by using the sign language motions of “Live, Love, Share.”
| **Whole Fish**  
French Polynesia | **Balut**  
Philippines | **Fafaru**  
French Polynesia |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>This fish is cooked whole and cut in half, each half having part of the head and an eyeball. The head has juicy, flavorful flesh and delicious eyeballs.</td>
<td>A partly developed duck egg that is boiled and eaten in the shell.</td>
<td>Raw fish covered with a sauce made of shrimp heads, legs, and tails in seawater and mixed with coconut milk to make a yogurt.</td>
</tr>
</tbody>
</table>

| **Fried Guinea Pig**  
Peru | **Tocosh**  
Peru | **Ceviche**  
Peru |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooked whole and deep fat fried or grilled, fried guinea pig is eaten literally from head to toe. Many people raise their own guinea pigs to eat.</td>
<td>A pudding-like dessert with chunks of potatoes inside. Potatoes are left in pits beside streams that flow down the mountains until they are one or two years old. Then they are cooked with sugar and water.</td>
<td>A salad made of raw fish, onion, seasonings, and lime juice.</td>
</tr>
</tbody>
</table>
I traveled to an island in French Polynesia to meet with church friends there. Tahitians love to have people visit them, so the first thing they did was to invite me to a meal. We came together, right on the beach, to eat. I looked at the impressive amount of food. When I looked, something seemed to stare right back at me.

Have you ever eaten fish? On our seaside table, was fish, cooked whole and cut in half. The head was still on the fish and the eye seemed to look right at me.

I was nervous when I asked my new friends, “Which half is better, the head half or the tail half?”

In Tahiti, the host always offers a guest the head half. They consider the head of the fish the best part. The head, after all, includes the juicy, flavorful flesh around the skull and the tasty eyeballs.

But my host knew that many North Americans did not eat fish heads and eyeballs. So I chose the body of the fish to eat first, leaving the head and eyeballs for the others.

Food can bring us together, but it also can keep us apart. We might not like the kinds of foods others eat. And surprise! They might not enjoy what we really love to eat, either.

Imagine a church meeting, or a World Conference, where people from around the world could each eat their favorite foods, but could try others, too.

The diversity of the church, our differences, is a big challenge. But it is also one of our most wonderful blessings.
We Are One
LESSON 4

Live, Love, Share
Our Calling
Focus
God graciously gives people gifts and opportunities to do good deeds and to share in God’s purposes.

Focus Scriptures
• 1 Samuel 3:1–10
• Doctrine and Covenants 119:8b

Objectives
The learners will ...
• identify gifts and talents in fellow classmates and reflect on gifts the students see in themselves.
• engage in the scripture story of Samuel to understand the idea that children are called by God and can respond by sharing their gifts.
• identify which personal talents and gifts to share in church and community.
• walk the labyrinth as a spiritual practice to reflect on how they might share their gifts with others.

Supplies
• Bible (NRSV)
• Doctrine and Covenants
• Plain paper (letter-size/A4), tape, pencils
• Newsprint, flip chart or poster board, and washable markers
• Coloring page of Samuel and Eli (page 40), one copy per child
• “Sharing Our Gifts” pattern (pages 41–43), photocopy on cardstock, or copy and tape onto toy bricks or blocks
• Blank cards and pencils to place inside a labyrinth
• Healthy trail-mix snacks to eat after walking the labyrinth
• “I Am Amazing” song (pages 44–46)

*Before this class: Locate an existing labyrinth (part of your church or campground, or another labyrinth nearby), or you can create your own. Instructions for making a walking labyrinth are on page 6. If the youth class has created a labyrinth, arrange for children to walk on it.

Gather
Activates background knowledge, prepares, and motivates for lesson
Arrange chairs in a circle. Ask the children to sit. Then, ask the question from the previous class:

You were challenged to think about someone you can welcome and call “friend” despite any differences between you, and invite this person to join you in a program, event, or meal. Did you have an opportunity to do this? Tell what you and your friend did.

“Me, Too” Game
One child stands in the center. The teacher calls out a question from the list below. Any children who can answer “yes” stand up and switch seats with someone else who is standing, including the child in the center of the circle can try to get a seat (whether they can answer yes or not). Keep playing until all questions are answered. Children can also take turns asking their own questions (e.g., “Has anyone hopped on one foot for five minutes?”)
• Have you lived in another state?
• Do you like to read?
• Do you like to do math?
• Do you have a dog and a cat?
• Do you have a goat (or horse, lizard, snake, parrot, guinea pig)?

Offer a prayer of thankfulness for the many gifts the children bring, what they have in common, and what is unique about each one. End the prayer with “God, thank you for [name] and the gift of ______ he or she brings.” (Invite the children to fill in the blank with something they feel they can do well.) Go around the circle so all children can fill in the blank with a gift they identify.

Engage
Invites exploration and interaction

Today’s Theme: Our Calling
Write today’s theme “Our Calling” on a sheet of paper and tape it next to the banner. Leave up each day’s banner and add to it.

Who is Called?

As Community of Christ, we have always understood that “All Are Called” according to their gifts (Doctrine and Covenants 119:8b). It is an Enduring Principle:

“God graciously gives people gifts and opportunities to do good and to share in God’s purposes. Jesus Christ invites people to follow him by becoming disciples who share his life and ministry. We respond faithfully, with the help of the Holy Spirit, to our best understanding of God’s call.” — Sharing in Community of Christ, 3rd ed., 13.

God’s vision for us is that we are called to share our gifts, to share in our church community, family, school, neighborhood, country, and world to build a place where God’s vision can live. We are not called to do it alone.

Remind children of the story of Jesus and Zacchaeus. Ask:

- Do you remember what Zacchaeus did after he talked with Jesus? We learned when one person lives, loves, and shares, it can affect other people, too. It brings the whole church closer to God’s vision.
- Do you remember a Bible story of a boy named Samuel?

Explain to the children that they may have heard this story when they were younger. Samuel was a boy who worked in the temple with Eli, about 3,000 years ago. Once, in the middle of the night, Samuel heard his name being called.

If a child remembers this story, invite the child to share it. Distribute the coloring sheet of Samuel and Eli (page 41) and let students color while you tell the story.

If children do not remember the story, paraphrase it from 1 Samuel 3:1–10. Emphasize when Samuel said, “Speak, God. I am listening” (1 Samuel 3:10 NRSV, adapted).

Explain that we can sometimes hear God in our mind like Samuel did. But we can also hear God in church, in stories, in nature, in our hearts, in songs, and in one another. God called Samuel to help people learn about God. In the last lesson, we learned about the parts of the body and that each part has a job to do. It is the same with people. Today’s theme “Our Calling” means that everyone has much to give, if we listen and are willing to respond.

Sharing Our Gifts

Engage in an activity about sharing gifts in church. Use large toy blocks or bricks or photocopy the Sharing Our Gifts resource (pages 42–45) onto cardstock. (Make multiple copies of each gift.) You may wish to enlarge them when you photocopy. Spread the blocks around the room or on a table. Invite children to choose two or three blocks that match their gifts, or that they would like to do for their church family. Ideas could include, “sing in choir,” “say a prayer,” “sit by someone who is alone,” “plant flowers” or “pull weeds.” On cardstock (or additional toy blocks or bricks), you may also write ideas particular to your church camp or congregation such as “help in the food bank” or “read to a toddler in day care.”

When children have chosen blocks describing something they can do, gather everyone in a circle and have them read their choices aloud. Then, invite children to create together something with their blocks. An obvious choice is to arrange the blocks into a church building, but they might also create the Earth, hands, or anything they can imagine and build together! When done, affirm:

When we share our gifts, we create a church (or world, or whatever they made) where we can live, love, and share our gifts for God’s vision!

“Let’s Share!” Relay

Sharing our gifts does not happen only in church. Our gifts are to be shared with all of God’s creation, in every place where we are. Let’s think about where we can share our gifts.

Tape up two large sheets of newsprint and divide the class into two teams. Teams should line up single file about 10 feet in front of one of the sheets of newsprint. When you say “go,” children are to run and write what they can do to share their gifts outside of church, such as “help Mom set the table” or “take my neighbor’s newspaper to her.” Children may draw a picture in place of writing the words, if they wish. After each child has had a chance to write one idea, decide whether to play again to get the most ideas. Then have each team read their list.

Walk the Labyrinth

Take children to the labyrinth built before class (or an existing labyrinth, if available). In the center of the labyrinth, place a basket (or other container), a stack of blank cards, and pencils.

Give these instructions for walking the labyrinth. Several children can walk at the same time, but they give one another space, and do not talk with each other.

Walk the labyrinth at your own pace.
1. Think about a person you care about and with whom you could share your gifts.
2. In the center of the labyrinth, take a piece of paper and a pencil. Kneel or sit and draw a picture or write the name of the person you thought about on your
walk. Fold your note and leave it in the basket in the center.

3. As you walk out of the labyrinth, pray about this person and reach out to him or her soon.

4. After completing your labyrinth walk, sit quietly while others walk.

Snack

Prepare a healthy trail-mix snack for children to eat after walking the labyrinth. They may stay at the labyrinth to enjoy their snack or take it back to the classroom.

Send

Explores how the lesson might be lived out

God’s vision is “oneness and equality.”

Share with children from the 2013 words of counsel (adapted):

“Oneness and equality ... mean full opportunity for people to [have] human worth and [human] rights... expressing God-given giftedness through the church community.”

Challenge children to listen for God and to think about how they can share their gifts. They can do this while praying, walking the labyrinth, listening to music, writing in their journals, or any other spiritual practice.

Bless

Time of prayer, praise, blessing, and hope

Using call and response, teach the song “I Am Amazing,” (page 44). Substitute each child’s name in turn in the beginning of the song, such as “[Child’s name] is amazing ...”

Offer a prayer of closing. Say goodbye to one another using the sign language motions of “Live, Love, Share.”
Samuel and Eli
Sharing Our Gifts

sing in choir

plant flowers

pull weeds
Sharing Our Gifts

sit by someone who is alone

lead a song

help clean
Sharing Our Gifts

- Gather offering
- Say a prayer
- Share your testimony (story)
- Help in another class
I Am Amazing!

What makes me me, is much different than what makes you who you are.

But we are children of God and we are made to love.

If we can see the potential that’s inside of everyone, what a wonderful, incredible, peaceful world this can be!

I am amazing just as I am. You are amazing and to
geth - er we can share the peace of Christ,

help a friend in need, make the world a bet - ter place to be.

We are God's child ren, we are a - maz

ing, we are God's child ren, we are a - maz

ing!
LESSON 5

Live, Love, Share
Making Choices
Focus
When we choose to live, love, and share as Jesus did, our choices make a difference in our lives and the lives of others.

Focus Scriptures

Objectives
The learners will ...
• explore scripture stories of Jesus’ ministry, and understand that sometimes interruptions can be opportunities to care for others.
• explore the meaning of “liberating love.”
• read the story of Peter and Cornelius who made difficult choices.
• play a game to show how our gifts can be shared in our community.
• engage in a spiritual practice of journal writing after creating journals; and engage in the practice of prayer, praying the mission prayer.

Supplies
• Bible (NRSV)
• Community of Christ Sings (CCS)
• Newsprint, flip chart, or poster board and washable markers
• Story “Peter and Cornelius” (page 51), one copy per child
• Coloring page “Peter’s Dream” (page 52), one copy per child
• Healthy snacks: animal crackers (biscuits) on individual napkins (serviettes); be aware of wheat allergies
• Personal journals: one spiral-bound notebook with a stiff cover (preferably blank) per student
• Glitter glue, washable markers, stickers, etc. to decorate journals
• Mission prayer (page 53), photocopy or have students copy into their journals
• “Cornelius Becomes a Christian,” Lectionary Story Bible, Year A, p. 44 (optional)

Gather
Activates background knowledge, prepares, and motivates for lesson
Teach children this song using call and response: “Fananana” CCS 596. Sing the first verse as written (in Chichewa). Tell children what the words mean in English. (“Be like Jesus.”) Sing in English. Try the other verses in both languages, Chichewa and English. Act out the motions (walk, sleep, sing, dance, talk).

Prayer
Invite children to finish this prayer: “We want to be like Jesus. I want to be like Jesus by [children’s words].” After all children have contributed, shout “Amen!”

Engage
Invites exploration and interaction

Today’s Theme: Making Choices
Write today’s theme “Making Choices” on a sheet of paper and tape it next to the banner.

Jesus’ Choices
Tell scripture stories of Jesus making choices to care for others. Use two or three of the stories suggested here.
Ask the children for volunteers to help dramatize the story as you narrate. Emphasize the point in the story where Jesus is interrupted by another request.
• Luke 8:40–55—While Jesus was going to heal Jairus’ daughter, a woman who had been bleeding for 12 years came and interrupted him.
• Mark 10:46–52—When Jesus and his disciples were leaving Jericho, a blind man begged him for a cure.
• Mark 2:1–12—When Jesus had returned to Capernaum and was speaking to a great crowd of people, some men lowered a paralyzed man down through the roof so he might be healed.
After the stories, ask:
• What do these stories have in common?
Explain that, in addition to healing, in each story Jesus was on his way somewhere else, or busy doing something else, when he was interrupted by someone’s need.
Jesus showed us by his actions how to make choices that make a big difference in someone's life.

- Have you ever been interrupted by someone who needed your help? Tell about it. What did you do?

**Liberating Love**

Ask children:

- **Do you know what “liberating” or “liberated” means?**

  Use *liberating* in a sentence that relates to the scripture stories such as: “When the woman touched Jesus and he healed her, she felt liberated! She never had to worry about her problem again,” or “The man who was paralyzed now felt liberated! He did not have to stay in his bed anymore.”

  Jesus liberated, or freed many people from a life that kept them from being who they truly could be. He healed them, which helped them to be free—free to be with friends, to go to school, to care for their families, to do their jobs. “Liberate” means to let go, to set free, to release. This is the kind of “liberating love” we can also bring to people. By being like Christ—a friend, a leader, a healer, or a helper—we can help people feel “liberated” or freed.

  God’s vision is “liberating love.” Share with children from the 2013 words of counsel (adapted):

  “And always remember, [liberating] love...leads to...ever-lasting life in Christ’s eternal community of oneness and peace. Trust in this promise.”

**Making Choices**

Distribute the story, “Peter and Cornelius” (page 51), and read together, or read “Cornelius Becomes a Christian” based on Acts 10:9–48, from the *Lectionary Story Bible, Year A*, p. 44.

Afterward, discuss:

- **What did you think about this story?**
- **Have you ever made a difficult choice, something that was very hard for you to do? Would you like to tell about it?**

  Distribute the coloring page of Peter’s Dream (page 52). While the children color, they can enjoy a snack representing Peter’s dream.

**Snack**

For each child, pour a small pile of animal crackers (biscuits) onto separate “sheets” (white napkins/serviettes), representing the many animals Peter saw in his dream.

**Journal Writing: A Spiritual Practice**

Explain to children that writing in a journal can be a spiritual practice when we write our feelings, questions, prayers, ideas, dreams, and memories. God can speak to us this way, and writing can be like having a conversation with God. Journals are private, so we can be completely honest with God and ourselves in our journals.

Give each child a notebook. Provide markers, pens, glitter glue, puffy paint, or whatever the children would like to decorate the cover of their journals. Tell them to put their names on the front or back cover of their journals.

After the journals are decorated, invite children to draw a picture of themselves on one of the first pages. Around their “selfie,” have them write the gifts and skills they have and how they can share those with their church community.

Invite children to bring their journals to the next class, or keep them in the classroom for children.

**Mission Prayer**

The most common spiritual practice is praying. Many in the church have been praying the mission prayer. *It is a prayer to make choices so people feel loved and learn about God, so our world can become a better place.*
Distribute copies of the mission prayer (page 53). Ask children to read each line after you. Children can keep these prayers in their journals.

God, where will your Spirit lead today?
Help me be fully awake and ready to respond.
Grant me courage to risk something new.
And become a blessing of your love and peace.

**Send**
Exploring how the lesson might be lived out

As you leave class today, make a choice to do something new at camp, church, home, or in your family, neighborhood, or school. Will you try a new food, as in the activity Mindful Eating? Will you invite someone new to walk the labyrinth with you, or teach someone how to draw one? Will you make a new friend and bring him or her with you next time? I look forward to hearing what you did at our next class time.

**Bless**
Time of prayer, praise, blessing, and hope

**Sentence Prayer**
Start a sentence prayer: “God, grant us courage to try something new today. I want to try [children’s words].”

Sing “Go with Us, Lord” CCS 612. Sing through once, and then insert each child’s name to bless them (“Go with [child’s name], Lord…”).

Say goodbye to one another using the sign language motions for “Live, Love, Share.”
This is a story about a man named Cornelius and a man named Peter. Cornelius and Peter both loved God and tried to make good choices. But they lived in different places and had different ways of trying to listen to and follow God. They were not supposed to talk to each other.

One day while Cornelius went to a quiet place to pray, he heard God call his name, “Cornelius!”

Cornelius said, “What is it, God?”

God said, “I have heard your prayers. Please send three of your men to find Peter, and bring him to your house. I want you to listen to what Peter has to say.”

So Cornelius listened to God and sent three men to find Peter.

Peter also went to a quiet place to pray. While he was praying, he got hungry, and had a dream about food. Peter tried to make good choices. One of those choices was that he didn’t eat certain kinds of foods because he thought that was what God wanted. But in the dream, he saw food he didn’t think he was allowed to eat. And he heard God say, “Peter, eat this food.”

Peter answered, “God, I would never eat this food because it is not allowed.”

God said, “I am telling you that you are allowed to eat this food.” This happened three times.

Peter wasn’t sure what this dream was about. When he came back from praying, his friends told him three men Cornelius sent were looking for him.

So Peter went with the men to Cornelius’ house. Cornelius, his family, and his friends were waiting for Peter. “We are here because God told me we need to hear what you have to say.”

Peter told Cornelius and the others all about Jesus. They were excited to hear about Jesus who loved all people. Everyone in Cornelius’ house decided to be baptized and live, love, and share like Jesus. Peter and Cornelius both tried something new and learned that all people can be friends.
Peter’s Dream
Mission Prayer

God, where will your Spirit lead today?
Help me be fully awake and ready to respond.
Grant me courage to risk something new
And become a blessing of your love and peace.
LESSON 6

Live, Love, Share
Let's Go
Focus
Now is the time to live, love, and share as Jesus did. Let’s go!

Objectives
The learners will …
• tell what choices they have made to invite others, try a new food, walk the labyrinth, or engage in another spiritual practice.
• explore the meaning of the lesson theme, “Live, Love, Share as Zion,” from the words of counsel presented at the 2013 World Conference, scriptures about Zion, and the Community of Christ Mission Statement.
• identify what spiritual practices they enjoyed, and write a plan in their journals to continue practicing.
• create a closing message in art to represent what was learned and experienced in the lessons.

Supplies
• Community of Christ Sings (CCS)
• Newsprint, construction paper, washable markers, crayons
• Coloring page “Live, Love, Share” (page 58), one copy per student.
• “Let’s Go!” energy snack: a variety of healthy foods from different food groups such as apple slices, baby carrots, other local vegetables or fruits, whole-grain crackers, or other healthy-grain foods
• Student journals
• One large jar or vase, several glasses or jars filled with colored water (a different color in each glass), and one blank sticker on each glass or jar to write on
• Colorful construction paper (or an unrolled sheet of newsprint), paper plates of finger paint (one color in each paper plate), markers, paper towels, and water to rinse hands (or a sink nearby)

Gather
Activates background knowledge, prepares, and motivates for lesson

Gather children and follow up on the previous lesson activity.

In the previous lesson on making choices, I encouraged you to look for something new to try such as a new food, as in the lesson on mindful eating. Or to invite someone new to walk the labyrinth with you, or to teach someone how to draw one. Or to make a new friend and bring that friend with you today. Did anyone make a choice to try something new?

Teach and sing “There’s No One Like Jesus!” CCS 121 using call and response. Act out motions: walk in place, hand on forehead as if searching, and turn around. Clap in rhythm for the last line.

Offer an opening prayer of thankfulness and expectation for the journey experienced together.

Engage
Invites exploration and interaction

Today’s Theme: Let’s Go!
Write today’s theme “Let’s Go!” on a sheet of paper and tape it next to the banner. Review all the daily themes with children now that all of them are displayed next to the “Live, Live, Share” banner.


Let’s Go
Live, Love, Share Zion
Ask children if they have heard the word Zion or know something about what it means.

Explain that our church mission statement might help us know what Zion is. It tells of the zionic communities we hope to build and be part of:

“We proclaim Jesus Christ and promote communities of joy, hope, love, and peace.”
—Community of Christ Mission Statement

Write the four words: Joy, Hope, Love, and Peace on a flip chart. Ask children to think about communities of people who feel and share joy, hope, love, and peace.
• What would those people be doing?
• What would those communities be like?

Divide the class into groups of three or four children each. Give each group a sheet of newsprint and colorful
markers. Invite all groups to create a poster of Zion. It can include drawings and words describing what Zion is like for them. When all groups have finished, have each explain their posters to the whole class.

Explain that during these classes, we have talked a lot about God’s vision of including others, of generosity, of oneness, of our calling, and of making choices. We’ve sung songs about God’s love and about community, and we’ve learned spiritual practices that help us think about how we can work with God to create God’s vision.

Explain that the words of counsel say: “… do not just speak and sing of Zion. Live, love, and share as Zion!” (words of counsel, 2013).

In other words, it’s time to stop talking and time to start doing. Let’s Go!

Distribute crayons/markers and coloring sheets of “LIVE, LOVE, and SHARE AS ZION” (page 58) and encourage children to add this page to their journals.

Game: T-Tag

In this game of tag, choose one child to be “IT.” Play in a defined space and identify where the boundaries are.

Rules: “IT” stands in the shape of the letter T—with arms straight out, shoulder high. “IT” can run around and tag (touch lightly) anyone possible to catch without dropping the arms. Once “IT” tags another, that child becomes a second “IT” using the same pose. Every child who is tagged becomes and remains an “IT” and can tag others until all children in the room are tagged. When the game is finished, ask:

- Was it easy to tag others when you were in the shape of the letter T? This is similar to what we are called to do: make good choices, invite others to Christ, share our gifts. It is not always easy but you keep reaching and trying.

- Was it easier when there were several “ITs” tagging kids? When only one of us does it, it is more difficult. But if many people are inviting and sharing and making good choices, it’s easier, more fun, and the good news is shared with everyone!

Snack

“Let’s Go!” energy snack: Offer a variety of healthy foods from different food groups such as apple slices, baby carrots, other local vegetables or fruits, crackers (provide gluten-free, whole-grain crackers), or other healthy-grain foods.

Respond

Takes the learners from hearing to doing

Fill Your Cup

Engage children in a simple experiment. Before class, place a blank label on each of six or more clear jars filled with colored water (a different color in each jar). Set a large vase or glass before you on a table. Make sure jars hold enough water (total) to fill or overflow the large vase or glass. (Set a tray beneath the jar to catch any overflow.)

Tell children to imagine that the empty jar is one of us, and the colored water represents that which helps us feel we can respond to others, help them, and do other things we need to do. Say:

Something that fills me up is when I take time for a walk in the park, enjoying God’s beautiful creation. Write “God’s creation” on the jar label, and pour that glass into the big jar. Now ask:

- What helps you to feel “filled”?
- Which of the spiritual practices we learned this week helps you?

Children might volunteer “prayer,” “journal writing,” or “walking the labyrinth.” They also might say “my dog,” or “my friend,” and so on. Encourage children to think of spiritual practices, then write one idea on a glass and pour into the larger jar. Soon, the larger jar will be filled with good feelings, good experiences, and good practices that help us be active disciples of Jesus Christ.

Explain that if we continue as disciples of Jesus always preparing ourselves and growing with others, then our cups will be filled. Ask:

- During these lessons, which spiritual practices have you enjoyed most?
- Which practices seem to fit you best? What helps you feel closest to God?
- What is your plan to continue doing them?

In their journals, invite children to write the name of a spiritual practice they enjoy, where they will practice it, what time, what day, and any other details needed. Show how by writing on a flip chart.

Prayer:

I will pray in my bedroom every morning, every night
Ask them to create a separate journal page for each spiritual practice in which they wish to engage.

**Send**
Explores how the lesson might be lived out

**Handprint Messages: How Will You Live, Love, and Share?**
Invite children to share a message that they’ve felt, learned, or thought of during the course of these lessons. Provide colorful construction paper or newsprint, paper plates of finger paint (one color in each paper plate), markers, paper towels, and water to rinse hands (or a sink nearby). Children lightly dip a hand in finger paint, make a handprint, and write or draw a message of “Live, Love, and Share.” The messages may be displayed around the building, campground, or at a closing worship service or other event.

**Bless**
Time of prayer, praise, blessing, and hope

Teach children “Peace Salaam Shalom” CCS 310 using call and response. You may also wish to show the “Peace through All People” DVD (5:48 minutes).

Ask children to repeat the mission prayer after you:

- God, where will your Spirit lead today?
- Help me be fully awake and ready to respond.
- Grant me courage to risk something new
- And become a blessing of your love and peace.

Say goodbye using the sign language motions for “Live, Love, Share.”

**LET’S GO!**
LIVE, LOVE, and SHARE AS ZION