Lessons for Young Children (ages 3–5)

Live, Love, Share
Visibly One in Christ
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These lessons for young children will explore the theme “Live, Love, Share” using language and activities suitable for children ages 3–5. Children will explore scripture passages in paraphrased story form that relate to each theme. Lessons include scripture stories, music, art activities, games, interactive activities, spiritual practices, and snacks. Spiritual practices are adapted from Community of Christ online resources from www.CofChrist.org and www.missionalleaders.org.

Words of counsel presented to the 2013 World Conference are the foundation for the themes in the lessons. Teachers are encouraged to prepare to teach young children by prayerfully considering the words of counsel before the class experience.

Each lesson provides suggestions for preparing and teaching the class. 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.

An estimated time to complete each activity is included to help in your planning. The lessons are written with the realization that class times vary. Select activities that fit your class time. Time to complete activities also will vary based on the number of children in the class.

Young children enjoy process more than the finished product, so art activities are suggested rather than crafts that all look the same. The activities reinforce the lessons, and children will enjoy telling about their own creations. Where practical, write children's words on their artwork so families will understand the process and learning that is taking place.

For snacks, model “healthy relationships with...the earth” (Doctrine and Covenants 163:2b) by avoiding use of plastic (unless recycling is available) and Styrofoam. As much as possible, serve snacks using reusable or paper plates and cups, preferably those that are compostable or contain recycled content. If your schedule allows, let children help prepare, serve, and clean up snacks. Be aware of food allergies. Where possible, avoid such foods or ingredients. Always try to provide a similar snack for children with allergies.
LESSON 1

Live, Love, Share
Seeing What God Sees
Focus
To introduce the theme “Live, Love, Share” with age-appropriate language and introduce God’s vision using children’s basic knowledge of the five senses

Focus Scripture
Luke 19:1–10 NRSV

Objectives
The learners will...
• be introduced to one another, the teachers, and the theme.
• discover through scripture how Jesus sees people others might overlook.
• participate in activities that explore the five senses, specifically sight.

Supplies
• Bible (NRSV)
• We Share by Monica Bradford, Herald Publishing House, ISBN 9780830915224
• Community of Christ Sings (CCS)
• Sign-language chart (page 10)
• Jesus and Zacchaeus coloring sheet, one copy per child
• Feely Box: shoebox or other box with a hand-sized hole cut in it, small toys or objects of different shapes and textures (at least one toy or object for each student in the class)
• Art Supplies: paper, washable paint, table covers (if needed), old T-shirts or paint smocks for each child, paint brushes, bandanas or cloths for each child to use as a blindfold, reusable small plastic food container lids for paint palettes
• Journal for each child—journals can be small spiral notebooks bought for each child or simple handmade journals with construction paper covers. Journals should have enough pages for each day of class and for children to continue their journals when they go home.
• Markers, crayons, and pencils
• Snack Supplies: hot-air popcorn popper, popcorn, large bowl, small bowls or cups for individual servings
• Stickers to decorate journal cover (optional)

Gather
Activates background knowledge, prepares, and motivates for lesson
10 minutes
Gather the children with a greeting song and a prayer. Sing “Jesus, We Are Here” CCS 71 one time. Introduce the children to one another by having children stand and say their names; then insert a child’s name into the song (for example, “Jesus, [child’s name] is here…”). Repeat for each child. Introduce teachers this way as well.
Invite children to join in a word or sentence prayer. Teacher: “Thank you, God, for helping us come to camp/church/class.” Go around the circle and ask children to tell one thing they are looking forward to at camp/church/class.

Engage
Invites exploration and interaction
Live, Love, Share
5 minutes
Teach sign language for “Live, Love, Share.” (See teaching aid on page 10.)
Ask for children’s ideas to define each of the words. Help children understand that live doesn’t just mean something is alive but is an action word for doing something. “Live like Jesus” means to try to do what Jesus taught, such as loving and sharing.

Scripture Story
(paraphrased from Luke 19:1–10)
10 minutes
Hand out the Jesus and Zacchaeus coloring sheet and crayons or markers so children can color as you tell the story.
One day, Jesus came into a town called Jericho. There was a man who lived there named Zacchaeus. He was trying to see Jesus, but there were a lot of people in the crowd in front of him, and he was too short to see.
Ask:
• When have you been in a crowd with many people?
• Was there something you were trying to see?
• How did you try to see?
• How do you think Zacchaeus could try to see Jesus?
Zacchaeus ran ahead and climbed a sycamore tree so he could see Jesus when he passed by. When Jesus came to the tree, he looked up and saw Zacchaeus. Jesus said, “Zacchaeus, hurry up and come down. I am coming to your house today.”

Zacchaeus hurried down and was happy Jesus was coming to his house. But the people in the crowd began to grumble.

Ask:
- What does it mean to grumble?

The people in the crowd didn’t like Zacchaeus because he was a tax collector and he took more of their money than he was supposed to. They didn’t think Jesus should be talking to him.

Taxes are money everyone pays to have things that help us, like firefighters, police officers, and schools. But Zacchaeus took more taxes than he was supposed to and kept them for himself.

Ask:
- Can you think of a time someone took something from you?
- How does it feel when someone takes something from you?

When Jesus took the time to be a friend to Zacchaeus, Zacchaeus decided he would give half of all his money to the people who were poor—people who didn’t have enough money or food. He also paid back all money he had stolen and gave everyone four times as much as he had taken.

Jesus was glad that Zacchaeus decided to make a better choice. Jesus wanted to be a friend to people like Zacchaeus that other people didn’t want to be friends with. He wanted people to learn they could live a different way.

Ask:
- Are there people you don’t like to talk to or play with because of how they treat you?
- What do they do that you don’t like?
- What do you think would happen if you were a friend to them like Jesus was to Zacchaeus?

Feely-box Activity
10 minutes

We use five senses to help us learn about things around us. Do you know what they are? We use our eyes to... (see). We use our ears to... (hear). We use our noses to... (smell). We use our tongues to... (taste). We use our fingers to... (touch).

Invite children one at a time to put one hand into the box and touch an object. Ask the child to try to identify the object by how it feels. After the child has guessed, let him or her remove the object from the box to see if the guess was correct. Allow the child to hold the object while each child has a turn.

Ask:
- Was it hard to tell what you were touching without seeing it?
- Why is seeing important?

Some people can’t use all of their senses. Other senses can help. Persons who cannot see can learn to read with their fingers and listen for what is around them. A person who cannot hear can use sign language to talk and listen like we learned with “Live, Love, Share.”

Blindfolded Painting Art Activity
15 minutes

Cover a table. Tell children they will try to paint without being able to see. Put a T-shirt or paint smock on each child. Ask them to sit at the table with a piece of paper, paintbrush, and small palette of each of the paint colors on the plastic food tub lid. Help children write their names on the paper, and then turn paper over.

Blindfold children and invite them to paint without seeing. If children prefer not to be blindfolded, invite them to close their eyes. After a few moments, remove blindfolds. Ask children to tell about their paintings. Write their words about their paintings on their papers.

Ask:
- What was it like to paint without seeing?

Respond
Takes the learners from hearing to doing

“What Do You See?” Walk
10 minutes

Go for a walk outside. Ask children to follow directions and then tell you what they see. (Look straight ahead, look up, look down, look far away, etc.)
Read and Discuss
5 minutes

Read page 4 of *We Share* by Monica Bradford. Ask children what they see in the illustration on pages 4–5. **What is hard to see?** *(the people)*

1. Ask for children's ideas about the words *joy, hope, love,* and *peace.*

2. Read page 6. *We've talked today about things we can see and what it's like when we can't see. This story says we are part of God's vision for creation. Vision is another word for seeing. Creation is everything, like people and plants and animals.*

3. Ask children what they see in the illustration on pages 6–7.

**God's vision is that everyone will** [use children's words]—share, love, help, etc. **This is how God sees the world. How can we... (share, love, help)?**

Spiritual Practice: Journal
10 minutes

Give each child a journal. Invite children to decorate the cover with crayons, markers, and stickers. Help children write their names on their journals. On the first page of the journal, invite children to draw a picture of what they can do to be part of God's vision of what God sees for creation. Write their words to describe their pictures.

Five-Senses Snack
10 minutes

Ask if a child (or children) would like to say a prayer thanking God for the snack. *(If no one offers, say a brief prayer of thanks.)*

Show children some air-popped popcorn. Plug in the air popper and ask children to predict what will happen. Ask children what senses they are using as the popcorn is popping and as they eat the popcorn.

Send and Bless 5 minutes

**Send**

*Explores how the lesson might be lived out*

Remind children that we can see new things all the time. Invite them to look around the grounds/church/neighborhood, try to see something they haven't seen before, and tell about it when they come back to class.

**Bless**

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

Teacher starts a sentence prayer: **“God, thank you that on our walk today we saw...”** Invite children to share what they saw.

Sing a goodbye song, “Go with Us, Lord” CCS 612, through once, and then insert each child’s name (for example, “Go with [child’s name], Lord...”).

Jesus and Zacchaeus

Illustration by Garry Hood
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.
LESSON 2
Live, Love, Share
Everyone Has Something to Give
Focus
To explore generosity as response to God's love.

Focus Scripture
Luke 21:1–4 NRSV

Objectives
The learners will...
• discover through scripture that everyone has something to give.
• participate in activities to consider what it means to give what you have.
• recall previous lesson ideas of live, love, and share.

Supplies
• Bible (NRSV)
• We Share by Monica Bradford, Herald Publishing House, ISBN 9780830915224
• Community of Christ Sings (CCS)
• Widow's Mite coloring sheet, one copy per child
• Markers or crayons
• Copies of "G*S*E*N*O*S*I*T*Y" song
• Art Supplies: materials that can be reused to make banks for sharing, saving, and spending (three for each child)
  ◦ Small boxes, jars with lids, margarine tubs
  ◦ Supplies to decorate banks, such as construction paper, glue sticks, markers, stickers
  ◦ OR order one Generosity Jar for each child (available free from www.HeraldHouse.org).
• Pennies for Copper Coin game (nine pennies for each child)
• Journals
• Snack Supplies: bowls of healthy snack items (dried fruit, whole grain cereal) with small scoops; serving bowls, cups, or napkins (serviettes)

Gather
Activates background knowledge, prepares, and motivates for lesson

10 minutes
Gather the children with a greeting song, “Seek Ye First” CCS 599 (stanza 1) and a prayer.

Ask:
What does it mean to seek? (to look for something)
Do you remember yesterday when we talked about God's vision for creation? This is the kingdom of God, where everyone will live, love, and share. Today we are going to learn about ways we can share.

Invite children to join in a word or sentence prayer. Teacher: “Help us, God, to share with others. I want to share...” (Invite children to say what they would share.)

Ask:
Did you see something around the reunion grounds, church, or neighborhood you want to tell about?

Engage
Invites exploration and interaction

Live, Love, Share
5 minutes
Review sign language. Ask children again for words to describe live, love, and share as they sign the motions.

Scripture Story
(paraphrased from Luke 21:1–4)

10 minutes
Hand out Widow’s Mite coloring sheets and crayons or markers to children so they can color as you are telling the story.

When Jesus was in the temple, he looked up and saw rich people putting their gifts into the treasury, which was like putting money into the offering plates at church.

Ask:
• What is a rich person? What gifts do you think the rich people gave to the treasury?
• Do you give offerings at church?
• What do you (or your family) put in the offering?
• Do you think the rich people put a little or a lot in the treasury?

Jesus also saw a poor widow put in two small copper coins. A widow in the Bible was someone who lived alone and had no family. Someone who is poor does not have much money or food to live on. Are two coins a little or a lot? Who do you think put more in the treasury, the rich people or the poor widow? Jesus said, “Truly, I tell you, this poor widow put in more than all the rich people. The rich people gave a lot but kept more for themselves. The widow put in all she had to live on.”
Ask:

Why do you think the widow put in all her money? The widow was generous. Have you heard that word before? What do you think it means? God gives us love. When we love God and know God loves us, we want to share love and everything we have with other people.

Sharing our money is one way we can give what we have. What else can we give? What can we give at home? At church? At preschool or daycare? In our neighborhood? Help children think of ways they can be generous and share (love, sharing food or toys, helping with chores, etc.).

Music Activity:
“G*E*N*E*R*O*S*I*T*Y”
5 minutes

Use the first part of the “G*E*N*E*R*O*S*I*T*Y” song (p. 16) as a call-and-response rap. Chant the first phrase and have children repeat. Sing the next part the same way, call-and-response, to help children learn the tune. End with the next call-and-response rap. Encourage children to stand and move during the song activity.

Art Activity:
Recycled Sharing, Saving, and Spending Banks
15 minutes

Use recycled materials to make sharing, saving, and spending banks. Suggestions: small boxes, jars with lids, margarine tubs (three for each child). Children can decorate their banks with markers, stickers, construction paper and glue sticks, etc.


Help children assemble banks and write their names on them. Children can decorate their banks with markers.

As children are decorating their banks, ask questions about sharing, saving, and spending.

Ask:

• What does it mean to give or share? (I can give to church or help people from my giving bank.)
• What does it mean to save? (It means I keep my money for something important.)
• What does it mean to spend? (It means I can buy something I want. I can put money in my spending bank until I have enough to buy something.)
• What are important things you could save money for?

Copper Coin Sharing Game
10 minutes

Have nine pennies (or smallest-value coins in the local currency) for each child. Seat children in a circle. Give each child a different number of coins, giving some children more and some children only one.

Ask:

Can you count the coins? Who has the most? Who has the least? There are enough coins for everyone to have nine. How can we share the coins so everyone has nine? Help children sort and count until everyone has nine coins.

Ask:

How did it feel to have a lot of coins? How did it feel to have only one? How did it feel to share?

At the end of the game, invite children to put three coins in each of their sharing, saving, and spending banks.

Respond
Takes the learners from hearing to doing

Read and Discuss
5 minutes

Read aloud We Share by Monica Bradford, page 8. Ask children what they see in the illustration. Ask if children have watched people in church taking Communion (the bread and juice), being baptized, or having babies blessed. We share the sacraments to share God’s love and the peace of Jesus Christ.

Read page 14. When we share love, people feel happy and loved. This is one way we can give to others. Who shares love with you? How can you share love?

Spiritual Practice: Prayer
5 minutes

Ask:

What is prayer? (talking to God) How can we pray? (Ask for children's answers—such as folded hands, bowed head, closed eyes.) We can pray on our knees. We can raise our hands. We can sit with our hands cupped. We can lie down in our beds. We can pray anytime and anywhere. We can have our bodies any way we want. We can
have loud prayers, quiet prayers, and listening prayers where we don’t use any words.

What can we talk to God about? Anything! We can tell God thank you. We can ask God questions. We can talk to God about our day like we talk to our parents or our friends.

Let’s practice some thank you prayers today. How do you want your body to be for our prayers? (Let children choose prayer posture.) We will go around the circle, and you can decide what you want to thank God for. You can decide if you want to say your prayer loud, soft, or in your mind, just thinking about it.

**Journal**

*10 minutes*

Invite children to draw a picture of something they can give to someone or a way they can show love. Write words to describe their picture.

**Sharing Snack**

*10 minutes*

Ask if a child (or children) would like to say a prayer thanking God for the snack. (If no one offers, say a brief prayer of thanks.) Have several bowls of healthy snack items (such as dried fruit or whole-grain cereal) and a small scoop. Invite children to serve themselves a scoop and pass the snacks around.

**Send and Bless 5 minutes**

**Send**

Explores how the lesson might be lived out

Take your banks home, and when you get money, share it by sharing, saving, and spending. Today at camp, church, or in your neighborhood, try to find someone to give something to. You can give a hug or a smile; you can say something nice to someone. Remember how Jesus helped Zacchaeus? What other ideas do you have about what you could give someone at camp, at church, or in your neighborhood? You can tell about it when you come back to class next time.

**Bless**

Time of prayer, praise, blessing, and hope

Teacher starts a sentence prayer: “God, everyone has something to give. Help us to be givers.”

Ask children: What do you want to give? Invite children to complete the sentence, “God, I want to give...”.

Sing the goodbye song, “Go with Us, Lord” CCS 612, through once, and then insert each child’s name (for example, “Go with [child’s name], Lord...”).

Widow’s Mite
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. Generosity, yeah generosity. Generosity, generosity,
D G D A
from God to us, from us to the world, generosity.
G to the E to the N E R
O to the S to the I T Y
we can change the world if we really care by the way we love and grow and share generosity, yeah generosity. Generosity, generosity,
A D G
generosity, from God to us, from us to the world generosity.
Gen e
LESSON 3

Live, Love, Share
One Body, Many Parts
Focus
To explore Community of Christ understanding that everyone is important in the body of Christ

Focus Scripture
1 Corinthians 12:14–21 NRSV

Objectives
The learners will...
• discover through scripture how the parts of the body (physical body and the church) work together.
• participate in activities that consider how each person can be like Jesus and contribute to the body.
• recall previous lesson ideas of live, love, and share.

Supplies
• Bible (NRSV)
• We Share by Monica Bradford, Herald Publishing House, ISBN 9780830915224
• Community of Christ Sings (CCS)
• Coloring sheet, We Are One, one copy per child
• Markers or crayons
• Potato Head Mix-up—several Mr. or Mrs. Potato Head toys OR reproducible paper cut-outs of Mr. and Mrs. Potato Head parts, paper, glue sticks
• Art Activity: Thumbprint People—washable-ink stamp pads (one for each child or for two children to share) paper, markers
• Journals
• Snack Supplies: pretzel sticks or gluten-free pretzel sticks, grapes cut in half

Gather
Activates background knowledge, prepares, and motivates for lesson

10 minutes
Gather the children with a greeting song and a prayer. Teach children the song, “Uyai Mose (Come All You People)” CCS 84, using call-and-response. Second time through, invite children to sing their names in unison in place of “all you people.” Invite children to suggest different ways to praise each time you sing it (such as clapping, dancing, jumping, spinning).

Engage
Invites exploration and interaction

Live, Love, Share
5 minutes
Review sign language. Ask children again for words to describe live, love, and share as they sign the motions.

Scripture story
(paraphrased from 1 Corinthians 12:14–21)

10 minutes
Hand out We are One coloring sheets and crayons or markers to children so they can color as you tell the story.

Teacher: “God, we praise you today. I want to praise you by...” Invite children to share how they want to praise.

Ask:
Did you share something with someone or show someone love? Do you want to tell about it?

In this story, people in the church are arguing. Do you know what arguing means? (fighting or disagreeing) Some people think they are more important or more special than other people. Paul, who was a minister, was trying to help the people understand that in the church, everyone is important and needed. The church is sometimes called the body of Christ because people in the church are trying to be like Jesus.

Paul told the people that everyone has a body, and the body has many parts.

What would it be like if you had arms and hands where your legs and feet are?
What would happen if you had only ears where your eyes and nose are?

Paul told the people, the eye can’t tell the hand, “I don’t need you.” The head can’t say to the feet, “I don’t need you.” God made the body with many parts, and each part has a job to do. It is the same with the church. The church has many people, and each person has a different job to do. Each job is important for the church to be like Jesus.

What are different jobs people can do in church? What jobs can you do in church? What are different ways people can be like Jesus? How can you be like Jesus—at church, at home, at preschool or daycare, in your neighborhood?

Activity: Potato Head Mix-up
10–15 minutes (depending on activity chosen)

Using Mr. and Mrs. Potato Head toys: In advance, separate body parts. In small groups, give children a Potato Head body and all the same body parts. Ask children to add the parts to make a body. They will have characters with all eyes, all ears, all arms, etc.

Ask:
What can your Potato Head do with all eyes? ears? arms? What can’t your Potato Head do? (If all eyes, it can’t walk, hear, taste, etc.) How is this like Paul’s story about the church? How can we help the Potato Heads have all their parts? Help children share parts to make characters that have all their parts.

Use Mr. and Mrs. Potato Head cutouts. Search the Internet for pictures, free downloadable characters, and parts. Have a set of pre-cut parts and body along with a sheet of paper for each child. Give each child a Potato Head body and all the same body parts. Ask children to add the body parts to the body. They will have characters with all eyes, all ears, all arms, etc.

At the end of the activity, children can glue the parts to the piece of paper and color with crayons or markers.

Art Activity: Thumbprint People
10 minutes

Give each child markers, paper, and a stamp pad. Help children write their names on their papers. Remind children that each person is unique, and everyone has different fingerprints. Invite children to make thumbprints with the stamp pads. Wash thumbs and let children use markers to add features to their thumbprint people. Write children’s words about what they can do to be like Jesus.

Music Activity: “We Are One in the Spirit” CCS 359
5 minutes

Teach children the song “We Are One in the Spirit” CCS 359 using call-and-response.

Suggested motions:
- Stanza 1: Hold hands and sway side to side
- Stanza 2: Continue holding hands and walk in a circle
- Stanza 3: Stop and ask children what kind of work they can do and what it might look like. Ask children to do this motion while singing stanza 3.
- Stanza 4: Raise arms and sway, jump, or spin

Activity: Same yet Different Game
5 minutes

Remind children that we are the same, yet different. We are all people, but we are different in many ways, from how we look to what we like to do. Play this game to see how children in the class are the same and different. Invite children to stand when they hear something about themselves.

Suggestions:
- We all have an age. But we are all different ages. Who is 3 years old? 4? 5? (Add teacher ages.)
- Some people have hair, but our hair is different. Who has curly hair? Straight hair? Long hair? Short hair? Brown hair? Do you know someone with no hair?
- We all have eyes, but our eyes are different colors. Who has blue eyes? Brown eyes?
- We all wear clothes, but we wear different colors. Who is wearing red, etc.?
- We all wear shoes, but we have different kinds of shoes. Who is wearing flip-flops? Tennis shoes, etc.?
- We all play, but we like to play different things. Who likes to play soccer, ride bikes, play video games, etc.? (Add other ideas as time allows.)

Respond
Takes the learners from hearing to doing

Read and Discuss
5 minutes

Read We Share by Monica Bradford, page 20.
Ask:

What do you see in the picture? How are the children the same? How are the children different?

Read page 28.

Ask:

What do you see in this picture? (flags from around the world) People live in many different countries around the world. Can you think of ways people are different other than how they look? (speak different languages, eat different foods, live in different places, have different kinds of families) Even when we are different, what are ways we are all the same?

Spiritual Practice: Validating One Another

5 minutes

We are all important in the body of Christ. We each have jobs we can do and ways we can be like Jesus. We can help each other see how we can be part of the body.

Ask children to sit in a circle. Teacher demonstrates this practice by going around the circle and telling each child a different gift the teacher notices in the child (brief, one- or two-word description). Invite children to join in this practice by going around the circle and saying something they notice about the child next to them.

Journal

10 minutes

Invite children to draw a picture of what part of the body they would like to be and how it helps the body (or church) be like Jesus. Write their words to describe why they want to be this body part and how it helps the body be like Jesus.

Snack Suggestion

10 minutes

Ask if a child (or children) would like to say a prayer thanking God for the snack. (If no one offers, say a brief prayer of thanks.)

Pretzel People: Invite the children to use the pretzel sticks or gluten-free pretzel sticks and grape halves to make people with body parts.

Send and Bless—5 minutes

Send

Explores how the lesson might be lived out

Look around camp or church today to see what different jobs people are doing so we can enjoy camp or church (give examples: cooking, cleaning, teaching). You can tell what jobs you see when you come to class next time.

Bless

Time of prayer, praise, blessing, and hope

Teacher starts a sentence prayer: “God, thank you that everyone is important in the body of Christ. I want to be like Jesus by…” Invite children to add how they would like to be like Jesus.

Sing a goodbye song: “Go with Us, Lord” CCS 612, through once, and then insert each child’s name (for example, “Go with [child’s name], Lord…”).

We Are One
LESSON 4

Live, Love, Share

What Can God and I Do?
Focus
To explore the idea that all are called to live, love, and share

Focus Scripture
1 Samuel 3:1–19 NRSV

Objectives
The learners will...
• discover through scripture how God calls everyone to live, love, and share.
• participate in activities to learn about how children can listen for God.
• recall previous lesson ideas of live, love, and share.

Supplies
• Bible (NRSV)
• We Share by Monica Bradford, Herald Publishing House, ISBN 9780830915224
• Community of Christ Sings (CCS)
• Coloring sheet, Samuel and Eli, page 26, one copy per child
• Markers or crayons
• Art Activity: Listening Art (CD player or iPod, markers or crayons, paper)
• Blanket(s) for spiritual practice (silence/listening)
• Journals
• Snack Supplies: Large bowl of applesauce with serving spoon, cinnamon, bowls and spoons for individual servings

Gather
Activates background knowledge, prepares, and motivates for lesson
10 minutes
Gather the children with a greeting song “I Will Sing, I Will Sing” CCS 112, and a prayer.
Teach children the song using call-and-response. Invite children to offer suggestions of what else they can do (such as jump with joy unto the Lord, dance and spin unto the Lord, clap and praise unto the Lord).
Invite children to join in a word or sentence prayer. Teacher: “Thank you, God, for our class. I like [children’s words] about our class.”

Ask:
What jobs did you see people doing so we can be together at camp or church?

Engage
Invites exploration and interaction

Live, Love, Share
5 minutes
Review sign language. Ask children again for words to describe live, love, and share as they sign the motions.

Scripture Story
(paraphrased from 1 Samuel 3:1–19)
10 minutes
To help explain the story, ask two children to act out the parts of Eli and Samuel while you read the story. Ask both children to lie down in different parts of the room. When Samuel hears a voice calling, the child runs to Eli. Eli shakes head “No” and a points finger to send Samuel back to bed.

Samuel was a young boy. He lived in the temple with an old man named Eli. Together, they served God. One night while Samuel was lying in his bed, he heard a voice call him. “Samuel, Samuel.” He thought Eli was calling him, so he ran to Eli’s room and said, “Here I am. I heard you calling me.”

Eli said, “I didn’t call you. Go back to bed.”

So Samuel went back to his bed and lay down. Samuel heard a voice calling him again, “Samuel!” He got up and went to Eli’s room again. “Here I am. I heard you calling me.”

Eli said again, “I didn’t call you. Go back to bed again.”

Samuel heard the voice calling him a third time. He got up again and went to Eli’s room. “Here I am. I heard you calling me.”

This time, Eli realized it might be God trying to call Samuel. He told Samuel, “Go, lie down in your bed and listen. If you hear the voice again, say, “Speak, God, I am listening.”

Samuel lay down in his bed and listened. He heard the voice again saying, “Samuel! Samuel!” And Samuel said, “Speak, God. I am listening.”

As Samuel grew up, he continued to listen to God. Samuel helped the people learn about God.
Ask:

How can we talk to God? (Ask for children’s ideas.)
How can we listen for God? (Ask for children’s ideas.)
How can we hear God? (Ask for children’s ideas.)

We can sometimes hear God in words in our mind like Samuel did. But we can also hear God in church, in stories, in the trees, in animals, in our hearts, in songs, and in one another.

God called Samuel to help people learn about God. We learned yesterday (in our last class) about all the parts of the body and how each part of the body has a job to do. It is the same with people. Scriptures tell us “all are called” by God. This means everyone has important work to do to help other people and the body of Christ.

We can listen to God to find out how we are called like Samuel did. We can practice listening in different ways.

Hand out coloring sheet and crayons or markers to children (page 26).

Art Activity: Listening Arts
10 minutes

Give each child a piece of paper and markers or crayons. Tell children you will be playing different kinds of music. (Select various instrumental music pieces with different tempos and rhythms.) As music plays, invite children to color to the rhythm or tempo. After the music is finished, ask children to tell about their art and write their words on their paper. You can ask for their answers and write their words at the end of the activity or between music styles.

Activity: Listening Walk
10–15 minutes

We are going to play a game and take a listening walk. We are going to try to be very quiet on our walk and see what sounds we can hear around us. We are not going to talk until the teacher asks, “What do you hear?” Then we will take turns telling what we hear. Then we will be quiet again and walk somewhere else to listen for what we can hear.

Spiritual Practice: Silence (Listening)

At the end of the listening walk, find a quiet place on the camp or church grounds to spread a blanket. Ask children to sit on the blanket.

Ask:

Do you remember how Samuel was very quiet when he was listening for God? Sometimes, it is hard to be quiet. Sometimes, it’s hard to find a quiet place. Sometimes, our houses, churches, and schools are very busy and very noisy.

Invite children to sing “Be Still” CCS 156 very quietly as a call-and-response.

Do you know what it means to be still? (very quiet, not moving) We are going to be very still and quiet and listen for God. Remember, we can sometimes hear God in words in our mind like Samuel did. But we can also hear God in the trees, in animals, in our hearts, in songs, and in one another.

Invite children to lie down on the blanket, close their eyes, be very still, and listen. Tell them that at the end of the listening time, the teacher will quietly ask them to stand up and walk back to class without talking.

Keep in mind practices of silence and stillness are not easy for young children, but when done as a game, most will join in. Do not be discouraged if some children have difficulty with this activity. If they have difficulty lying down, encourage them to sit quietly. If they have difficulty being silent, encourage them to whisper. The listening time should be brief (one to two minutes depending on attention span of children).

Journal
10 minutes

When back in class, invite children to draw a picture of what it was like to be quiet and listen for God. Write children’s words to describe their pictures.

Read and Discuss
5 minutes

Read page 18 of We Share by Monica Bradford.

We listened for God outside. What are other ways we can listen for God? How are the people in the picture listening for God?

Read page 22.

We learned last class that everyone is important in the body of Christ. This story says we are all given gifts
from God. A gift from God is something we enjoy doing and can help the body of Christ (the church, other people). What gifts do you see in other people? (Help children to recognize diverse gifts, like teaching, cleaning the church, visiting people who are sick, gifts in worship like singing, praying, preaching, etc.) What is something you like to do? What do you like to do that can help people?

Snack Suggestion
10 minutes

Ask if a child (or children) would like to say a prayer thanking God for the snack. (If no one offers, say a brief prayer of thanks.)

Quiet Snack: Invite children to serve themselves applesauce and then pass the bowl. Children can sprinkle cinnamon on their applesauce if they like. Ask children what sound the cinnamon makes when it falls on the applesauce. Ask children what other sounds they hear as they are serving and eating their snack.

Send and Bless—5 minutes

Send
Explores how the lesson might be lived out

See if you can help someone today at camp or church. You might open a door, pick up something someone has dropped, or carry dishes to the kitchen. Find a way to help and tell about it next class.

Bless
Time of prayer, praise, blessing, and hope

Teacher starts a sentence prayer: “God, we want to listen to you so we can be helpers. I want to help...” Invite children to add how they want to help.

Sing a goodbye song: “Go with Us, Lord” CCS 612, through once, and then insert each child’s name (for example, “Go with [child’s name], Lord...”).

Samuel and Eli

Illustration by Garry Hood
LESSON 5

Live, Love, Share
Making Choices
Focus
To understand that our choices make a difference and we can risk trying new ways of doing something or new ideas to make new friends and help others

Focus Scripture
Acts 10 NRSV

Objectives
The learners will...
• discover through scripture that it is good to try something new, even if it is uncomfortable.
• participate in activities to consider choices.
• recall previous lesson ideas of live, love, and share.

Supplies
• Bible (NRSV)
• We Share by Monica Bradford, Herald Publishing House, ISBN 9780830915224
• Community of Christ Sings (CCS)
• Coloring sheet, Peter’s Dream (page 32), one copy per child
• Markers or crayons
• Choices Game: Circle of paper with a happy face and circle of paper with a sad face for each child
• Art Activity: Splatter painting—T-shirts or paint smocks, paper, paintbrushes, washable paint, recycled plastic food lids for paint palettes, clothespins
• Journals
• Snack Supplies: Variety of cut-up fruits and vegetables that may be unfamiliar to children. Suggestions (where available): mango, kiwi, yellow flesh watermelon, raw green beans, rainbow carrots
• Reproducible Mission Prayer, (page 31)

Gather
Activates background knowledge, prepares, and motivates for lesson

10 minutes
Gather the children with a greeting song and a prayer. First, teach children to sing “Fanana” CCS 596 using call-and-response. Sing the first verse as written (Chichewa text). Tell children what the words mean in English. (“Be like Jesus.”) Sing in English. Try the other verses in both the Chichewa text and English. Act out the motions (walk, sleep, sing, dance, talk).

Invite children to join in a word or sentence prayer. Teacher: “We want to be like Jesus. I want to be like Jesus by [children’s words].”

Ask:
What did you do to help someone?

Engage
Invites exploration and interaction

Live, Love, Share
5 minutes
Review sign language. Ask children again for words to describe live, love, and share as they sign the motions.

Scripture Story
(paraphrased from Acts 10)
10 minutes
Hand out Peter’s Dream coloring sheets and crayons or markers to children so they can color as you tell the story.

This story is 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.

Can you think of people who are different from you? What makes them different? Can you think of people who live far away?

One day while Cornelius went to a quiet place to pray, he heard God call his name, “Cornelius!” (This is like the story of Samuel when he heard God call his name.) Cornelius said, “What is it, God?” God said, “I have heard your prayers. I want you to send three of your men to find Peter, and bring Peter 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 became hungry, and he had a dream about food. Peter tried to make good choices, and one of those choices was that he didn’t eat certain kinds of foods because he didn’t think God wanted him to. 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.”
Can you think of foods you don't want to eat? Why don't you want to eat them?
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, just like when Samuel heard God talking to him three times.

Peter wasn't sure what this dream was about. When he came back from praying, his friends told him the men Cornelius had sent were looking for him and wanted him to come to Cornelius' house. Peter knew he wasn't supposed to talk to Cornelius. It wasn't allowed because they were different from each other.

Can you think of people that you don't want to be friends with? Sometimes we don't want to be friends with people because they do wrong things (like Zaccheus), but maybe if we try, we can become friends. Sometimes, we are afraid of people we don't know. But sometimes, we can make new friends at school, at church camp, and other places with an adult to help us.

Peter remembered the dream where God told him to eat the food he didn't think he was supposed to eat. He realized that because of the dream, God was telling him it was okay to go to Cornelius' house.

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

Cornelius and his family and friends didn't know about Jesus and how Jesus loved all people. Peter told Cornelius and his family and friends all about Jesus. They were so excited to hear about Jesus and how Jesus loved all people and wanted all people to love one another. Cornelius and his family and friends decided to be baptized and be like Jesus. Peter and Cornelius both risked trying something new and learned that all people can be friends.

Can you think of a new friend you have made at camp/church/preschool/daycare?

Choices Game
10 minutes
Play inside or outside. Give each child a happy and sad face. Invite children to line up in a row in the middle of the room (or yard, if outside). Present a choice situation. If it is a good choice, children hold up the happy face and run safely (if outside) or walk (if inside) to the back of the room (or designated area in the yard).

After several teacher suggestions, ask each child that wants a turn to suggest a situation. Sample choice situations:
• You took away a toy from another child.
• You helped a child who fell down.
• You helped your mom put away the laundry.

Music Activity: “In My Life, Lord”
CCS 602
5 minutes
Introduce words of the song “In My Life, Lord” CCS 602. Explain that when we glorify God, people can learn about God by watching what we do or say. If we live, love, and share like Jesus, it helps people see God's love.

Teach children the song using call-and-response. Ask children for other ideas, such as in my family, in my school, at camp, in my church.

Art Activity: Splatter Painting
10 minutes

Outside: Put a T-shirt or paint smock on each child. If available, clip papers to a chain link fence with clothespins, or set papers on the ground. Give each child a paintbrush and palette of paint. Invite children to splatter the paint on the paper without the brush touching the paper. Ask children about their paintings and write their words on their paper.

Inside: Cover tables. Put a T-shirt or paint smock on each child. Move chairs away from tables and give each child a piece of paper, a small paintbrush, and a small palette of paint. Invite children to gently splatter the paint on the paper without touching the brush on the paper. Ask children about their paintings and write their words on their paper.

Ask:
• How did it feel to paint this way?
• How is this different from how you usually paint?

Respond
Takes the learners from hearing to doing

Read and Discuss
5 minutes
Read page 24 of *We Share* by Monica Bradford. Ask children what they see in the illustration.

Ask:

*What does it look like the bugs are trying to do?* (Point out the different paths, and that we can choose which way to go. Each path leads to a different place where we can be helpers.)

*What are choices? When is a choice good?* (when you enjoy doing it, it helps someone, etc.) *When is a choice not so good?* (when someone gets hurt, someone is left out, etc.)

*How can our choices make our world a better place?*

**Spiritual Practice: Mission Prayer**

5–10 minutes

Reproduce the mission prayer for each child (page 31).

Give children crayons to color and decorate their mission prayer papers. Invite children to make their papers colorful while you read the prayer.

Tell children many people throughout the church are using this prayer to listen for God and make choices to make our world a better place.

*Read:* God, where will your Spirit lead today?

God’s Spirit helps us listen for God and make choices, like Samuel and Peter who listened to God. What does lead mean? How do you think God’s Spirit can lead us?

*Read:* Help me be fully awake and ready to respond.

Ask:

*How do you feel when you first wake up in the morning? Is it sometimes hard to do what you are supposed to when you first wake up?*

*If your mom or dad asks you to get dressed, you might lie in bed for a while because you are not quite awake yet. It’s hard to listen when you are not fully awake. Being fully awake to God is like when Samuel was trying to listen to what God was telling him.***

*Read:* Grant me courage to risk something new.

Ask:

*Do you know what courage means? Have you ever been afraid to try something new, like go to a new school, or swim underwater?*

*Courage is when you decide to try even when you are not sure what will happen. When have you had courage to try something new?***

*Read:* ...and become a blessing of your love and peace.

Ask:

*Do you remember what we said about live, love, and share with the sign language? This is how we can become a blessing of love and peace. Do you have more ideas about how we can live, love, and share?*

Invite children to take their colorful prayers home, hang them on their refrigerators, and say the prayer with their families.

**Journal**

10 minutes

Invite children to draw a picture of something new they would like to try. Write their words to describe their pictures.

**Snack Suggestion**

10 minutes

Ask if a child (or children) would like to say a prayer thanking God for the snack. (If no one offers, say a brief prayer of thanks.)

Offer various cut-up fruits and vegetables that may be unfamiliar to children. Invite children to have the courage to try a new food.

**Send and Bless—5 minutes**

*Send*

Explores how the lesson might be lived out

Look for something new to try at camp, church, home, or in your neighborhood today. You can try a new food at lunch, ask an adult to help you meet a new friend, or find a new way to help someone. You can tell what you tried in class next time.

*Bless*

Time of prayer, praise, blessing, and hope

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

Sing a goodbye song, “Go with Us, Lord” CCS 612, through once, and then insert each child’s name (for example, “Go with [child’s name], Lord…”).

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.
Peter’s Dream

Illustration by Garry Hood
LESSON 6

Live, Love, Share
Let’s Go!
Focus
To encourage children to live, love, and share like Jesus when they go home

Objectives
The learners will...

• discover (through words of counsel to the 2013 World Conference) what it means to live, love, and share as Zion.
• participate in activities to understand ideas of sharing peace and love with others.
• recall previous lesson ideas of live, love, share.

Supplies
• Bible (NRSV)
• We Share by Monica Bradford, Herald Publishing House, ISBN 9780830915224
• Community of Christ Sings (CCS)
• Words of counsel presented to the 2013 World Conference (www.CofChrist.org/common/cms/resources/Words ofCounsel04-14-2013.pdf)
• Coloring sheet “LIVE, LOVE, and SHARE AS ZION,” one copy per child
• Markers or crayons
• Construction paper
• Stickers
• Art Activity: Recycled instruments (oatmeal or plastic food containers for drums; paper towel rolls, small pea gravel or aquarium gravel, duct tape for rain sticks; paper towel rolls, waxed paper, and rubber bands for kazoo).

Note: Avoid using food such as rice or beans to make instruments. This will avoid the contradiction of teaching young children about people who are poor and don’t have enough food to eat, yet we have so much food we can use it to play.
• Journals
• Note to take home (page 38)
• Snack Supplies: “Let’s Go!” energy snack. Offer a variety of healthy foods from different food groups. Suggestions: apple slices, baby carrots, gluten-free whole-grain crackers
• Optional: “Peace through All People” DVD, order at www.HeraldHouse.org

Gather
Activates background knowledge, prepares, and motivates for lesson
10 minutes

Gather the children with a greeting song and a prayer. Teach children the song “Takwaba Uwabanga Yesu! (There’s No One like Jesus!)” CCS 121 using call-and-response. Act out motions: walking in place, hand on forehead for searching, turn around. Clap in rhythm for the last line.

Next, invite children to join in a word or sentence prayer. Teacher: “God, today is our last day of class together. We have had so much fun! My favorite part has been [children’s words]. Thank you, God!”

Ask:
Did you try something new yesterday?

Engage
Invites exploration and interaction
5 minutes

Live, Love, Share
Review sign language. Ask children again for words to describe live, love, and share as they sign the motions.

Excerpt from Words of Counsel Presented to 2013 World Conference)
10 minutes

Hand out coloring sheets and crayons or markers to children (page 37) so they can color as you discuss the phrases.

Beloved Community of Christ...do not just speak and sing of Zion.

Ask:
• Do you know what Community of Christ is? What do you think “beloved” means?
• Do not just speak and sing of Zion...

Ask:
• Have you heard the word Zion?
• Do you remember when we talked about God’s vision for creation?
And we talked about the kingdom of God, where everyone will live, love, and share? This is also called Zion.

Live, love, and share as Zion...

This is what your coloring sheet says: “Live, love, and share as Zion.”

Ask:

We’ve talked a lot about live, love, and share. We’ve learned sign language for “Live, Love, Share”. How can we live, love, and share when we go home from camp or church?

Those who strive to be visibly one in Christ...

Ask:

Have you heard the word strive? It means to work hard, to not give up, to keep trying. So we want to keep trying to be visibly one in Christ. Do you remember when we talked about being the body of Christ? What do you remember?

Ask:

Have you heard the word visibly? What if something is “invisible”? It means we can’t see it. So if something is “visible” that means we can see it. To be visibly one in Christ means that other people can see that we love Jesus and one another and we can share that love with other people. It’s not always easy, because sometimes we make mistakes and hurt one another. But we can say we are sorry and keep trying.

Among whom there are no poor...

Ask:

• Do you remember the story about the widow?
• What did she do that showed she was generous?
• Why was she poor?
• How can we help people who are poor?

Peace Notes
10 minutes

Provide card-sized construction paper, markers or crayons, and stickers. Invite children to make two peace notes (one to share at camp/church and one to take home). Ask children to think about how they can live, love and share with other people and write their words in their notes. Ask children to write their names in their notes (or help them write their names).

Art Activity: Recycled Instruments
10 minutes

Provide supplies to make instruments (see suggestions on page 34). Children can decorate instruments with markers and stickers.

Music Activity: “Peace Salaam Shalom” CCS 310
5 minutes

Teach children to sing “Peace Salaam Shalom” CCS 310 using call-and-response. Invite children to play their instruments as they sing the song.

Optional: Play the “Peace through All People” DVD. Invite children to play their instruments, dance, and sing along with the DVD. (The DVD is 5:48 minutes long, so allow a little more time if choosing this option.)

Respond

Takes the learners from hearing to doing

Read and Discuss
5 minutes

Read page 26 of We Share by Monica Bradford. Ask children what they see in the illustrations (pp. 26–27).

Ask:

Have you seen the picture of the lion, lamb, and child before? This is part of God’s vision for creation, where all live in peace together.

Ask:

What does it mean to be a peacemaker? (Ask for children’s ideas.) It is when we live, love, and share like Jesus.

Read page 30. Ask children what they see in the illustrations (pp. 30–31).

Ask:

How can we belong to people we have never met? Remember Peter and Cornelius? They didn’t think they could be friends because they were different from each other. But if we live, love, and share like Jesus, we can be part of making the world a better place, even for people we may never meet.
Spiritual Practice: Walking the Neighborhood
10 minutes

Tell children they are going to walk the neighborhood to get to know people at camp or church and offer people a message of love and peace. Tell the adult class in advance the young children will be visiting. Have a parade through camp or church to the adult class with children playing their instruments and singing “Peace Salaam Shalom.” When children arrive at the adult class, invite them to give a peace note to an adult they may not know (since they are with a safe adult).

Journal
10 minutes

Let’s go! Invite children to draw a picture of something they would like to do when they go home to live, love, and share like Jesus. Write their words. Invite children to take their journals home and continue listening for God and drawing and writing in their journals.

Snack Suggestion
10 minutes

Ask if a child (or children) would like to say a prayer thanking God for the snack. (If no one offers, say a brief prayer of thanks.)

Let’s Go! Energy Snack: Healthy food gives us energy to make good choices so we can help make our world a better place. Offer various healthy foods from different food groups. Suggestions: apple slices, baby carrots, and gluten-free whole-grain crackers.

Send and Bless—5 minutes

Send

Explores how the lesson might be lived out

Today at camp or church, we walked the neighborhood. You can try this at home with an adult. Ask an adult to go with you, and find a neighbor you do not know. Introduce yourself (with an adult’s help), and give the neighbor a peace note. This is risking something new for you and the adult with you, but can help you and your neighbor live, love, and share and make the world a better place! (Note: Copy and send a note home with children to invite adults to take part in this practice with them.)

Bless

Time of prayer, praise, blessing, and hope

Lead children in a prayer: “God, we want to go home and make the world a better place. Help us to live, love, and share like Jesus. Amen.”

Sing a goodbye song, “Go with Us, Lord” CCS 612, through once, and then insert each child’s name (for example, “Go with [child’s name], Lord…”). Review sign language motions for “Live, Love, Share.”

Let’s go!
LIVE, LOVE, and SHARE AS ZION
At camp or church, we walked the neighborhood. You can try this at home with an adult. Ask an adult to go with you, and invite your neighbors to join you. Find a neighbor you do not know. Introduce yourself (with an adult’s help), and give the neighbor a peace note. This is risking something new for you and the adult with you, but can help you and your neighbor live, love, share and make the world a better place!

**Walking the Neighborhood**

Please join us in walking the neighborhood to get to know people and offer them a message of love and peace.

When: ____________________________________________________________

Where: __________________________________________________________

Thank you!

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At camp or church, we walked the neighborhood. You can try this at home with an adult. Ask an adult to go with you, and invite your neighbors to join you. Find a neighbor you do not know. Introduce yourself (with an adult’s help), and give the neighbor a peace note. This is risking something new for you and the adult with you, but can help you and your neighbor live, love, share and make the world a better place!

**Walking the Neighborhood**

Please join us in walking the neighborhood to get to know people and offer them a message of love and peace.

When: ____________________________________________________________

Where: __________________________________________________________

Thank you!