



Lesson Plans

Content disclaimer

This book refers to some services, websites, and resources that are no longer available. Since the program's first release in 2004, DC4K has helped thousands of children around the world who are struggling with the breakup of their parents. Today we are offering this program free of charge for both family use and as a church ministry. While some of the materials may be dated (or may not apply to individual use of the program), the teaching and core materials are timely and effective, drawing children to Christ's comfort and equipping them with the skills to cope with challenges and communicate their feelings.

Some features that will no longer be available for churches using the program are the Find a Group search tool and the LeaderZone.

Have questions? Need help?

Our ministry coaches are glad to assist you!

Call us at **800-489-7778** or email info@dc4k.org.



Lesson Plans

DIVORCE *Care*

Some content may be inapplicable or no longer available.

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This book may be downloaded (www.dc4k.org/leaderzone) and printed by a church using the DivorceCare for Kids curriculum to allow all DC4K leaders to have a copy of the Lesson Plans. Copies may only be made for use within a DivorceCare for Kids ministry program, where the program is being run according to the DC4K Leader's Guide.

For more information

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Welcome to



Dear Friend,

Welcome to the DC4K family. You are about to become part of an exciting and rewarding ministry adventure. To see tears change to joy on the faces of the children will be the fuel that keeps you going and the confirmation that you are helping to make a difference.

At times this ministry can be challenging and difficult. That's why we at Church Initiative are here. We want to encourage you each step of the way, and we want to connect you with other leaders who are sharing the same experiences. Our full-time DC4K consultants are standing by eager to help, and our online forum enables you to network with other DC4K leaders from around the world. You are not alone!

We consider DC4K ministry to be a partnership. You, your leadership team, and your church are on the front lines of this important ministry, and Church Initiative exists to support and encourage you. We are honored to have the privilege to do so.

Be assured we are praying for you often. We are asking our Lord to use you and your group in powerful ways.

In Christ,

A handwritten signature in black ink that reads 'Steve Grissom'.

Steve Grissom
Founder and President, DivorceCare and Church Initiative



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DC4K LeaderZone Library

The forms, worksheets, and activity pages needed for your weekly sessions are available for download from the LeaderZone Library, www.dc4k.org/leaderzone.

HOW TO CONTACT US

DivorceCare for Kids (DC4K) exists as a ministry to help you as you help others.
Feel free to contact us with questions, problems, and success stories.

Phone: **1-800-489-7778** (US and Canada); **919-562-2112** (Local and international)

Fax: 919-562-2114

Mail: DivorceCare for Kids
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Email: **info@dc4k.org**

Web: **www.dc4k.org** and **www.dc4k.org/leaderzone**

ORIENTATION/ REGISTRATION SESSION

You may choose to hold an *optional* Orientation/Registration Session prior to your 13 sessions. A sample agenda is provided here. For further details about this session, see the Leader's Guide, p. 54.

LEADER'S NOTES

Goal: To help with the preliminary needs of meeting the parents, completing registration, and familiarizing parents and children with the program prior to the start of your DC4K group.

PREPARATION LIST

TO DO – Before the Session Meeting:

- Pray for the children attending DC4K and their parents.
- Read the entire Lesson Plan.
- Invite church leaders to attend, fostering an understanding of DC4K and creating a connection to the host church.
 - Children's Minister, DivorceCare leaders, Single & Parenting leaders, etc.
- Download & make copies (from the **LeaderZone Library, www.dc4k.org/leaderzone**):
 - About Me (1 copy per child)
 - Welcome Packet (1 per family)
 - Welcome Letter to DC4K Parents
 - Talking Points for DC4K Parents
 - Registration Form
 - DC4K Child Information Form (have extra forms available)
 - Postcard from the back of DC4K Activity Book
 - Sample Schedule
 - Parent Page (Session 1)
 - Parent Session List with Weekly Themes
 - Advertisement for DC4K CDs and Storybook
 - Two brochures each for DivorceCare, Single & Parenting, and DC4K (as applicable)
 - Church bulletin or brochure
- Purchase/collect the following items for this session:
 - Sticker name tags and markers
 - Snacks and beverages, as well as utensils, plates, cups, napkins, etc., as needed
 - Any needed supplies for a craft or activity you might do with the children (see Additional DC4K Activities on p. 7 for ideas)

TO DO – 30 Minutes Before Arrival:

- Set up room as you would for Session 1 (see p. 9).
- Pray with your leaders before the meeting.
- Have one Activity Book per child available.
- Make sure equipment is working:
 - TV/DVD player
 - CD player

SESSION OUTLINE

DC4K Orientation/Registration Session	Time
Arrival	10 min.
Welcome	10 min.
Orientation Modules (parents and children separate)	30 min.
Joint Closing (parents and children together)	10 min.

LESSON PLAN

Arrival

10 minutes

- As they come through the door, greet each parent and child with a warm, caring and compassionate attitude.
- Have parents and children fill out and wear name tags.
- Allow time for fellowship before the start of the meeting. Provide snacks during this time.
- Take parents and children on a brief tour of the DC4K room and materials.

Welcome

10 minutes

- Welcome everyone and introduce your leadership team and Safekeepers.¹
- Have each Safekeeper give a two-minute summary of his or her reason for serving in DC4K.
- Separate the parents and children.

Orientation Modules (parents and children separate)

30 minutes

Parents:

- Open with prayer, and spend a few minutes welcoming them. Go over the Activity Books and the schedule, explaining the goals of DC4K. (Collect the Activity Books when done and give them to the children's group to use.)
- Go through the Welcome Packet and the dates of your meetings. Show the DivorceCare brochure (if applicable), and encourage parents to consider attending DivorceCare if they haven't already.
- Explain guidelines about attendance, confidentiality, and commitment levels expected from the leaders as well as the children.
- Tell the parents it is important that they've talked to their children about their current marital situation and its impact on the kids prior to coming to DC4K.
- Show Session 1 *Kids Like Me* DVD drama.
- Have a question and answer time with parents.
- Have the parents fill out the Registration and Child Information Forms and collect registration fees. Be sure to explain what the registration fees include.

Kids:

Have two or three Safekeepers go with the kids to the back of the room or to an adjacent room.

- Open with a “getting to know you” activity.
- Have each child fill out an About Me sheet. Help the children who aren’t able to write.
- Take 10 minutes to walk through the Activity Book and give an overview showing and explaining the importance of the different sections (list of video characters, session content, resources in the back, Treasure Box, etc.). The children won’t be writing in them today.
- Collect the Activity Books to keep at the church.
- Play a game or do a craft or activity with the children until the parents are finished. (See Additional DC4K Activities on p. 7 for ideas.)

Joint Closing (parents and kids together)

10 minutes

- Have the Safekeepers thank the parents and children for coming, and tell the children you’re looking forward to their being part of the group.
- Encourage everyone to come back next week and to let other families of divorce know about the program.
- Close with prayer and say good-bye.
- Let those who want to linger stay and have more snacks or ask individual leaders their questions.

CELEBRATION SESSION

You might choose to hold an optional Celebration Session after your 13-week cycle is completed. A sample agenda is provided here.

LEADER'S NOTES

Goal: To allow for a family celebration at the end of DC4K. There are two primary reasons we recommend doing so:

- Allows children the opportunity to have a completion ceremony that parents can attend
- Provides a capstone for the entire DC4K experience

PREPARATION LIST

TO DO – Before the Session Meeting:

- Pray for the children attending DC4K and their parents.
- Read the entire Lesson Plan.
- Invite church leaders to attend, fostering understanding and connection to the church.
 - Pastor, Children's Minister, etc.
 - Ask one church staff member to give a short 2–3 minute thank you to parents and kids, highlighting church programs the parents/kids can be part of in the future.
- Download & make copies (from the **LeaderZone Library, www.dc4k.org/leaderzone**):
 - DC4K Certificates for each child (insert the children's names, sign the certificates, and have a pastor sign them as well)
- Purchase/collect the following items for this session:
 - Sticker name tags and markers (for the parents)
 - Snacks and beverages, as well as utensils, plates, cups, napkins, etc., as needed
 - Any gifts you're giving to the children
 - DivorceCare, Single & Parenting, and DC4K brochures to give to parents (as applicable)
 - Church newsletters and brochures to help link families to programs at your church

TO DO – 30 Minutes Before Arrival:

- Set up room with stations to accommodate both the parents and children with adult-sized chairs.
- Pray with your leaders before the meeting.
- Post some of the children's group art projects and the Herby's Feelings Poster, so parents can see what their children have been doing in your group.
- Lay out name tags, Activity Books, Kindness Plaques, and any other artwork the children created.
- Make sure equipment is working:
 - TV/DVD player
 - CD player

SESSION OUTLINE

DC4K Celebration Session	Time
Greet and Welcome	5 min.
Station Tour	10 min.
Recognition	30 min.
Thank You	5 min.
Prayer	5 min.
Wrap Up and Fellowship	5 min.

LESSON PLAN

Greet and Welcome

5 minutes

- Greet each parent and child who comes in the door.
- As they arrive, have the children put on their name tags and help their parents make one.

Station Tour

10 minutes

- Have the children show their parents the activities they've been working on, including their Activity Books. (Make sure to send all artwork home with each child at the end.)
- Have the children and parents put their feelings on the Herby's Feelings Poster.

Recognition

30 minutes

- Have the children put on their Kindness Plaques and come up front into the Opening Circle formation. (Have parents sit separately.)
- Safekeepers will individually recognize each child, present with a certificate, and give the child his or her Activity Book to take home. (You can also give each child a small gift for completion of DC4K; be creative!)

Thank You

5 minutes

- Acknowledge your leadership team and applaud their service. Thank the children for attending.

Prayer

5 minutes

Wrap Up and Fellowship

5 minutes

- Pass out Exit Packets (see Leader's Guide, p. 98).
- Encourage parents to complete the Parent Feedback Form if they haven't already. (This was handed out in Session 12.) We recommend you provide extra forms or include one in the Exit Packet and have parents complete the form right there to give back to you.
- Encourage parents and children to attend a local, Bible-believing church, and invite them to your church.
- At the end, have time for fellowship and snacks.

ADDITIONAL DC4K ACTIVITIES

The activities listed below can be downloaded and printed from the **DC4K LeaderZone**, www.dc4k.org/leaderzone. They are available for use in addition to those already in each Lesson Plan. They are listed by session; however, they can be used as desired throughout the DC4K curriculum. Here are some of the primary uses for these exercises:

- As a substitute activity for children repeating DC4K for the second or third time.
- As an option for a younger child who is struggling with a particular session activity/exercise.
- To give to an older child who finishes a session activity/exercise quickly.
- As a substitute for a session activity/exercise that you decide doesn't work for your group.

Session 1: What's Happening to My Family?

Family Word Search 2
Family Word Search 2, Answer Key

Session 2: God Loves Children in All Kinds of Families

Herby Silhouette
Divorce Word Search 2
Divorce Word Search 2, Answer Key

Session 3: Facing My Anger

Herby Mad Face Stick Puppet

Session 4: Journey from Anger to Sadness

Things I Do When I Feel Sad
Herby Sad Face Stick Puppet
Feelings Word Search 2
Feelings Word Search 2, Answer Key

Session 5: I Am Not Alone

When I Feel Lonely
Herby Lonely Face Stick Puppet

Session 6: God's Plan for Me

Changes Divorce Brought to Me
Memory Badge
God's Plan for You

Session 7: Developing New Relationships

Divorce Words Dictionary 2
Divorce Words Dictionary 2, Answer Key
Relationships
Relationships, Answer Key
Butterfly

Session 8: Developing Money Smarts

Crayon Rubbings
Money Word Search
Money Word Search, Answer Key
Money Words
Money Words, Answer Key

Session 9: It's Not My Fault

Relationships in Divorce
Relationships in Divorce, Answer Key

Session 10: Telling My Parents How I Feel

Finger Puppets
Letter to God: How I Feel

Session 11: Forgiveness

Letter to God: Asking for Forgiveness

Session 12: Loving My Parents

Emotions



Session 1

LEADER'S NOTES

Goal: To help the children of divorce find comfort and relief from the anxiety of what's happening in their families.

Scriptural Objective: To demonstrate a Christlike image for the children as they enter the door and begin the DC4K journey of healing.

Gospel Spotlight: God loves each child.

This Session Will Help the Children:

- Know they're safe in this place
- Learn and understand what is going to happen each week at DC4K
- Have fun and connect with new friends

Talk with your church leadership for any church-specific direction when presenting the gospel to children.

Leader Insights for This Week:

- **Welcome the Family**

Understand that the first week can be difficult for children coming to DC4K as they might not be familiar with your church, adult leaders, or other children. Look at every child entering the group as a hurting child. These children are hurting because of the breakup of their families. Be intentionally welcoming, friendly, and sensitive during this first session. Help the children feel as if they're being welcomed into a family atmosphere that will show them unconditional love and acceptance over the next 13 weeks.

- **Feeling Safe²**

The main focus of this first session is to get acquainted with each child and help the children feel safe in this environment. Communicate that all of the leaders are Safekeepers. Tell the kids it is their job to help you keep things safe. During Opening Circle Time, you'll have a chance to remind them that DC4K is a safe place and talk about confidentiality within the group. You'll also help the children feel safe by establishing group guidelines, creating rituals, and following the weekly routine.

- **Flexibility**

Remember that your first meeting will make it challenging to stay exactly on schedule as you might have to allow extra time for registration, introductions, questions, and helping children feel welcomed and comfortable. Practice grace and patience as you begin the journey of ministering to the hearts of these hurting children.

See your Leader's Guide for helpful hints and a detailed description of the weekly Lesson Plans.

- **Registration**

Holding an Orientation/Registration Session (p. 1) prior to starting the actual 13-week cycle is a great way to get your registration information. If you opted not to have an Orientation/Registration Session prior to Session 1, then you need to make sure you have sufficient time and supplies to complete registration during this first session. Pass out Welcome Packets to each parent, which include the Registration and Child Information Forms downloadable from the LeaderZone Library, www.dc4k.org/leaderzone (see p. 1 for a list of items to include in the Welcome Packets). If you're holding registration on the first night, adjust the schedule as follows: Skip the song under "Scripture and Prayer" and skip the section entitled "Focusing Activity."

Session 1

TO DO – Before the Session Meeting:

- Pray for children attending DC4K (if you have a list, pray individually by name).
- Read the entire Lesson Plan.
- Download & make copies (from LeaderZone Library, www.dc4k.org/leaderzone).
Make 1 copy of each, unless otherwise noted:
 - Name Tags (1 name tag per child, copy on card stock or brightly colored paper, to be laminated after kids decorate this week)
 - About Me (1 copy per child who didn't fill one out at the Registration Session)
 - Session Schedule (enlarge & laminate)
 - Job Descriptions
 - Job Sheet (8 copies, 1 used per week for the first 8 sessions)
 - Family Word Search Answer Key (Family Word Search found in AB,* p. 3)
 - Self-Serve Snack Instructions
 - Breaking Bread Instructions
 - Scripture Decoder (1 copy per child)
 - Welcome Packets pages (1 per parent who didn't receive one at Registration Session)
- Purchase/collect the following items:
 - Self-Serve Snack
 - Peanut butter[†]
 - Bread
 - Apple juice
 - Small paper plates
 - Plastic knives
 - Small paper cups
 - Breaking Bread
 - Applesauce
 - Water
 - Plastic spoons
 - Small paper cups
 - Game Supplies
 - 1 soft ball or stuffed animal
 - Journaling/Herby Mailbox Supplies
 - Writing utensils
 - Paper or stationery
 - Mailbox or box with lid or opening
 - Art Supplies
 - Markers, yarn, etc., to decorate Name Tags and to wear around neck or affixed to shirts (all 13 weeks). You might choose to use sticker tags this week and save the decorated tags until laminated.
 - Large paper for Group Guidelines
 - Boxes with no tops and low sides, e.g., a box that holds soda cans or a large

PREPARATION LIST

- cereal box with the front cut off and sides taped (1 box per 5 children)
- 1 Ping-Pong® ball per box
- 1 set of tongs per box
- Disposable bowls for paint
- Stickers of treasures, fish, seashells, etc., to decorate Treasure Boxes
- Optional: Kids might enjoy making their own Storm in a Bottle (see instructions below). Use small plastic water bottles during Breaking Bread time: the children can recycle their empty bottles. Bring needed supplies (see below).
- Optional: A small ball or a wristband with a connecting latch (1 per child; see Devotion, p. 19)
- Make ahead:
 - 1 Storm in a Bottle: Fill a 2-liter soda bottle with water; add blue food coloring. Put Monopoly® houses or other small items, such as cars, trees, etc., in the bottle. Secure lid to bottle with duct tape. Shake to see funnel.

TO DO – 30 Minutes Before Children Arrive:

- Take out the Weekly Art Tote (see list on p. 106 of Leader's Guide).
- Post Job Sheet and Session Schedule.
- Post Herby's Feelings Poster and place sticky notes and pencils beside it.
- Put on a DC4K CD as background music.
- Set up stations for Greeting time:
 - Name Tags
 - Activity Book page
 - About Me
 - Self-Serve Snack with instructions
 - Herby Mail Station (optional)
- Set aside items for Small Group Interaction stations:
 - Activity Book and journaling
 - Ping-Pong® Blow
 - Breaking Bread with instructions
 - Treasure Box Scripture Decoder
- Have one Activity Book per child available.
- Make sure Energy Ball is working.
- Make sure equipment is working:
 - TV/DVD player
 - CD player

* AB = Activity Book

† **ALLERGY ALERT!**



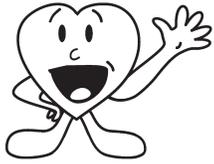
SESSION OUTLINE

WHAT'S HAPPENING TO MY FAMILY?	2 HOURS	90 MIN
GREETING Music: "Kids Like Me" (Disc 1, Song 1) Greeting Activities: <ol style="list-style-type: none"> 1. Introduction and Name Tags 2. Job Sheet 3. Herby's Feelings Poster Activity Book Station: Family Word Search (AB,* p.3) Additional Activity Station: About Me Self-Serve Snack Station: Peanut butter sandwiches [†] and apple juice Herby Mail Station: Optional	15 MIN	15 MIN
OPENING CIRCLE TIME Music: "Herby Rap" (Disc 1, Song 2) Welcome: <ol style="list-style-type: none"> 1. Session Schedule 2. Herby Minute (and introduction) 3. Safekeeper concept Alphabet Stretches: A & B on the flip chart, stress-reducing diaphragm breathing, cross-lateral and cross-midline movements Scripture and Prayer: <ol style="list-style-type: none"> 1. Psalm 32:7 2. "You Are My Hiding Place" (Disc 2, Song 1) (Skip if you hold registration on the first night) Creating Group Guidelines Topic Introduction: Read This Week's Goals (AB p. 2)	15 MIN	15 MIN
KIDS LIKE ME DVD DRAMA "The Kids Connect" (Disc 1, Week 1) Drama Discussion Questions	15 MIN	15 MIN
STORYBOOK TIME Story 1 "My Parents Are Getting a Divorce? Not My Parents!"	15 MIN	10 MIN
BATHROOM BREAK	5 MIN	5 MIN
SMALL GROUP INTERACTION Activity Book Station: Storm in a Bottle (AB, p. 4) Project Station: Ping-Pong® Blow Breaking Bread Station: Applesauce and water Journaling Station: The Journaling Page (AB, p. 5) Treasure Box Station: Decorate Treasure Box; Treasure Box Scripture Decoder Herby Mail Station: Optional	20 MIN	15 MIN
FOCUSING ACTIVITY (Skip if you hold registration on the first night) Group Activity: Name Game Music: "Jesus Loves the Little Children" (Disc 1, Song 3)	10 MIN	0 MIN
STORIES FROM THE BIBLE ON DVD "Jesus Calms the Storm" (Disc 1, Week 1) based on Mark 4:35-41 Discussion Questions	15 MIN	10 MIN
CLOSING CONNECTION CIRCLE Devotion: Energy Ball Prayer Time Music: "United in Love" (Disc 1, Song 17) Wrap Up: Hand out Parent Page	10 MIN	5 MIN

Session 1

LESSON PLAN

WHAT'S HAPPENING TO MY FAMILY?



GREETING

15 minutes

Hand out Welcome Packets to any parents who did not receive one. Have parents fill out Registration and Child Information Forms.

Music: "Kids Like Me" (Disc 1, Song 1)

- Have playing in the background.

Greeting Activities:

- Introduction and Name Tags – Introduce yourself and ask the children their names. Have each child make and decorate a name tag that will be used for the next 13 weeks. Tell a little about what will happen this first session.
- Job Sheet – Show Job Sheet and go through the Job Descriptions. Have the children sign up for a job for today. (Explain that not everyone will have a job each time.)
- Herby's Feelings Poster – Have the children write their names on a sticky note or a sticker and then find a feeling picture on the chart that best describes how they feel right now. Have them stick the note by the feeling picture. Explain that this will be the attendance chart each week.

Let the kids choose which Greeting stations they'd like to participate in. Place a few chairs at each station so all the kids don't go to the same place at once.

Activity Book Station: Family Word Search

- Have the children pick out Activity Books and write their names in their books.*
- Show the children that the first page of each week announces the session title and is a coloring page if they want to color it (AB, p. 1).
- Have them do the Family Word Search (AB, p. 3). Explain that they're to stop and not proceed to the next page when they see Herby saying "Stop" at the bottom of the page.

Additional Activity Station: About Me

- Have the children complete these forms. Help those who aren't able to write.

Self-Serve Snack Station: Peanut Butter Sandwiches[†] and Apple Juice

- Have snack items and corresponding instruction sheet at the station.
- The children can make peanut butter sandwiches. (For children with allergies, see alternative suggestions listed in sidebar.)
- Encourage each child to be in control of his or her own snack setup and cleanup.
- Make sure to have a trash container close by, wet wipes to clean their hands, and a small dustpan and broom so the children can clean up after themselves.

Peanut and dairy allergies are common among children: Use these products as peanut butter substitutes: hummus, guacamole, fruit spreads, or almond butter. For dairy allergies: soy milk, almond milk, and gelatins.

Herby Mail Station:

- Have the mailbox, stationery, and writing utensils available. (This is an optional station. For details on how to set up this station, see the corresponding article in the LeaderZone Library, www.dc4k.org/leaderzone and the Leader's Guide, p. 41.)

* Reminder: Children's Activity Book pages are protected under U.S. copyright law and may not be photocopied. Please provide an Activity Book for each child.

† **ALLERGY ALERT!**

Session 1

LESSON PLAN



OPENING CIRCLE TIME

15 minutes

Have the children bring their Activity Books.

Music: "Herby Rap" (Disc 1, Song 2)

Welcome:

- Session Schedule – Show the children the posted Session Schedule and explain what's going to happen each week. Explain that each week you'll follow a similar schedule of activities.
- Herby Minute – Introduce Herby and tell the kids Herby will be with them every time they meet and that they'll learn more about this friend next week. Go around the circle and have the kids say their names and something about themselves, such as their favorite color or subject in school.
- Safekeeper concept³ – Tell the children that they'll be learning many things at DC4K and that this is a safe place.
- Say This

The first thing I want you to understand is that you'll always be safe here. I'm a Safekeeper and it's my job to keep you safe. All of the adults in this room are Safekeepers. Your job is to help us keep things safe. When people don't feel safe, they can't learn; they can't concentrate or focus. Can anyone share about a time when you have been so scared you couldn't think?

See the Herby Puppet Face Guide in the LeaderZone Library for a guide to the six feelings faces found on the Herby mascot puppet.

Alphabet Stretches: A & B

- Say This

Another thing I want to explain to you is what often happens to your body when you feel scared or stressed. When you feel this way, your muscles might feel tight or hurt. You might even feel clumsy and awkward. When you feel this way, it means you need to breathe deeply and stretch. Stretching helps you release tension from your tight muscles. At DC4K we'll do "Alphabet Stretches" each week to help you release tension and help your brains to focus.
- Show the children the Alphabet Stretches Poster for this week (located on the flip chart). This week's letters are A and B. Demonstrate the following exercises, which you'll be using throughout your 13-week program.

Stress-Reducing Diaphragm Breathing

1. Have the children put their hands above their belly buttons with fingers just barely interlaced.
2. Demonstrate how to take a deep breath (using your diaphragm) so your fingers move apart slightly.
3. Hold for a moment, then release your breath and let your fingers go back together and relax.

Cross-Lateral and Cross-Midline Movements⁴

1. Show the children how to cross their right arms over their bodies and over their waists.
2. Then do the same movement with the left arm. This could be right arm to left knee or left foot, and then left arm to right knee and so forth.
3. This helps their brains to focus. (See article in the LeaderZone Library, www.dc4k/leaderzone, for an explanation of cross-lateral and cross-midline movements.)

Session 1

LESSON PLAN

Scripture and Prayer:

- Have the flip chart open with the weekly Scripture displayed, and read aloud Psalm 32:7, *"You are my hiding place from every storm of life."*
- Explain that when parents divorce, it can feel like a storm has come into the children's lives. God promises that they can go to Him, and He will be their hiding place and protection during a storm.
- Listen to this week's Scripture song – "You Are My Hiding Place" (Disc 2, Song 1).
- Give thanks for each child and lift up the session's activities.

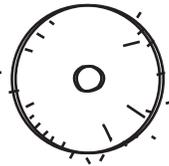
For Sessions 1 and 2, have your Bible open and explain to the children that the Bible is the Word of God and all the Scriptures you will read in DC4K come directly from the Bible.

Create Group Guidelines:

- Keep the guidelines simple and few.
- Let the children have input, but the leader has final say.
- List the rules in positive terms rather than starting each rule with "don't."
- Write the guidelines they suggest on a large paper.
- This is a good time to address *confidentiality* (see Leader's Guide, p. 91). Explain that things said in this group are *private*. They can share with their parents what they said if they want to, but not what the other children said.

Topic Introduction: This Week's Goals (AB, p. 2)

- Read through with the children.



KIDS LIKE ME DVD DRAMA

15 minutes

"The Kids Connect" (Disc 1, Week 1).

Primary Questions:

Review the characters and talk a little about their situations. Have the children refer to the pictures of the *Kids Like Me* stars in their Activity Book (AB, p. viii).

- *Did you meet someone in the drama who was like you? How was he or she like you?*
- *What kinds of things do you do to keep busy?*
- *How can friends and activities help you when life is hard?*

Additional Questions:

- *How has your routine changed over the past year?*
- *Why do you think change can be difficult sometimes?*
- Say This

We're sort of like the kids in the drama—a group of friends who have things in common and are going to have fun learning and spending time together each week.

Session 1

LESSON PLAN



STORYBOOK TIME

15 minutes

Read from *Stories for Kids in Divorce*, "My Parents Are Getting a Divorce? Not My Parents!" (Story 1).

Primary Questions:

- Why do you think Jamie thought the divorce was her fault?
- What does it mean when parents get a divorce?
- Why do you think Jamie felt scared after she heard the argument? What was she afraid of?

Additional Questions:

- Why wasn't Jeremy worried like Jamie?
- What do you think will happen next summer with the vacation Jamie and Jeremy planned?



BATHROOM BREAK

5 minutes



SMALL GROUP INTERACTION

20 minutes

- Divide the large group into smaller groups of 3–5 children.
- Have stations set up for these next activities.
- Adults remain at one station while the children move.
- **Have at least three stations** – Activity Book activities, Projects, and Breaking Bread.
- The number of children you have registered will drive how many stations you need. For 20 children, try to have five stations (e.g., two or three Activity Book Stations, one or two Project Stations, and a Breaking Bread Station).

Activity Book Station: Storm in a Bottle

- Provide a Storm in a Bottle. Shake it up and watch the storm inside.
- Have the children pass it around and then complete the corresponding Activity Book page (AB, p. 4).
- Optional: Have the children make their own Storm in a Bottle, using small water bottles.

For more information on the Small Group Interaction time, see the Leader's Guide, pp. 47–48.

Project Station: Ping-Pong® Blow

- Purpose – To help the kids discover that even when their lives seem out of control, God is always in control.
- Do This
 1. Place a piece of white paper inside a box (see Preparation List for box ideas).
 2. Have the children roll a Ping-Pong® ball in paint; then, using tongs, place the ball on the paper.
 3. The children can blow the ball across the paper. They can pretend their breaths are a soft wind or a violent storm.

Session 1

LESSON PLAN

- Ask This
 1. *Do you feel you are more like the blowing wind or the Ping-Pong® ball?*
 2. *What do you do when things in your life seem out of control?*
 3. *What can you say to God when things in your life seem stormy or out of control?*

Breaking Bread Station: Applesauce and Water

- Have snack items and the instruction sheet at the station.
- Explain that children going through a divorce need comfort foods that feel soft and comforting in their mouths. They also need a lot of water to help their brains focus.

Helpful Hint

Questions after the station activities are optional and should be used as conversation starters.

Journaling Station:

- Introduce the idea of writing in their journals.
- Have the children read and complete the Journaling Page in their Activity Books (AB, p. 5).
 1. Younger children might need help from a leader or the older children to write their words. Encourage younger children to draw their journal entries.
 2. You might want to provide a separate, quiet area for older children to journal and reflect more on their writing.

Treasure Box Station:

- Provide stickers depicting treasures, fish, seashells, etc., to stick on the outside of their Treasure Boxes (see inside back cover of Activity Books).
- Distribute copies of this week's Treasure Box Scripture Decoder.
- Have the children decode the Scripture. This week's Scripture will be written on the shape of a house.
- Have them cut out the house and place it in their Treasure Boxes.

Herby Mail Station: (Optional; see the corresponding LeaderZone Library article for details on this station)

- Have the mailbox, stationery, and writing utensils available.



FOCUSING ACTIVITY

10 minutes

Group Activity: Name Game

- Purpose – To help the children get to know their DC4K family.
- Do This – You'll need a soft object that can be passed from person to person.
 1. Sit in a circle and have everyone say his or her name.
 2. Give the soft object to an adult first. The person with the soft object must say three names: the name of the person to the right, the person to the left, and his or her own name.
 3. Then pass the object to the right. The next person must say the name of the person on the right, on the left, and his or her own name. The game continues until everyone has had a turn. (For variation, the object can be tossed to someone other than the person next to you.)
- Ask This
 1. *Was it easy or difficult to remember the names around the circle?*
 2. *What are some scary things and some fun things about meeting new people?*
 3. *What's something unique about yourself that might help others remember you?*

Session 1

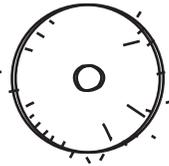
LESSON PLAN

Music: “Jesus Loves the Little Children” (Disc 1, Song 3)

- Allow the children to listen to the song.
- Then assign each child a partner. One child is the mirror, and the other child faces the “mirror” and copies his or her movements while the song is playing.
 - If you need some ideas on movements for this song, watch the bonus material on DVD Disc 3. At the end of the *Kids Like Me* drama, the kids perform “Jesus Loves the Little Children.”
- Partway through the song, have the children switch roles.

Helpful Hint

If time is tight, skip singing the song and have the CD playing softly as background music instead.



STORIES FROM THE BIBLE ON DVD

15 minutes

As you get ready to watch the *Stories from the Bible* dramas, take the children to their Activity Books (AB, p. ix) and show them the pictures of Uncle Bill and the cast for these dramas.

Watch “Jesus Calms the Storm” (Disc 1, Week 1) based on Mark 4:35–41. After the children watch the drama, show the children where the corresponding Bible story is found in their Activity Books (AB, p. 6).

Important to Note: The “Jesus Calms the Storm” (Disc 1, Week 1) Bible story drama will also be repeated and used in Session 13 (see page 161). This will be a good way for children in your group to think about how far they’ve come in dealing with their parents’ divorce since Session 1.

Primary Questions:

- *What can we learn from the Bible story to help us when we’re afraid?*
- *Describe a time when you’ve felt sad, alone, or afraid?*
- *Taylor told Jamal it’s good to talk about things when you’re sad. Whom can you go to when you need to talk?*

Additional Questions:

- *Why do you think the disciples became so afraid, even though Jesus was with them during the storm?*
- *Why can it be difficult to trust God sometimes?*
- Say This

During this session we’ve discussed when the “divorce storm” hits your life. You learned that different things happen that seem like a storm is in your life and can cause you to feel unsafe. You might feel scared or unsure of what to do. But you know from this DVD drama that even the disciples in the Bible had to face storms. Jesus provided for them just as He can provide for you. He will never leave you or forsake you—He wants to be your forever friend.

See the Leader’s Guide (p. 94–95) for ideas on presenting the gospel. If a child would like to talk more about this, have a leader take the child aside. You can also walk the child through the gospel presentation in the Activity Book (p. vi).


Session 1
LESSON PLAN**CLOSING CONNECTION CIRCLE****10 minutes****Devotion: Energy Ball**

- Explain that you want to end each session in a special Closing Connection Circle where everyone can come together in a circle and connect with each other.
- Say This

Sometimes when you talk about what's happening in your family, you'll get sad and discouraged. You might wish you could make it all go away. The adults and your new friends in DC4K are here to help you. Sometimes you have to lean on other people. We'll talk about things together, and you might feel worse before you get better, but you will get better. Together we'll learn to lean on Jesus.

Let's end the session thinking about the good things in life. Sometimes you might think there's just nothing good, but when you really look around, you can find some good things in your life. Would someone like to share during this session about something good that happened to you?

- Energy Ball – Demonstration

1. Show the children the Energy Ball.

Have the kids hold hands, and make sure their legs, feet, and other body parts aren't touching anyone or anything else.

2. Take the hand of the child to your left.

Have the child to your right put his or her thumb on the metal strip on the bottom side of the ball and index finger on the top of the ball, while you place your thumb on the metal strip and your index finger on the top. (Make sure that your fingers or thumbs don't touch each other.) The ball will light up and twinkle.

3. Have two children across the circle drop hands. When this happens, the ball will stop lighting and sounding. Experiment several more times.

4. Say This

It seems like this ball has special powers. But it doesn't. There's an electrical circuit traveling through us, and when two of us drop our hands, we break the connection. When we break the connection, the electricity to the ball is shut off, and it stops working. Isn't that amazing?

5. Explain that when they're feeling down or discouraged, they need to stay connected to God (point up) and to each other (spread arms out).

6. Say This

When we break the connection, we cut ourselves off from each other and from God. Repeat after me, "When I feel discouraged, I need to stay connected to God [point up] and to other people [arms out]."

Helpful Hint

Provide the children with a take-home reminder that it's important to stay connected to each other and to God—a small ball or a wristband with connecting latch.

Explain to the children that every time they bounce the ball or wear the wristband, they can remember their connection to God and to other people—especially their new friends at DC4K.

Session 1

LESSON PLAN

Prayer Time:

- Thank God for the children and their parents.
- Ask Jesus to be with them this week and to help them all feel safe and comforted.
- After prayer, tell the kids that next time they meet they'll learn a special handshake.
- Ask them to think of ideas for the special handshake because you'll be asking for their help. For this session though, have them shake hands with a regular handshake.

Helpful Hint

Have Safekeepers ask the children for special prayer requests and then, during prayer, lift up all of the requests spoken in a general request.

Music: "United in Love" (Disc 1, Song 17)

- Listen quietly and sway to the music. Explain to the children that this will be the ending ritual every week at DC4K.

Wrap Up:

- Have the kids help with cleanup. Children can stack Activity Books, put items in the garbage, wipe tables, pick up art supplies, etc. (Make sure Safekeepers or Teen Helpers put all the DVDs and CDs back in their boxes.)
- Have the children turn in their name tags and Activity Books before leaving.
- Make an announcement for "last chance to turn in Herby Mail letters."
- Make sure the children have everything they came with (coat, shoes, toys, etc.).
- Throughout the night create a stack for each child of items to take home (completed art projects, etc.).
- Parent Page: Distribute each week as kids leave. (Note: If a parent is attending DivorceCare, the weekly Parent Pages are found in the DivorceCare workbook.)
- Tell the children to bring a picture next week of themselves with their families. It would be best if the picture is of the family or parent the child is living with. We want the children to become comfortable with their current family arrangement. But if they don't have a picture of the people in their current living arrangement, they could choose to draw a picture.
 1. Communicate to the parents that the photos are to assist with a project during next week's lesson where the kids will discover that their family is the people they live with.
 2. Assure parents that the photos will only be used on the Family Tree during group time and will be stored each week in a secure, non-public location. Pictures will be returned in the Exit Packet at the end of the cycle.

Gospel Spotlight

REMEMBER to share the gospel with the children. Go to page vi in the Activity Book, answer their questions, and pray with them. As you go through each point in this section, PAUSE to give children time to reflect and pray silently. (Talk to your children's ministry leader or pastor about how your church prefers to approach the question of salvation with children.)



Session 2

LEADER'S NOTES

Goal: To assist the children in realizing that everyone's family situation is different and to help each family develop a healthy single-parent home.

Scriptural Objective: To help the children discover that when their earthly parents disappoint them or leave them, they can ask God to become their heavenly parent.

Gospel Spotlight: All people are sinful and in need of forgiveness, including each child.

This Session Will Help the Children:

- Discover that there are other kids like them in similar situations and that they're not different
- Understand how all families are different and unique
- Realize it's okay to miss people and things

Leader Insights for This Week:

- **Changes Can Be Difficult**

When a divorce happens, children experience many changes, and they often don't know how to cope well with the stress that changes bring. Laurene Johnson and Georglyn Rosenfeld, authors of *Divorced Kids*, write, "To children, [however], the family unit is all they have ever known. It is their world, containing their earliest and most profound memories. The split in the marriage cracks the deepest foundation of their life, and suddenly everything is unstable. What can they depend on? Can anything be trusted?"⁵ Children become attached to their homes, belongings, pets, and other people in their homes, and much of that has now likely changed. Be sensitive to their grief, sadness, and anxiety over the recent changes they've experienced and remind them that God's love for them will never change.

- **Rituals Disappear**

Another element that often disappears is rituals. It has been said that rituals are the emotional glue that holds relationships together. Rituals connect people with people, parent with child, and other adults with children. Many of the children attending DC4K will have had their rituals disappear. Introducing the concept of rituals in DC4K will help the child develop healthy rituals with each parent. The Parent Page for this week encourages single parents to develop rituals in their own homes. (For a more detailed description on rituals, see page 96 in the Leader's Guide.)

- **Introduction of New Words**

Many times adults assume children understand words relating to divorce such as "judge" or "custody." These are words kids often hear for the first time during the divorce process, and they might cause anxiety or fear when children don't understand their meanings. In this week's Activity Book there is a Divorce Word Search (AB, p.11). Be prepared to explain what different words mean. For simple definitions of divorce words, see the downloadable answer keys for "Divorce Words Dictionary" and "Divorce Words Dictionary 2" (www.dc4k.org/leaderzone).

Session 2

TO DO – Before the Session Meeting:

- Pray for each child by name.
 - Read the entire Lesson Plan.
 - Download & make copies (from LeaderZone Library, www.dc4k.org/leaderzone).
- Make 1 copy of each, unless otherwise noted:*
- About Me (have copies available each week for new children)
 - Have You Ever...? (1 copy per child)
 - Divorce Word Dominoes (copy on card stock, each child should have 1 domino)
 - Divorce Word Search Answer Key (word search found in AB,* p. 11)
 - Self-Serve Snack Instructions
 - Breaking Bread Instructions
 - Scripture Decoder (1 copy per child)
 - Parent Page (1 copy per parent)
 - My Routine (1 copy per child)
- Purchase/collect the following items for this session:
 - Self-Serve Snack
 - Peanut butter[†]
 - Bread and crackers
 - Fruit juice
 - Plastic knives
 - Small paper cups
 - Small paper plates
 - Breaking Bread
 - Banana pudding[†]
 - Sliced bananas (have a Safekeeper slice right before serving)
 - Water
 - Plastic spoons
 - Small paper cups
 - Art Supplies
 - Foam shaving cream
 - Cookie sheets (3–4)
 - Optional: Camera (if a child forgets his or her picture for the Families Tree, you could take a picture of the parent and child at arrival)

PREPARATION LIST

- Make ahead:
 - Laminate the name tags from the last session.
 - Draw a tree on a large piece of paper or poster board. Label it “Families Tree.” Or you could secure a large tree branch in a coffee can and bring clothespins to attach pictures.
 - Divorce Word Dominoes: Cut out dominoes.

TO DO – 30 Minutes Before Children Arrive:

- Take out the Weekly Art Tote (see list on p. 106 of Leader’s Guide).
- Post Job Sheet, Session Schedule, and Group Guidelines (made during last session).
- Post Herby’s Feelings Poster and place sticky notes and pencils beside it.
- Put on a DC4K CD as background music.
- Set up stations for Greeting time:
 - Name tags
 - Activity Book page
 - Families Tree
 - Self-Serve Snack with instructions
 - Herby Mail Station (optional)
- Set aside items for Small Group Interaction stations:
 - Activity Book and journaling
 - Shaving Cream Painting
 - Breaking Bread with instructions
 - Treasure Box Scripture Decoder
- Make sure Energy Ball is working.
- Make sure equipment is working:
 - TV/DVD player
 - CD player

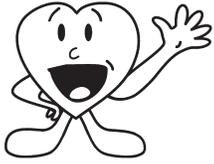
* AB = Activity Book

† ALLERGY ALERT!

Session 2

SESSION OUTLINE

GOD LOVES CHILDREN IN ALL KINDS OF FAMILIES	2 HOURS	90 MIN
GREETING Music: "Kids Like Me" (Disc 1, Song 1) Greeting Activities: 1. Greet Children and Name Tags 2. Job Sheet 3. Herby's Feelings Poster Activity Book Station: Getting to Know You (AB,* p.9) Group Project Station: Families Tree Self-Serve Snack Station: Peanut butter [†] with bread (or crackers) and fruit juice Herby Mail Station: Optional	15 MIN	15 MIN
OPENING CIRCLE TIME Music: "Herby Rap" (Disc 1, Song 2); "If There Were Two of Me" (Disc 1, Song 4) Welcome: 1. Review Group Guidelines and Safekeeper concept 2. Herby Minute Alphabet Stretches: C & D on the flip chart Review: Diaphragm breathing and cross-lateral and cross-midline movements Game: Have You Ever...? Scripture and Prayer: 1. Romans 8:39 2. "Nothing Will Separate Us" (Disc 2, Song 2) Topic Introduction: Read This Week's Goals (AB, p. 8)	15 MIN	15 MIN
KIDS LIKE ME DVD DRAMA "The First Act" (Disc 1, Week 2) Drama Discussion Questions	15 MIN	15 MIN
STORYBOOK TIME Story 2 "I Wish There Were Two of Me"	15 MIN	10 MIN
BATHROOM BREAK	5 MIN	5 MIN
SMALL GROUP INTERACTION Activity Book Station: People in My Family (AB, p. 10) and Divorce Word Search (AB, p. 11) Project Station: Shaving Cream Painting Breaking Bread Station: Banana pudding [†] with bananas and water Journaling Station: The Journaling Page (AB, p. 12) Treasure Box Station: Treasure Box Scripture Decoder Herby Mail Station: Optional	20 MIN	15 MIN
FOCUSING ACTIVITY Group Activity: Divorce Word Dominoes Music: "Jesus Loves the Little Children" (Disc 1, Song 3)	10 MIN	0 MIN
STORIES FROM THE BIBLE ON DVD "The Woman at the Well and the Children" (Disc 1, Week 2) based on John 4:5-26 and Matthew 19:13-15 Discussion Questions Demonstration: Puppets on a string	15 MIN	10 MIN
CLOSING CONNECTION CIRCLE Devotion: Energy Ball and "I Love You" ritual Prayer Time Music: "United in Love" (Disc 1, Song 17) Parent Page and My Routine: Hand out	10 MIN	5 MIN


Session 2
LESSON PLAN**GOD LOVES CHILDREN IN ALL KINDS OF FAMILIES****GREETING****15 minutes****Music:** "Kids Like Me" (Disc 1, Song 1)

- Have playing in the background.

Greeting Activities:

- Greet each child personally – Have the name tags laid out on the table.
- Job Sheet – The children sign up for jobs. Tell them how thankful you are to have them as helpers.
- Herby's Feelings Poster – Have the children write their names on a sticky note and then find a feeling picture on the chart that best describes how they feel right now. Have them stick the note by the feeling picture. Remind them that this will be the attendance chart each week.

Activity Book Station: Getting to Know You (AB, p. 9)*

- Remind the children they can color the title page for this session (AB, p. 7).

Group Project Station: Families Tree

- Purpose – To help the children have a visual representation of their family and discover that all families have similarities and uniqueness.
- Do This – Encourage the children to hang their family pictures on the "Families Tree." (For children who don't have a picture, they can draw one to hang on the tree, or the leaders could have a camera ready to take a picture of each child and parent when they arrive.)
- Ask This

1. *How are the families on our tree the same? How are they different?*
2. *If you could use one word to describe your family, what would it be and why?*

Helpful Hint

Assure parents that the family photos will be publicly displayed to the group only during DC4K.

Place photos in a secure and unseen place when you're not meeting. Return photos to families in the Exit Packet at the end of your last session.

Self-Serve Snack Station: Peanut Butter† with Bread (or Crackers) and Fruit Juice

- Have snack items and corresponding instruction sheet at the station.
- Children can make peanut butter sandwiches with bread or crackers. (For children with allergies, see alternative suggestions listed in sidebar on p. 13.)

Herby Mail Station: Optional**OPENING CIRCLE TIME****15 minutes**

Have the children bring their Activity Books.

Music: "Herby Rap" (Disc 1, Song 2) and "If There Were Two of Me" (Disc 1, Song 4)

- Remind children that the Herby Rap song is a cue to gather for Circle Time.

* Reminder: Children's Activity Book pages are protected under U.S. copyright law and may not be photocopied. Please provide an Activity Book for each child.

† **ALLERGY ALERT!**

Session 2

LESSON PLAN

Welcome:

- Review Group Guidelines – Ask if anyone has other rules he or she would like to add. Remind the children they're safe at DC4K. Remind the kids that you and the other adults are Safekeepers and you're here to keep them safe. It's their responsibility to help you all keep things safe.
- Herby Minute – Introduce the Herby puppet again and explain how Herby can help kids express their feelings while attending DC4K. Show the children the different feelings faces and let a few kids volunteer to change Herby's face and give their description of the face they chose.

Alphabet Stretches: C & D

- Ask how many children remembered to stretch this week.
- Review last week's stretches.
- Have the children do the diaphragm breathing and cross-lateral and cross-midline movements introduced last week to help them release stress from the day and concentrate.
- Open the flip chart to this week's letters.

Game: Have You Ever...?⁶

- Purpose – To help the children discover that their new DC4K friends have a lot of things in common.
- Do This
 1. Place enough chairs for every child in a circle. Tape a "Have You Ever...?" house pattern to each chair.
 2. Explain that for the time being this is their humble home. This home is located on "Have-You-Ever Avenue."
 3. Tell them to take one minute to introduce themselves to the person on their right and their left by shaking their hands. After meeting each other, you're ready to play.
 4. Step into the middle of the circle and ask your best "Have you ever" question (e.g., Have you ever been to the zoo? Have you ever had pizza for breakfast?). Everyone will either answer "no" or "yes."
 5. Those answering "yes" have to look for a new home on another part of the street, not just next door. (They'll need to get out of their chairs and quickly find another chair to sit in, but not the chair next to them.) You, the leader, should also find a chair to sit in.
 6. This will leave one child without a home. That child then stands in the middle of the circle and asks a "Have you ever" question.*
- Ask This – After playing several rounds, ask the following questions:
 1. *What surprised you about this game?*
 2. *How does it make you feel to see that others have experienced some of the same things you have?*
 3. *Why do you think experiencing things is easier when you know you're not going through it alone?*

Scripture and Prayer:

- Have the flip chart open with the weekly Scripture displayed, and read aloud Romans 8:39, "*Nothing will ever be able to separate us from the love of God.*" Explain to the children that God's love is shown to us in Christ Jesus.

For Sessions 1 & 2, have your Bible open and explain to the children that the Bible is the Word of God and all the Scriptures you will read in DC4K come directly from the Bible.

* Have you Ever...? game adapted with permission from *School-Age Adventures in Peacemaking* by William J. Kreidler and Lisa Furlong © 1995 Educators for Social Responsibility and Work/Family Directions.

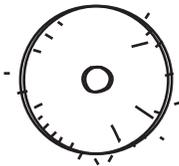
Session 2

LESSON PLAN

- Listen to this week's Scripture song – "Nothing Will Separate Us" (Disc 2, Song 2).
- Give thanks for each child and lift up the session's activities.

Topic Introduction: This Week's Goals (AB, p. 8)

- Read through with the children.
- Do a quick overview of all the Activity Book components to make sure the children are familiar with it.



KIDS LIKE ME DVD DRAMA

15 minutes

"The First Act" (Disc 1, Week 2)

Primary Questions:

- *What character or situation from the video can you relate to this week?*
- *Who lives in your home?*
- *When have you felt out of place? What is one thing you do to help yourself feel better?*

Additional Questions:

- *If you were to do a play with your friends about your lives, what would it look like?*
- *Name people in your life who are like Moses (people who rescue you).*



STORYBOOK TIME

15 minutes

Read from the book *Stories for Kids in Divorce*, "I Wish There Were Two of Me" (Story 2).

- Say This

In the story, Kristi and her parents developed rituals and routines at both homes. Rituals help people connect with each other. A healthy ritual is any positive word or action that people do together regularly to connect with each other. We can develop a ritual at DC4K. Each time you come in the door, we could have a DC4K handshake. We could also have a good-bye ritual.

- Take suggestions or ask them to form a "handshake committee" and a "good-bye ritual committee" and present some ideas during Focusing Activity time.

- Say This

Some families also have rituals. For example, there was a boy named Brian whose parents got a divorce. He lived with his mom. Each morning when it was time to get up, his mom would say to their little dog, "Snickers, it's time to go get Brian out of bed." Snickers would jump up on Brian's bed and start digging under Brian's covers. Brian would hide under the covers, while Snickers tried to find him. Every morning Mom and Brian would end up laughing together. This ritual helped Brian get out of bed, and it helped his mom and him to be connected every day.

Session 2

LESSON PLAN

Primary Questions:

- *What are some rituals you have in your family?*
- *What's a ritual you'd like to start?*
- *When have you felt like you wished there were two of you?*

Additional Questions:

- *What are some of your responsibilities at your mom's? At your dad's?*
- *Why do you think Kristi was worried about her mom and dad being together in the same room? Have you ever felt like Kristi?*
- Say This

This week I want you to think about your routine (that is, your daily schedule) at home. Just like we have a routine here at DC4K, you need a routine at home. We're going to give you a "My Routine" handout to take home with you this week, so you can have your parent(s) help you write out your weekly routine.



BATHROOM BREAK

5 minutes



SMALL GROUP INTERACTION

20 minutes

Divide the large group into smaller groups of 3–5 children. Have the children move from station to station.

Activity Book Station: People in My Family (AB, p. 10) and Divorce Word Search (AB, p. 11)

Project Station: Shaving Cream Painting

- Purpose – To help the kids identify things they might miss and recognize new things they can enjoy.
- Do This
 1. Spray a blob of shaving cream onto a cookie sheet.
 2. Have the children spread it out flat in front of them and write in it with their fingers.
 3. Tell the kids to start by drawing or writing their favorite toy, game, book, or sports team in the shaving cream. They can use their hands to erase the word or picture by smoothing out the cream.
 4. Then have the kids draw or write something they might miss, such as eating a meal together with mom and dad or going on vacation with the whole family.
 5. Finally, have them draw or write something new they enjoy, such as going to the movies with dad or gardening with mom.

Helpful Hint

For easy cleanup, lay a plastic tablecloth on the table before this activity.

Have wet wipes nearby for quick hand cleanup.

- Ask This

1. *What can be exciting about starting something new or different?*
2. *Why is change hard sometimes?*
3. *What is something new you'd like to start doing with one of your parents?*

Session 2

LESSON PLAN

Breaking Bread Station: Banana Pudding* with Bananas and Water

- Have snack items and corresponding instruction sheet at the station.
- Have a Safekeeper slice the bananas with a plastic knife right before serving. The children can add banana slices to their pudding.

Journaling Station: The Journaling Page (AB, p. 12)

- Have the children read and complete this week's journaling page.

Treasure Box Station:

- Distribute copies of the Treasure Box Scripture Decoder.
- Have the children decode the Scripture, cut out the heart, and place it in their Treasure Boxes.

Herby Mail Station: Optional



FOCUSING ACTIVITY

10 minutes

If you had committees think of a hello handshake and a good-bye ritual, now is the time for them to give their reports and let the group vote.

Group Activity: Divorce Word Dominoes⁷

- Have the children stand in a circle.
- Give each child a Divorce Word Dominoes card, and tell the children not to show it to anyone.
- Ask This

What do you think the word "divorce" means?

- Explain the word "divorce" – a legal judgment from a court that ends the marriage of two people.
- Say This

Sometimes adults might use words that children don't understand. Words can be scary when we don't understand them. A divorce can bring a lot of new words into your family. We'll be talking about these divorce words over the next few weeks, and we'll learn what they mean. Right now we're going to play a game with these domino cards.

- Tell the children that when you say "Start," they're to look at their dominoes and find a person whose card has a picture that matches one of the pictures on their card.
- Say This

For example, if my domino has a picture of a judge on one end and a picture of a house on the other end, I want to find someone who has one of the same pictures that I have. When you find a person whose card matches one side of your card, stand beside that person.

- Make sure every child can stand next to someone, even if you have to give the child a new card.
- After the children have moved around trying to find a match, Say This

Our circle has become a mess. That's similar to what it feels like to live in a divorced home—our feelings get all jumbled up. Some of you have had to move, and some of you now have two homes to live in. We all live in different situations. But we're all here, and we're safe and making new friends.

* ALLERGY ALERT!

Session 2

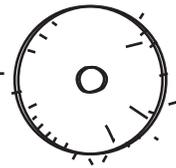
LESSON PLAN

- Move back to the original circle and explain that each week they'll get to talk about their parents' divorce and learn the meanings of all the words on the domino cards.
- Say This

We've talked about the different kinds of homes you live in and the people who live with you. What we haven't talked about is the fact that some of you miss the parent you don't live with. If you have times when you feel lonely or you miss one of your parents, know that God is always with you. You can ask God to be your heavenly parent.

Music: "Jesus Loves the Little Children" (Disc 1, Song 3)

- Make up movements or actions to go with this song.



STORIES FROM THE BIBLE ON DVD

15 minutes

"The Woman at the Well and the Children" (Disc 1, Week 2) based on John 4:5–26 and Matthew 19:13–15. After the children watch the drama, show the children where the corresponding Bible story is found in their Activity Books (AB, p. 13).

Primary Questions:

- *Uncle Bill talked about how special children are to God—why do you think that is?*
- *What is something that cheers you up when you're sad?*
- *What are some of your "needs" that you can take to Jesus so He can care for you?*

Additional Questions:

- *Jesus forgives us. Why do you think it's important for us to also forgive those who hurt us?*
- *What are some ways you see God caring for or protecting you?*
- Say This

We learned that Jesus loves each of us very much, even when we make mistakes. He wants to forgive us and give us a new life in Him. Jesus especially loves the children of divorce and single-parent families. He provided for them many times in the Bible. We'll learn more each week about how much Jesus loves us and about people in the Bible who lived in different kinds of families.

We also heard in the DVD drama that God doesn't like divorce. It makes Him sad just like it makes us sad. God knows that divorce hurts all the people around those who get divorced. But God allows each of us to make our own choices, even our parents. He didn't create us to be puppets or marionettes where God would operate our strings.

Put your arms out and let's pretend someone operates strings that control your arms. What if you needed to scratch your nose and the person operating your string didn't want you to? What would happen?

- Demonstrate – Have fun with this activity.



Session 2

LESSON PLAN



CLOSING CONNECTION CIRCLE

10 minutes

Devotion: Energy Ball and “I Love You” Ritual

- Energy Ball
 1. Bring out the Energy Ball and review what was learned last week about staying connected to each other and to God.
 2. You can vary this activity by whispering a number to every child. Whisper the numbers out of order, and then call out a number.
 - The child who has that number has to drop hands with the people on both sides. That child becomes the leader who touches the Energy Ball and calls out a new number.
- The “I Love You” Ritual⁸ – Have the children imitate your motions and repeat after you. (Say the words while doing the corresponding motions.)
 - Say This

There was a single mom who lived in a shoe.

 - Hold up right hand with fingers straight.

She had some children, and she knew exactly what to do.

 - Wave left hand over fingers.

Each night she fed them and hugged them and sent them to bed.

 - Use left index finger to trace fingers on the right hand.

“I love you, and Jesus does, too,” she said.

 - Wrap your left hand over your right hand, while balling right hand in a fist.
- Connection Circle
 1. Ask the children to sit in a circle.
 2. Take a ball of yarn and loosely wrap the yarn around the pointer finger of each child as you move around the circle.
 3. As you wrap the yarn around the finger, say the child’s name and something positive you have learned about that child. (Have the child hold on to the yarn so that it doesn’t get pulled too tightly.) Continue around the circle.
 4. After you’ve gone around the entire circle, Say This

I’ve called you each by name.⁹ You’re accepted and valued here. What’s even better, we know that God has also called you by name. Remember as you go to school or play with your friends or spend time with your family that you’re accepted and valued. Also remember that we’re connected to each other with this yarn. We’ve created a circle of friends tonight at DC4K. Let’s take time to thank God for our new friends.

Helpful Hint

Repeat the “I Love You” Ritual, inserting “dad” in the first stanza. You might also use “grandparent,” “aunt,” or “uncle,” depending on the living situations of your group.

Session 2

LESSON PLAN

Prayer Time:

- Read aloud Romans 8:39, *“Nothing can ever separate us from his love.”* Remind the children that God’s love is shown to us in Christ Jesus.
- Pray for each child by name.

Music: “United in Love” (Disc 1, Song 17)

- Encourage the children to hold hands and sway with the music.

Good-Bye Ritual:

- Be sure to do the good-bye ritual the group has developed.

Wrap Up:

- Have the kids help with cleanup. Children can stack Activity Books, put items in the garbage, wipe tables, pick up art supplies, etc. (Make sure Safekeepers or Teen Helpers put all the DVDs and CDs back in their boxes.)
- Have the children turn in their name tags and Activity Books before leaving.
- Make an announcement for “last chance to turn in Herby Mail letters.”
- Encourage the children to invite a friend whose parents are separated or divorced to come with them to the next session.
- Make sure the children have everything they came with (coat, shoes, toys, etc.).
- Throughout the night create a stack for each child of items to take home (completed art projects, etc.).
- Distribute the Parent Page and the My Routine handout.
 - Explain to parents: The child’s assignment this week is to develop a written routine using the My Routine handout and to develop a new ritual for your family. Have the children bring back their handout next week to share.

Gospel Spotlight

REMEMBER to share the gospel with the children. Go to page vi in the Activity Book, answer their questions, and pray with them.



Session 3

LEADER'S NOTES

Goal: To help the children understand that anger is part of the grief process when parents divorce and to learn how to deal with these feelings in a healthy and acceptable way.

Scriptural Objective: To help the children understand that anger is an emotion from God and that God is "slow to anger" (Psalm 86:15). We want to help the children realize that God doesn't get mad when they're angry with Him. Instead, He has unconditional love for each child.

Gospel Spotlight: God loves each child all the time despite what the child is feeling at any given time.

This Session Will Help the Children:

- Recognize when they're mad
- Understand it's okay to be mad, but not okay to be hurtful when they're mad
- Learn they are God's STARS

Leader Insights for This Week:

- **The Emotion of Anger** – Most children will experience anger and the aggressive behaviors that go with it at some point during the divorce process. Anger can be a response to hurt, frustration, or fear. Children who experience their homes being ripped apart will often experience all three of these emotions. They're hurt because they don't understand how this could happen to their family; they're frustrated because things are out of their control and they don't understand what's happening. Imagine being a kid and knowing that things are changing, but not knowing exactly what is changing or how it's going to affect you. Anger results from that fear of the unknown.
- **Expressing Their Anger** – Children rarely know how to appropriately express their anger. Their angry outbursts serve only to get them in trouble at school, at home, and at other places, such as church. It becomes paramount that you address anger in an unconditional, Christlike way. This lesson is designed to help the children replace the destructive behaviors with constructive and appropriate ways to express their anger. The children will be watching you and might test you to see how you react and how you deal with your own emotions. They will copy your actions just like they imitate their parents' actions. Stay calm. Stay focused. And pray unceasingly for each child.

Dr. Becky Bailey teaches that when children get upset or angry, their breath tends to become rapid and shallow; some children will even hold their breath. When this happens, their brains downshift from the cortex, or the thinking and learning system of the brain, to the brain stem, the fight or flight system. In this week's session you'll teach the children two techniques to help them learn to relax and reduce their anger. The Balloon Technique teaches children to breathe by using their diaphragms. In the Fountain Technique, the children tighten their muscles as tight as they can, and then they release their breath and muscles at the same time.¹⁰

- **Prayer Journal Introduction** – During this session when prayer requests are taken, write them in a notebook and call this the "prayer journal." Explain that from now on you'll have the prayer journal available and show them where you'll keep it. Explain that they can write a prayer request in the journal at any time. Be sure to keep the prayer journal available at all times during each session. When a child tells a leader something important, make a habit of writing it in the prayer journal. Each session you'll pray for that request.

Session 3

TO DO – Before the Session Meeting:

- Pray for each child by name.
- Read the entire Lesson Plan.
- Download & make copies (from LeaderZone Library, www.dc4k.org/leaderzone).
Make 1 copy of each, unless otherwise noted:
 - About Me (have copies available each week for new children)
 - Divorce Terms Scramble (1 copy per child)
 - Self-Serve Snack Instructions
 - Breaking Bread Instructions
 - Scripture Decoder (1 copy per child)
 - Anger Thermometer (enlarge)
 - Recipes (this downloadable sheet includes recipes for Sessions 3, 5, 10, & 11; you may choose to laminate for repeated use)
 - Parent Page (1 copy per parent)
- Purchase/collect the following items for this session:
 - A journal or notebook to start your group's prayer journal
 - Several small mirrors
 - Self-Serve Snack
 - Applesauce
 - Pretzels
 - Milk*
 - Plastic spoons
 - Small paper cups
 - Optional: Balloons to blow up
 - Breaking Bread
 - Bread
 - Sliced cheese*
 - Orange juice
 - Small paper cups
 - Art Supplies
 - Tissue paper of various colors
 - Bubble blowing solution (mix equal parts water and liquid dish soap)
 - ¼ cup blue tempera paint
 - 1 straw per child
 - 2–4 cake pans
 - Dry erase board or large paper
 - Large adult T-shirt
- Make ahead:
 - Draw a large window on a large paper or poster board (1 for every 5 children). Write these words at the bottom of the page: "God can take the broken pieces of our lives and

PREPARATION LIST

- create a beautiful person, just like we can take little pieces and make a stained glass window."
- Write "Looks Like" on large T-shirt in big letters.
- Optional: Prepare the Anger Thermometer. Fill in the blanks on the enlarged thermometer with words that describe different levels of anger such as bothered, irritated, mad, furious, steaming hot, out of control (or wait and have the children make suggestions).
- Optional: Play dough – Mix and heat in a saucepan over medium heat: 2–3 cups of flour, 4 tsp. cream of tartar, 2 Tbsp. oil, 1 cup salt, 2 cups water, and food coloring. Add the flour as needed for desired consistency. (This recipe is on the downloadable Recipes sheet.)

TO DO – 30 Minutes Before Children Arrive:

- Take out the Weekly Art Tote (see list on p. 106 of Leader's Guide).
- Post Job Sheet, Session Schedule, and Group Guidelines.
- Prepare a place to display the routines and rituals they designed during the week.
- Post Herby's Feelings Poster and place sticky notes and pencils beside it.
- Put on a DC4K CD as background music.
- Set out the prayer journal.
- Set up stations for Greeting time:
 - Activity Book page
 - Divorce Terms Scramble
 - Play Dough (optional)
 - Stained Glass Window
 - Self-Serve Snack with instructions
 - Herby Mail Station (optional)
- Set aside items for Small Group Interaction stations:
 - Activity Book and journaling
 - Bubble Printing
 - Breaking Bread with instructions
 - Treasure Box Scripture Decoder
- Make sure equipment is working:
 - TV/DVD player
 - CD player

* ALLERGY ALERT!



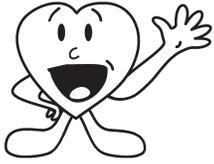
SESSION OUTLINE

FACING MY ANGER	2 HOURS	90 MIN
GREETING Music: "Kids Like Me" (Disc 1, Song 1) Greeting Activities: 1. Greet Children 2. Job Sheet 3. Herby's Feelings Poster Activity Book Station: Draw an Angry Face (AB,* p. 17) Additional Activity Stations: Divorce Terms Scramble and Play Dough (optional) Group Project Station: Stained Glass Window (week 1 of 2) Self-Serve Snack Station: Applesauce, pretzels, and milk† Herby Mail Station: Optional	15 MIN	15 MIN
OPENING CIRCLE TIME Music: "Herby Rap" (Disc 1, Song 2) Welcome: 1. Share new ideas for family rituals and the My Routine handout 2. Herby Minute Alphabet Stretches: E & F on the flip chart Keeping Fit: Diaphragm breathing, Balloon and Fountain Techniques Scripture and Prayer: 1. Ecclesiastes 7:9 and Proverbs 3:5 2. "Leaning" (Disc 2, Song 3) Topic Introduction: Read This Week's Goals (AB, p. 16)	15 MIN	15 MIN
KIDS LIKE ME DVD DRAMA "Trey to LA" (Disc 1, Week 3) Drama Discussion Questions	15 MIN	15 MIN
STORYBOOK TIME Story 3 "Ethan Can't Remember a Time He Wasn't Angry"	15 MIN	10 MIN
BATHROOM BREAK	5 MIN	5 MIN
SMALL GROUP INTERACTION Activity Book Station: Balloon and Fountain Techniques (AB, p. 18) Project Station: Bubble Printing Breaking Bread Station: Cheese sandwiches† and orange juice Journaling Station: The Journaling Page (AB, p. 19) Treasure Box Station: Treasure Box Scripture Decoder Herby Mail Station: Optional	20 MIN	15 MIN
FOCUSING ACTIVITY Group Activity: Anger Thermometer and Looks Like Shirt Music: "Leaning" (Disc 2, Song 3)	10 MIN	0 MIN
STORIES FROM THE BIBLE ON DVD "Jonah Gets Angry" (Disc 1, Week 3) based on Jonah 1–4 Discussion Questions	15 MIN	10 MIN
CLOSING CONNECTION CIRCLE Devotion: Clothed in Christ Prayer Time: "I Am A STAR"; Psalm 147:4 Music: "United in Love" (Disc 1, Song 17) Good-bye Handshake and Ritual Wrap Up: Hand out Parent Page	10 MIN	5 MIN

Session 3

LESSON PLAN

FACING MY ANGER



GREETING

15 minutes

Hand out Welcome Packets to parents of children who are new to your group each week. Have parents fill out Registration and Child Information Forms.

Music: "Kids Like Me" (Disc 1, Song 1)

Greeting Activities:

- Greet each child personally – Use the special greeting handshake developed last week.
- Job Sheet – Remind the children to step up and do their jobs when needed.
- Herby's Feelings Poster – Have the children sign in.

Activity Book Station: Draw an Angry Face (AB, p. 17)*

- Provide mirrors for the children to use.

Additional Activity Station: Divorce Terms Scramble

Group Project Station: Stained Glass Window (week 1 of 2)

- Purpose – To help the kids discover that God is always with us—even in our brokenness.
- Do This
 1. Set out the large papers or poster boards with windows drawn on them.
 2. Have the children glue small pieces of tissue paper inside the window, creating a beautiful stained glass window.
 3. Read the words at the bottom of the page, "God can take the broken pieces of our lives and create a beautiful person, just like we can take little pieces and make a stained glass window."
 4. Plan to work on this next week as well.
- Ask This
 1. *What are things that can become broken in your life?*
 2. *How can Jesus help something that's broken become beautiful?*
 3. *What kind of picture would you draw to describe your life right now?*

Helpful Hint

If you'd like to add another station, set out play dough for kids to shape into angry faces. See the recipe on the downloadable Recipes sheet or on this week's Preparation List.

Self-Serve Snack Station: Applesauce, Pretzels, and Milk†

- Have snack items and corresponding instruction sheet at the station. (For children with allergies, see alternative suggestions listed in sidebar on p. 13.)

Herby Mail Station: Optional

* Reminder: Children's Activity Book pages are protected under U.S. copyright law and may not be photocopied. Please provide an Activity Book for each child.

† **ALLERGY ALERT!**

Session 3

LESSON PLAN



OPENING CIRCLE TIME

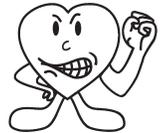
15 minutes

Have the children bring their Activity Books.

Music: "Herby Rap" (Disc 1, Song 2)

Welcome:

- Rituals and Routines – Ask if anyone would like to share the ritual his or her family thought up this week. Have the children share their My Routine handouts.
- Herby Minute – Bring out the Herby puppet with an attached angry face. Ask the kids what feeling they think Herby has this week. Ask the kids if they felt angry this past week, and tell them that if they want to, they can share why they felt angry.



Alphabet Stretches: E & F

- Ask how many children remembered to stretch this week.
- Review last week's stretches.
- Open the flip chart to this week's letters.

Keeping Fit: Diaphragm Breathing (to reduce stress)

- Remind the children to put their hands above their belly buttons with fingers just barely interlaced.
- Demonstrate how to take a deep breath (using your diaphragm) so your fingers move apart slightly.
- Hold for a moment, then release your breath and let your fingers go back together and relax.
- Demonstrate the following exercises as well.

Balloon Technique (to help release anger):¹¹

1. Pretend each person has a balloon that needs to be inflated.
2. Say This
You're going to blow up your balloon, hold it, and then release it. What sound does a balloon make when the air is let out of it?
3. Have the children put their hands in the same place on their stomachs, take a deep breath, and pretend their stomachs are balloons filled with air.
4. Hold for a moment, then release the air, making the same noise that a balloon makes when its air is let out.

Helpful Hint

You can give kids real balloons to help teach this concept, but make sure you don't have any kids who are allergic to latex.

Fountain Technique (to help release anger):¹²

1. Ask the children to describe the motion of water in a fountain.
2. Say This
We're going to learn how to be a fountain with streams of water swooshing up and falling to the ground.
3. Have the children cross their arms over their chests and take a deep breath.
4. Have them hold their breath for a moment while tightening every muscle in their bodies.
5. Then, when you say the word "fountain," have them pretend that their arms are streams of water swooshing up to the sky and relaxing down to the ground.

Session 3

LESSON PLAN

6. Have them make the sounds of swooshing water.
7. Practice a few times.

Scripture and Prayer:

- Display the flip chart with the weekly Bible verse and read aloud Ecclesiastes 7:9, *“Don’t be quick-tempered—that is being a fool.”*
- Read aloud Proverbs 3:5, *“Trust in the Lord with all your heart and lean not on your own understanding”* (NIV). Explain that they might not understand their anger, but they can trust the Lord with their anger.
- Listen to this week’s Scripture song, “Leaning” (Disc 2, Song 3).
- Give thanks for each child and lift up the session’s activities.
- Thank God that He understands when the children get mad about the divorce and that He loves them.

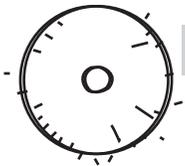
Topic Introduction: This Week’s Goals (AB, p. 16)

- Read through with the children.
- Say This

Some children feel angry about their parents’ divorce. Many times kids in this situation don’t know how to handle their feelings of anger. All they know is they’re upset and confused and sometimes scared and hurt. Some children get mad at their parents for divorcing, and they stay mad for a long time.¹³

Anger can be very confusing. When you get angry, it’s not okay for you to be hurtful. When you’re angry, say, “I’m mad.” Say it with me now to practice: “I AM MAD.”¹⁴ When you recognize you’re mad, then you can learn things to do with your anger that will be helpful to you and to those around you. You’ll be keeping things safe for yourself and for everyone.

The Balloon and Fountain Techniques are good things to do when you feel yourself getting angry. When you breathe deeply and stretch, you’re helping your brain release chemicals into your body that’ll help you feel relaxed and not so stressed.



KIDS LIKE ME DVD DRAMA

15 minutes

“Trey to LA” (Disc 1, Week 3)

Primary Questions:

- *Whom did you most relate to in the video today and why?*
- *Why are unfamiliar things, people, or places often scary?*
- *When you are afraid, what is one thing you do?*

Additional Questions:

- *Have you ever been hit by a “curve ball” like Trey described, and how did you react?*
- *Why is it often hard to admit that you can’t do everything on your own?*

Session 3

LESSON PLAN



STORYBOOK TIME

15 minutes

Read from *Stories for Kids in Divorce*, "Ethan Can't Remember a Time He Wasn't Angry" (Story 3).

- Say This

When you're feeling safe, you don't want to hurt other people. People who hurt other people aren't feeling safe. You might get scared when you don't know what's going to happen. When your parents divorced, it was scary not knowing what was going to happen to you. This can make you feel angry, and sometimes you get out of control because you don't understand what's going on.

Primary Questions:

- What made Ethan angry about having to move?
- Why did Ethan feel like he was always missing someone? Tell about a time when you felt like that.
- Miss Lori talked about learning the signals your body sends when you're getting angry. What signals does your body send when you're getting out of control?

Additional Questions:

- Why did Ethan feel like everyone was against him?
- What made Miss Lori think that Ethan's parents loved him?



BATHROOM BREAK

5 minutes



SMALL GROUP INTERACTION

20 minutes

Activity Book Station: Balloon and Fountain Techniques (AB, p. 18)

Project Station: Bubble Printing

- Purpose – To help the kids release stress and/or anger through art.
- Do This – To make bubble solution, mix 2 cups of water and 2 cups of liquid dish soap (for best results, don't use antibacterial soap).
 1. Pour bubble mixture into cake pans.
 2. Add ¼ cup blue tempera paint.
 3. Have the children gently blow into the mixture with a straw so that bubbles swell up. (Remind the kids to be careful not to suck in the solution, only to blow out through the straw.)
 4. Gently lay a piece of paper on top of the bubbles without letting go.
 5. Remove the paper and let dry.
- Ask This
 1. How can deep breaths help you relieve anger or stress?
 2. What happens if you let anger or stress build up in your life without releasing it?
 3. What are other healthy ways to help you release stress and anger?

Helpful Hint

For easy cleanup, lay a plastic tablecloth on the table.

Breaking Bread Station: Cheese Sandwiches* and Orange Juice

- Have snack items and corresponding instruction sheet at the station.
- Explain that cheese has protein in it that will help them focus and orange juice helps relieve stress.

Session 3

LESSON PLAN

Journaling Station: The Journaling Page (AB, p. 19)

- Have the children read and complete this week's journaling page.

Treasure Box Station:

- Distribute copies of the Treasure Box Scripture Decoder.
- Have the children decode the Scripture, cut out the star, and place it in their Treasure Boxes.

Herby Mail Station: Optional



FOCUSING ACTIVITY

10 minutes

Group Activity: Anger Thermometer¹⁵

- Purpose – To help the children have a visual of how quickly anger can grow and escalate.
- Do This
 1. Show the Anger Thermometer.* (You may choose to have the children help you fill in the blanks with words showing different levels of anger such as bothered, irritated, mad, furious, steaming hot, out of control.)
 2. Post the thermometer where kids can refer to it during the next activity.
- Ask This
 1. *What happens to a thermometer when the air gets hot?*
 2. *How is anger like a rising thermometer?*
 3. *What are triggers or things that can cause anger to escalate or grow?*

Game: Looks Like Shirt¹⁶

- Purpose – To help the kids learn to recognize angry feelings and the things that trigger their anger.
- Do This – Explain to the children that the first step in controlling their anger is to recognize angry feelings when they're beginning to get mad. The Looks Like Shirt[†] will help them to recognize clues that show up when people are getting angry.
 1. Explain that the person wearing it will pretend to be angry and then will practice how to calm down.
 2. Ask for ideas of what might make a person mad. Suggest ideas that are both related and unrelated to divorce such as:
 - Your friend borrowed your favorite computer game and ruined it.
 - Your mom doesn't come to see you play soccer.
 - You're told you can't have a special toy you want.
 3. As they make suggestions, draw three columns on a large paper or dry erase board labeled, "Anger looks like ..." "Anger sounds like ..." and "Anger feels like ..." Encourage the children to think about what to put in those columns when the person is pretending to be angry.
 4. Ask for a volunteer to put on the Looks Like Shirt.

* Anger Thermometer adapted with permission from *School-Age Adventures in Peacemaking* by William J. Kreidler and Lisa Furlong © 1995 Educators for Social Responsibility and Work/Family Directions.

† Looks Like Shirt, Kreidler and Furlong.

Session 3

LESSON PLAN

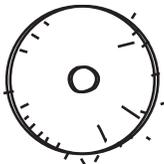
5. Tell the volunteer you're going to say something that's going to make him or her angry and he or she should pretend to become angry.
 6. As the child is pretending to be angry, go to the chart and write what you observe in each category. For instance, if the child is clenching his or her teeth, write, "Anger looks like ... clenched teeth."
 7. Then go to the Anger Thermometer and have the children figure out where the volunteer is on the thermometer.
- Ask This
 1. *What could the volunteer do with all of this anger?*
 2. *Why does anger build quickly, especially when mixed with fear?*
 3. *How can anger affect your relationships with your family or friends?*

- Say This

When people get angry, they often feel a surge of energy and want to let it out through their hands, feet or mouth. You can use this energy in a good way and learn to be helpful and not hurtful with your actions. For example, if a person clenches his teeth when he's mad, he could chew gum instead, or if a person clenches her fist, she could wash windows instead.

Music: "Leaning" (Disc 2, Song 3)

- Remind the children that they can lean on other people and God when they're upset about the divorce.
- Have the children follow the instructions in the song to breathe in and breathe out as they listen and sing.



STORIES FROM THE BIBLE ON DVD

15 minutes

"Jonah Gets Angry" (Disc 1, Week 3) based on Jonah 1–4. After the drama, show the children where the corresponding Bible story is found in their Activity Books (AB, p. 20).

Primary Questions:

- *How do you think Jonah felt when God changed His mind about what He was going to do with the people of Nineveh?*
- *What is one thing you do when you are mad at someone?*
- *What do you imagine God thinks when people are angry with Him?*

Additional Questions

- *Why do you think God is so gracious with giving people second chances?*
- *Why is it important for us to forgive people?*



CLOSING CONNECTION CIRCLE

10 minutes

Devotion: Clothed in Christ

- Remind children that during the session some of them got to wear the Looks Like Shirt, but Jesus wants us to clothe ourselves with a different kind of clothing.

Session 3

LESSON PLAN

- Say This
Let's find out what it means to be clothed in Christ. I want you to think of different words that Jesus might use to describe us. For instance, He might say we're kind, gentle, or patient.
- Ask This
What words would you use to describe Jesus?
- Read Aloud – Colossians 3:12, 14
"Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience . . . And over all these virtues put on love, which binds them all together" (NIV).
- Tell the children they're to say the name of the person on their right and use a nice phrase or a "Jesus description" about that person.
 - Give an example – "Susie, I think you're kind."
- As each child gives a praise to his or her neighbor, have a Safekeeper write the praise word on a sticky note and attach it to the child's shirt.
- Then have everyone stand in a circle.
 - Say This
Each of you is clothed with words of praise and each one of you is special to God. When life throws you a curve ball, remember the kind words of your friends at DC4K and that you are special to God.

Prayer Time:

- Take prayer requests and write them in a notebook or journal. Tell the children that from now on you'll have this journal available at every session, and they can write a prayer request in the journal any time.
- Have the children stand at an arm's width apart. Tell them they're God's STARS—loved by God and special to God all the time.
- Teach them to be STARS. Have them stand with feet together, hands at their sides, and heads down. As they say the following words, "I – Am – A – STAR," they're to:
 1. Step out with the right foot on "I"
 2. Extend the right arm on "Am"
 3. Extend the left arm out on "A"
 4. Throw their head back on "STAR"
- Read aloud Psalm 147:4, *"[God] determines the number of the stars and calls them each by name" (NIV).*
- Say This
God calls each of you by name. He knows you and loves you. You are His STARS.
- Pray with the children, incorporating these words:
"God, thank you, for all the joy You give. We're so glad we can come together and laugh and have a good time with each other. Thank you for helping us with our anger and for teaching us good things to do with our anger. And thank you for allowing us to be Your stars that shine brightly."

Gospel Spotlight

REMEMBER to share the gospel with the children. Go to page vi in the Activity Book, answer their questions, and pray with them.

Session 3

LESSON PLAN

Music: "United in Love" (Disc 1, Song 17)

Good-Bye Handshake and Ritual:

- Say good-bye with your special handshake and good-bye ritual. The children start expecting and depending on this important ritual.
- Have an adult leader connect with each child as the children leave.

Wrap Up:

- Have the kids help with cleanup. Children can stack Activity Books, put items in the garbage, wipe tables, pick up art supplies, etc. (Make sure Safekeepers or Teen Helpers put all the DVDs and CDs back in their boxes.)
- Have the children turn in their name tags and Activity Books before leaving.
- Make an announcement for "last chance to turn in Herby Mail letters."
- Encourage the children to invite a friend whose parents are separated or divorced to come with them to the next session.
- Make sure the children have everything they came with (coat, shoes, toys, etc.).
- Throughout the night create a stack for each child of items to take home (completed art projects, etc.).
- Distribute the Parent Page as children leave.



Session 4

LEADER'S NOTES

Goal: To acquaint the children with the sadness phase of grief in the divorce process and to help them learn how to process this in a healthy emotional way.

Scriptural Objective: To help the children realize and understand that sadness is an emotion everyone experiences, even people in the Bible.

Gospel Spotlight: Each child sins, and Jesus can remove those sins.

This Session Will Help the Children:

- Realize the difference between being mad and being sad
- Recognize when they're sad and how to respond to their sadness
- Realize they'll get through this sadness, and even though they might be sad again in the future, they'll be okay

Leader Insights for This Week:

- **Feelings of Depression** – Divorce creates a loss not only of the intact family but also of possessions, security, financial stability, friends, extended family members, and usually the loss of one parent living in the home. Depression is also the emotion parents tend to pay the least attention to, but it is a necessary emotion for children to experience in order to successfully process all of the losses that have occurred with the divorce. Some children will experience depression much more than others. The following are common behaviors a child of divorce might exhibit:
 1. Withdraws from others
 2. Prefers isolation
 3. Doesn't want to talk
 4. Appears sad
 5. Has no energy and just sits around
 6. Has no interest in hobbies or other activities that used to be of interest
 7. Cries often, is sensitive and easily offended
 8. Complains of headaches and stomachaches
 9. Has a loss of appetite or tendency to overeat
- **Acting Out** – While you might not see some of the above behaviors in your DC4K groups, you need to be aware of them. Boys in particular will act out to mask their sadness. For some children the above behaviors become a habit, and the children themselves aren't aware they're actually sad. When working with children who exhibit some of these behaviors, be cautious about pointing the behaviors out to the children.
- **Helping Kids Own Their Feelings** – When talking to a child about his or her feelings, say, "You seem sad" rather than "You must be feeling sad."¹⁷ Many times children don't want to be told what they're feeling. When you assume you know what a child is feeling, you take away the child's personal power and set the stage for the child to become argumentative. Let the children determine how they're feeling, and then you can reflect back what you hear. If you say, "You seem sad," and the child isn't sad, he or she will likely respond with something like, "I'm not sad; I'm frustrated." When the children identify their feelings, they take ownership of their feelings and they'll be more comfortable expressing themselves. This week will be a particularly good time to pay attention to the Herby's Feelings Poster, which helps children identify their feelings.

Session 4

TO DO – Before the Session Meeting:

- Pray for each child by name.
- Read the entire Lesson Plan.
- Download & make copies (from LeaderZone Library, www.dc4k.org/leaderzone).
Make 1 copy of each, unless otherwise noted:
 - About Me (have copies available each week for new children)
 - Feelings Word Search Answer Key (word search found in AB,* p. 23)
 - Star Pattern (copy on card stock, 1 per child)
 - Self-Serve Snack Instructions
 - Breaking Bread Instructions
 - Scripture Decoder (1 copy per child)
 - Parent Page (1 copy per parent)
- Purchase/collect the following items for this session:
 - Self-Serve Snack
 - Celery
 - Peanut butter[†]
 - Raisins
 - Fruit juice
 - Plastic knives
 - Small paper cups
 - Breaking Bread
 - Bananas
 - 1 or 2 boxes of Jell-O[®] powder (do not prepare the Jell-O[®] ahead of time; use the dry powder)
 - Water
 - Small plastic bowls
 - Small paper cups
 - Art Supplies
 - Glitter pens, or glitter and glue sticks
 - Wooden craft sticks
 - Dry erase board or large paper
 - 1 gallon-size plastic resealable bag per child, such as Ziploc[®]
 - Duct tape, brightly-colored would be best
 - 1 plastic spoon per child
 - Tissue paper of various colors

PREPARATION LIST

- Make ahead:
 - Cut out the stars you copied.
 - Feelings Color Chart: Draw 3–4 different colored circles on paper. Label each color with a “feeling” word. For example: blue=calm, red=angry, yellow=happy, and green=sad. (Make sure you have tempera paint that matches these colors for the Homemade Etch A Sketch[®] project station.)
 - Make 5–6 newspaper balls out of crumpled newspaper and tape. Label each ball with a different feeling word (you can use ideas from the Herby’s Feelings Poster).

TO DO – 30 Minutes Before Children Arrive:

- Take out the Weekly Art Tote (see list on p. 106 of Leader’s Guide).
- Post Job Sheet, Session Schedule, and Group Guidelines.
- Post Herby’s Feelings Poster and place sticky notes and pencils beside it.
- Put on a DC4K CD as background music.
- Set out the prayer journal.
- Set up stations for Greeting time:
 - Activity Book page
 - Glitter Stars
 - Stained Glass Window
 - Self-Serve Snack with instructions
 - Herby Mail Station (optional)
- Set aside items for Small Group Interaction stations:
 - Activity Book and journaling
 - Homemade Etch A Sketch[®]
 - Breaking Bread with instructions
 - Treasure Box Scripture Decoder
- Make sure equipment is working:
 - TV/DVD player
 - CD player

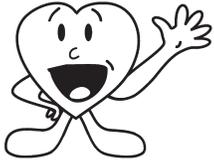
* AB = Activity Book

† ALLERGY ALERT!

Session 4

SESSION OUTLINE

JOURNEY FROM ANGER TO SADNESS	2 HOURS	90 MIN
GREETING Music: "When You Ask Why" (Disc 1, Song 5) Greeting Activities: 1. Greet Children 2. Job Sheet 3. Herby's Feelings Poster Activity Book Station: Feelings Word Search (AB,* p. 23) Additional Activity Station: Glitter Stars Group Project Station: Stained Glass Window (week 2 of 2) Self-Serve Snack Station: Ants on a log† and fruit juice Herby Mail Station: Optional	15 MIN	15 MIN
OPENING CIRCLE TIME Music: "Herby Rap" (Disc 1, Song 2) Welcome: 1. Review Group Guidelines and Safekeeper concept 2. Herby Minute Alphabet Stretches: G & H on the flip chart Review: Balloon and Fountain Techniques Game: On My Way Home Today Scripture and Prayer: 1. Nehemiah 2:2 2. "The Joy of the Lord" (Disc 2, Song 4) Topic Introduction: Read This Week's Goals (AB, p. 22)	15 MIN	15 MIN
KIDS LIKE ME DVD DRAMA "Ill Will" (Disc 1, Week 4) Drama Discussion Questions	15 MIN	15 MIN
STORYBOOK TIME Story 4 "Ho-hum Another Day"	15 MIN	10 MIN
BATHROOM BREAK	5 MIN	5 MIN
SMALL GROUP INTERACTION Activity Book Station: Help Yourself Feel Better (AB, p. 24) and How Did You Manage Your Anger This Past Week? (AB, p. 25) Project Station: Homemade Etch A Sketch® Breaking Bread Station: Bananas rolled in dry Jell-O® with water Journaling Station: The Journaling Page (AB, p. 26) Treasure Box Station: Treasure Box Scripture Decoder Herby Mail Station: Optional	20 MIN	15 MIN
FOCUSING ACTIVITY Group Activity: Feelings Juggle Music: "Building Others Up" (Disc 1, Song 6)	10 MIN	0 MIN
STORIES FROM THE BIBLE ON DVD "The Mother and Son Who Had to Leave" (Disc 1, Week 4) based on Genesis 21:8-20 Discussion Questions	15 MIN	10 MIN
CLOSING CONNECTION CIRCLE Devotion: Etch a Sketch® Prayer Time: 2 Corinthians 12:9 Music: "United in Love" (Disc 1, Song 17) Good-bye Handshake and Ritual Wrap Up: Hand out Parent Page	10 MIN	5 MIN


Session 4
LESSON PLAN**JOURNEY FROM ANGER TO SADNESS****GREETING****15 minutes****Music:** "When You Ask Why" (Disc 1, Song 5)**Greeting Activities:**

- Greet everyone with the special handshake – The children might want to add more gestures to their handshake each week.
- Job Sheet – Continue helping children remember to sign up and complete their jobs.
- Herby's Feelings Poster – Remember that this is your attendance chart.

Activity Book Station: Feelings Word Search (AB, p. 23)***Additional Activity Station:** Glitter Stars

- Provide precut stars.
- Let the children use glitter pens, or glitter and glue sticks, to decorate the stars.
- Glue stars onto a wooden craft stick. Remind the children they are loved by God, special to God, and are God's STARS. Practice saying "I – Am – A – STAR" with the movements.

Helpful Hint

If you have a large group, the Stained Glass Window might have been completed last week. If so, display the completed project and remind the children what it means.

Group Project Station: Stained Glass Window (week 2 of 2)

- Encourage the children to work on this project again (see Session 3, p. 37, if needed).
- Tell them this is the last week you'll have it available.

Self-Serve Snack Station: Ants on a Log[†] and Fruit Juice

- Have snack items and corresponding instruction sheet at the station.
- Have the children put peanut butter on the celery stalks and lay raisins on the "log." (For children with allergies, see alternative suggestions listed in sidebar on p. 13.)

Herby Mail Station: Optional**OPENING CIRCLE TIME****15 minutes**

Have the children bring their Activity Books.

Music: "Herby Rap" (Disc 1, Song 2)

* Reminder: Children's Activity Book pages are protected under U.S. copyright law and may not be photocopied. Please provide an Activity Book for each child.

† **ALLERGY ALERT!**

Session 4

LESSON PLAN

Welcome:

- Review Guidelines – Remind the children that all the adults at DC4K are Safekeepers.
- Herby Minute – Have Herby introduce the Alphabet Stretches and allow kids to change his face to reveal their emotions this week.

Alphabet Stretches: G & H

- Ask the children how many remembered to stretch this week.
- Review last week's stretches.
- Review the Balloon and Fountain Techniques learned last week as well.
- Open the flip chart to this week's letters.

Game: On My Way Home Today¹⁸

- Purpose – To help the children understand how to cope with changes and losses in their lives.

- Do This

1. Have the children stand in a circle.
2. The leader stands in the middle of the circle

- Say This

On my way home today, guess what I lost?

1. (The children respond with, "What?") Choose an item such as a wallet, keys, or cell phone.
2. Make a statement such as,

Today I lost my keys. It's very hard to drive my car home without my keys.

1. Act out what it would be like if you lost the item you chose.
2. Then let a few kids have a turn in the center to indicate an item that would be difficult for them to lose.

- Ask This

1. *What are some things you feel like you've lost as a result of your parents' divorce?*
2. *How does it make you feel to lose things?*
3. *What can you do to help yourself or others deal with loss in life?*

Scripture and Prayer:

- Display the flip chart with the weekly Bible verse and read aloud Nehemiah 2:2, *"Therefore the king said to me, 'Why is your face sad, since you are not sick? This is nothing but sorrow of heart'"* (NKJV).
- Explain that Nehemiah was a man in the Bible who became very sad. He must have felt like he was sick, but he wasn't sick; he was sad.
- Read aloud Nehemiah 8:10, *"Do not grieve, for the joy of the LORD is your strength"* (NIV).
- Say This
Even though Nehemiah was sad, he learned to rely on the Lord for strength.
- Listen to this week's Scripture song, "The Joy of the Lord" (Disc 2, Song 4).
- Pray for the children to recognize when they're sad and to know that the Lord will provide for them even when they're sad. Pray that everyone will have their needs met.

Session 4

LESSON PLAN

Topic Introduction: This Week's Goals (AB, p. 22)

- Read through with the children.
- Ask This
 1. *Did you have a chance to release your anger energy before it became explosive or out of control this week?*
 2. *How did it work?*
 3. *Will you try it again or try something else next time?*

Helpful Hint

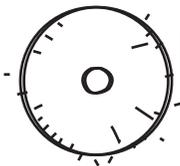
These questions are a great way to connect with Kids and follow up on last week's topic.

- Say This

It would be great if you could be happy all the time, but that's not possible. Being disappointed is part of life. There will be several times in your life when you feel sad as you grow up, but know one thing—it'll get better. Even children who have divorced parents need to understand that things will get better. You will smile again.

God has made you in a wonderful way, in His image. He wants you to be happy and run and play again. You might always wish your parents hadn't gotten a divorce, but you will learn to be happy again. God is good to you, and He wants you to be joyful again. Happiness keeps coming back. Just wait for it.¹⁹

You'll learn to cope with the changes in your life. If you lost a TV when your parents divorced, you can learn not to watch TV. You'll learn how to get along without a parent who doesn't live with you but lives in a different house.



KIDS LIKE ME DVD DRAMA

15 minutes

"Ill Will" (Disc 1, Week 4).

Primary Questions:

- *Will felt like he was the "bad guy." Describe how you feel when you think you are the "bad guy."*
- *When you get sad, what is one thing that you do?*
- *How can our feelings "trick" us sometimes?*

Additional Questions:

- *Have you ever felt like someone in your family hated you? Describe how that felt.*
- *What, if anything, do you feel like you've had to give up since your parents' divorce?*



STORYBOOK TIME

15 minutes

Read from the book *Stories for Kids in Divorce*, "Ho-hum Another Day" (Story 4).

Primary Questions:

- *What changes have you had in your life since your parents separated?*
- *The school nurse told Jasmine about some special foods to eat. What were those foods?*
- *What kinds of food do you like to eat when you're feeling sad?*

Session 4

LESSON PLAN

Additional Questions:

- *What was wrong with Jasmine when she went to the school nurse's office? Has this ever happened to you?*
- *What do you think Jasmine told her mom when she got home that night?*



BATHROOM BREAK

5 minutes



SMALL GROUP INTERACTION

20 minutes

Activity Book Station: Help Yourself Feel Better (AB, p. 24) and How Did You Manage Your Anger This Past Week? (AB, p. 25)

Project Station: Homemade Etch A Sketch®

- Purpose – To provide children with a creative outlet for expressing their feelings.
- Do This
 1. Give each child a gallon-size, resealable plastic bag.
 2. Show the Feelings Color Chart. Have the children think about how they're feeling right now. Then tell them to pick out one of the colors on the chart.
 3. Set out containers of thick tempera paint that match the colors on the Feelings Chart.
 4. Have the children put a few spoonfuls of tempera paint into their plastic bags. They should only use one color.
 5. Have the children zip their bags shut, and help them tape the top with brightly colored duct tape.
 6. Lay each bag flat on the table. Show the children how they can write or draw on their homemade Etch A Sketches® with their fingers and then smooth it out and start over.
- Ask This
 1. *How can using this Homemade Etch A Sketch® help you express your feelings?*
 2. *Why can it be easier to draw or write down your feeling rather than say it out loud?*
 3. *How can you be more aware of your feelings this week?*

Helpful Hint

Tell the kids to be careful pressing on the bags with their fingernails as it can puncture the bag. Consider purchasing heavy-duty resealable bags to provide extra strength.

Breaking Bread Station: Bananas rolled in dry Jell-O® with water

- Have snack items and corresponding instruction sheet at the station.
- When people are feeling stressed, bananas are good to eat.

Journaling Station: The Journaling Page (AB, p. 26)

- Have the children read and complete this week's journaling page.
- Younger children might need you to explain how Morse Code is used.

Treasure Box Station:

- Pass out copies of the Treasure Box Scripture Decoder.
- Have the children decode the Scripture, cut out the oval, and place it in their Treasure Boxes.


Session 4
LESSON PLAN

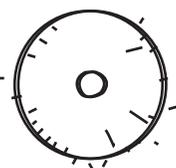
Herby Mail Station: Optional

**FOCUSING ACTIVITY****10 minutes****Group Activity:** Feelings Juggle

- Purpose – To help the children learn to verbally express their feelings.
- Do This
 1. Have at least three of the newspaper balls you made with feeling words written on them.
 2. Have the children stand in a circle, and toss ONE of the newspaper balls to a child.
 - As you toss the ball, yell out the feeling word that's on the ball.
 3. Each child yells out the feeling word while tossing the ball to another child.
 - Tell the kids to try not to throw the ball to someone who's already had it.
 4. Continue until everyone has had a chance to have the ball thrown to him or her.
 5. As the children get comfortable, add another feeling ball to the mix, so now there are two feelings flying through the air.
 6. Add a third, fourth, and fifth ball, if the group can handle it. As more balls fly through the air, the children will start missing them, and everything will become very confused.
- Ask This
 1. *How is this game like or unlike when your feelings get out of control?*
 2. *When have you experienced feelings that became confusing—for example, if you felt afraid during a thunderstorm and angrily yelled at your dog to stop barking?*
 3. *How can you better express your feelings so they don't get out of control?*

Music: “Building Others Up” (Disc 1, Song 6)

- Let the children create their own motions as they listen.

**STORIES FROM THE BIBLE ON DVD****15 minutes**

“The Mother and Son Who Had to Leave” (Disc 1, Week 4) based on Genesis 21:8–20.
After the drama, show the children where the corresponding Bible story is found in their Activity Books (AB, p. 27).

Primary Questions:

- *How do you think Hagar, Ishmael's mother, felt when she had no food or water to give her son?*
- *Describe what it feels like to be treated unfairly.*
- *What can you learn from situations when you feel like you've been treated unfairly?*

Additional Questions:

- *What was unfair about Ishmael being forced to leave his father and brother?*
- *What are some things you can do to help each other when someone in our group is feeling sad?*

Session 4

LESSON PLAN



CLOSING CONNECTION CIRCLE

10 minutes

Devotion: Etch A Sketch®

- Have the children bring their Homemade Etch A Sketch® crafts to the circle.
- Bring a plastic bag with paint in it that isn't taped shut.
- Say This

During the session you made a Homemade Etch A Sketch® by placing one color of paint in your bag. Each of you chose a feeling color. Some of you chose sad, mad, happy, etc. Sometimes when your parents divorce, your feelings get all mixed up and it's hard to figure out exactly what you are feeling.

- Have another leader hold open your plastic bag. Place spoonfuls of different feeling colors into your bag as you continue to talk.

One minute you might feel happy, then sad, then in a few minutes you're feeling full of joy, only to go back to being sad again.

- Close your bag and mix all the colors up. They should mix into a gray or black color.

This mess of colors kind of looks like how you might feel inside sometimes—not very pretty. But you know that with others to help you and with Jesus as your Savior, someday you'll be able to sort out your feelings again, just like the brightly colored bags you have in your hands.

Prayer Time:

- Read aloud 2 Corinthians 12:9, *"My grace is sufficient for you, for my power is made perfect in weakness"* (NIV).

- Say This

"Jesus will provide for you. He is all you need. When you allow Him to provide for you, then you will know how strong Jesus is in your life."

- Go over the prayer journal and ask if anyone wants to praise the Lord by sharing something good that God did this past week.
- Ask for prayer requests.
- End with a prayer thanking God for providing us with laughter and the ability to have a good time. Thank Him for the praises and lift up the requests for the week.

Gospel Spotlight

REMEMBER to share the gospel with the children. Go to page vi in the Activity Book, answer their questions, and pray with them.

Music: "United in Love" (Disc 1, Song 17)

Good-Bye Handshake and Ritual:

- Be sure to use your group's special handshake and good-bye ritual with the children as they leave. If you have added gestures to the handshake, teach everyone the new gestures.

Wrap Up:

- Have the kids help with cleanup. Children can stack Activity Books, put items in the garbage, wipe tables, pick up art supplies, etc. (Make sure Safekeepers or Teen Helpers put all the DVDs and CDs back in their boxes.)
- Have the children turn in their name tags and Activity Books before leaving.

Session 4

LESSON PLAN

- Make an announcement for “last chance to turn in Herby Mail letters.”
- Encourage the children to invite a friend whose parents are separated or divorced to come with them to the next session.
- Make sure the children have everything they came with (coat, shoes, toys, etc.).
- Throughout the night create a stack for each child of items to take home (completed art projects, etc.).
- Parent Page: Be sure to distribute as the children leave.



Session 5

LEADER'S NOTES

Goal: To help the children realize they're not alone and that there are people, including a heavenly Father, who care about them and love them.

Scriptural Objective: To bring God's presence to each individual child.

Gospel Spotlight: Our sin separates us from God, but God longs to be in relationship with us.

This Session Will Help the Children:

- Understand that everybody feels alone at times
- Develop coping skills for when they feel lonely
- Realize there are people who care about them and love them

Leader Insights for This Week:

- **Feeling Alone**

During a divorce many people think about the adult and how alone he or she must feel after losing a mate, but few think about the children and how alone they must feel. Many times children feel like they've lost both parents—one parent has moved out and the other isn't there emotionally.

One mother said, "I didn't parent for almost a year after my husband left. I'm not sure what the kids ate, when they went to bed, or even if they did their homework. I was so emotionally devastated I was barely able to make it home each day after work. I would stumble to my room, and many evenings I didn't come back out. I loved my kids, but I just wasn't able to be a parent." The children might also feel lonely for grandparents, friends, teachers, or child care staff due to changes that occurred as a result of the divorce.

- **Building Esteem**

Children whose parents have divorced might have self-esteem issues. Be prepared to help the children who don't feel they're good at anything. The purpose of this week's group project is to see collectively what your group is good at, but it's also an opportunity for the children to develop some pride in their own talents and accomplishments.

Session 5

TO DO – Before the Session Meeting:

- Pray for each child by name.
- Read the entire Lesson Plan.
- Download & make copies (from LeaderZone Library, www.dc4k.org/leaderzone).
Make 1 copy of each, unless otherwise noted:
 - Emotions Crossword (1 copy per child)
 - Emotions Crossword Answer Key
 - Feeling Word Dominoes (4 copies)
 - Just Like Me Cards (copy on card stock)
 - “I’m Connected” Chains
 - Sample Suitcase (1 copy per 5 children, if using)
 - Self-Serve Snack Instructions
 - Breaking Bread Instructions
 - Recipes (you might have already downloaded this for Session 3)
 - Scripture Decoder (1 copy per child)
 - Parent Page (1 copy per parent)
- Purchase/collect the following items for this session:
 - Self-Serve Snack
 - Vanilla pudding*
 - Peanut butter*
 - Milk*
 - Small bowls
 - Plastic spoons
 - Small paper cups
 - Breaking Bread
 - Sliced fruit, such as apples, fresh pineapple, pears, bananas, and strawberries
 - Cream cheese dip* (mix softened cream cheese with marshmallow cream to taste; this recipe is on the downloadable Recipes sheet)
 - Water
 - Small paper plates
 - Small paper cups
 - Art Supplies
 - Large pieces of poster paper or poster board (1 per 5 children)
 - Magazines to cut pictures from that include sports, homemaking, and children’s activities (look for and remove anything questionable or inappropriate for children)
 - Notecards to make dominoes

PREPARATION LIST

- Attach the downloaded Sample Suitcase pages to large paper bags, or you might choose to bring 1 suitcase per 5 children
- Make ahead:
 - Feeling Word Dominoes: Cut out domino squares. Create dominoes by gluing two Herby faces on a notecard.
 - Cut out Just Like Me Cards.
 - Make “I’m Connected” Chains for younger children.
 - Optional: For younger children, you could print the answers to the Emotions Crossword on a large paper or provide a different activity or a coloring sheet showing different emotions.

TO DO – 30 Minutes Before Children Arrive:

- Take out the Weekly Art Tote (see list on p. 106 of Leader’s Guide).
- Post Job Sheet, Session Schedule, and Group Guidelines.
- Post Herby’s Feelings Poster and place sticky notes and pencils beside it.
- Display last week’s Stained Glass Window projects.
- Put on a DC4K CD as background music.
- Set out the prayer journal.
- Set up stations for Greeting time:
 - Activity Book page
 - Emotions Crossword
 - Feeling Word Dominoes
 - “What We’re Good At” Collage
 - Self-Serve Snack with instructions
 - Herby Mail Station (optional)
- Set aside items for Small Group Interaction stations:
 - Activity Book and journaling
 - “I’m Connected” Chains
 - Breaking Bread with instructions
 - Treasure Box Scripture Decoder
- Make sure equipment is working:
 - TV/DVD player
 - CD player

* **ALLERGY ALERT!**

Session 5

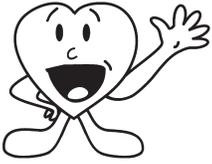
SESSION OUTLINE

I AM NOT ALONE	2 HOURS	90 MIN
GREETING Music: "Building Others Up" (Disc 1, Song 6) Greeting Activities: 1. Greet Children 2. Job Sheet 3. Herby's Feelings Poster Activity Book Station: Thumbprint Hunt (AB,* p.31) Additional Activity Stations: Emotions Crossword and Feeling Word Dominoes Group Project Station: "What We're Good At" Collage (week 1 of 2) Self-Serve Snack Station: Peanut butter pudding† and milk† Herby Mail Station: Optional	15 MIN	15 MIN
OPENING CIRCLE TIME Music: "Herby Rap" (Disc 1, Song 2) Welcome: 1. Review Group Guidelines and Safekeeper concept 2. Herby Minute Alphabet Stretches: I & J on the flip chart Game: Just Like Me Scripture and Prayer: 1. Psalm 139:14 2. "I Am Wonderfully Made" (Disc 2, Song 5) Topic Introduction: Read This Week's Goals (AB, p. 30)	15 MIN	15 MIN
KIDS LIKE ME DVD DRAMA "Moses Is in the House" (Disc 2, Week 5) Drama Discussion Questions	15 MIN	15 MIN
STORYBOOK TIME Story 5 "So What If My Mom Left? No Big Deal"	15 MIN	10 MIN
BATHROOM BREAK	5 MIN	5 MIN
SMALL GROUP INTERACTION Activity Book Station: I Am Not Alone (AB, p. 32) and Writing a Skit (AB, p. 33) Project Station: "I'm Connected" Chains Breaking Bread Station: Sliced fruit with cream cheese dip† and water Journaling Station: The Journaling Page (AB, p. 34) Treasure Box Station: Treasure Box Scripture Decoder Herby Mail Station: Optional	20 MIN	15 MIN
FOCUSING ACTIVITY Group Activity: The Suitcase Game Music: "You're Not Alone" (Disc 1, Song 7)	10 MIN	0 MIN
STORIES FROM THE BIBLE ON DVD "A Boy Alone" (Disc 2, Week 5) based on 1 Samuel 3:1–20 Discussion Questions	15 MIN	10 MIN
CLOSING CONNECTION CIRCLE Devotion: The Zapping Game Prayer Time: 1 John 3:1 Music: "United in Love" (Disc 1, Song 17) Good-bye Handshake and Ritual Wrap Up: Hand out Parent Page	10 MIN	5 MIN

Session 5

LESSON PLAN

I AM NOT ALONE



GREETING

15 minutes

Music: "Building Others Up" (Disc 1, Song 6)

Greeting Activities:

- Greet each child with the special handshake.
- Job Sheet
- Herby's Feelings Poster – Have the children sign in.

Activity Book Station: Thumbprint Hunt (AB, p. 31)*

- Set out stamp pads and wet wipes for cleanup.

Additional Activity Station 1: Emotions Crossword

Additional Activity Station 2: Feeling Word Dominoes

- Put out the Feeling Word Dominoes game.
- Pass out four cards to the children who are playing this round.
- Have the children take turns laying down a card that matches one side of a card on the table. The matching card can be laid either horizontally or vertically (as in the traditional game of dominoes).
- If a child doesn't have a card that matches the side of one on the table, then he or she draws a new card until a match is found.

Group Project Station: "What We're Good At" Collage (week 1 of 2)

- Purpose – To help the children recognize their unique abilities and celebrate the abilities of others in the group.
- Do This
 1. Write "What We're Good At" across the top of a large piece of paper.
 2. Have the kids cut out magazine pictures of things they're good at doing and paste them on the large collage.
 3. Have them write their names under the pictures they paste on the collage. If magazines aren't available, they can draw pictures of what they're good at. This project will continue next week.
- Ask This
 1. *What surprises you about what others in the group are good at?*
 2. *Why is it sometimes difficult to determine what you're good at?*
 3. *What are things you hope to be good at someday that aren't on this collage?*

Helpful Hint

It is optional to continue the group project for a second week.

* Reminder: Children's Activity Book pages are protected under U.S. copyright law and may not be photocopied. Please provide an Activity Book for each child.

Session 5

LESSON PLAN

Self-Serve Snack Station: Peanut Butter Pudding* and Milk*

- Have snack items and corresponding instruction sheet at the station. (For children with allergies, see alternative suggestions listed in sidebar on p. 13.)
- Provide vanilla pudding in small bowls. Let the children add peanut butter to make “peanut butter pudding” (approximately 1 Tbs. peanut butter per serving of pudding).

Herby Mail Station: Optional



OPENING CIRCLE TIME

15 minutes

Have the children bring their Activity Books.

Music: “Herby Rap” (Disc 1, Song 2)

Welcome:

- Review – Go over the guidelines and ask the children to point out who the Safekeepers are.
- Herby Minute – Take out Herby and have the kids tell Herby one thing they are good at.

Alphabet Stretches: I & J

- Ask the children how many remembered to stretch this week.
- Review last week’s stretches.
- Open the flip chart to this week’s letters.

Game: Just Like Me²⁰

- Purpose – To help the kids discover that they have things in common with other kids in the group.
- Do This
 1. Have all the children sit in a circle.
 2. Place a Just Like Me card in front of each child.
 3. One at a time, have each child pick up the card, read it, and then respond by telling his or her favorite food, age, name of pet, etc.
 4. When a child says an answer, anyone who has the same answer must raise a hand and say, “Just like me.”
- Ask This
 1. *What did you learn from this game?*
 2. *Can you describe a time when you felt like you were the only person who liked something or felt a certain way?*
 3. *How does it make you feel when you know you’re not alone?*

Scripture and Prayer:

- Have the flip chart open with the weekly Scripture displayed, and read aloud Psalm 139:14, “*I praise you because I am fearfully and wonderfully made*” (NIV).
- Listen to this week’s Scripture song, “I Am Wonderfully Made” (Disc 2, Song 5).
- Give thanks for each child, and praise the Lord that He made each of us the way He wants us to be. Lift up the evening’s activities.

* ALLERGY ALERT!

Session 5

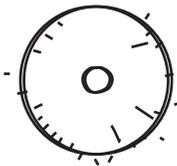
LESSON PLAN

Topic Introduction: This Week's Goals (AB, p. 30)

- Read through with the children.
- Say This

We've been learning a lot about each other. We do this at DC4K so you'll realize that you're not alone. There are other children who like the same things you do, and most of all we want you to understand you're not the only child who has divorced parents. You're not alone.

Tonight as we talk about loneliness, we're going to discuss things you can do to help yourself and other people who feel lonely. We want you to understand that we're here to help you. All of the leaders are Safekeepers, and we're here to keep you safe. Your job is to what? (Help the leaders keep things safe.)



KIDS LIKE ME DVD DRAMA

15 minutes

"Moses Is in the House" (Disc 2, Week 5)

Primary Questions:

- *What situation or person could you relate to in today's video?*
- *What do you wish people would do or say when you feel alone?*
- *Why is it sometimes easier to run away from our problems rather than face them?*

Additional Questions:

- *Why is it hard to control what other people do and say?*
- *How can God use you to help others when they feel alone?*



STORYBOOK TIME

15 minutes

Read from the book *Stories for Kids in Divorce*, "So What If My Mom Left? No Big Deal" (Story 5).

Primary Questions:

- *How do you think Kyle felt when all of a sudden his mom called and wanted him to come and spend the summer with her?*
- *What are some things you can do to help yourself be safe when you are away from home or when you're in a dangerous situation?*
- *What important phone numbers do you know? Do you know the area codes too?*

Additional Questions:

- *What were some of the things Kyle told his grandpa? Have any of these things happened to you?*
- *What other things do you think Kyle shared with the counselor about inappropriate and unhealthy things his mom had done?*

Session 5

LESSON PLAN



BATHROOM BREAK

5 minutes



SMALL GROUP INTERACTION

20 minutes

Divide the large group into smaller groups of 3–5 children. Have the children move from station to station.

Activity Book Station: I Am Not Alone (AB, p. 32) and Writing a Skit (AB, p. 33)

- Give the children a chance to act out their skits.

Project Station: “I’m Connected” Chains

- Purpose – To help the kids have a visual reminder that they’re connected to others.
- Do This
 1. Have precut chains for younger children and help them to decorate the chains.
 - Have older kids or leaders help the younger kids label their chains with the names of favorite people in their lives.
 2. Older children can cut out their own chain using the pattern provided or allow them to make up their own patterns.
 3. Have them decorate and label the chains with the names of their favorite people.
- Ask This
 1. *How did this activity help you recognize the people you’re connected to?*
 2. *Were any of the connections surprising to you?*
 3. *Why is it important to be connected to others, especially when you’re facing challenges in life?*

Breaking Bread Station: Sliced Fruit with Cream Cheese Dip* and Water

- Have snack items and corresponding instruction sheet at the station.

Journaling Station: The Journaling Page (AB, p. 34)

- Have the children read and complete this week’s journaling page.

Treasure Box Station:

- Pass out copies of the Treasure Box Scripture Decoder.
- Have the children decode the Scripture, cut out the square, and place it in their Treasure Boxes.

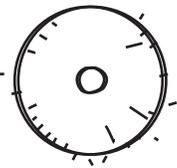
Herby Mail Station: Optional

See the downloadable Recipes sheet for the Cream Cheese Dip recipe; it is also written on this week’s Preparation List.

* ALLERGY ALERT!


Session 5
LESSON PLAN**FOCUSING ACTIVITY****10 minutes****Group Activity:** The Suitcase Game

- Purpose – To help the kids realize what’s important or a priority for them.
- Do This
 1. Divide the group into teams of about five. This is a contest, so have at least two teams.
 2. Place one suitcase (or a paper bag with a suitcase picture taped on it) on the opposite side of the room for each team.
 3. When given a command, the children will tear objects out of the magazine that they might take in their suitcase to the other parent’s house, or they can write the name of an object on a piece of paper if magazines aren’t available. The goal is to get as many objects in the suitcase before the time signal is given.
 4. Only one person at a time (from the same team) can walk to the suitcase; if two people go, then one item is removed from the suitcase.
 5. Call “Stop” after a few minutes. Give applause for the team that has the most items.
- Ask This
 1. *Why did you choose certain items to put in the suitcase?*
 2. *What can be difficult about living in two different places? What are the advantages?*
 3. *What are three things that are important for you to have with you no matter where you live?*

Music: “You’re Not Alone” (Disc 1, Song 7)**STORIES FROM THE BIBLE ON DVD****15 minutes**

“A Boy Alone” (Disc 2, Week 5) based on 1 Samuel 3:1–20. After the drama, show the children where the corresponding Bible story is found in their Activity Books (AB, p. 35).

Primary Questions:

- *How do you think Samuel felt about living with Eli and away from his family?*
- *What do you miss when you stay at your mom’s house? What do you miss when you stay at your dad’s house?*
- *What do you do when you feel confused about your parents’ separation or divorce?*

Additional Questions:

- *What do you do when you feel alone?*
- *What would you do if you experienced someone calling you, like God called Samuel?*

Session 5

LESSON PLAN



CLOSING CONNECTION CIRCLE

10 minutes

Devotion: The Zapping Game

- Purpose – To help the kids discover that God loves us but allows us to make our own choices.
- Do This
 1. Have the kids stand in a circle and choose one person to be the “Zapper.”
 2. When you say “twist and move,” have the kids twist and move their bodies, but their feet must stay glued to the floor.
 3. The Zapper might shout “Freeze” at any time, and everyone must then freeze in whatever position he or she is in.
 4. The Zapper will walk around and look at people and try to make them laugh or move. If a person moves or laughs, that person is out.
 5. The Zapper will then pick out the funniest or the most unusual pose, and that person will be the next Zapper. Everyone can join in again for each new game.
- Ask This
 1. *Do you ever wonder why God hasn’t “zapped” your parents to make them stay together? Or why He doesn’t make your parents love each other?*
 2. *What would life be like if someone forced you to do everything they wanted you to do?*
- Say This

One of the reasons God doesn’t stop divorce is that He wants people to choose to love each other. He wants your parents to choose to love each other. He could zap people and make them love each other, but that type of love wouldn’t be real. God lets people decide if they’ll love other people. He puts love in people’s hearts and hopes they’ll love others, but He never forces them to love.²¹

Prayer Time:

- Read aloud 1 John 3:1, *“See how very much our heavenly Father loves us, for he allows us to be called his children.”*
- Go over the prayer journal. If you or another leader has had an answer to prayer, then share it with the children.
- Talk about how the children can pray for their parents. If they’ve been praying for their parents to get back together, tonight would be a good time to help them reword their prayer request and ask God to keep their parents safe.
- Thank God for each child.
- Lift up their requests and thank God that He gives us a choice to love.

Gospel Spotlight

REMEMBER to share the gospel with the children. Go to page vi in the Activity Book, answer their questions, and pray with them.

Session 5

LESSON PLAN

Music: “United in Love” (Disc 1, Song 17)

Good-Bye Handshake and Ritual:

- Be sure to use your group’s special handshake and good-bye ritual with the children as they leave.

Wrap Up:

- Have the kids help with cleanup. Children can stack Activity Books, put items in the garbage, wipe tables, pick up art supplies, etc. (Make sure Safekeepers or Teen Helpers put all the DVDs and CDs back in their boxes.)
- Have the children turn in their name tags and Activity Books before leaving.
- Make an announcement for “last chance to turn in Herby Mail letters.”
- Encourage the children to invite a friend whose parents are separated or divorced to come with them to the next session.
- Make sure the children have everything they came with (coat, shoes, toys, etc.).
- Throughout the night create a stack for each child of items to take home (completed art projects, etc.).
- Parent Page: Be sure to distribute the Parent Page as children leave.



Session 6

LEADER'S NOTES

Goal: To give the children hope and comfort in knowing that God always loves them and will meet all their needs.

Scriptural Objective: To introduce the children to the truth that God has a plan for every child.

Gospel Spotlight: God has a plan for them and their lives.

This Session Will Help the Children:

- Realize they have choices to make
- Realize it's okay to say "no" and to set boundaries for themselves
- Learn to talk to God

Leader Insights for This Week:

- **God Has a Plan**

For some children the idea that there's a God who has a plan for their lives will be a new concept. For those children who've attended church most of their lives, this won't be new, but this truth might have become overshadowed because of the divorce. They might be angry with God and don't want Him to have plans for their lives unless God can put their family back together. Be ready to minister to both groups of children.

- **Making Choices**

Many children in the divorce process feel that all their choices have been taken away from them. Help children to realize that they still have options to choose from. For children who insist they don't have choices, watch them carefully during your session. Comment about anything they do that could be considered a choice. If a child picks up a crayon, say, "That's a good choice." You can comment on where the child decides to sit or which station he or she chooses first. The goal is to help the children realize that they still have choices to make.

Session 6

TO DO – Before the Session Meeting:

- Pray for each child by name.
- Read the entire Lesson Plan.
- Download & make copies (from LeaderZone Library, www.dc4k.org/leaderzone).
Make 1 copy of each, unless otherwise noted:
 - Self-Serve Snack Instructions
 - Breaking Bread Instructions
 - Scripture Decoder (1 copy per child)
 - Feelings Charades (copy on card stock)
 - High Five Prayers (1 copy per child)
 - Parent Page (1 copy per parent)
- Purchase/collect the following items for this session:
 - Self-Serve Snack
 - Three (or more) choices of fresh vegetables, such as carrot sticks, celery sticks, cucumber slices, etc.
 - Ranch dressing*
 - Water
 - Small paper plates
 - Small paper cups
 - Breaking Bread
 - Applesauce
 - Two flavors Jell-O® powder (do not prepare the Jell-O® ahead of time; use the dry powder)
 - Fruit juice
 - Plastic spoons
 - Small paper cups
 - Art Supplies
 - Clear tape (make sure you have enough in your Weekly Art Tote)
 - White paper plates
 - Items to glue on plates to create a face, such as yarn, buttons, etc. (or you can have the kids draw a face on the plate)
 - Wooden craft sticks
 - Optional: Magazines for week 2 of collage (look for and remove anything questionable or inappropriate)
- Make ahead:
 - Cut out Feelings Charades cards.

PREPARATION LIST

TO DO – 30 Minutes Before Children Arrive:

- Take out the Weekly Art Tote (see list on p. 106 of Leader's Guide).
- Post Job Sheet, Session Schedule, and Group Guidelines.
- Post Herby's Feelings Poster and place sticky notes and pencils beside it.
- Put on a DC4K CD as background music.
- Set out the prayer journal.
- Set up stations for Greeting time:
 - Activity Book page
 - Illusion-noculars
 - "What We're Good At" Collage
 - Self-Serve Snack with instructions
 - Herby Mail Station (optional)
- Set aside items for Small Group Interaction stations:
 - Activity Book and journaling
 - Paper Plate Masks
 - Breaking Bread with instructions
 - Treasure Box Scripture Decoder
- Make sure equipment is working:
 - TV/DVD player
 - CD player

Be sure to check that your Weekly Art Tote is fully stocked.

* ALLERGY ALERT!



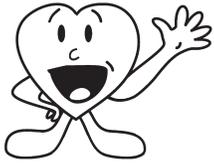
SESSION OUTLINE

GOD'S PLAN FOR ME	2 HOURS	90 MIN
GREETING Music: "Kids Like Me" (Disc 1, Song 1) Greeting Activities: 1. Greet Children 2. Job Sheet 3. Herby's Feelings Poster Activity Book Station: Making Choices (AB,* p. 39) Additional Activity Station: Illusion-noculars Group Project Station (Optional): "What We're Good At" Collage (week 2 of 2) Self-Serve Snack Station: Fresh vegetables with ranch dressing† and water Herby Mail Station: Optional	15 MIN	15 MIN
OPENING CIRCLE TIME Music: "Herby Rap" (Disc 1, Song 2) Welcome: 1. Review Group Guidelines and Safekeeper concept 2. Herby Minute Alphabet Stretches: K & L on the flip chart Review: Diaphragm breathing and cross-lateral and cross-midline movements (p. 14), Balloon and Fountain Techniques (p. 38) Scripture and Prayer: 1. Jeremiah 29:11 2. "The Plans I Have for You" (Disc 2, Song 6) Topic Introduction: Read This Week's Goals (AB, p. 38) Demonstration: Illusion-noculars	15 MIN	15 MIN
KIDS LIKE ME DVD DRAMA "Pastor Tim Visits" (Disc 2, Week 6) Drama Discussion Questions	15 MIN	15 MIN
STORYBOOK TIME Story 6 "Who Is God Anyway?"	15 MIN	10 MIN
BATHROOM BREAK	5 MIN	5 MIN
SMALL GROUP INTERACTION Activity Book Station: Name It, Claim It, & Tame It (AB, p. 40) Project Station: Paper Plate Masks Breaking Bread Station: Jell-O® flavored applesauce and fruit juice Journaling Station: The Journaling Page (AB, p. 41) Treasure Box Station: Treasure Box Scripture Decoder Herby Mail Station: Optional	20 MIN	15 MIN
FOCUSING ACTIVITY Group Activity: Feelings Charades Music: "Cast Your Cares on Him" (Disc 1, Song 8)	10 MIN	0 MIN
STORIES FROM THE BIBLE ON DVD "God Provides for a Young Girl" (Disc 2, Week 6) based on Esther 2-7 Discussion Questions	15 MIN	10 MIN
CLOSING CONNECTION CIRCLE Devotion: Pass the Touch Prayer Time: Romans 12:12 and High Five Prayers Music: "United in Love" (Disc 1, Song 17) Good-bye Handshake and Ritual Wrap Up: Hand out Parent Page	10 MIN	5 MIN

Session 6

LESSON PLAN

GOD'S PLAN FOR ME



GREETING

15 minutes

Music: "Kids Like Me" (Disc 1, Song 1)

Greeting Activities:

- Greet each child with the special handshake.
- Job Sheet – Some children might be getting tired of working, but remind them you need them to be a part of your DC4K family and you need their help. Don't forget to tell them thank you.
- Herby's Feelings Poster

Activity Book Station: Making Choices (AB, p. 39)*

Additional Activity Station: Illusion-noculars

- Give the children lined notebook paper.
- On one side of the paper, have the kids trace the lines with different colored markers.
- Tell the children they can *choose* whatever colors they would like.
- Roll the paper into a tube lengthwise, with the colored lines appearing as circles on the inside.
- Tape with clear tape.
- Have the children bring their Illusion-noculars to the Opening Circle Time.

Helpful Hint

Place a plastic tablecloth on the work surface before Kids begin this project to prevent marks on the table as a result of markers bleeding through the paper.

Group Project Station: (Optional) "What We're Good At" Collage (week 2 of 2)

- Purpose – To help the children recognize their unique abilities and celebrate the abilities of others in the group.
- Do This
 - Have the children continue their project from the previous week.
- Ask This
 1. *What surprises you about what others in the group are good at?*
 2. *Why is it sometimes difficult to determine what you're good at?*
 3. *What are things you hope to be good at someday that aren't on this collage?*

Self-Serve Snack Station: Fresh Vegetables with Ranch Dressing† and Water

- Have snack items and corresponding instruction sheet at the station. (For children with allergies, see alternative suggestions listed in sidebar on p. 13.)
- Tell the children they have a *choice* to make of which veggies they wish to eat. (Have at least three choices available.)

Herby Mail Station: Optional

* Reminder: Children's Activity Book pages are protected under U.S. copyright law and may not be photocopied. Please provide an Activity Book for each child.

† **ALLERGY ALERT!**

Session 6

LESSON PLAN



OPENING CIRCLE TIME

15 minutes

Have the children bring their Activity Books and their Illusion-noculars.

Music: “Herby Rap” (Disc 1, Song 2)

Welcome:

- Review – Remind the kids of the guidelines and who the Safekeepers are.
- Herby Minute – Bring Herby out and have Herby say, “You have three *choices*: to stand, sit, or kneel. On the count of three, move to the position you want to be in for Opening Circle.”

Alphabet Stretches: K & L

- Ask the children how many remembered to stretch this week.
- Review last week’s stretches.
- Have the children do their deep breathing in order to help release stress from the day and to help them concentrate (see diaphragm breathing and cross-lateral and cross-midline movements on p. 14, Balloon and Fountain Techniques on p. 38).
- Open the flip chart to this week’s letters.

Scripture and Prayer:

- Have the flip chart open with the weekly Scripture displayed, and read aloud Jeremiah 29:11, “*For I know the plans I have for you, says the Lord. They are plans for good and not for evil, to give you a future and a hope.*”
- Listen to this week’s Scripture song, “The Plans I Have for You” (Disc 2, Song 6).
- Give thanks for each child and lift up the session’s activities.

Topic Introduction: This Week’s Goals (AB, p. 38)

- Read through with the children.
- Say This

Sometimes things are different than they seem. Remember last week when the boy in the story, Kyle, thought he was unlovable? It only seemed to Kyle he was unlovable. A lot of people loved Kyle.

How about when we heard the story from the Bible about Ishmael? It seemed like he and his mother, Hagar, were going to die out in the desert. But do you remember what happened to them? God provided water and food. God had a plan for Ishmael. His plan was for Ishmael to grow up and be an important man. God has a plan for each of you.

- Have the children bring their Illusion-noculars. Explain that Illusion-noculars are used to see an illusion.
- Say This

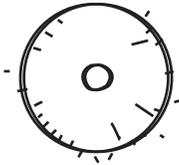
An illusion is when something appears to be something it’s not. Hold your Illusion-noculars in your left hand; using only your fingertips, hold it up to your left eye. Place your right hand about 5 inches in front of your right eye, with the side of your hand touching the tube. Your palm should be facing your eye with your fingers together and hand flat. Now look straight ahead with both eyes, like you’re looking at something far away. It looks like your right palm has a hole in it with colored lines surrounding the hole! It’s an illusion.

Session 6**LESSON PLAN**

Sometimes it might appear like things aren't what they really are. Sometimes it might seem like God doesn't care about you. That's an illusion because God does care about you and has a plan for each of you.

God gives you choices. You can choose to follow God and His plan, or you can choose not to follow Him. During this session you had a choice of which vegetables you were going to eat. We have lots of choices to make every day; some of the choices we make are wise, and some are not.

Sometimes your parents make decisions that aren't wise. They forget and they make mistakes, but you can choose to love them anyway. Everyone makes mistakes and poor choices sometimes.

**KIDS LIKE ME DVD DRAMA****15 minutes**

"Pastor Tim Visits" (Disc 2, Week 6).

Primary Questions:

- *What was something Pastor Tim said that surprised you or that you could relate to?*
- *What is one challenge of being in a divorced family?*
- *What is one surprising joy of being in a divorced family?*

Additional Questions:

- *What did Pastor Tim mean when he talked about God wanting to adopt each of us?*
- *Why is it sometimes difficult to see God's bigger plan for us?*

**STORYBOOK TIME****15 minutes**

Read from the book *Stories for Kids in Divorce*, "Who Is God Anyway?" (Story 6).

Primary Questions:

- *Why do you think Luis didn't want to go to church and have things change?*
- *Share about a time when someone made you apologize and you didn't think you should.*
- *Did Luis think it was his fault that his dad didn't live with him? Why?*

Additional Questions:

- *Do you think God will love Luis and not leave him? Why?*
- *What did Luis's mom mean when she said she had faith in Luis?*

**BATHROOM BREAK****5 minutes**

Session 6

LESSON PLAN



SMALL GROUP INTERACTION

20 minutes

Divide the large group into smaller groups of 3–5 children. Have the children move from station to station.

Activity Book Station: Name It, Claim It, & Tame It (AB, p. 40)

Project Station: Paper Plate Masks

- Purpose – To help the kids express their feelings.
- Do This
 1. Provide paper plates and craft items to create faces.
 2. Kids can draw feeling faces on the plates, or you can provide various items to glue onto the plates.
 3. Help children cut out holes for eyes.
 4. Glue a wooden craft stick to the back side of the plate so the kids can hold the mask by the stick over their face.
- Ask This
 1. *How is this mask like or unlike our true feelings?*
 2. *Describe a time when you hid behind a mask so others wouldn't know what you were feeling.*
 3. *Why can't we hide our feelings from God?*

Breaking Bread Station: Jell-O® Flavored Applesauce and Fruit Juice

- Have snack items and corresponding instruction sheet at the station.
- Let the children choose which flavor Jell-O® they'd like to mix with their applesauce.
Emphasize making good decisions.

Journaling Station: The Journaling Page (AB, p. 41)

- Have the children read and complete this week's journaling page.

Treasure Box Station:

- Pass out copies of the Treasure Box Scripture Decoder.
- Have the children decode the Scripture, cut out the seashell, and place it in their Treasure Boxes.

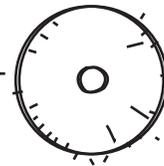
Herby Mail Station: Optional


Session 6
LESSON PLAN**FOCUSING ACTIVITY****10 minutes****Group Activity:** Feelings Charades

- Purpose – To help the children begin to notice and read body cues when dealing with various emotions. It'll also help them to become aware of their own signals with various emotions.
- Do This
 1. Before dividing into groups, explain how Feelings Charades is played differently than traditional charades. As a person acts out a feeling word, instead of shouting out the feeling word, the children guessing must describe the person's actions and body cues before they can say the feeling word. For example, they could say,
 - Your shoulders are going like this (tense shoulders up).
 - Your eyes are like this (show eyes that look scared).
 - Your mouth is turned down at the corners like this.
 - Your body is telling me you're scared.
 2. Divide the children into small groups of four or five.
 3. Give each group a stack of Feelings Charades cards that you cut out ahead of time.
 4. The children take turns acting out the feelings they've chosen.

Music: "Cast Your Cares on Him" (Disc 1, Song 8)

- Ask your group to think of motions for this song.

**STORIES FROM THE BIBLE ON DVD****15 minutes**

"God Provides for a Young Girl" (Disc 2, Week 6) based on Esther 2–7. After the drama, show the children where the corresponding Bible story is found in their Activity Books (AB, p. 42).

- Say This

Did you know it's true that God made each of you and He has a plan for you? Two weeks ago we learned that God had a plan for Ishmael. Today we learned that God had a plan for Esther.

There are other stories in the Bible where God had a plan for different people. Even though God has plans for people, He still gives us choices by giving us our own free will.

Sometimes people make choices and decisions that are unwise. Sometimes people make choices and decisions that are wise because they choose to follow God's plan for them. Queen Esther made wise choices to follow God's plan, even though it wasn't easy.

Primary Questions:

- *How do you think Esther felt about God's plan for her to become queen?*
- *How will you look at things differently this week, knowing that God always has a plan for you?*
- *What are some ways God has helped you since your parents' divorce?*

Additional Questions:

- *How can God take a difficult situation and use it for something special?*
- *Why did Taylor think she couldn't be her dad's princess any longer?*

Session 6

LESSON PLAN



CLOSING CONNECTION CIRCLE

10 minutes

Devotion: Pass the Touch

- Purpose – To help the kids discover they're connected to each other and to God.
- Do This
 - Have the children stand in a circle.
- Say This

It's important to connect with God and to connect with each other. We connect with God through prayer. We can connect with each other by talking to each other and by touching each other. I'm going to pass a touch around the circle. I'm going to squeeze the hand of the person next to me. When you get the touch, you're to pass it on by squeezing the hand or wrist of the person next to you.

Let's practice one time. The fun part of this game, though, is not to let anyone know when you get the touch or when you pass the touch to the person next to you.

1. Start passing the touch around while you're talking.

This time I'm not going to tell you when I start the touch.

2. Give them time to get the touch passed back to you.
3. Say This

You did it! You passed the touch, and I couldn't tell who had it when. During this activity you learned how important your hands are: you need your hands in order to touch others and reach out to others. You also learned about making choices and God's plan for your lives. How do you learn what God's plan is for you? You have to talk to Him every day.

- Ask This
 1. *Why is it important to stay connected to God?*
 2. *How about staying connected to family and friends?*
 3. *What happens when you don't talk to someone for a long time?*
 4. *How will you stay connected to others and to God this week?*

Prayer Time:

- Turn to last week's page in the prayer journal. Ask if any children had an answer to their prayers or if they have any praises to report.
- Ask for prayer requests.
- Read aloud Romans 12:12, *"Be glad for all God is planning for you. Be patient in trouble and prayerful always."*
- Remind the kids that they need to talk to God every day so they'll be connected to God and know His plan for them.
- Tell the kids they have to reach out to God all the time. They can do this through prayer.
- Give the children the paper hands called "High Five Prayers" with the descriptions on the hands of whom to pray for in their daily lives.

Helpful Hint

If any kids are uncomfortable holding hands, tell them they can hold wrists instead.

Gospel Spotlight

REMEMBER to share the gospel with the children. Go to page vi in the Activity Book, answer their questions, and pray with them.

Session 6

LESSON PLAN

Music: “United in Love” (Disc 1, Song 17)

Good-Bye Handshake and Ritual:

- Be sure to use your group’s special handshake and good-bye ritual with the children as they leave.

Wrap Up:

- Have the kids help with cleanup. Children can stack Activity Books, put items in the garbage, wipe tables, pick up art supplies, etc. (Make sure Safekeepers or Teen Helpers put all the DVDs and CDs back in their boxes.)
- Have the children turn in their name tags and Activity Books before leaving.
- Make an announcement for “last chance to turn in Herby Mail letters.”
- Encourage the children to invite a friend whose parents are separated or divorced to come with them to the next session.
- Make sure the children have everything they came with (coat, shoes, toys, etc.).
- Throughout the night create a stack for each child of items to take home (completed art projects, etc.).
- Parent Page: Be sure to distribute the Parent Page as kids leave.



Session 7

LEADER'S NOTES

Goal: To help the children realize their relationships with Mom and Dad and others are different since the divorce and to help them learn to develop new relationships.

Scriptural Objective: To help the children discover how to develop a new relationship with Jesus Christ and to show them a compassionate God whom they can go to with every problem in life.

Gospel Spotlight: Jesus died for their sins, arose from the dead, and is the only way to a relationship with God.

This Session Will Help the Children:

- Realize they have to look at Mom and Dad differently—as individual parents living in separate homes
- Understand that other relationships (grandparents, aunts, uncles, friends) have changed
- Develop a positive attitude about changes in relationships

Leader Insights for This Week:

- **Relationships Change**

When divorced adults talk about new relationships, they're usually discussing dating relationships. While some children will want to discuss a parent's dating, this lesson is intended to help the children realize that almost all relationships change to some degree after a divorce; this can include parents, friends, neighbors, and grandparents. It's okay that these relationships are changing, and the changes aren't necessarily negative.

You'll want to encourage the children to accept the changes in their old relationships and look for opportunities to create new relationships as well. Kids might experience emotions ranging from anger and resentment to guilt for liking someone new who has entered their lives. Approach this topic with empathy and understanding, and encourage children that it's okay to love both parents and like the new people in their parents' lives.

- **Relationships with Jesus**

While talking about relationships in this session, some children might express an interest in exploring their relationship with Jesus at a new or deeper level as well. Be prepared to help the kids know how to become a child of God. Let them know that Jesus made it possible for each of them to come into the family of God and that He loves them and wants them to join His family. Give the children a copy of the article "Meet Jesus" from the LeaderZone Library (www.dc4k.org/leaderzone).

Session 7

TO DO – Before the Session Meeting:

- Pray for each child by name.
- Read the entire Lesson Plan.
- Download & make copies (from LeaderZone Library, www.dc4k.org/leaderzone).

Make 1 copy of each, unless otherwise noted:

- Standing in Their Shoes (2 copies total on card stock, if using)
- Divorce Words Dictionary Answer Key (Divorce Words Dictionary activity found in AB,* p. 46)
- Self-Serve Snack Instructions
- Breaking Bread Instructions
- Scripture Decoder (1 copy per child)
- God’s Promise (optional, 1 copy per child)
- Parent Page (1 copy per parent)
- Purchase/collect the following items for this session:
 - Self-Serve Snack
 - Bagels
 - Different flavors of cream cheese[†] (or jam)
 - Orange juice
 - Plastic knives
 - Small paper plates
 - Small paper cups
 - Breaking Bread
 - Popcorn
 - Flavors to sprinkle on popcorn, such as Parmesan cheese,[†] chili powder, cinnamon/sugar, etc.
 - Milk[†]
 - Small plastic bowls
 - Small paper cups
- Make ahead:
 - On a large paper write, “Our Kids Like Me Family.” Draw stick figures in a line across the paper, and label each figure with the names of the children and Safekeepers in your group. Have the stick figures connected by a dotted line or by having their hands touch.

PREPARATION LIST

- Cut out the 2 pairs of “Standing in Your Shoes” you downloaded and copied, or you might choose to bring 2 pairs of adult shoes instead. (Try to bring shoes that can be worn by a male or a female.)
- Prepare a sample paper-weaving project (see Small Group Interaction Project Station for instructions). Cut strips of construction paper for the children to do this project.

TO DO – 30 Minutes Before Children Arrive:

- Take out the Weekly Art Tote (see list on p. 106 of Leader’s Guide).
- Post Job Sheet, Session Schedule, and Group Guidelines.
- Post Herby’s Feelings Poster and place sticky notes and pencils beside it.
- Put on a DC4K CD as background music.
- Set out the prayer journal.
- Set up stations for Greeting time:
 - Activity Book page
 - Our Kids Like Me Family
 - Self-Serve Snack with instructions
 - Herby Mail Station (optional)
- Set aside items for Small Group Interaction stations:
 - Activity Book and journaling
 - Paper Weaving
 - Breaking Bread with instructions
 - Treasure Box Scripture Decoder
- Make sure equipment is working:
 - TV/DVD player
 - CD player

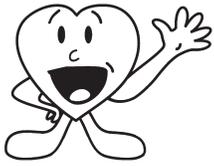
* AB = Activity Book

† ALLERGY ALERT!



SESSION OUTLINE

DEVELOPING NEW RELATIONSHIPS	2 HOURS	90 MIN
GREETING Music: "Cast Your Cares on Him" (Disc 1, Song 8) Greeting Activities: 1. Greet Children 2. Job Sheet 3. Herby's Feelings Poster Activity Book Station: A New Family Album (AB,* p. 45) Group Project Station: Our Kids Like Me Family (week 1 of 3) Self-Serve Snack Station: Bagels with flavored cream cheese [†] and orange juice Herby Mail Station: Optional	15 MIN	15 MIN
OPENING CIRCLE TIME Music: "Herby Rap" (Disc 1, Song 2) Welcome: 1. Review Group Guidelines and Safekeeper concept 2. Herby Minute Alphabet Stretches: M & N on the flip chart Review: Diaphragm breathing (p. 14), Balloon and Fountain Techniques (p. 38) Game: Standing in Their Shoes Scripture and Prayer: 1. 1 Corinthians 13:13 2. "Faith, Hope, and Love" (Disc 2, Song 7) Topic Introduction: Read This Week's Goals (AB, p. 44)	15 MIN	15 MIN
KIDS LIKE ME DVD DRAMA "It's Not Fair" (Disc 2, Week 7) Drama Discussion Questions	15 MIN	15 MIN
STORYBOOK TIME Story 7 "Growing and Changing"	15 MIN	10 MIN
BATHROOM BREAK	5 MIN	5 MIN
SMALL GROUP INTERACTION Activity Book Station: Divorce Words Dictionary (AB, p. 46) and Caring Circles (AB, p. 47) Project Station: Paper Weaving Breaking Bread Station: Flavored popcorn and milk [†] Journaling Station: The Journaling Page (AB, p. 48) Treasure Box Station: Treasure Box Scripture Decoder Herby Mail Station: Optional	20 MIN	15 MIN
FOCUSING ACTIVITY Group Activity: All Tangled Up Music: "When I Am Afraid" (Disc 1, Song 9)	10 MIN	0 MIN
STORIES FROM THE BIBLE ON DVD "Mephibosheth's Needless Worry" (Disc 2, Week 7) based on 2 Samuel 9:1-11 Discussion Questions	15 MIN	10 MIN
CLOSING CONNECTION CIRCLE Devotion: Pass the Touch Plus Prayer Time: God's Promise Music: "United in Love" (Disc 1, Song 17) Good-bye Handshake and Ritual Wrap Up: Hand out Parent Page and God's Promise page (optional)	10 MIN	5 MIN


Session 7
LESSON PLAN**DEVELOPING NEW RELATIONSHIPS****GREETING****15 minutes****Music:** "Cast Your Cares on Him" (Disc 1, Song 8)**Greeting Activities:**

- Greet each child with the special handshake.
- Job Sheet – Remind the children you need them to be a part of your DC4K family and you need their help. Don't forget to tell them thank you.
- Herby's Feelings Poster

Activity Book Station: A New Family Album (AB, p. 45)***Group Project Station:** Our Kids Like Me Family (week 1 of 3)

- Purpose – To help the children realize the connection they have with others at DC4K.
- Do This
 1. Set out the large paper you prepared with a line of connected stick figures representing each child and leader.
 2. Have each child draw a dotted line either up or down from a stick figure of someone he or she has something in common with.
 3. At the end of the dotted line, the child can draw a smaller stick figure and label it with his or her own name.
 4. Then have the child write on the dotted line the thing that the two people have in common. (For instance, Jon and Cameron might both have a pet cat. Jon draws a dotted line from Cameron's stick person out to an empty space. He then draws a stick figure at the end of the line and writes "Jon" by it. Finally, he writes "pet cat"—or draws a small cat—on the dotted line that connects the two boys.)
 5. The children can connect with as many people as they have something in common with.
 6. Be sure to let them know this activity will be here for two more sessions, so if they don't get a chance to work on it, they will have a chance later.
- Ask This
 1. *What kinds of things do you have in common with other kids in our group?*
 2. *How can you make sure you stay connected with your DC4K family after the 13 weeks are over?*
 3. *What has surprised you about the people you've met here?*

See the LeaderZone Library for an image of a finished Our Kids Like Me Family project.

Self-Serve Snack Station: Bagels with Flavored Cream Cheese[†] and Orange Juice

- Have snack items and corresponding instruction sheet at the station. (For children with allergies, see alternative suggestions listed in sidebar on p. 13.)

Herby Mail Station: Optional

* Reminder: Children's Activity Book pages are protected under U.S. copyright law and may not be photocopied. Please provide an Activity Book for each child.

† **ALLERGY ALERT!**

Session 7

LESSON PLAN



OPENING CIRCLE TIME

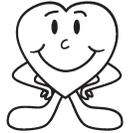
15 minutes

Have the children bring their Activity Books.

Music: “Herby Rap” (Disc 1, Song 2)

Welcome:

- Review – Go over the guidelines (let the kids tell you what they are) and remind the children who the Safekeepers are.
- Herby Minute – Bring Herby out with a happy face and talk about how he’s so happy to have made so many connections with new friends at DC4K. Have Herby name all of the kids in the group and say something about each child that makes him or her unique.



Alphabet Stretches: M & N

- Ask the children how many remembered to stretch this week.
- Review last week’s stretches.
- Review the diaphragm breathing and Balloon and Fountain Techniques.
- Open the flip chart to this week’s letters.

Game: Standing in Their Shoes²²

- Purpose – To help the kids discover what it’s like to see the world from another person’s point of view.
- Do This
 1. Show the group the paper shoes or use real shoes.
 2. Tell the children these are “point of view shoes.” When you stand in them, you see the other person’s point of view. In other words, you’ll look at the world the way the other person does.
 3. Explain that you’re going to ask for volunteers to come and stand in the shoes and you’re going to present different situations to them. They’re to stand in one pair of shoes and explain their point of view and then move to stand in the other pair and tell the other person’s point of view.*
 4. Examples of situations:
 - Mom says Allison can’t go to the school skating party because it’s her dad’s weekend.
 - Michael’s dad was supposed to pick him up from school to go out to dinner for his birthday, but Michael’s dad didn’t come.
 - Sarah’s dad is excited for her to meet his new girlfriend and her children.
- Ask This
 1. *What’s it like to see a situation from someone else’s perspective?*
 2. *What can you learn from this activity?*
 3. *How can you look at situations differently this week—from the perspective of either your mom or your dad?*

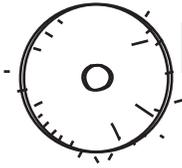
* Standing in Their Shoes adapted with permission from *School-Age Adventures in Peacemaking* by William J. Kreidler and Lisa Furlong © 1995 Educators for Social Responsibility and Work/Family Directions.


Session 7
LESSON PLAN**Scripture and Prayer:**

- Have the flip chart open with the weekly Scripture displayed, and read aloud 1 Corinthians 13:13, *“There are three things that remain—faith, hope, and love—and the greatest of these is love.”*
- Listen to this week’s Scripture song, “Faith, Hope, and Love” (Disc 2, Song 7).
- Give thanks for each child.
- Ask Jesus to help them with all of the changes happening in their lives, and lift up the session’s activities.

Topic Introduction: This Week’s Goals (AB, p. 44)

- Read through with the children.

**KIDS LIKE ME DVD DRAMA****15 minutes**

“It’s Not Fair” (Disc 2, Week 7)

Primary Questions:

- *What do you think about Jay and Jana’s plan for their parents?*
- *What do you feel when it seems like life is unfair?*
- *What can you do this week to have a positive attitude toward new relationships you have because of your parents’ divorce?*

Additional Questions:

- *Share your ideas for what Sam can do about her problem.*
- *What is one action you can take to make friends when you’re at your mom’s or your dad’s house, neighborhood, or church?*

**STORYBOOK TIME****15 minutes**Read from the book *Stories for Kids in Divorce*, “Growing and Changing” (Story 7).**Primary Questions:**

- *If you were Diana’s anger management coach, what are some things you could tell her to do to help her with her anger?*
- *Diana began to realize that everyone has changes to deal with. What are some changes you have had to make?*
- *What were some reasons Diana and her dad were getting close?*

Additional Questions:

- *What do you think about Diana’s dream about her parents getting back together again?*
- *What do you think Diana thought about her dad being gone for three days?*

**BATHROOM BREAK****5 minutes**

Session 7

LESSON PLAN



SMALL GROUP INTERACTION

20 minutes

Divide the large group into smaller groups of 3–5 children. Have the children move from station to station.

Activity Book Station: Divorce Words Dictionary (AB, p. 46) and Caring Circles (AB, p. 47)

Project Station: Paper Weaving

- Purpose – To help the kids understand how the people in their lives are all connected, woven together like the mats they'll create.
- Do This
 1. Show the children the sample paper weave you created.
 2. Provide colored construction paper and precut strips.
 3. Have the children fold a sheet of construction paper in half.
 4. Have them draw lines (one to two inches apart) starting at the fold, stopping one inch from the edge.
 5. With the paper still folded, cut each line.
 6. Open the paper and begin weaving the colored strips of paper.
 7. Explain that just as they weave this mat, they can weave new people into their lives.
- Ask This
 1. *How is this activity similar to the relationships in your life?*
 2. *What people do you feel close to?*
 3. *Whom do you need to weave into your life more?*
 4. *What are the risks and benefits of forming relationships?*

Breaking Bread Station: Flavored Popcorn and Milk*

- Have snack items and corresponding instruction sheet at the station.

Journaling Station: The Journaling Page (AB, p. 48)

- Have the children read and complete this week's journaling page.

Treasure Box Station:

- Pass out copies of the Treasure Box Scripture Decoder.
- Have the children decode the Scripture, cut out the butterfly, and place it in their Treasure Boxes.

Herby Mail Station: Optional



FOCUSING ACTIVITY

10 minutes

Group Activity: All Tangled Up

- Purpose – To help the kids discover that they can work together to find solutions and help each other.

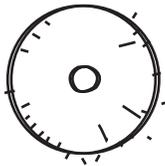
* ALLERGY ALERT!

Session 7

LESSON PLAN

- Do This
 1. Choose one child to be the “doctor,” and have the child either leave the room or turn his or her back to the group. It would probably be better to have one of the older children be the doctor for the first round.
 2. Have the other children hold hands in a circle.
 3. While still holding hands, have the children tangle up the circle by going under and over different people’s arms. The one rule is you can’t let go of hands.
 4. After the circle is all tangled, have everyone call out, “Doctor, doctor help! We’re in pain.”
 5. The doctor will come and try to untangle the circle. **The doctor can only use his or her words** to untangle the circle, so the children must do exactly what the doctor says.
 6. After some time, have others help with verbal directions to get the group untangled.
- Ask This
 1. *How was this activity like or unlike our relationships?*
 2. *Why can it be hard when just one person is trying to solve a problem?*
 3. *How can you work as a team to help each other this week?*

Music: “When I Am Afraid” (Disc 1, Song 9)



STORIES FROM THE BIBLE ON DVD

15 minutes

“Mephibosheth’s Needless Worry” (Disc 2, Week 7) based on 2 Samuel 9:1–11. After the drama, show the children where the corresponding Bible story is found in their Activity Books (AB, p. 49).

Primary Questions:

- *How did God take care of Mephibosheth?*
- *What can you miss out on when you run away from a situation?*
- *How can you trust God this week?*

Additional Questions:

- *When David found Mephibosheth, what did David do for him?*
- *What can you do when you don’t understand a situation you’re faced with?*



CLOSING CONNECTION CIRCLE

10 minutes

Devotion: Pass the Touch Plus

- Remind the children about the Pass the Touch game last week.
- After you have practiced it one time around, select someone to stand in the middle of the circle. This person is called the “catcher,” and he or she has to watch and try to catch where the touch is.
- Before starting the touch, go around to three people and whisper to one child, “You’ll start the touch.” Whisper to the other two, “Don’t start the touch.”

Session 7

LESSON PLAN

- When you say, "Begin," the child you chose will start passing the touch, and the catcher will look around the circle and try to find where the touch is moving. A new catcher can be selected for each round.
- Say This

Tonight we've talked about the changes you've had in your lives. We've discussed new relationships. Meeting new people can be fun. We have all met each other, and we've connected. This week we can all make an effort to say "hello" to someone we don't normally talk to.

Prayer Time:

- Refer to your prayer journal. Invite the children to share praises and requests.
- Hold up your hand in front of you, and have the children hold up their hands.
- As you point to your fingers, starting with the little finger, quote Hebrews 13:5, "*I - will - never - leave - you*" (NKJV).
- Then say it again and substitute a child's name for "you." This is God's promise to us in our relationship with Him.²³
- You might also choose to use the downloadable God's Promise page.
- Provide an opportunity for children to invite Jesus to live in their heart. If a child prays for salvation, follow up with him or her individually afterward.

Gospel Spotlight

REMEMBER to share the gospel with the children. Go to page vi in the Activity Book, answer their questions, and pray with them.

Music: "United in Love" (Disc 1, Song 17)

Good-Bye Handshake and Ritual:

- Be sure to use your group's special handshake and good-bye ritual with the children as they leave.

Wrap Up:

- Have the kids help with cleanup. Children can stack Activity Books, put items in the garbage, wipe tables, pick up art supplies, etc. (Make sure Safekeepers or Teen Helpers put all the DVDs and CDs back in their boxes.)
- Have the children turn in their name tags and Activity Books before leaving.
- Make an announcement for "last chance to turn in Herby Mail letters."
- Encourage the children to invite a friend whose parents are separated or divorced to come with them to the next session.
- Make sure the children have everything they came with (coat, shoes, toys, etc.).
- Throughout the night create a stack for each child of items to take home (completed art projects, etc.).
- Distribute the Parent Page and copies of God's Promise page (optional) as the kids leave.



Session 8

LEADER'S NOTES

Goal: To help the children understand various aspects of budgeting and spending that will help them and their families.

Scriptural Objective: To help the children become aware that God wants to supply all of their needs.

Gospel Spotlight: God has a plan for each child and will provide for each child individually.

This Session Will Help the Children:

- Learn about expenses at home and how they can help
- Understand what child support is and how it is to be used
- Make good choices in earning and spending their money

Leader Insights for This Week:

- **Money Worries**

One of the biggest concerns for many children of divorce is the issue of money. Most of the time, family income drops considerably. Some children wonder if they'll have enough to eat or if the parent who left has enough to eat or enough clothes to wear. Meanwhile, the parent who stayed might be upset about his or her own financial situation. Children see their parents worry, so they worry. Part of the worry comes from a fear of the unknown. In this session we want to lessen that fear. We want to help the kids understand financial concepts. Few parents know how to handle explaining money issues to children.

- **Child Support**

A point of contention in many divorced homes is the issue of child support. Kids often think the money is to purchase toys, video games, or vacations. Remember that children are egocentric; they aren't wired to think beyond themselves and their immediate needs. They need to be informed and taught that child support is supposed to be used for living expenses, such as water, electricity, food, and clothing. This session will help the children better understand what child support is and how they can be helpers when it comes to money and budgeting in their homes.

Session 8

TO DO – Before the Session Meeting:

- Pray for each child by name.
- Read the entire Lesson Plan.
- Download & make copies (from LeaderZone Library, www.dc4k.org/leaderzone).
Make 1 copy of each, unless otherwise noted:
 - Coupons (1 copy per child, plus a few extra)
 - Money Smarts Game (enlarge)
 - Herby Bucks (3 copies per child)
 - Herby Cents (2 copies per child)
 - Self-Serve Snack Instructions
 - Breaking Bread Instructions
 - Scripture Decoder (1 copy per child)
 - The 3-“S” System (1 copy per child, if using; see p. 95 sidebar and p. 100)
 - Financial Ledger
 - Parent Page (1 copy per parent)
 - Money Smarts Game (make 1 copy for each parent to take home with Parent Page)
- Purchase/collect the following items for this session:
 - Self-Serve Snack
 - Pretzels
 - Ranch dressing* or salsa for dipping
 - Water
 - Small bowls
 - Small paper cups
 - Breaking Bread
 - Chocolate milk*
 - Vanilla ice cream*
 - Blender or hand shaker to make milkshakes
 - Water
 - Small paper cups
 - Straws
 - Art Supplies
 - Pony beads (colorful plastic beads, easy to string)
 - String for bracelets (enough for two bracelets per child)
 - Stickers
 - Stapler
 - Jars/containers with lids (yogurt containers, small plastic butter tubs, etc.; 3 “Money Jars” per child)

PREPARATION LIST

- 1 brass round-head fastener (for Money Smarts Game)
- 10 pennies per child, or cut out 10 Herby Cents per child.
- Country Store: Purchase/collect several small inexpensive items for your store (e.g., pencils, toys, erasers, candy, etc.).
- Make ahead:
 - Money Smarts Game: Make enlarged copy as noted earlier, and follow instructions to make game.
 - Cut out Herby Bucks and Cents (or have the children cut out their own during the session).
 - Cut slits in the lids of Money Jars (slits the Herby Bucks and Cents or pennies can fit through).

TO DO – 30 Minutes Before Children Arrive:

- Take out the Weekly Art Tote (see list on p. 106 of Leader’s Guide).
- Post Job Sheet, Session Schedule, and Group Guidelines.
- Post Herby’s Feelings Poster and place sticky notes and pencils beside it.
- Put on a DC4K CD as background music.
- Set out the prayer journal.
- Set up stations for Greeting time:
 - Activity Book page
 - Money Jars
 - Our Kids Like Me Family
 - Self-Serve Snack with instructions
 - Herby Mail Station (optional)
- Set aside items for Small Group Interaction stations:
 - Activity Book and journaling
 - Coupon Books
 - Special People Bracelets
 - Breaking Bread with instructions
 - Treasure Box Scripture Decoder
- Make sure equipment is working:
 - TV/DVD player
 - CD player

* ALLERGY ALERT!

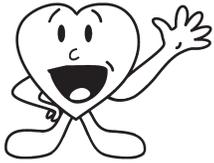

Session 8
SESSION OUTLINE

DEVELOPING MONEY SMARTS	2 HOURS	90 MIN
GREETING Music: "Kids Like Me" (Disc 1, Song 1) Greeting Activities: <ol style="list-style-type: none"> 1. Greet Children 2. Job Sheet 3. Herby's Feelings Poster Activity Book Station: Money Bingo (AB,* p. 53) Additional Activity Station: Money Jars Group Project Station: Our Kids Like Me Family (week 2 of 3) Self-Serve Snack Station: Pretzels with ranch [†] dressing or salsa and water Herby Mail Station: Optional	15 MIN	15 MIN
OPENING CIRCLE TIME Music: "Herby Rap" (Disc 1, Song 2); "A Letter to God" (Disc 1, Song 10) Welcome: <ol style="list-style-type: none"> 1. Review Group Guidelines and Safekeeper concept 2. Herby Minute Alphabet Stretches: O & P on the flip chart Review: Breathing exercises (Balloon and Fountain Techniques) Scripture and Prayer: <ol style="list-style-type: none"> 1. Philippians 4:19 2. "My God Shall Supply All Your Needs" (Disc 2, Song 8) Topic Introduction: Read This Week's Goals (AB, p. 52)	15 MIN	15 MIN
KIDS LIKE ME DVD DRAMA "A Simple Prayer" (Disc 2, Week 8) Drama Discussion Questions	15 MIN	15 MIN
STORYBOOK TIME Story 8 "But Mom, We Need a New Pair of Jeans"	15 MIN	10 MIN
BATHROOM BREAK	5 MIN	5 MIN
SMALL GROUP INTERACTION Activity Book Station: Needs, Desires, & Wants (AB, p. 54) Project Station: Coupon Books and Special People Bracelets Breaking Bread Station: Chocolate milkshake [†] and water Journaling Station: The Journaling Page (AB, p. 55) Treasure Box Station: Treasure Box Scripture Decoder Herby Mail Station: Optional	20 MIN	15 MIN
FOCUSING ACTIVITY Group Activity: Money Smarts Game Music: "My God Shall Supply All Your Needs" (Disc 2, Song 8)	10 MIN	0 MIN
STORIES FROM THE BIBLE ON DVD "A Widow, Her Sons, and the Oil Jar Miracle" (Disc 2, Week 8) based on 2 Kings 4:1-7 Discussion Questions	15 MIN	10 MIN
CLOSING CONNECTION CIRCLE Devotion: Hands Down game and Share some, Save some, and Spend some discussion Country Store Prayer Time: 2 Thessalonians 3:10 Music: "United in Love" (Disc 1, Song 17) Good-bye Handshake and Ritual Wrap Up: Hand out Parent Page and Money Smarts Game	10 MIN	5 MIN

Session 8

LESSON PLAN

DEVELOPING MONEY SMARTS



GREETING

15 minutes

Music: "Kids Like Me" (Disc 1, Song 1)

Greeting Activities:

- Greet each child with the special handshake
- Job Sheet
- Herby's Feelings Poster

Activity Book Station: Money Bingo (AB, p. 53)*

Additional Activity Station: Money Jars

- Set out three containers with lids per child.
- Ask the children to decorate their containers with stickers and art supplies from your Weekly Art Tote (paint, stamps, ribbon, yarn, construction paper, etc.).
- Have the children label the three containers as follows: one marked "Savings," another for "Spending," and the third for "Sharing." Also make sure they write their name on the bottom of each container.
- Encourage the children to take these home and then divide their earnings using the 10/10/80 principle (10% to savings, 10% to sharing, and 80% to spending). Give the example that receiving an allowance of \$5 would mean 50¢ in savings, 50¢ in sharing, and \$4 in spending.

Helpful Hint

Optional: Consider having the kids use the money jars for their Herby Bucks and Cents and then use them in the store. The shared money could be used to buy an item for someone else. **ALSO CONSIDER USING THE 3-"S" SYSTEM HANDOUT AS AN ALTERNATIVE TO CREATING MONEY JARS.**

Be sure to cut slits in the lids of each Money Jar prior to the arrival of the children.

Group Project Station: Our Kids Like Me Family (week 2 of 3)

- Review instructions in Session 7, p. 85.

Self-Serve Snack Station: Pretzels with Ranch Dressing[†] or Salsa and Water

- Have snack items and corresponding instruction sheet at the station. (For children with allergies, see alternative suggestions listed in sidebar on p. 13.)

Herby Mail Station: Optional



OPENING CIRCLE TIME

15 minutes

Have the children bring their Activity Books.

Music: "Herby Rap" (Disc 1, Song 2) and "A Letter to God" (Disc 1, Song 10)

* Reminder: Children's Activity Book pages are protected under U.S. copyright law and may not be photocopied. Please provide an Activity Book for each child.

† **ALLERGY ALERT!**

Session 8

LESSON PLAN

Welcome:

- Review – Go over the guidelines and remind the children who the Safekeepers are.
- Herby Minute
 1. Have the Herby puppet introduce some of the subject matter for this session by telling kids he's going on a shopping trip. He has \$25 to spend, and he needs recommendations on what to purchase.
 2. Let the kids give Herby advice, then have Herby tell the kids they'll be learning a lot about spending money wisely in this session.

Alphabet Stretches: O & P

- Ask the children how many remembered to stretch this week.
- Review last week's stretches.
- Practice breathing exercises (diaphragm breathing, Balloon and Fountain Techniques).
- Open the flip chart to this week's letters.

Scripture and Prayer:

- Ask This
What do you think the Bible says about what we need?
- Open the flip chart with the weekly Scripture and read aloud Philippians 4:19, *"And my God shall supply all your needs according to His riches in glory by Christ Jesus"* (NKJV).
- Take a moment to talk about "needs" versus "wants."
- Listen to this week's Scripture song, "My God Shall Supply All Your Needs" (Disc 2, Song 8).
- Give thanks for each child, and ask Jesus to reveal to the children the difference between their wants and their needs. Lift up the session's activities.

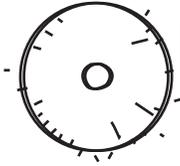
Topic Introduction: This Week's Goals (AB, p. 52)

- Ask for ideas of why this session is about the topic of money. Then read through with the children.
- Say This
It's important to understand what is going on. Information can help ease fears and help you be prepared for the future. Sometimes children don't know whom to talk to about money matters when there's a divorce. Think about the questions you'd like to ask. "Will I be able to go to camp in the summer? Will we take any vacations? Who will pay for the tacos when I go out to eat with other people?"²⁴
Learn to ask your parent what's happening. Find out ways you can help with the finances at home. You might be thinking, "How can I help? I'm just a kid. I'm not old enough to go get a job!" But there are other ways you can help at home. We'll discuss some of these things later.
- Have the children come up with a list of things they need that cost money. (Include water to take a shower and wash dishes, electricity for heat or air conditioning, food, a car, gasoline for the car, a place to live, etc.)
- Ask This
 1. *Do you know who pays for these things that you need?*
 2. *Can anyone tell me what child support is and what it's to be used for?*

Session 8

LESSON PLAN

- Most children think child support is paid to their parent so the parent can buy them things.
- Explain that child support is to pay for the things it takes to live, such as food to eat, a place to live, water, electricity, gasoline for transportation, etc.



KIDS LIKE ME DVD DRAMA

15 minutes

"A Simple Prayer" (Disc 2, Week 8)

Primary Questions:

- *Not all of the children's parents could afford a costume. What are some ways they could get costumes inexpensively or for free?*
- *What is one way you can help your parent stretch or save money at home?*
- *What is one need you can trust God to provide for you and your family this week?*

Additional Questions:

- *When you don't have enough money to buy something you really want, how do you feel?*
- *Why is money often difficult to talk about?*



STORYBOOK TIME

15 minutes

Read from the book *Stories for Kids in Divorce*, "But Mom, We Need a New Pair of Jeans" (Story 8).

Primary Questions:

- *If you've had to move, what advice could you give Kelly and Kim about having to move?*
- *What are some things that child support pays for?*
- *What are some things you can decide to do to help at your home?*

Additional Questions:

- *What did it mean when the story said, "budgeting their time"?*
- *What are some ways you can budget your time?*



BATHROOM BREAK

5 minutes

Session 8

LESSON PLAN



SMALL GROUP INTERACTION

20 minutes

Divide the large group into smaller groups of 3–5 children. Have the children move from station to station.

Activity Book Station: Needs, Desires, & Wants (AB, p. 54)

Project Station: Coupon Books

- Purpose – To help the kids discover ways they can help at home.
- Do This
 1. Explain that gifts can be made instead of bought.
 2. Pass out coupon patterns for the children to use.
 3. Have them make coupons of things they could do to help at home and things they could do to help save the parent money.
 4. Staple the coupon books together.

Suggestions for younger children:	Suggestions for older children:
Pick up my toys each evening	Wash the car
Fold the laundry	Pull weeds or clean out the flowerbed
Take out the trash and sort items to recycle	Eat by candlelight
Unload the dishwasher	Eat leftovers
Eat my food and not waste it	Clean out closets and bedrooms, and sell the items at a garage sale

- Ask This
 1. *How will your parent feel when you give him or her the coupon book you made?*
- Children might choose to make a coupon book for each parent.
 2. *What are other ways you can help stretch your family's budget?*
 3. *What are the advantages of learning to save money?*

Second Project Station: Special People Bracelets

- Purpose – To help the kids discover that some of the best gifts are handmade, not bought.
- Do This
 1. Repeat the point that gifts can be made instead of bought.
 2. Have each child make two Special People Bracelets. One bracelet can be kept, and one can be given away to a close friend/parent/grandparent.
 3. Use string or yarn and beads.
 4. Tape the end of the string to make it easier to string the beads.
- Ask This
 1. *Whom will you give your Special People Bracelet to?*
 2. *Why is receiving a homemade gift special?*
 3. *What kind of gift would you like to receive that doesn't require the giver to spend any money?*

Session 8

LESSON PLAN

Breaking Bread Station: Chocolate Milkshake* and Water

- Have snack items and corresponding instruction sheet at the station.
- Let the children make their own shakes using the blender or hand shaker. (If you don't have access to a blender or another item to mix the shake, then allow the children to stir the milk and ice cream.)

Journaling Station: The Journaling Page (AB, p. 55)

- Have the children read and complete this week's journaling page.

Treasure Box Station:

- Pass out copies of the Treasure Box Scripture Decoder.
- Have the children decode the Scripture, cut out the coin, and place it in their Treasure Boxes.

Herby Mail Station: Optional



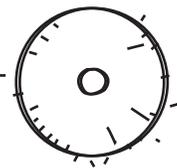
FOCUSING ACTIVITY

10 minutes

Group Activity: Money Smarts Game

- Purpose – To help the children better understand the difference between a want and a need.
- Do This
 1. Give each child \$100 worth of Herby Bucks in various denominations.
 2. The first person spins the spinner. The spinner will tell that person how much to pay.
 3. If the spinner ends on a "necessary item," the child has to pay, but if it ends on a "choice item," the child decides whether to spend his or her money or save it for later.
 4. The child who spends all of his or her money is out of the game.
- Ask This
 1. *How did it feel when you had to pay for a needed item?*
 2. *Did you find it hard to decide whether to spend your money on wanted items? Why or why not?*
 3. *How did this game make you think about money differently?*

Music: "My God Shall Supply All Your Needs" (Disc 2, Song 8)



STORIES FROM THE BIBLE ON DVD

15 minutes

"A Widow, Her Sons, and the Oil Jar Miracle" (Disc 2, Week 8) based on 2 Kings 4:1–7. After the drama, show the children where the corresponding Bible story is found in their Activity Books (AB, p. 56).

Primary Questions:

- *What was your favorite part of the Bible story?*
- *What would you have done if you'd been one of the sons in this story?*
- *What is one action you can take when you are worried about something?*

* ALLERGY ALERT!

Session 8

LESSON PLAN

Additional Questions:

- *Why is it sometimes hard to trust that God will take care of our needs?*
- *How does God meet your family's needs?*



CLOSING CONNECTION CIRCLE

10 minutes

Devotion: Hands Down²⁵

- Say This

I've got a new way of showing numbers from 1 to 10. I'm going to make a pattern on the floor with these pennies, and you have to guess which number I'm making. I'll tell you if you're right. If you figure out how I'm making the patterns, don't tell. Let everyone have a chance to figure it out.

- Procedure

1. Have the children sit in a circle on the floor.
2. Place 10 pennies (or Herby Cents) on the floor in front of you so that a pattern is formed. Any pattern is okay.
3. The "trick" – The pennies have nothing to do with the number you're thinking of. When you set down the pennies in any random pattern, place your hands, palms down, on the floor next to the pennies with the number of fingers exposed showing the number you have in mind. (Two closed fists is zero; two hands with all fingers extended is 10.)
4. Ask the group to figure out the number from 1 to 10 that this arrangement represents.
5. Set up different patterns so the group gets to guess several times.
6. If no one catches on after a few patterns, place your hands closer to the pennies or lay them down more deliberately so the children can see what you're doing.*
7. Say This

Sometimes things aren't what they appear to be. In other words, you might see a 10 dollar bill in your mom's wallet, so you ask for a treat, but she says, "I don't have any money." You think, "But I just saw a 10 dollar bill." Little do you realize that she doesn't have any money to spend on a treat because she has to buy gas for the car. If she buys you a treat, she won't have money for the gas, and if a car doesn't have gas, it doesn't run.

Things are not always as they seem to be when it comes to money. Some of you saw 10 pennies laid out on the floor in a pattern, and you automatically thought the number was 10. But you had to look at my fingers and count them to know the number they represented. Sometimes you have to be able to look at a budget or expenses to know the amount of money needed.

- Explanation

1. God wants them to use their money wisely.
2. They can think of the 3-"S" system of "Share some, Save some, Spend some."
(Pass out the 3-"S" System handout, if desired.)
 - If they had 10 pennies, they could share 10 percent of those pennies by giving one penny away.

* Hands Down game adapted with permission from *School-Age Adventures in Peacemaking* by William J. Kreidler and Lisa Furlong © 1995 Educators for Social Responsibility and Work/Family Directions.

Session 8

LESSON PLAN

- They could save 10 percent (that would be one penny to save).
- They could spend 80 percent or eight pennies.
- For this next part of the lesson you can give the children real pennies or use the Herby Cents. If you use Herby Cents, you'll need to re-adapt the conversation in the next paragraph to accommodate the use of pretend coins.
- Say This

We're going to give everyone 10 pennies. We want you to save one penny by putting it in your Treasure Box. What could you do with the one penny to give away (the penny to "share")?

- Elicit answers from the group.

You could give it to the church, to a homeless shelter, or to a friend who doesn't have enough to eat.

You decide how you want to share that one penny. You could also talk to your parent about giving one of the pennies away. You could take it home with you or save it to spend someplace else. It's your choice.

Helpful Hint

Use either the Treasure Box or the Money Jars created earlier for this exercise.

Country Store:

- Display your Country Store, and go over the guidelines and rules.
- Say This

Every week we'll now have a Country Store set up. Next week we're going to start paying you for doing the jobs you do at DC4K. We won't be giving you money, but we're going to give you credit on a ledger account.

- Explain this concept to the children.

You can choose to spend your money each week or save it to buy something at the Country Store at a later time.

- Display the Financial Ledger and show how you'll record their earnings.

Helpful Hint

For information on how to set up a Country Store, see the LeaderZone Library article "The Country Store."

Optional Idea: Have the children cut out their Herby Bucks and Cents and use them to pay for items in the Country Store. They can store their money in their Treasure Boxes. (Still record the amounts on a ledger in case a child loses any paper money.)

Prayer Time:

- Read aloud 2 Thessalonians 3:10, *"He who does not work shall not eat."*
- Refer to your prayer journal. Invite the children to share praises and requests.
- Ask Jesus to continue to provide for each child's needs, and thank Jesus for bringing everyone together to learn about His ways and how He wants us to spend our money.

Gospel Spotlight

REMEMBER to share the gospel with the children. Go to page vi in the Activity Book, answer their questions, and pray with them.

Session 8

LESSON PLAN

Music: "United in Love" (Disc 1, Song 17)

Good-Bye Handshake and Ritual:

- Be sure to use your group's special handshake and good-bye ritual with the children as they leave.

Wrap Up:

- Have the kids help with cleanup. Children can stack Activity Books, put items in the garbage, wipe tables, pick up art supplies, etc. (Make sure Safekeepers or Teen Helpers put all the DVDs and CDs back in their boxes.)
- Have the children turn in their name tags and Activity Books before leaving.
- Make an announcement for "last chance to turn in Herby Mail letters."
- Encourage the children to invite a friend whose parents are separated or divorced to come with them to the next session.
- Make sure the children have everything they came with (coat, shoes, toys, etc.).
- Throughout the night create a stack for each child of items to take home (completed art projects, etc.).
- Distribute the Parent Page and Money Smarts Game for each parent.



Session 9

LEADER'S NOTES

Goal: To communicate to the children that divorce is an adult problem between the two parents and to assist the children in comprehending that their parents' divorce isn't their fault.

Scriptural Objective: To show the children that God loves them unconditionally.

Gospel Spotlight: God loves each child so much He sent His Son, Jesus, to die for the child's sins.

This Session Will Help the Children:

- Understand that it's okay if they're sad about the split in their family
- Find out it's not their fault or any other kid's fault in their family; it's between the parents
- Respect both parents

Leader Insights for This Week:

- **Children Often Think Divorce Is Their Fault**
Many children of divorce think they're to blame for their parents' divorce. They often think that whatever they did just before being told about the divorce is the actual cause of the divorce. Sometimes a child simply needs to be told, "Divorce is an adult problem. You didn't cause your parents' divorce." This can be a great relief to many children. Other times it takes longer to convince a child the divorce is not his or her fault. Be sensitive to where children are in the healing process and be sympathetic to feelings of guilt about the divorce.
- **Sensitive Topic**
The read-aloud story for this session touches on some unhealthy behaviors of one of the parents. This story might bring up various issues with some children. Be prepared, but be careful, when discussing these matters with the children. Don't tell a child his or her parent is wrong or doing something bad. The child might feel responsible—after all, it is his or her parent. Say things such as, "It sounds like there's a real problem here." The Activity Book "Circle the Cause" page might also bring up behaviors that can cause concern, so pay close attention to the child and clues to unsafe things possibly happening in the child's environment.

Remember to use the Safekeeper concept if you have to report a situation involving neglect and abuse. If a child reveals to you that something of this nature has happened, you can reassure the child that not only are you a Safekeeper, but there are other Safekeepers outside the church who want to help keep him or her safe in all areas of life (see p. 90 in the Leader's Guide for mandatory reporting guidelines).

Session 9

TO DO – Before the Session Meeting:

- Pray for each child by name.
 - Read the entire Lesson Plan.
 - Download & make copies (from LeaderZone Library, www.dc4k.org/leaderzone).
- Make 1 copy of each, unless otherwise noted:*
- Job Sheet with Pay (4 copies to use for each of the next 4 sessions, or you might choose to create your own)
 - Self-Serve Snack Instructions
 - Breaking Bread Instructions
 - Scripture Decoder (1 copy per child)
 - Parent Page (1 copy per parent)
- Purchase/collect the following items for this session:
 - Self-Serve Snack
 - Toothpicks
 - Miscellaneous fruit cut in 1" pieces to make "fruit kebabs"
 - Water
 - Small paper cups
 - Breaking Bread
 - Goldfish® crackers
 - Milk*
 - Small paper cups
 - Game Items to Bring
 - Money Smarts Game
 - Divorce or Feeling Word Dominoes
 - Jump rope (long enough for 2 children to hold the ends while another jumps over it)
 - 1 blindfold
 - Scarves (1 for every 2 children)
 - 4 or 5 soft items, such as soft balls, small stuffed animals, or small pillows
 - Art Supplies
 - Poster board or large paper (1 per child)
 - Optional: Notecards (1 per child)
 - Make ahead:
 - Wall Vote: On 2 large pieces of paper, write the word "Yes" on one and "No" on the other in large letters.
 - Optional: On a notecard for each child, write a positive trait describing that child. (See Prayer Time, p.112.)

PREPARATION LIST

TO DO – 30 Minutes Before Children Arrive:

- Take out the Weekly Art Tote (see list on p. 106 of Leader's Guide).
- Post Job Sheet (with pay list), Session Schedule, and Group Guidelines.
- Post Herby's Feelings Poster and place sticky notes and pencils beside it.
- Put on a DC4K CD as background music.
- Bring Financial Ledger from last week.
- Set up Country Store.
- Set out prayer journal.
- Set up stations for Greeting time:
 - Activity Book page
 - Money Smarts Game
 - Divorce or Feeling Word Dominoes
 - Our Kids Like Me Family
 - Self-Serve Snack with instructions
 - Herby Mail Station (optional)
- Set aside items for Small Group Interaction stations:
 - Activity Book and journaling
 - No Fault Poster
 - Breaking Bread with instructions
 - Treasure Box Scripture Decoder
- Make sure equipment is working:
 - TV/DVD player
 - CD player

* ALLERGY ALERT!

Session 9

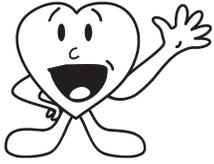
SESSION OUTLINE

IT'S NOT MY FAULT	2 HOURS	90 MIN
<p>GREETING</p> <p>Music: "Kids Like Me" (Disc 1, Song 1)</p> <p>Greeting Activities:</p> <ol style="list-style-type: none"> 1. Greet Children 2. Job Sheet 3. Herby's Feelings Poster <p>Activity Book Station: Circle the Cause (AB,* p. 59)</p> <p>Additional Activity Stations: Money Smarts Game and Divorce or Feeling Word Dominoes</p> <p>Group Project Station: Our Kids Like Me Family (week 3 of 3)</p> <p>Self-Serve Snack Station: Fruit kebabs and water</p> <p>Herby Mail Station: Optional</p>	15 MIN	15 MIN
<p>OPENING CIRCLE TIME</p> <p>Music: "Herby Rap" (Disc 1, Song 2); "Where Is God?" (Disc 1, Song 11)</p> <p>Welcome:</p> <ol style="list-style-type: none"> 1. Review Group Guidelines and Safekeeper concept 2. Herby Minute <p>Alphabet Stretches: Q & R on the flip chart</p> <p>Demonstration: Jump Over the Rope</p> <p>Scripture and Prayer:</p> <ol style="list-style-type: none"> 1. Romans 8:28 2. "God Works for the Good" (Disc 2, Song 9) <p>Topic Introduction: Read This Week's Goals (AB, p. 58)</p>	15 MIN	15 MIN
<p>KIDS LIKE ME DVD DRAMA</p> <p>"Breakable Jay" (Disc 3, Week 9)</p> <p>Drama Discussion Questions</p>	15 MIN	15 MIN
<p>STORYBOOK TIME</p> <p>Story 9 "Are You Telling Me It's Not My Fault?"</p>	15 MIN	10 MIN
<p>BATHROOM BREAK</p>	5 MIN	5 MIN
<p>SMALL GROUP INTERACTION</p> <p>Activity Book Station: It's Not My Fault (AB, p. 60)</p> <p>Project Station: No Fault Poster</p> <p>Breaking Bread Station: Goldfish® crackers and milk†</p> <p>Journaling Station: The Journaling Page (AB, p. 61)</p> <p>Treasure Box Station: Treasure Box Scripture Decoder</p> <p>Herby Mail Station: Optional</p>	20 MIN	15 MIN
<p>FOCUSING ACTIVITY</p> <p>Group Activity: Wall Vote</p> <p>Music: "God Works for the Good" (Disc 2, Song 9)</p>	10 MIN	0 MIN
<p>STORIES FROM THE BIBLE ON DVD</p> <p>"Welcome Home" (Disc 3, Week 9) based on Luke 15:11-32</p> <p>Discussion Questions</p>	15 MIN	10 MIN
<p>CLOSING CONNECTION CIRCLE</p> <p>Devotion: Scarf Game</p> <p>Prayer Time: Ephesians 2:10 and notecards</p> <p>Music: "United in Love" (Disc 1, Song 17)</p> <p>Good-bye Handshake and Ritual</p> <p>Wrap Up: Hand out Parent Page</p>	10 MIN	5 MIN

Session 9

LESSON PLAN

IT'S NOT MY FAULT



GREETING

15 minutes

Music: "Kids Like Me" (Disc 1, Song 1)

- Let the Song Selector choose another song during the Greeting time.

Greeting Activities:

- Greet each child with the special handshake.
- Job Sheet – Remind the children to sign up for paying jobs today, so they will be able to buy something from the Country Store with the money they earn. Some children might be getting tired of working, but remind them that you need them to be a part of your DC4K family and you need their help. Don't forget to tell them thank you.
- Herby's Feelings Poster

Activity Book Station: Circle the Cause (AB, p. 59)*

Additional Activity Station 1: Money Smarts Game

Additional Activity Station 2: Divorce or Feeling Word Dominoes

Group Project Station: Our Kids Like Me Family (week 3 of 3)

- Review instructions in Session 7, p. 85.

Self-Serve Snack Station: Fruit Kebabs and Water

- Have snack items and corresponding instruction sheet at the station.
- Smaller children might need assistance making the kebabs.

Herby Mail Station: Optional



OPENING CIRCLE TIME

15 minutes

Have the children bring their Activity Books.

Music: "Herby Rap" (Disc 1, Song 2) and "Where Is God?" (Disc 1, Song 11)

Welcome:

- Review – Let the kids tell you the guidelines and remind the children who the Safekeepers are.
- Herby Minute – Bring out the Herby puppet and have him ask the kids how they helped at home over the past week.

* Reminder: Children's Activity Book pages are protected under U.S. copyright law and may not be photocopied. Please provide an Activity Book for each child.

Session 9

LESSON PLAN

Alphabet Stretches: Q & R

- Ask the children how many remembered to stretch this week.
- Review last week's stretches.
- Open the flip chart to this week's letters.

Demonstration: Jump Over the Rope

- Purpose – To help the kids realize that things happen they cannot control and it's not their fault.
- Do This
 1. Ask for two volunteers to hold the ends of the rope.
 2. Have them swing the rope back and forth, but tell them not to turn the rope.
 3. Choose one child to be a Jumper and one to be an Announcer. Blindfold the Jumper.
 4. The Announcer cannot touch the Jumper, but must talk the Jumper through jumping over the rope as it swings back and forth.
 5. Let the children take turns being the Announcer and the Jumper. After a few minutes invite the children to sit down in a circle.
- Ask This
 1. *How did this activity make you feel?*
 2. *Why couldn't you jump over the rope?*
 3. *Was there someone to blame for your inability to jump over the rope?*

- Say This

It wasn't your fault you couldn't jump over the rope. There were certain conditions that kept you from being able to do it, right? You were blindfolded and couldn't see, the Announcer wasn't able to help you see, and the rope kept moving.

Your parents' divorce also isn't your fault. Divorce is an adult issue; there are certain conditions that keep parents from staying married to each other. It doesn't matter that you didn't make your bed or get good grades; it doesn't matter how many fights you've had with your brother or sister. These things don't cause a divorce. Your actions didn't cause the divorce.

Even though your parents are divorced, they're still your parents. Your mom is your mom, and your dad is your dad. They might not love each other like they used to, but they still love you. Sometimes they might forget to tell you they love you, and they might not act like they love you, but they do love you. Be patient with them while they are working through their divorce.

Some children are glad that their parents are getting a divorce. Maybe they've seen fear, anger, confusion, and tears on their parents' faces. These children might feel relieved that their parents aren't going to live together anymore because now things will be calmer.²⁶

It's all right to feel relieved. If you aren't sad about the divorce, you don't have to pretend you are. Some children are confused, sort of sad and sort of glad. It is okay to feel this way too. The most important thing is to be honest and talk to people about how you feel.²⁷

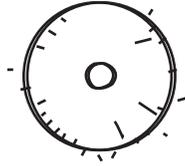
Scripture and Prayer:

- Have the flip chart open with the weekly Scripture displayed, and read aloud Romans 8:28, "And we know that in all things God works for the good of those who love him" (NIV).
- Listen to this week's Scripture song, "God Works for the Good" (Disc 2, Song 9).
- Give thanks for each child and lift up the session's activities.


Session 9
LESSON PLAN

Topic Introduction: This Week's Goals (AB, p. 58)

- Read through with the children.

**KIDS LIKE ME DVD DRAMA****15 minutes**

"Breakable Jay" (Disc 3, Week 9)

Primary Questions:

- *Why do you think Moses was one of Will's heroes?*
- *Is it hard to be honest with your parents sometimes? Why?*
- *Why is it important to be honest with your parents?*

Additional Questions:

- *How can your choices affect others?*
- *If you were blamed for something you didn't do, what would you do about it?*

**STORYBOOK TIME****15 minutes**

Read from the book *Stories for Kids in Divorce*, "Are You Telling Me It's Not My Fault?" (Story 9).

Primary Questions:

- *How do you think Jimmy could tell Justin was in one of those angry moods?*
- *Jimmy worried all week about things being his fault. Share about a time when you might have done the same thing.*
- *Did Jimmy's breathing slowly and relaxing his shoulders help him on his spelling test? Why do you think this helped?*

Additional Questions:

- *What did David tell Jimmy about divorce?*
- *What did David do to be a good friend to Jimmy? Why?*

**BATHROOM BREAK****5 minutes**

Session 9

LESSON PLAN



SMALL GROUP INTERACTION

20 minutes

Divide the large group into smaller groups of 3–5 children. Have the children move from station to station.

Activity Book Station: It's Not My Fault (AB, p. 60)

Project Station: No Fault Poster

- Purpose – To help the kids accept that their parents' divorce isn't their fault.
- Do This
 1. On a piece of poster board, tell the kids to draw or write down things in the center of the paper that they might feel led to their parents splitting up, such as not cleaning their room, getting poor grades, or watching too much TV.
 2. After the kids are finished, have them use a red crayon or marker to draw a large circle around the words or pictures and then place a diagonal line through the center of the circle to create a "ban" sign.
 3. Help the kids write on the bottom of the poster, "It's Not My Fault."
 4. Hang the posters in your meeting room to remind the kids that it's not their fault.
- Ask This
 1. *Why is it easy to think of things you might have done or said to cause your parents' divorce?*
 2. *What have you learned so far in this session to help you realize it's not your fault?*
 3. *What can you do this week to remind yourself that the divorce was your parents' choice?*

Breaking Bread Station: Goldfish® Crackers and Milk*

- Have snack items and corresponding instruction sheet at the station.

Journaling Station: The Journaling Page (AB, p. 61)

- Have the children read and complete this week's journaling page.

Treasure Box Station:

- Pass out copies of the Treasure Box Scripture Decoder.
- Have the children decode the Scripture, cut out the heart, and place it in their Treasure Boxes.

Herby Mail Station: Optional

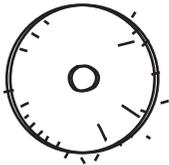
* ALLERGY ALERT!


Session 9
LESSON PLAN**FOCUSING ACTIVITY****10 minutes****Group Activity:** Wall Vote²⁸

- Tape the large pieces of paper with “YES” and “NO” written on them to opposite sides of an area.
- Have the children stand in the middle between the two papers.
- Explain that you’ll read a statement (examples below), and they’ll move to one side of the room or the other according to how they’d answer. If they don’t know, have them stay in the middle of the room.
- Pause when you come to a statement with a microphone  beside it and pretend to be a reporter interviewing the children. Use lines such as, “Excuse me, ma’am, could you tell me why you feel that way?” Or “Eyewitness News reporting here, ‘Do you have anything to say about your choice?’” Periodically ask, “Was the divorce your fault?”
- Tell the children you want them to practice saying, “The divorce was not my fault.”

Example Statements:

1. *I have my own room.*
2. *I think my parents will get back together.* 
3. *I will visit my dad next weekend.*
4. *My mom is dating someone, and I think it’s okay.* 
5. *I saw a good movie recently.*
6. *I think my family will be okay.* 

Music: “God Works for the Good” (Disc 2, Song 9)**STORIES FROM THE BIBLE ON DVD****15 minutes**

“Welcome Home” (Disc 3, Week 9) based on Luke 15:11–32. After the drama, show the children where the corresponding Bible story is found in their Activity Books (AB, p. 62).

Primary Questions:

- *Why do you think the father had a party for his son when he returned?*
- *Describe a time when you had to ask your parent or a friend for forgiveness.*
- *Who is one person that you need to forgive in your family?*

Additional Questions:

- *Why is it easier to get angry than to forgive?*
- *What did you learn from the father in this story? How about from the son who went away?*

Session 9

LESSON PLAN



CLOSING CONNECTION CIRCLE

10 minutes

Devotion: Scarf Game

- Say This

I hope you've learned that divorce is an adult problem. You're a kid, and you have a right to be a kid and not worry about adult problems. And right now I want you to be kids. I want to play a game just for fun. Everyone count by twos. All of the ones line up on the right side of me, and the twos line up on the left side of me, and then face each other.

- You should have two lines facing each other. The person across from each child is his or her partner. Give out one scarf for every two people. They're to hold the four corners of the scarf very tightly so the scarf makes a flat surface that you can throw a ball on. Have four or five soft balls available.
 1. Start with the first set of partners and throw a soft ball onto their scarf. Kids should manipulate the scarf and throw the ball to the next people in line and so on until the ball reaches the end of the line. Do this slowly the first time.
 2. Tell them that the second time you're going to time them and see how long it takes them to get the ball to the end of the line without dropping it. If the ball is dropped, it has to go back to the beginning of the line. After a couple of times, add more soft items to be tossed.
 3. After the children have finished the game, invite them to sit down in a circle.

- Say This

How did it feel to be a kid and have some fun? We hope you're learning that there are times when you're going to be sad, and there are times when it's okay to be happy and have fun. It's hard to be sad or mad all the time. If you are still having trouble with your anger and being sad, come and talk to one of us. We want to help you with what you're going through. All of us have times when we'll still feel sad, angry, lonely, and even guilty. That's okay, but it's not okay to get stuck in one of those areas. That's why we come together at DC4K to help you understand and move through the grief process.

Prayer Time:

- Read Aloud – Ephesians 2:10, *"For we are His workmanship, created in Christ Jesus for good works"* (NKJV).
- Explain that God made us who we are. He gives us good thoughts. We have been created to be like Christ in all our good works.
- Say This

Every day take time to think about the good things you do. Concentrate on being helpful to those around you, including each of your parents.

Gospel Spotlight

REMEMBER to share the gospel with the children. Go to page vi in the Activity Book, answer their questions, and pray with them.

- Give each child a notecard. Tell the children to write something good about themselves on the card. If the leaders have time in advance, it would be good to have some short statement about each child's positive traits prewritten on each child's card.
- Tell the children to keep this card and read it every day, three times a day. Explain that this is a prescription card to help them see themselves as God sees them.

Session 9

LESSON PLAN

- Take prayer requests; share praises; thank the Lord for each child. Praise His name that no one has to feel like the divorce is his or her fault.
- Thank God for His act of forgiveness to us by sending His Son to die on the cross for our sins.

Music: "United in Love" (Disc 1, Song 17)

Good-Bye Handshake and Ritual:

- Be sure to use your group's special handshake and good-bye ritual with the children as they leave.

Wrap Up:

- Have the kids help with cleanup. Children can stack Activity Books, put items in the garbage, wipe tables, pick up art supplies, etc. (Make sure Safekeepers or Teen Helpers put all the DVDs and CDs back in their boxes.)
- Have the children turn in their name tags and Activity Books before leaving.
- Make an announcement for "last chance to turn in Herby Mail letters."
- Encourage the children to invite a friend whose parents are separated or divorced to come with them to the next session.
- Make sure the children have everything they came with (coat, shoes, toys, etc.).
- Throughout the night create a stack for each child of items to take home (completed art projects, etc.).
- Parent Page: Distribute the Parent Page as kids leave.



Session 10

LEADER'S NOTES

Goal: To help the children learn how to go to their parents and talk about how they feel in an honest, yet respectful, manner.

Scriptural Objective: To help the children be able to pour out their hearts to God, their heavenly Father, and to know that He accepts all their burdens.

Gospel Spotlight: Jesus loves each child and longs to be in relationship with each one.

This Session Will Help the Children:

- Communicate how they feel to different people
- Explore ways to express themselves so others can understand what they're saying
- Realize they can't be their parent's best friend

Leader Insights for This Week:

- **Positive Communication**

Teaching the kids how to talk and communicate will have lifelong ramifications. Many children in divorced homes don't know how to talk to their parents. They might have heard a lot of arguing and fighting, and no one has taught them how to "talk about" what's going on in their lives. Some kids are actually scared to talk to their parents about their problems, while others feel their parents have enough problems and don't want to further burden their parents. Helping kids discover how to communicate how they feel will help them heal and give them tools for building healthy relationships in the future.

- **Learning to Trust God**

You'll also be helping kids learn how to trust and communicate with God in this session. If the children in your group learn to trust the leaders, that will help them take a big step toward learning to trust God. Once the children realize they can trust God, they'll experience the wonderful pleasure of communication with Him.

In normal parent/child relationships, children learn to trust their parents and then that trust is broadened to incorporate a heavenly Father. For the child who is hurt, disappointed, or even disgusted with an earthly parent, trusting God can be a relief and help to heal the hurts caused by the parent. This will be the first step toward reconciliation with the earthly parent and will eventually lead to the child communicating with the earthly parent and telling the parent how he or she feels.

Session 10

TO DO – Before the Session Meeting:

- Pray for each child by name.
 - Read the entire Lesson Plan.
 - Download & make copies (from LeaderZone Library, www.dc4k.org/leaderzone).
- Make 1 copy of each, unless otherwise noted:*
- Self-Serve Snack Instructions
 - Breaking Bread Instructions
 - Recipes (you might have already downloaded this page in Session 3)
 - Scripture Decoder (1 copy per child)
 - Act Out (copy on card stock)
 - Parent Page (1 copy per parent)
- Purchase/collect the following items for this session:
 - Self-Serve Snack
 - Cheese slices*
 - Bread slices
 - Fruit juice
 - Cookie cutters of a heart and/or a star (to cut the cheese sandwiches)
 - Small paper plates
 - Small paper cups
 - Breaking Bread
 - Apple wedges
 - Peanut butter* (Hint: Melt the peanut butter for dipping apple slices, or use spoons to scoop)
 - Water
 - Small plastic bowls
 - Small paper cups
 - Art Supplies
 - Matchbox® cars (1 per 3 children)
 - Two shallow trays for the tempera paint
 - Boxes in which a sheet of construction paper will lie flat; that is, boxes with no tops and low sides, such as a box that holds cans of soda or a large cereal box with the front cut off and the sides taped (1 box per 3 children)
 - Very large piece of paper (or tape together 2–4 poster boards depending on the number of kids)

PREPARATION LIST

- Finger paint: The recipe for homemade finger paint is on the downloadable Recipes sheet and listed in a sidebar within this lesson, or you can purchase finger paint.
- Optional: Larger paper for each child to finger paint on (or you can use white paper from your Art Tote).
- 3x5" notecards (1 per child)
- Small blanket or bandana
- Make ahead:
 - Label 2 large pieces of paper: "Positive Communication Power" and "Communication Potholes."
 - Cut out Act Out cards.
 - Optional: Cut a few 5" wide circles out of card stock for the children to trace for the Thumbprint Art project.

TO DO – 30 Minutes Before Children Arrive:

- Take out the Weekly Art Tote (see list on p. 106 of Leader's Guide).
- Post Job Sheet (with pay list), Session Schedule, and Group Guidelines.
- Post Herby's Feelings Poster and place sticky notes and pencils beside it.
- Put on a DC4K CD as background music.
- Set up Country Store.
- Set out prayer journal.
- Set up stations for Greeting time:
 - Activity Book page
 - Car/Wheel Painting
 - Thumbprint Art
 - Self-Serve Snack with instructions
 - Herby Mail Station (optional)
- Set aside items for Small Group Interaction stations:
 - Activity Book and journaling
 - Finger Painting
 - Breaking Bread with instructions
 - Treasure Box Scripture Decoder
- Make sure equipment is working:
 - TV/DVD player
 - CD player

* ALLERGY ALERT!



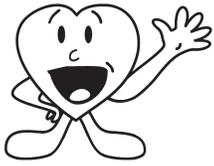
SESSION OUTLINE

TELLING MY PARENTS HOW I FEEL	2 HOURS	90 MIN
<p>GREETING</p> <p>Music: "Kids Like Me" (Disc 1, Song 1)</p> <p>Greeting Activities:</p> <ol style="list-style-type: none"> 1. Greet Children 2. Job Sheet 3. Herby's Feelings Poster <p>Activity Book Station: Feelings and Faces (AB,* p.65)</p> <p>Additional Activity Station: Car/Wheel Painting</p> <p>Group Project Station: Thumbprint Art (week 1 of 3)</p> <p>Self-Serve Snack Station: Shaped cheese sandwiches† and fruit juice</p> <p>Herby Mail Station: Optional</p>	15 MIN	15 MIN
<p>OPENING CIRCLE TIME</p> <p>Music: "Herby Rap" (Disc 1, Song 2)</p> <p>Welcome:</p> <ol style="list-style-type: none"> 1. Review Group Guidelines and Safekeeper concept 2. Herby Minute <p>Alphabet Stretches: S & T on the flip chart</p> <p>Review: Balloon Technique</p> <p>Scripture and Prayer:</p> <ol style="list-style-type: none"> 1. Proverbs 15:1 2. "A Gentle Answer" (Disc 2, Song 10) <p>Topic Introduction: Read This Week's Goals (AB, p. 64)</p> <p>Demonstration: Positive Communication Power and Communication Potholes</p>	15 MIN	15 MIN
<p>KIDS LIKE ME DVD DRAMA</p> <p>"Facing Uncle Scott" (Disc 3, Week 10)</p> <p>Drama Discussion Questions</p>	15 MIN	15 MIN
<p>STORYBOOK TIME</p> <p>Story 10 "How Do I Tell My Mom How Important This Is to Me?"</p>	15 MIN	10 MIN
<p>BATHROOM BREAK</p>	5 MIN	5 MIN
<p>SMALL GROUP INTERACTION</p> <p>Activity Book Station: How I Am Like Other People (AB, p. 66)</p> <p>Project Station: Finger Painting</p> <p>Breaking Bread Station: Apple wedges with peanut butter† and water</p> <p>Journaling Station: The Journaling Page (AB, p. 67)</p> <p>Treasure Box Station: Treasure Box Scripture Decoder</p> <p>Herby Mail Station: Optional</p>	20 MIN	15 MIN
<p>FOCUSING ACTIVITY</p> <p>Group Activity: Act Out – Your Emotions That Is</p> <p>Music: "Peacemakers" (Disc 1, Song 12)</p>	10 MIN	0 MIN
<p>STORIES FROM THE BIBLE ON DVD</p> <p>"Jesus and the Lunch Box Miracle" (Disc 3, Week 10) based on John 6:1–14</p> <p>Discussion Questions</p>	15 MIN	10 MIN
<p>CLOSING CONNECTION CIRCLE</p> <p>Devotion: Body Language Pantomime</p> <p>Prayer Time: Pass the Touch; James 3:1</p> <p>Music: "United in Love" (Disc 1, Song 17)</p> <p>Good-bye Handshake and Ritual</p> <p>Wrap Up: Hand out Parent Page</p>	10 MIN	5 MIN

Session 10

LESSON PLAN

TELLING MY PARENTS HOW I FEEL



GREETING

15 minutes

Music: “Kids Like Me” (Disc 1, Song 1)

- Allow Song Selector to pick out another song.

Greeting Activities:

- Greet each child with the special handshake.
- Job Sheet – Remind children to sign up for paying jobs. Some children might be getting tired of working, but remind them that you need them to be a part of your DC4K family and you need their help. Don’t forget to tell them thank you.
- Herby’s Feelings Poster

Activity Book Station: Feelings and Faces (AB, p. 65)*

Additional Activity Station: Car/Wheel Painting

- Set out a stack of construction paper, shallow trays of paint, and the empty boxes that a piece of construction paper will fit into.
- Have the children place their paper into a box.
- Then have them carefully roll the wheels of a Matchbox® car in the paint and roll the car on their construction paper to create a design. The wheels will leave tracks on the paper.

Group Project Station: Thumbprint Art (week 1 of 3)

- Purpose – To help the children distinguish the people they’re connected to in their families.
- Do This
 1. Post the large paper about the size of 2–4 poster boards, depending on the number of children you have in your group, on the wall.
 2. Set out stamp pads and wet wipes for cleanup.
 3. Have each child draw or trace a medium-sized circle (about 4–5” wide) on the poster, put a thumbprint in the middle of the circle, and label it with his or her name.
 - Make sure children’s circles aren’t too close together as additional, outer circles will be added to the poster each of the next two weeks.
 4. Have the children draw several lines from their thumbprints to the outside line of the circle. Each circle should look like pies with slices.
 5. Inside the circle on the pie pieces, have the children stamp more fingerprints representing other people in their families who either live with them or live away from them; label these prints also.
 6. This project will be continued next week.

See the LeaderZone Library for images of the Thumbprint Art project.

* Reminder: Children’s Activity Book pages are protected under U.S. copyright law and may not be photocopied. Please provide an Activity Book for each child.

Session 10

LESSON PLAN

- Ask This
 1. *Who are the people you live with during the week?*
 2. *Who are the family members you're connected to but you might not see very often?*
 3. *How do you stay connected to people you don't see on a daily basis?*
 4. *How do you connect with the people you see every day?*

Self-Serve Snack Station: Shaped Cheese Sandwiches† and Fruit Juice

- Have snack items and corresponding instruction sheet at the station. (For children with allergies, see alternative suggestions listed in sidebar on p. 13.)
- Allow the children to use the cookie cutters to cut cheese slices and bread and match them together into sandwiches.
 - Use heart cookie cutters to represent Herby and/or star cutters to remind the children they are God's STARS.

Herby Mail Station: Optional



OPENING CIRCLE TIME

15 minutes

Have the children bring their Activity Books.

Music: "Herby Rap" (Disc 1, Song 2)

Welcome:

- Review – Go over the guidelines and remind the children who the Safekeepers are.
- Herby Minute – Have the Herby puppet start a game of telephone with the kids by whispering a phrase into the nearest child's ear and having each child whisper the same phrase around the circle. Then have Herby ask different children what they heard when the phrase came to them. After a few kids answer, have Herby tell the kids that this was a demonstration of how communication can be misunderstood. Have Herby share his original phrase.

Alphabet Stretches: S & T

- Ask the children how many remembered to stretch this week.
- Review last week's stretches and the Balloon Technique (p. 38).
- Open the flip chart to this week's letters.

Scripture and Prayer:

- Have the flip chart open with the weekly Scripture displayed, and read aloud Proverbs 15:1, *"A soft answer turns away wrath, but harsh words cause quarrels."*
- Listen to this week's Scripture song, "A Gentle Answer" (Disc 2, Song 10).
- Thank God that He gave us the ability to learn how to communicate with each other.
- Thank God for His words in the Bible that teach us how to live with each other.
- Give thanks for each child and lift up the session's activities.

† ALLERGY ALERT!

Session 10

LESSON PLAN

Topic Introduction: This Week's Goals (AB, p. 64)

- Read through with the children.
- Say This

Many of you did the car painting earlier. How many of you like to ride in a car? Have you ever been riding in a car and the road was really smooth, but then all of a sudden your car dipped down sharply and came back up again?

The car you were riding in might have hit a pothole. A pothole is a hole that has formed in the pavement. When a car hits a pothole, one or two of the wheels goes in the hole. It makes the ride a bumpy ride. Most of us like to ride in a car when it rides smoothly.

The same is true for relationships. Most of us like for things to go smoothly between people we know and like. When things don't go smoothly, you could say your relationship has hit a pothole. Sometimes things stay bumpy for a long time, and sometimes people sail right over potholes and go forward. You are going to learn about Communication Potholes, so hopefully you can avoid hitting some of them.

Positive Communication Power*

- Post the sheets of poster paper labeled with Positive Communication Power and Communication Potholes on the wall.²⁹
- Say This

We're going to set some guidelines for how to communicate, or talk, with people. You don't want people's feelings to be hurt, and you don't want to communicate in a way that leads to fights. You need to figure out what to do to have positive communication.

- Ask This

What are some suggestions of positive communication behaviors to write on the chart?

1. Examples include:

- say "please" and "thank you"
- talk in a calm voice
- say "I'm confused, can you please explain this to me?"
- tell the person how you are feeling about something instead of holding it in and getting all stressed
- use "I feel _____ about _____ because _____" statements, such as, "I feel sad about this divorce because I don't get to see my dad very much."

2. When a child suggests something negative, like "Don't call people names," ask him or her to hold that suggestion for a moment. Right now none of the suggestions should begin with "don't."

Communication Potholes

On the second sheet labeled Communication Potholes, write the children's answers on the chart:

- Ask This

What are some of the ways of communicating that are like potholes that we should avoid in our families?

Examples include:

1. Getting mad and not talking
2. Yelling or screaming
3. Using bad hand or body gestures

* Positive Communication Power and Communication Potholes adapted with permission from *School-Age Adventures in Peacemaking* by William J. Kreidler and Lisa Furlong © 1995 Educators for Social Responsibility and Work/Family Directions.

Session 10

LESSON PLAN

What kinds of communication make people feel bad?

Examples include:

1. Don't you ever
 2. You never have time for me
 3. "You" statements that blame
- Record the children's suggestions for negative communication that were suggested earlier. Add some of your own suggestions.

If the children struggle with this activity, you could give them some "how to" situations.

1. How do you tell someone to shut up without saying "shut up"? You could say, "Please stop talking now," or "Let me have some time to think about this when it's quiet."
2. You could give some "what if" situations to practice. For example, suggest, "You need a pencil, and your friend has one but is using it. What could you say that would be a positive communication?"
3. Let the children suggest situations and then decide together which chart each would go on.

Communicating with Parents

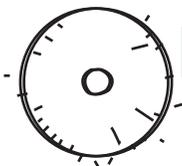
- Say This

We're going to discuss talking to your parents and telling them how you feel about things. Some of you are hitting communication potholes when trying to talk with your parents. We're going to keep the charts posted on the wall so you can refer to them as we continue. You need to learn how to tell your parents how you feel about things.

We've talked a lot the past few weeks about your feelings. Every week we've had you put how you were feeling on Herby's Feelings Poster. Hopefully all of you are learning to recognize how you're feeling. You have to know how you're feeling to be able to tell someone else.

For example:

1. *How do you feel when both parents come to your soccer game? Do you feel okay, awkward, or embarrassed?*
2. *How do you know whom to sit with at a ball game or a dance recital or other events?*
3. *What do you do when you see your dad or mom with someone else's kids?*
4. *How do you feel about all of these things? What do you do about all of these things?*



KIDS LIKE ME DVD DRAMA

15 minutes

"Facing Uncle Scott" (Disc 3, Week 10)

Primary Questions:

- *Trey and Jay were scared to talk to Uncle Scott. What else prevents you from talking to your parents?*
- *Why is it so hard to tell your parents how you feel sometimes?*
- *What are two or three things you wish you could talk to your parents about?*

Additional Questions:

- *Why is it important to take responsibility for your actions?*
- *When is the best time to share your feelings with your parents?*

Session 10

LESSON PLAN

- Do This
 - Give each child a notecard.
- Say This

Write out something you want to say to your parents on this small card. Carry this card with you every day for 21 days. You'll read this card three times a day. Read it before breakfast, lunch, and dinner. After you read it for that many days, it will become stored in your brain, kind of like a habit. Then when it's time to talk to your parent, you'll be ready.

If you need help, one of the leaders can help you put the words you want to say on your card. Remember to look at our Positive Communication Power chart to help you. Consider scheduling a time with your parent(s) when you're ready to talk so you can have uninterrupted time.



STORYBOOK TIME

15 minutes

Read from the book *Stories for Kids in Divorce*, "How Do I Tell My Mom How Important This Is to Me?" (Story 10).

Primary Questions:

- *What would you have done if you'd been the one who was supposed to sing a solo at church and you had to go to your other parent's house?*
- *Maria thought her parents were acting like kids. Why did she think this?*
- *Maria felt guilty all weekend about everything. Share about a time when you felt guilty and what you did about it.*

Additional Questions:

- *What do you think Maria wrote in the email to her mom?*
- *Do you think Maria's mother let her pray with her over the phone?*



BATHROOM BREAK

5 minutes

Session 10

LESSON PLAN



SMALL GROUP INTERACTION

20 minutes

Divide the large group into smaller groups of 3–5 children. Have the children move from station to station.

Activity Book Station: How I Am Like Other People (AB, p. 66)

Project Station: Finger Painting

- Have the children finger paint a picture of the things that might cause them to feel guilty.
- Tell them they can paint over their guilt and make something that helps them feel good about themselves.

Breaking Bread Station: Apple Wedges with Peanut Butter* and Water.

- Have snack items and corresponding instruction sheet at the station. (For children with allergies, see alternative suggestions listed in sidebar on p. 13.)

Journaling Station: The Journaling Page (AB, p. 67)

- Have the children read and complete this week's journaling page.

Treasure Box Station:

- Pass out copies of the Treasure Box Scripture Decoder.
- Have the children decode the Scripture, cut out the circle, and place it in their Treasure Boxes.
- Say This

The Scriptures for the evening are on circle shapes because your love for your parents should never stop; there's no beginning and no ending, just like with a circle.

Herby Mail Station: Optional



FOCUSING ACTIVITY

10 minutes

Group Activity: Act Out – Your Emotions That Is

- Purpose – To help the kids become more in touch with their emotions.
- Do This
 1. Have the children stand in a circle.
 2. Say This

When people want to behave a certain way or feel different emotions, their bodies will give them clues as to what they're feeling. For example, if I'm happy, I might laugh, smile really big, or my body might shake while a smile is on my face.

* ALLERGY ALERT!

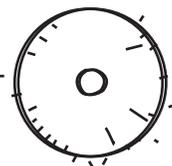
Session 10

LESSON PLAN

In the "Act Out" game, you'll draw a card with an emotion printed on it, and then you'll act it out. You can use your hands, feet, arms, legs, or head; or you can make your body shake, shimmy, collapse, and do all sorts of things, but there's one thing you can't do: that's use your voice. No sound can come out of your mouth.

3. You might also choose to divide the groups into teams. Pass out a card to each group. Only the team acting out the word can see it. The other team or teams have to guess what's being acted out by the entire team.
- Ask This
 1. *Why do your actions sometimes communicate your emotions better than your words?*
 2. *What physical reaction do you display that's a definite giveaway of your emotions?*
 3. *Why is it important to pay attention to body language along with verbal language?*

Music: "Peacemakers" (Disc 1, Song 12)



STORIES FROM THE BIBLE ON DVD

15 minutes

"Jesus and the Lunch Box Miracle" (Disc 3, Week 10) based on John 6:1–14. After the drama, show the children where the corresponding Bible story is found in their Activity Books (AB, p. 68).

Primary Questions:

- *How do you think the boy with the lunch felt when Jesus knelt down and talked to him?*
- *What is the difference between a negative and positive attitude?*
- *How can you have a positive attitude this week?*

Additional Questions:

- *How does Jesus show His love for us?*
- *How does a negative attitude affect your relationships?*
- Say This

Jesus loves all children. There are many times in the Bible where Jesus turns to the children. Divorce can make children feel bad and not worthy of love, but Jesus always loves us. Jesus wants to come and walk beside us. He wants us to trust Him and turn to Him for comfort. Jesus wants to live with us and be with us 24/7.



CLOSING CONNECTION CIRCLE

10 minutes

Devotion: Body Language Pantomime³⁰

- Purpose – To help the children realize the importance of body language as part of the way they communicate.

Session 10

LESSON PLAN

- Do This
 1. Place one chair in front of everyone.
 2. Explain that you need a volunteer to do a pantomime of a feeling, but the volunteer will only be able to use his or her arms, hands, legs, and feet.
 3. Have an adult hold a small blanket or bandana in front of the volunteer to hide the child's face while doing the pantomime.*
 4. Whisper a feeling word into the volunteer's ear.
 5. Allow the other children to try and guess what the feeling word is.
 6. After the game, explain that it's important to recognize what they're feeling. It's also important to remember what their body language is saying when they talk and communicate with people, especially their family members.
- Ask This
 1. *Why is it important to pay attention to the entire body when someone is communicating with you?*
 2. *How can you be aware of what your body language is communicating this week?*

Prayer Time:

- Refer to your prayer journal. Invite the children to share praises and requests.
- Play Pass the Touch. Tell the children you're going to pass a loving touch around the circle (the goal isn't to see how fast you can go). Pass a tender touch around the circle.
- End with a prayer while still holding hands (or wrists).
- Pray for the children to be able to talk to their parents with positive communication power.
- Read aloud James 3:1, *"Don't be too eager to tell others their faults, for we all make many mistakes."*
- Ask that the children talk to God, their heavenly Father, about their feelings and mistakes.

Gospel Spotlight

REMEMBER to share the gospel with the children. Go to page vi in the Activity Book, answer their questions, and pray with them.

Music: "United in Love" (Disc 1, Song 17)

Good-Bye Handshake and Ritual:

- Be sure to use your group's special handshake and good-bye ritual with the children as they leave.

Wrap Up:

- Have the kids help with cleanup. Children can stack Activity Books, put items in the garbage, wipe tables, pick up art supplies, etc. (Make sure Safekeepers or Teen Helpers put all the DVDs and CDs back in their boxes.)
- Have the children turn in their name tags and Activity Books before leaving.
- Make an announcement for "last chance to turn in Herby Mail letters."
- Encourage the children to invite a friend whose parents are separated or divorced to come with them to the next session.
- Make sure the children have everything they came with (coat, shoes, toys, etc.).
- Throughout the night create a stack for each child of items to take home (completed art projects, etc.).
- Parent Page: Distribute the Parent Page as kids leave.

* Body Language Pantomime adapted with permission from *School-Age Adventures in Peacemaking* by William J. Kreidler and Lisa Furlong © 1995 Educators for Social Responsibility and Work/Family Directions.



Session 11

LEADER'S NOTES

Goal: To help the children understand what forgiveness is and how to forgive others.

Scriptural Objective: To help the children become acquainted with the God who forgives our sins.

Gospel Spotlight: Each child needs forgiveness for sins; Jesus wants to forgive each child.

This Session Will Help the Children:

- Define forgiveness and forgive their parents for divorcing
- Learn about God's forgiveness for them
- Take responsibility for their actions and attitudes

Leader Insights for This Week:

- **Learning to Forgive**

Today many adults walk around bearing grudges from their childhood. Many children in your group will have parents who've never learned to forgive others. For some children, understanding forgiveness will be very difficult. Others will understand forgiveness because they've seen it modeled, but at this time in their lives they might not want to forgive anyone. Forgiveness, though, is the foundation on which we become a child of God. Children will not be able to go to God and ask to be part of His kingdom without being able to ask for forgiveness.

Some children will insist that they're not able to forgive one or both of their parents. Be patient with them. Some of their wounds are so deep that it might take time to get them to the point of forgiveness. Be very careful not to judge the children who say they can't forgive. They might feel this is the only power they have at this time. Simply explain that this is their decision and that forgiveness is a choice. Tell the children they might not *feel* like forgiving, but forgiveness isn't a feeling; it's an action. Encourage the children to ask God to help them forgive others.

- **Modeling Forgiveness**

Anytime you can model forgiveness, do so. It could be as simple as bumping into a child and saying, "I'm sorry. Please forgive me." Remember that you might be the only adult currently modeling for these children what it means to give and accept forgiveness.

Helpful Hint

As you make your plans to end your 13-week cycle, consider having a week 14 Celebration Session. See page 5 for more information. Mention this to the kids for the remaining weeks to get them excited and to begin to think about closure with this DC4K group.

Session 11

TO DO – Before the Session Meeting:

- Pray for each child by name.
- Read the entire Lesson Plan.
- Download & make copies (from LeaderZone Library, www.dc4k.org/leaderzone).

Make 1 copy of each, unless otherwise noted:

- Forgiveness Cards (1 copy per child)
- Self-Serve Snack Instructions
- Breaking Bread Instructions
- Scripture Decoder (1 copy per child)
- Recipes (you might have already downloaded this page in Session 3)
- Parent Page (1 copy per parent)
- Purchase/collect the following items for this session:
 - Self-Serve Snack
 - Tortilla chips
 - Salsa
 - Water
 - Small paper plates
 - Small paper cups
 - Breaking Bread
 - Granola bars
 - Milk*
 - Small paper cups
- Make ahead:
 - Make a beanbag using felt, a hot glue gun, and dried beans. –OR– Create a newspaper ball by wadding up newspaper and taping into a ball with masking tape.
 - On a large paper, make a chart with two columns and four rows. Write a feeling word in each section.
 - Cut a heart out of the center of an 8.5 x 11" piece of white paper. Prepare 1 paper per child. (Keep both the cut-out heart and the white paper with the empty heart-space. You will use one during Greeting and both during Opening Circle Time.)
 - Collect supplies for Shiny Pennies science project: 2 bowls, vinegar, salt, water, old pennies, 2 spoons, and a soft cloth. See the downloadable "Recipes" sheet for instructions (also listed within the lesson).

PREPARATION LIST

- You'll also need:
 - Dry erase board with a green and black marker. If you don't have a dry erase board, use a large paper and cut out five white circles ahead of time (that will all fit on the large paper) to use with this demonstration.

TO DO – 30 Minutes Before Children Arrive:

- Take out the Weekly Art Tote (see list on p. 106 of Leader's Guide).
- Post Job Sheet (with pay list), Session Schedule, and Group Guidelines.
- Post Herby's Feelings Poster and place sticky notes and pencils beside it.
- Put on a DC4K CD as background music.
- Set up Country Store.
- Set out prayer journal.
- Set up stations for Greeting time:
 - Activity Book page
 - Beanbag Toss
 - A Forgiving Heart
 - Thumbprint Art
 - Self-Serve Snack with instructions
 - Herby Mail Station (optional)
- Set aside items for Small Group Interaction stations:
 - Activity Book and journaling
 - Forgiveness Cards
 - Breaking Bread with instructions
 - Treasure Box Scripture Decoder
- Make sure equipment is working:
 - TV/DVD player
 - CD player

* ALLERGY ALERT!


Session 11
SESSION OUTLINE

FORGIVENESS	2 HOURS	90 MIN
GREETING Music: "Peacemakers" (Disc 1, Song 12) Greeting Activities: 1. Greet Children 2. Job Sheet 3. Herby's Feelings Poster Activity Book Station: A Bright Idea: I Can Learn to Forgive! (AB,* p. 71) Additional Activity Stations: Beanbag Toss and A Forgiving Heart Group Project Station: Thumbprint Art (week 2 of 3) Self-Serve Snack Station: Tortilla chips with salsa and water Herby Mail Station: Optional	15 MIN	15 MIN
OPENING CIRCLE TIME Music: "Herby Rap" (Disc 1, Song 2); "Turn Our Hurts into Hopes" (Disc 1, Song 13) Welcome: 1. Review Group Guidelines and Safekeeper concept 2. Herby Minute Alphabet Stretches: U & V on the flip chart Activity: Poison Green Darts Scripture and Prayer: 1. Luke 17:3-4 2. "Seven Times a Day" (Disc 2, Song 11) Topic Introduction: Read This Week's Goals (AB, p. 70)	15 MIN	15 MIN
KIDS LIKE ME DVD DRAMA "Will to Forgive" (Disc 3, Week 11) Drama Discussion Questions	15 MIN	15 MIN
STORYBOOK TIME Story 11 "My Dad Forgot My Birthday!"	15 MIN	10 MIN
BATHROOM BREAK	5 MIN	5 MIN
SMALL GROUP INTERACTION Activity Book Station: Circle of Forgiveness (AB, p. 72) Project Station: Forgiveness Cards Breaking Bread Station: Granola bars and milk [†] Journaling Station: The Journaling Page (AB, p. 73) Treasure Box Station: Treasure Box Scripture Decoder Herby Mail Station: Optional	20 MIN	15 MIN
FOCUSING ACTIVITY Group Activity: Interactive Story of a Prodigal Son Music: "J-O-Y" (Disc 1, Song 14)	10 MIN	0 MIN
STORIES FROM THE BIBLE ON DVD "Joseph Forgives His Family" (Disc 3, Week 11) based on Genesis 37, 39-48 Discussion Questions	15 MIN	10 MIN
CLOSING CONNECTION CIRCLE Devotion: Shiny Pennies and Forgiveness Prayer Time: Colossians 3:13 Music: "United in Love" (Disc 1, Song 17) Good-bye Handshake and Ritual Wrap Up: Hand out Parent Page	10 MIN	5 MIN


Session 11
LESSON PLAN**FORGIVENESS****GREETING****15 minutes****Music:** "Peacemakers" (Disc 1, Song 12)

- Allow Song Selector to pick out another song.

Greeting Activities:

- Greet each child with the special handshake.
- Job Sheet – Remind children to sign up for paying jobs. Some children might be getting tired of working but remind them you need them to be a part of your DC4K family and you need their help. Don't forget to tell them thank you.
- Herby's Feelings Poster

Activity Book Station: A Bright Idea: I Can Learn to Forgive! (AB, p. 71)***Additional Activity Station 1:** Beanbag Toss

- Place the large paper with feeling words on the floor.
- Allow each child to toss a beanbag (or newspaper ball) onto the paper.
- Have the child act out whatever feeling word the beanbag/ball lands on.

Additional Activity Station 2: A Forgiving Heart

- Give each child one of the papers with the heart shape cut out of the middle.
- Say This

An unforgiving heart is like this empty heart surrounded by negative space.

- Point to the white negative space around the heart.

We have to constantly work so that negative unforgiveness doesn't fill our hearts. We do this by forgiving one another. A forgiving heart overcomes the negative and fills our hearts with love so that we will "be kind to each other [and] tenderhearted" (Ephesians 4:32).

Negative space is the space around an object: in this case, the white remaining after you cut out the heart. For this activity, the children will be painting the "negative space."

- Have the children paint the negative space around the empty hearts a color that represents forgiveness to them, so the empty heart will be surrounded with forgiveness and able to be filled with love.

* Reminder: Children's Activity Book pages are protected under U.S. copyright law and may not be photocopied. Please provide an Activity Book for each child.

Session 11

LESSON PLAN

Group Project Station: Thumbprint Art (week 2 of 3)

- Purpose – To help the children distinguish the people they're connected to in their families and outside their families.
- Do This
 1. Encourage the children to draw an outer circle around last week's thumbprints.
 2. Have them draw more lines going out from the outer edge of the original circle to the edge of the new circle.
 - The lines don't have to extend from last week's lines.
 - The children may choose to have more or fewer sections in this circle space.
 3. Have the children put a thumbprint representing other people in their lives (other than family members) who've been helpful to them since their parents got divorced.
 4. Remind the children they will be able to work on this project one more week.

See the LeaderZone Library for images of the Thumbprint Art project.

Self-Serve Snack Station: Tortilla Chips with Salsa and Water

- Have snack items and corresponding instruction sheet at the station.

Herby Mail Station: Optional



OPENING CIRCLE TIME

15 minutes

Have the children bring their Activity Books.

Music: "Herby Rap" (Disc 1, Song 2) and "Turn Our Hurts into Hopes" (Disc 1, Song 13)

Welcome:

- Review – Have the kids tell you the guidelines and remind the children who the Safekeepers are.
- Herby Minute – Have the Herby puppet ask the children to pick any number, and on the count of three, everyone says their number out loud. Then Herby explains, "Those are all good numbers, but the number I have in mind is 490. Jesus told us to forgive 70x7 times or 490 times. Every day we can choose to forgive over and over again."

Alphabet Stretches: U & V

- Ask the children how many remembered to stretch this week.
- Review last week's stretches.
- Open the flip chart to this week's letters.

Activity: Poison Green Darts³¹

- Purpose – To help the kids see how words can cause hurt.
- Do This
 1. Using a black marker, draw seven separate circles on a dry erase board or a large paper. Give each circle dots for eyes.*

* Poison Green Darts adapted with permission from *School-Age Adventures in Peacemaking* by William J. Kreidler and Lisa Furlong © 1995 Educators for Social Responsibility and Work/Family Directions.

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LESSON PLAN

2. Have a green marker and an eraser close by. (If you don't have a dry erase board and are using paper, have seven plain white circles set aside that are the same size as the ones on your paper. Also have tape.)

3. Say This

Each circle is a boy or girl in a school classroom: One day Roger [point to one of the circles] was doing his math homework in an after school program, and he was having a lot of trouble. He was getting really frustrated, and he started putting himself down. "I'm so dumb," he said to himself. "I never get anything right." He was so mad at himself; it was like he filled up with green poison.

- Color in the Roger circle with the green marker.

Maria, came up and sat down next to Roger [point to another circle] and asked, "Hey Roger, can I borrow a pencil?"

"Shut your big mouth," Roger said. "I'm trying to work." It was as if he shot a poison dart at Maria.

- Draw a green line from Roger to Maria.

Maria felt hurt, and she was filled with green poison. "You shut your mouth," she said.

- Color in the Maria circle.

Tanesha came up to Maria. "Can you help me with this spelling?" she asked.

Maria shot a green poison dart at Tanesha. "You're so dumb; you always need help. Do it yourself," she said.

- Draw a green line from Maria to Tanesha.

"You're the dumb one," said Tanesha. She had filled up with green poison herself.

- Color in the Tanesha circle.

Tanesha sat down. Two boys near her were talking to each other. Tanesha shot green poison darts at them. They filled up with green poison too.

- Draw green lines from Tanesha to two new circles, and then color those circles green.

Then the boys shot green poison darts at other people by getting mad at them. They called names and said unkind things. Soon the whole group was filled with green poison.

4. Ask This

What do you think would happen if just one person had made the decision to ask for forgiveness? Imagine if after Roger hurt Maria's feelings, he went back to her and said, "I shouldn't have said 'Shut your big mouth.' It was unkind of me to hurt your feelings. Will you please forgive me?" Then Maria wouldn't have filled up with green poison.

- Erase the green poison from Maria (or cover the green circle with a fresh white one).

Maria could have asked for forgiveness from Tanesha.

- Erase the green from Tanesha.

Maybe the boys that were near her wouldn't have filled up with green poison, and then they wouldn't have said unkind things or called other people names.

- Begin erasing all the green poison except for Roger.

Session 11

LESSON PLAN

Who's left that's filled with green poison? [Pause]

What can Roger do to get the green poison out of his life? He can forgive himself.

- Erase the green poison from Roger.

5. Say This

Roger can also ask God to forgive him. When you sin, you hurt God. It says in the Bible that everyone sins. We all make mistakes and hurt other people. God wants to forgive you. When you know you've sinned, tell God you're sorry and ask Him to forgive you.

• Do This

1. Choose one of the negative space pictures painted during the Greeting time activity "A Forgiving Heart." Get one of the heart-shaped cutouts as well.

2. Say This

Just as God forgives us, we need to forgive others. An unforgiving heart is like the empty heart that was surrounded by that blank negative space.

- Show them the back, unpainted side of the negative space painting.

But, surrounding the heart with forgiveness ...

- Show them the painted negative space and put the heart-shaped cutout inside it.

helps us get rid of the negative in our hearts and fill our hearts with love. Then we can "be kind to each other [and] tenderhearted" like God wants us to be (Ephesians 4:32).

3. Give each child one of the original heart-shaped cutouts so each negative space painting will no longer surround an empty heart but a forgiving heart able to be filled with love. (For any children who did not paint a negative space picture during Greeting time, give them a heart and let them know they are welcome to take a negative space paper home to color.)

Scripture and Prayer:

- Have the flip chart open with the weekly Scripture displayed, and read aloud Luke 17:3–4, *"Forgive [your brother] if he is sorry. Even if he wrongs you seven times a day and each time turns again and asks forgiveness, forgive him."*
- Listen to this week's Scripture song, "Seven Times a Day" (Disc 2, Song 11).
- Lead the prayer and ask God to allow the children to understand what forgiveness means.

Topic Introduction: This Week's Goals (AB, p. 70)

- Read through with the children.
- Say This

Everyone makes mistakes at times. When you were little, you probably thought your parents couldn't make any mistakes. You probably thought your parents were always right. As you got older, you learned that everyone makes mistakes, even your parents.

Sometimes your parents' mistakes will cause you to feel disappointed. Maybe one of your parents was supposed to come to your soccer game and forgot. When someone disappoints you or makes a mistake, it's important to learn to forgive that person.³²

Session 11

LESSON PLAN

- Explain that forgiveness means being able to give people another chance when they do something wrong or make a mistake.
- Say This

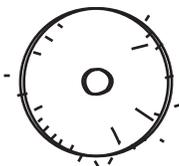
When you do something wrong or hurt someone, it's important to learn to ask for forgiveness. Many kids think that all they have to do is say "I'm sorry" and everything is okay. But saying "I'm sorry" doesn't help the other person, especially if you do the same thing again.

The next time you make a mistake or hurt someone, try adding the phrase: Will you forgive me? It'll be that person's choice to forgive you or not. After you ask for forgiveness, try not to make the same mistake again.

If someone hurts you and says "I'm sorry," try saying "I forgive you." And when your parents disappoint you, try forgiving them.

Here are some reminders:

1. Practice saying "I forgive you" in front of a mirror.
2. Don't forget to forgive yourself when you make a mistake.
3. Forgiving yourself means you stop blaming yourself.
4. Forgiving others means you stop blaming them.



KIDS LIKE ME DVD DRAMA

15 minutes

"Will to Forgive" (Disc 3, Week 11)

Primary Questions:

- What do you think Rachel meant when she said, "We need to forgive others, even if they don't ask"?
- Why is it hard to forgive?
- Describe some steps to take to forgive someone.

Additional Questions:

- Whom do you need to forgive or accept forgiveness from this week?
- After hearing Caleb's story, how do you feel about keeping score of people who have hurt you?



STORYBOOK TIME

15 minutes

Read from the book *Stories for Kids in Divorce*, "My Dad Forgot My Birthday!" (Story 11).

Primary Questions:

- Why had Tyrone been thinking a lot about his dad?
- What do you do when you can't remember what someone's face looks like?
- What were some things Tyrone's mom said that helped him to know she loved him?

Additional Questions:

- What did the coach mean when he said, "It's easier to practice forgiving people for the small things in life"?
- Do you think Tyrone is going to be able to forgive his dad someday?

Session 11

LESSON PLAN



BATHROOM BREAK 5 minutes



SMALL GROUP INTERACTION 20 minutes

Divide the large group into smaller groups of 3–5 children. Have the children move from station to station.

Activity Book Station: Circle of Forgiveness (AB, p. 72)

Project Station: Forgiveness Cards

- Distribute copies of the forgiveness cards.
- Have the children decorate the forgiveness cards with red hearts and the unforgiveness cards with green poison darts.
- They can then cut out the cards.

Breaking Bread Station: Granola Bars and Milk*

Journaling Station: The Journaling Page (AB, p. 73)

- Have the children read and complete this week’s journaling page.

Treasure Box Station:

- Pass out copies of the Treasure Box Scripture Decoder.
- Have the children decode the Scripture, cut out the light bulb, and place it in their Treasure Boxes.

Herby Mail Station: Optional



FOCUSING ACTIVITY 10 minutes

Group Activity: Interactive Story of a Prodigal Son³³

- Purpose – To help the kids learn to forgive.
- Do This
 1. Remind the children this is the Bible story they heard about two weeks ago on the DVD.
 2. Talk about how the father had to forgive the son in order to let him come home.
 3. Before you begin the story, ask your listeners to make suggested sound effects whenever they hear certain words in the story.

Cue word	Sound effect
Pigs	oink, oink, oink (grunt like a pig)
Happy	shake both hands in the air and yell “yea!”
Walked	hands slap your legs 4–6 times alternating right and left

- Say This

Have you ever felt like running away?

- Wait for response.

* ALLERGY ALERT!

Session 11

LESSON PLAN

Probably every one of us here has felt that way at one time or another. In Luke 15 we read the story of a boy who leaves home. He's called the prodigal son. There was really no reason for him to leave home, but he wanted to go to another country. His father gave him his share of the money, and the boy started out on his great adventure. He **walked** quickly away from home.

At first things were just wonderful! He was really having a good time spending money and partying. Soon, however, all the money was gone. All his friends who enjoyed helping him spend his money **walked** away. He had no money and no friends. He had no place to stay and no food to eat. Finally, he persuaded a local farmer to hire him to feed his **pigs**. Can you imagine that!

One day he remembered that even his father's servants back home had food and a place to sleep. He realized how much better his life had been at home, so he decided to go back home.

When his dad saw him coming, he was so **happy**. He quickly ran to meet his son. He planned a big party to welcome him home. The boy asked his father to forgive him and the father did. This made the son very **happy**! The father was so glad to have his son home again.

The father was a kind and loving dad. He didn't ask his son to leave home. The boy just left ... **walked** away and ended up with the **pigs**!

You didn't cause your parents' divorce. It just happened. The father was patient and forgave his son, like we must be willing to forgive our parents or anyone else who has hurt us. Sometimes it's hard to forgive other people, but only through God can we discover how to be truly **happy**. We must ask God to help us to love those who hurt us. Let's ask Him now to help us.

- Ask This

1. Why did the father easily forgive his son?
2. What do you think the son felt when his dad gave him a big party after he'd returned?
3. What does this story teach about forgiveness?

- Say This

Sometimes it's difficult to forgive your parents and other people. You might think things aren't fair, and many times things are not fair. Resentment can become a wound of the heart.

When you cut yourself with some scissors, you wash it and put some cream or medicine on it. If it's a deep cut, you usually put a bandage over it to protect it from all the germs that could get into the wound and infect it. If a wound gets really infected, you might have to go to a doctor or hospital, and the doctor will have to remove the infection.

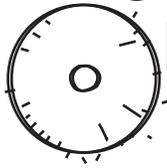
The only way to help a wound of the heart get better is to take care of it through the act of forgiveness. We can't put an antibiotic cream on our hearts, can we? We can't put a bandage on our hearts, can we? But we can forgive the people in our lives who have hurt us.

God provides this forgiveness. When we forgive, we're helping our hearts to heal. We are protecting our hearts from all the ugliness that could get in. This ugliness can infect our hearts and our minds for many years. It'll fester and get infected just like a cut on your skin. There are many adults walking around today who have hurting hearts because they didn't apply forgiveness when someone hurt them.

Music: "J-O-Y" (Disc 1, Song 14)

Session 11

LESSON PLAN



STORIES FROM THE BIBLE ON DVD

15 minutes

"Joseph Forgives His Family" (Disc 3, Week 11) based on Genesis 37, 39–48. After the drama, show the children where the corresponding Bible story is found in their Activity Books (AB, p. 74).

Primary Questions:

- Do you think it was easy for Joseph to forgive his brothers? Why or why not?
- When someone hurts you or lies to you, why is it difficult to forgive?
- Why is it important to God that we forgive others like Joseph did?

Additional Questions:

- Whom did Joseph have to forgive in this story?
- Describe situations when people need to forgive.



CLOSING CONNECTION CIRCLE

10 minutes

Devotion: Shiny Pennies and Forgiveness

- Provide four or five very dirty pennies and a cloth to rub the pennies with.
- Shiny Pennies Solution
 1. In a small bowl, pour $\frac{1}{2}$ cup of vinegar; add 1 Tbs. salt.
 2. In a second bowl, add $\frac{1}{2}$ cup water.
 3. Place four or five pennies in the vinegar/salt solution.
 4. Stir the pennies around for a minute or until they begin to look clean.
 5. Take the pennies out of the solution and rinse in clean water.
 6. Rub the rinsed pennies with a soft cloth.
- Read the devotion below as you do this demonstration.
- Say This

Sometimes when you do things wrong or commit sins, it makes you feel dirty or bad inside your body. And no matter how hard you try to forget your sins, you keep remembering them. Just like these pennies, no matter how hard I rub them with this cloth, the dirt and grime are still there.

- Rub dirty pennies hard with cloth.

I'm going to take the pennies and put them in this solution.

- Place pennies in vinegar/salt solution. Move them around with a spoon.

Look! When I take them out and rub them, they become shiny and new looking.

- Take the pennies out and place them in the water bowl to rinse. Wipe dry.

The solution has removed the dirt and grime. Forgiveness is like the solution for the pennies. Forgiveness helps you to feel clean and shiny inside, but forgiveness isn't a solution you rub on yourself. Forgiveness is asking for people or God to excuse a mistake, a misunderstanding, or a wrongdoing. You can ask for forgiveness or you can grant forgiveness.

Session 11

LESSON PLAN

When you ask God to forgive you and you repent (that means you turn away from doing what you have done), then God will forgive you. God is the solution. He wipes out your sins. He doesn't remember them. You become clean and right with God. You're bright, shiny, and new in Jesus just like these pennies.

- Hold up the clean pennies.

- Say This

Maybe in the divorce you've been mad or upset with one or both of your parents. Maybe your parents have hurt you or wronged you or were inappropriate with you.

Think about how God forgives you. Can you forgive your parents like God has forgiven you? Maybe you're not ready yet, but just keep remembering how much God loves you. Ask God to help you, and someday you'll be ready to forgive your parents.

Prayer Time:

- Refer to your group's prayer journal.
- Pray for each child to come to know God and experience His forgiveness for sins.
- Pray Colossians 3:13, *"Bear with each other and forgive one another if any of you has a grievance against someone"* (NIV).

Gospel Spotlight

REMEMBER to share the gospel with the children. Go to page vi in the Activity Book, answer their questions, and pray with them.

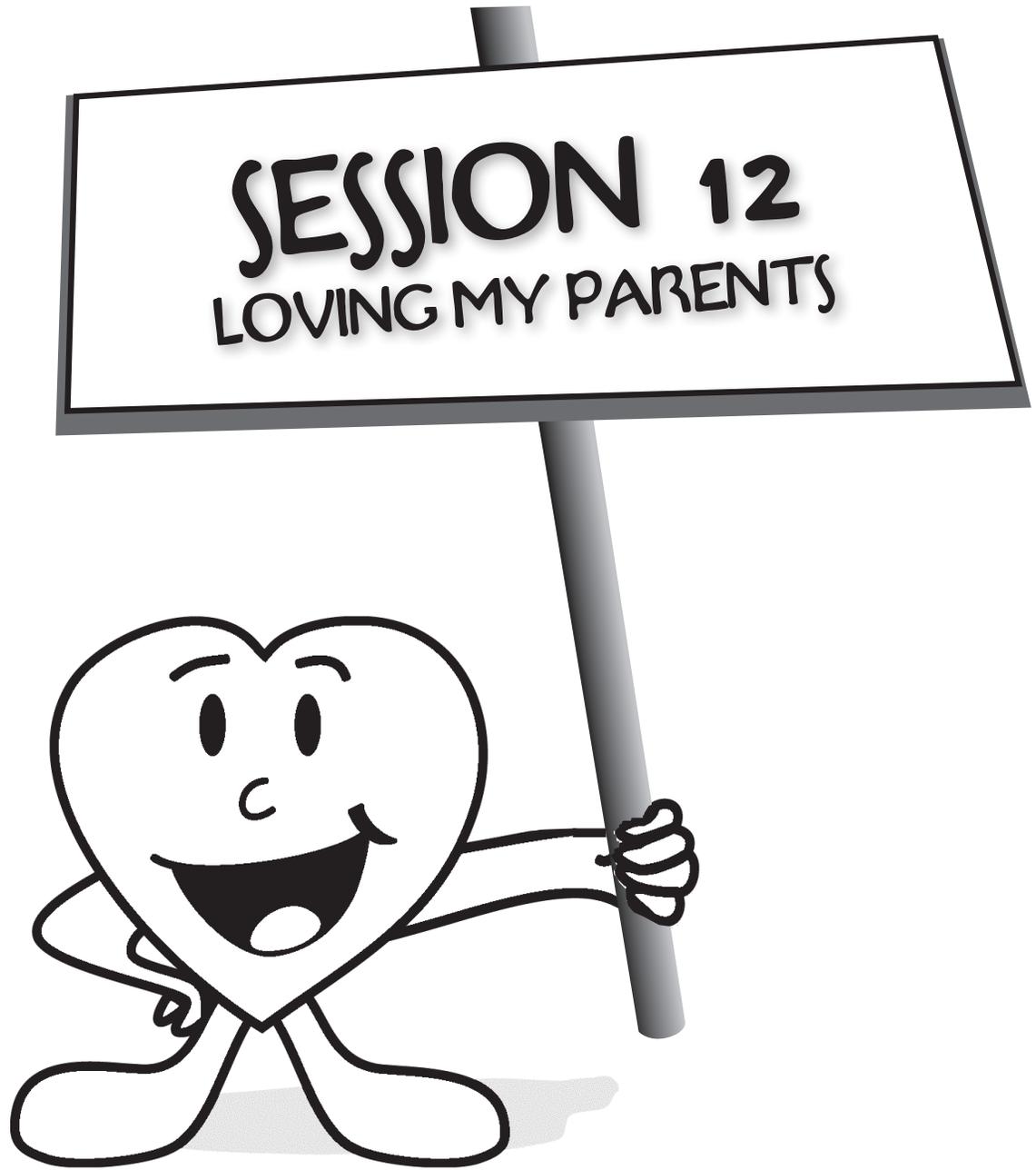
Music: "United in Love" (Disc 1, Song 17)

Good-Bye Handshake and Ritual:

- Be sure to use your group's special handshake and good-bye ritual with the children as they leave.

Wrap Up:

- Have the kids help with cleanup. Children can stack Activity Books, put items in the garbage, wipe tables, pick up art supplies, etc. (Make sure Safekeepers or Teen Helpers put all the DVDs and CDs back in their boxes.)
- Have the children turn in their name tags and Activity Books before leaving.
- Make an announcement for "last chance to turn in Herby Mail letters."
- Encourage the children to invite a friend whose parents are separated or divorced to come with them to the next session.
- Make sure the children have everything they came with (coat, shoes, toys, etc.).
- Throughout the night create a stack for each child of items to take home (completed art projects, etc.).
- Parent Page: Distribute the Parent Page as kids leave.



Session 12

LEADER'S NOTES

Goal: To help the children discover that their parents still love them and to help them express love to their parents.

Scriptural Objective: To help the children realize that Jesus is God's Son, and in order to be adopted into God's family, they need to accept Jesus Christ as their personal Savior.

Gospel Spotlight: Each child can choose to believe in Jesus as his or her Savior.

This Session Will Help the Children:

- Realize their parents don't love each other the same way they used to, but their parents still love them
- Explore ways to show their love to each parent
- Accept love from their heavenly Father

Leader Insights for This Week:

- **Giving and Accepting Love**

Some children might realize that one (or both) of their parents don't know how to be productive parents. This might be tough to accept, but encourage these children to look to God as the example from whom they can learn. Help kids to discover ways to love each parent uniquely, and remind them that just because their parents' love has changed for each other, it hasn't changed how much each parent loves them.

Remind the kids, especially those whose parents aren't very present in their lives, that Jesus loves them and will never let them down. This is a good week to monitor the Journaling Page (AB, p. 79). You might have to offer suggestions to some children of ways to ask for love and attention from their parents. Encourage positive ways and discourage negative means of getting love and attention.

- **Preparing for the End**

You might notice children feeling a little sad as you present this session. Most children are beginning to realize that this is the next-to-the-last session for this cycle of DC4K. You might begin to see them go through a grief cycle as DC4K is coming to an end. Remind the kids how much they've learned at DC4K about overcoming divorce.

Session 12

PREPARATION LIST

TO DO – Before the Session Meeting:

- Pray for each child by name.
- Read the entire Lesson Plan.
- Download & make copies (from LeaderZone Library, www.dc4k.org/leaderzone).

Make 1 copy of each, unless otherwise noted:

- Herby Stencil Patterns (copy on card stock, 1 per child)
- Charades Clues
- Self-Serve Snack Instructions
- Breaking Bread Instructions
- Scripture Decoder (1 copy per child)
- Parent Feedback Form (1 copy per parent)
- Parent Page (1 copy per parent)
- Purchase/collect the following items for this session:
 - Self-Serve Snack
 - Peanut butter* and jelly sandwiches
 - Milk*
 - Plastic knives
 - Small paper cups
 - Breaking Bread
 - Bananas
 - Graham crackers
 - Fruit juice
 - Small paper cups
 - Art Supplies
 - Paper and envelopes
 - Small sponges to use for stenciling
 - A clothespin to attach to each sponge (to use as a handle when dipping the sponge in the paint)
 - Large paper or dry erase board
 - Ribbon or yarn (enough for Kindness Plaques and Closing Connection Circle)
- Make ahead:
 - Kindness Plaques: Punch 2 holes at the top of 11x17" poster board (1 for every child and leader).
 - Cut out Charades Clues (place in a paper bag or other container).
 - Prepare 2 pieces of ribbon or yarn for each child (see the Closing Connection Circle Devotion, p.150, for details on length).
 - Cut out hearts using Herby Stencil Patterns.

TO DO – 30 Minutes Before Children Arrive:

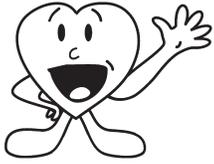
- Take out the Weekly Art Tote (see list on p. 106 of Leader's Guide).
- Post Job Sheet (with pay list), Session Schedule, and Group Guidelines.
- Post Herby's Feelings Poster and place sticky notes and pencils beside it.
- Put on a DC4K CD as background music.
- Set up Country Store.
- Set out prayer journal.
- Set up stations for Greeting time:
 - Activity Book page
 - Kindness Plaques
 - Stationery and Envelopes
 - Thumbprint Art
 - Self-Serve Snack with instructions
 - Herby Mail Station (optional)
- Set aside items for Small Group Interaction stations:
 - Activity Book and journaling
 - Kindness Plaques
 - Stationery and Envelopes
 - Breaking Bread with instructions
 - Treasure Box Scripture Decoder
- Make sure equipment is working:
 - TV/DVD player
 - CD player

* ALLERGY ALERT!

Session 12

SESSION OUTLINE

LOVING MY PARENTS	2 HOURS	90 MIN
<p>GREETING</p> <p>Music: "Kids Like Me" (Disc 1, Song 1); "Turn Our Hurts into Hopes" (Disc 1, Song 13)</p> <p>Greeting Activities:</p> <ol style="list-style-type: none"> 1. Greet Children 2. Job Sheet 3. Herby's Feelings Poster <p>Activity Book Station: People Who Love Me (AB,* p.77)</p> <p>Additional Activity Stations: Kindness Plaques and Stationery and Envelopes</p> <p>Group Project Station: Thumbprint Art (week 3 of 3)</p> <p>Self-Serve Snack Station: Peanut butter[†] and jelly sandwiches and milk[†]</p> <p>Herby Mail Station: Optional</p>	15 MIN	15 MIN
<p>OPENING CIRCLE TIME</p> <p>Music: "Herby Rap" (Disc 1, Song 2); "Can I Love You Both?" (Disc 1, Song 15)</p> <p>Welcome:</p> <ol style="list-style-type: none"> 1. Review Group Guidelines and Safekeeper concept 2. Herby Minute <p>Alphabet Stretches: W & X on the flip chart</p> <p>Review: Diaphragm breathing and cross-lateral and cross-midline movements</p> <p>Game: Herby May I?</p> <p>Scripture and Prayer:</p> <ol style="list-style-type: none"> 1. Romans 8:38 2. "His Banner over Me Is Love" (Disc 2, Song 12) <p>Topic Introduction: Read This Week's Goals page (AB, p. 76)</p>	15 MIN	15 MIN
<p>KIDS LIKE ME DVD DRAMA</p> <p>"Dress Rehearsal" (Disc 3, Week 12)</p> <p>Drama Discussion Questions</p>	15 MIN	15 MIN
<p>STORYBOOK TIME</p> <p>Story 12 "Jena Wants Another Family"</p>	15 MIN	10 MIN
<p>BATHROOM BREAK</p>	5 MIN	5 MIN
<p>SMALL GROUP INTERACTION</p> <p>Activity Book Station: Thank You (AB, p. 78)</p> <p>Project Station: Kindness Plaques and Stationery and Envelopes</p> <p>Breaking Bread Station: Bananas, graham crackers, and fruit juice</p> <p>Journaling Station: The Journaling Page (AB, p. 79)</p> <p>Treasure Box Station: Treasure Box Scripture Decoder</p> <p>Herby Mail Station: Optional</p>	20 MIN	15 MIN
<p>FOCUSING ACTIVITY</p> <p>Group Activity: Charades</p> <p>Music: "Jesus Loves the Little Children" (Disc 1, Song 3)</p>	10 MIN	0 MIN
<p>STORIES FROM THE BIBLE ON DVD</p> <p>"Josiah, the Eight-Year-Old King" (Disc 3, Week 12) based on 2 Kings 22</p> <p>Discussion Questions</p>	15 MIN	10 MIN
<p>CLOSING CONNECTION CIRCLE</p> <p>Devotion: Connected to God</p> <p>Prayer Time: John 1:12</p> <p>Music: "United in Love" (Disc 1, Song 17)</p> <p>Good-bye Handshake and Ritual</p> <p>Wrap Up: Hand out Parent Page and Parent Feedback Form</p>	10 MIN	5 MIN


Session 12
LESSON PLAN**LOVING MY PARENTS****GREETING****15 minutes****Music:** “Kids Like Me” (Disc 1, Song 1) and “Turn Our Hurts into Hopes” (Disc 1, Song 13)**Greeting Activities:**

- Greet each child with the special handshake.
- Job Sheet – Remind children to sign up for paying jobs. Some children might be tired of working but remind them that you need them to be a part of your DC4K family and you need their help. Don't forget to tell them thank you.
- Herby's Feelings Poster

Activity Book Station: People Who Love Me (AB, p. 77)***Additional Activity Station 1:** Kindness Plaques

- Pass out the prepared poster board with two holes punched in the top.
- Each person should write his or her name on the plaque and add other designs.
- Have each child measure enough yarn so that the plaque can hang comfortably around the child's neck. Tell the children you'll explain later how these plaques will be used.
- These plaques will be used for two weeks. (If a child isn't in attendance this week, prepare one with his or her name.)

Additional Activity Station 2: Stationery and Envelopes

- Use the Herby Stencil Patterns to stencil stationery and envelopes.
- Clip clothespins to sponges. Dip sponges in paint and blot over the stencil.
- This activity continues during Small Group Interaction time.

Group Project Station: Thumbprint Art (week 3 of 3)

- Purpose – To help the children distinguish the people they're connected to in their families and outside their families.
- Do This
 1. Encourage the children to draw another circle around last week's names.
 2. Have the children draw more lines and put a thumbprint representing new friends they have made during DC4K. These can be friends in DC4K or other friends.
 3. Label these prints. (For complete instructions, see Session 10, p. 119.)

See the LeaderZone Library for images of the Thumbprint Art project.

Self-Serve Snack Station: Peanut Butter[†] and Jelly Sandwiches and Milk[†]

- Have snack items and corresponding instruction sheet at the station. (For children with allergies, see alternative suggestions listed in sidebar on p. 13.)

Herby Mail Station: Optional

* Reminder: Children's Activity Book pages are protected under U.S. copyright law and may not be photocopied. Please provide an Activity Book for each child.

† **ALLERGY ALERT!**

Session 12

LESSON PLAN



OPENING CIRCLE TIME

15 minutes

Have the children bring their Activity Books.

Music: “Herby Rap” (Disc 1, Song 2) and “Can I Love You Both?” (Disc 1, Song 15)

Welcome:

- Review – Remind the kids about the guidelines and who the Safekeepers are.
- Herby Minute – Have the Herby puppet say, “Do you know what week it is?”
 1. Pause while the kids answer.
 2. Herby continues, “DC4K is almost over. We only have one week left. Although I’ll miss all of you, I’m looking forward to ____.” (Pick something appropriate for the time of year.)

Alphabet Stretches: W & X

- Ask the children how many remembered to stretch this week.
- Review last week’s stretches.
- Have the children do the diaphragm breathing and cross-lateral and cross-midline movements.
- Open the flip chart to this week’s letters.

Game: Herby May I?

- Purpose – To remind the children to love their parents and each other.
- Do This
 - Have all the children stand in a large circle with you in the middle holding Herby.

Ask This

How many have played the game Mother May I?

Say This

Tonight we’re going to play Herby May I? I’m going to ask you a question, and if your answer is yes, then you’ll say, “Herby May I?” and I’ll say, “Yes, you may.” I’ll tell you how many steps you can take toward me and what kinds of steps to take. For example, if I ask, “Did you hug your parent today?” and your answer is yes, then you’d say, “Herby May I?” and I’d say, “Yes, you may take three baby steps forward.” You would then walk toward me with three baby steps. The first person to reach me becomes the next Herby!

Examples of questions:

1. Did you say to the parent you live with “I love you” today?
2. Did you do something to show your parent you love him or her today?
3. Did you talk to your parent at breakfast this morning?
4. Do you tell your parent good night every night when you go to bed?
5. Do you obey your parent all the time?

Session 12

LESSON PLAN

Examples of movements:

1. Baby steps forward or backward
 2. Giant steps
 3. Elephant steps
 4. Tiptoe
 5. Turn around, touch the ground, and take one step forward/backward
 6. Scissor steps
- Ask This

1. *Why is it important to tell others how you feel about them?*
2. *How can you tell your family and friends that you care about them this week?*

Scripture and Prayer:

- Have the flip chart open with the weekly Scripture displayed, and read aloud Romans 8:38, *"For I am convinced that nothing can ever separate us from his love."*
- Listen to this week's Scripture song, "His Banner over Me Is Love" (Disc 2, Song 12).
- Give thanks for each child and lift up the session's activities.

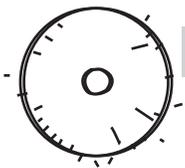
Topic Introduction: This Week's Goals (AB, p. 76)

- Read through with the children.
- Explain that many people get confused about the word "love."
- Say This

Some people think love is a feeling, but love is more than a warm feeling. Feelings can come and go. Love is based on a decision or a choice. Sometimes it's hard work loving someone you think has hurt you or left you, like one of your parents. However, with a lot of hard work and commitment, you can love both parents, even if one of them doesn't live with you.

A divorce is between two adults, not between you and your parents. Sometimes it's hard to remember that although your parents might not love each other, they do love you. It feels good to be loved, right? God created you to be loved.³⁴ Love means someone cares.

Your parents still care for you, and there are many other people who love you and care about you. Many children have grandparents, uncles and aunts, brothers and sisters, and friends who love them. God loves you too. He doesn't stop loving children when their parents get divorced. He loves you no matter what happens.³⁵



KIDS LIKE ME DVD DRAMA

15 minutes

"Dress Rehearsal" (Disc 3, Week 12)

Primary Questions:

- *The kids talked about ending the play next week. How do you feel about DC4K ending?*
- *Give an example of how parents can disappoint you.*
- *When your parents disappoint you, what do you do to show them you still love them?*

Additional Questions:

- *Ryan said, "Sometimes it's easier to hold on to our hurts, bitterness, and unforgiveness." What do you think he meant?*
- *How have others in DC4K helped you heal from the hurts in your past?*

Session 12

LESSON PLAN



STORYBOOK TIME

15 minutes

Read from the book *Stories for Kids in Divorce*, "Jena Wants Another Family" (Story 12).

Primary Questions:

- *How is the Walker home different from Jena's?*
- *Have you ever developed a plan when you go to visit the parent you don't live with? What was it?*
- *What's your plan to show your parents that you love them?*

Additional Questions:

- *What do you think Ms. Walker meant about Lisa and Rudy's dad when she said, "He wasn't a nice person"?*
- *What happened to him that caused him to become a kind man?*
- *Why do you think Jena wanted to spend all of her time at the Walker's house?*



BATHROOM BREAK

5 minutes



SMALL GROUP INTERACTION

20 minutes

- Divide the large group into smaller groups of 3–5 children, and have the children move from station to station.
- Have them wear their Kindness Plaques on their backs for the entire small group time.
- Encourage them to write kind words about each other on each other's plaques.
 1. Give positive examples, such as "Janie is kind because she always smiles at me."
 2. Younger children can draw smiley faces if they can't write.

Activity Book Station: Thank You (AB, p. 78)

Project Station: Kindness Plaques and Stationery and Envelopes

- Continue Kindness Plaques.
- Continue stenciling Herby faces on stationery and envelopes.

Breaking Bread Station: Bananas, Graham Crackers, and Fruit Juice

- Have snack items and corresponding instruction sheet at the station.

Journaling Station: The Journaling Page (AB, p. 79)

- Have the children read and complete this week's journaling page.

Treasure Box Station:

- Pass out copies of the Treasure Box Scripture Decoder.
- Have the children decode the Scripture, cut out the flag, and place it in their Treasure Boxes.

Herby Mail Station: Optional


Session 12
LESSON PLAN**FOCUSING ACTIVITY****10 minutes****Group Activity:** Charades³⁶

- Say This

We've talked a lot tonight about loving your parents. Let's make a list of ways you can show your love to the parent you live with and even to the parent who doesn't live with you.

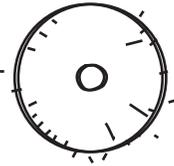
- *Use a large paper or an erase board to record the children's ideas.*

- Do This

1. Place the precut charades clues in a large container.
2. Explain that all of the strips of paper start with the words "Loving is ..." Examples would be a hug, a kiss, giving a gift, sharing, listening, obeying, spending time together, or having fun together.
3. Have the kids take turns drawing a strip from the container and acting out what the strip says.
 - If you have more children than you have slips of papers, you might want to divide them into smaller groups or have them come up with their own "Loving is ..." statements.

Music: "Jesus Loves the Little Children" (Disc 1, Song 3) or any other song your group enjoys.

- Have the children suggest a favorite.

**STORIES FROM THE BIBLE ON DVD****15 minutes**

"Josiah, the Eight-Year-Old King" (Disc 3, Week 12) based on 2 Kings 22. After the drama, show the children where the corresponding Bible story is found in their Activity Books (AB, p. 80).

Primary Questions:

- *Do you think it was easy for Josiah to do the right thing? Why or why not?*
- *Josiah loved God by doing the "right thing." What are some "right things" you can do to show love to your parents?*
- *How can you show love to God?*

Additional Questions:

- *What are things you do that seem difficult to accomplish without your mom or dad?*
- *Josiah was young but still made a difference. How can you make a difference in your family?*

Session 12

LESSON PLAN



CLOSING CONNECTION CIRCLE

10 minutes

Devotion: Connected to God

- Place a Bible on the floor in the middle of the circle.
- Give each child one short ribbon and one long ribbon that will reach from the child to the center of the circle (yarn can be used instead).
- Say This

There are many ways to show your love to your parents and to other people. I want you to think about how you show your love to God. One of the best ways to let God know how much you love Him is to stay connected to Him. You can stay connected to God by talking to Him every day.

- Ask This
When you get a new friend, what are some ways you get to know that new friend? (Answers might include talk, spend time together, find out things about him or her, etc.)

- Say This
Those are all very good answers about building a relationship with a new friend. The same ideas will work when you're building a relationship with God. You need to talk to God through prayer every day in order to stay connected to Him. You need to spend time with God and find out things about Him. You can do this by reading the Bible, His Word.
 1. *One by one, I want you to take your long ribbon and come and put one end of your ribbon in the Bible.*
 2. *As you're doing this, I want you to pray and talk to God.*
 3. *You can pray out loud or in your head, whichever you choose.*
 4. *Then, hold on to the other end of the ribbon, and go back and sit in your place in the circle.*

- Have everyone take a turn.
- Say This
Just like our ribbons are connected to this Bible, we're all connected to God through prayer. Let's make a promise to talk to God every day so we can get to know Him better. Just like you get to know God by talking to Him and sharing things with Him, you need to remember to spend time with your parents.
 1. *The short ribbon is for you to take home to remind you to take time to get to know your parents better.*
 2. *You can put the ribbon someplace at home that will help you remember the things you have learned about connecting to God and to your parents.*
 3. *Even if you have a parent you don't get to see very often or maybe not at all, you can still choose to love that parent. It's okay to love the memory of that parent. And it's okay to learn everything you can about that parent. If you don't know where the parent is and you can't contact or stay connected to him or her, you could write a letter every once in a while and keep these letters in a special place.*
 4. *If you can contact the parent who doesn't live with you, then make up a list of ways to keep in touch with him or her. For some of you it'll become your responsibility to keep the relationship growing. You can do this by talking to God and asking God to help your other parent.*

- If time permits, have the children tell you where they're going to keep their ribbons.

Session 12

LESSON PLAN

Prayer Time:

- Have the children stand for the prayer (they can set their ribbons down while standing and retrieve them after Prayer Time).
- Read aloud John 1:12, *“Yet to all who did receive him, to those who believed in his name, he gave the right to become children of God”* (NIV).
- Say This

You can choose to receive God into your life.

You can choose to accept that God sent His Son into the world to take the punishment for your sins. You can ask God to forgive you for your sins and to come live in your life forever. Then you have the right to be children of God.

If any of you would like to talk to me or one of the other Safekeepers afterward about accepting Jesus into your life, please come and talk to one of us. We’ll pray with you and help you.

- Pray for the requests listed in your group’s prayer journal.

Music: “United in Love” (Disc 1, Song 17)

Good-Bye Handshake and Ritual:

- Be sure to use your group’s special handshake and good-bye ritual with the children as they leave.

Wrap Up:

- Have the kids help with cleanup. Children can stack Activity Books, put items in the garbage, wipe tables, pick up art supplies, etc. (Make sure Safekeepers or Teen Helpers put all the DVDs and CDs back in their boxes.)
- Have the children turn in their name tags and Activity Books before leaving.
- Make an announcement for “last chance to turn in Herby Mail letters.”
- Encourage the children to invite a friend whose parents are separated or divorced to come with them to the next session.
- Make sure the children have everything they came with (coat, shoes, toys, etc.).
- Throughout the night create a stack for each child of items to take home (completed art projects, etc.).
- Distribute the Parent Page and the Parent Feedback Form to the parents. Have them bring the completed forms next week.

Gospel Spotlight

REMEMBER to share the gospel with the children. Go to page vi in the Activity Book, answer their questions, and pray with them.

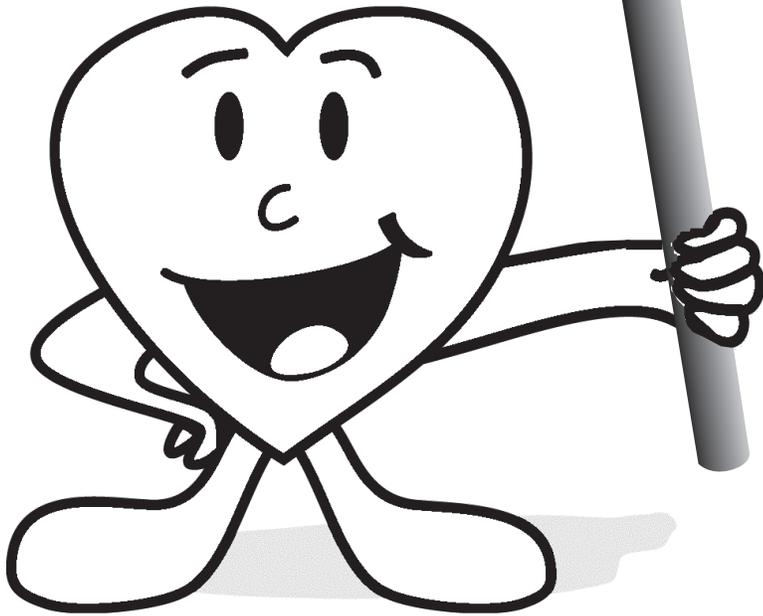
Optional: Have one of your Safekeepers share (1 min. or less) about when and how he or she believed in Jesus and became His child.

Helpful Hint

Be sure to follow your church’s guidelines when sharing the gospel with children.

SESSION 13

MOVING ON: GROWING UP AND CLOSER TO GOD



Session 13

LEADER'S NOTES

Goal: To help the children realize that life goes on after divorce and their futures can be healthy and happy.

Scriptural Objective: To help the children understand that God wants them to be joyful and happy and it's okay to be happy even though their parents are divorced.

Gospel Spotlight: God loves each child even though the child sins. God longs to be in relationship with each one, but the child's sin separates him or her from God. God sent His Son Jesus to die for each child's sin. Believing in Jesus is the only way to have a relationship with God.

This Session Will Help the Children:

- Realize there is life after divorce
- Realize they are individuals with their own talents, hobbies, and interests
- Realize they have their own relationship with God

Leader Insights for This Week:

- **The Last Session** – The children know this will be the last time this particular group of kids and leaders will be meeting. Be ready for a mixture of emotions, including a lot of silliness and laughter, but also be prepared for tears and sadness. Some might already know they'll be returning for the next DC4K cycle; others might not be sure, and some will know this is the last time they'll come together with this group.

Closure is important to all children, but especially to the children of divorce. They need to have the opportunity to say good-bye and to experience a sense of finality for this group. Many of these children will have had people simply disappear from their lives, so they might not know how to say good-bye. They might feel awkward and unsure of the emotions they're experiencing. Watch each child and make sure every child in your group receives some personal attention and one-on-one time with at least one leader in your group.

The *Kids Like Me* drama this session is a few minutes longer than prior episodes. The children in the drama are also bringing their story to a close. At the end of the drama is a choreographed number the children will enjoy. Please note that the video does not show the kids performing the play; **make your group aware of this beforehand so no one is disappointed.** The leaders need to set the tone for viewing the last video.

- **Celebration** – This last session is a time to celebrate how the children have grown through DC4K and the relationships that have developed, as well as a time to give thanks for your time together. While the "end" to anything is bittersweet, remember to celebrate the "beginning" for kids as they apply all they've learned through DC4K to their lives and futures.
- **Final Session Dynamics** – As this is the final session in the 13-week series, give special consideration to how you'll "wrap up" your DC4K group. Consider these two options:
 1. *Add an additional Celebration Session in the 14th week* – See "Celebration Session," p. 5.
 2. *Extended 13th session* – If Session 13 is your closing night, consider extending your dismissal time by an additional 15 minutes to bring group members back together briefly for closure, testimonies, and celebration. If you elect this option, be sure to coordinate your schedule with parents as well as the DivorceCare and Single & Parenting groups if they are running concurrently with your DC4K program. Also, be sure to discuss any schedule changes with church leaders or staff.
 3. Plan to pass out Exit Packets to the parents during your final session (see Leader's Guide, p. 98).

Session 13

TO DO – Before the Session Meeting:

- Pray for each child by name.
 - Read the entire Lesson Plan.
 - Download & make copies (from LeaderZone Library, www.dc4k.org/leaderzone).
- Make 1 copy of each, unless otherwise noted:*
- Scripture Cards (1 copy for every 4 children)
 - DC4K Certificates (1 copy per child)
 - Self-Serve Snack Instructions
 - Breaking Bread Instructions
 - Scripture Decoder (1 copy per child)
 - Exit Packet pages (1 Exit Packet per parent; see the Leader's Guide p. 98 for a list of items to include)
 - Parent Page (1 copy per parent)
- Purchase/collect the following items for this session:
 - Self-Serve Snack
 - Bananas
 - Vanilla ice cream*
 - Banana split toppings, such as chocolate syrup, sprinkles, and maraschino cherries
 - Water
 - Small plastic bowls
 - Plastic spoons
 - Small paper cups
 - Breaking Bread
 - 1 or 2 loaves of bread that are not pre-sliced
 - Butter and honey to spread
 - Grape juice
 - Plastic knives
 - Small paper cups
 - Art Supplies
 - Face-painting supplies to paint a Herby face on the children's faces
 - A large piece of paper that can be folded and made into a thank you card for the church.
 - Optional: A creative gift or memorable item that's low cost to acknowledge each child (booklets, decorative item, or something positive for children to remember their 13-week journey).
 - Bring a large paper or dry erase board.

PREPARATION LIST

- Make ahead:
 - Cut out copies of Scripture Cards and fold them into tent shapes.
 - For this week's Focusing Activity, pick out one of the kids' favorite Focusing Activities from the last 12 sessions, or have several choices available and let the children vote on which they want to do.
 - Fill out and sign graduation certificates.
 - Have a pastor sign graduation certificates.
 - Look back over the prayer journal and make note of answered prayer requests that can be shared during Prayer Time.

TO DO – 30 Minutes Before Children Arrive:

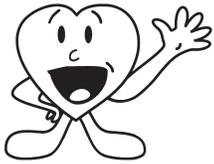
- Take out the Weekly Art Tote (see list on p. 106 of Leader's Guide).
- Post Job Sheet (with pay list), Session Schedule, and Group Guidelines.
- Post Herby's Feelings Poster and place sticky notes and pencils beside it.
- Put on a DC4K CD as background music.
- Set up Country Store.
- Set out prayer journal.
- Bring Energy Ball.
- Set up stations for Greeting time:
 - Activity Book page
 - Face Painting
 - Kindness Plaques
 - Thank You Card
 - Self-Serve Snack with instructions
 - Herby Mail Station (optional)
- Set aside items for Small Group Interaction stations:
 - Activity Book and journaling
 - Favorite Memory Picture
 - Face Painting, Kindness Plaques, and Thank You Card
 - Breaking Bread with instructions
 - Treasure Box Scripture Decoder
- Make sure equipment is working:
 - TV/DVD player
 - CD player

* ALLERGY ALERT!



SESSION OUTLINE

MOVING ON: GROWING UP AND CLOSER TO GOD	2 HOURS	90 MIN
GREETING Music: "Kids Like Me" (Disc 1, Song 1) Greeting Activities: <ol style="list-style-type: none"> 1. Greet Children 2. Job Sheet 3. Herby's Feelings Poster Activity Book Station: Autograph My Shirt, Please! (AB,* p. 83) Additional Activity Stations: Face Painting and Kindness Plaques Group Project Station: Thank You Card Self-Serve Snack Station: Banana splits [†] and water Herby Mail Station: Optional	15 MIN	15 MIN
OPENING CIRCLE TIME Music: "Herby Rap" (Disc 1, Song 2) Welcome: <ol style="list-style-type: none"> 1. Review Group Guidelines and Safekeeper concept 2. Herby Minute Alphabet Stretches: Y & Z on the flip chart Scripture and Prayer: <ol style="list-style-type: none"> 1. 1 Thessalonians 5:8 2. "Grow in Grace and Knowledge" (Disc 2, Song 13) Topic Introduction: Read This Week's Goals (AB, p. 82)	15 MIN	15 MIN
KIDS LIKE ME DVD DRAMA "Your Time in the Son" (Disc 3, Week 13) Drama Discussion Questions	15 MIN	15 MIN
STORYBOOK TIME Story 13 "It's Your Choice"	15 MIN	10 MIN
BATHROOM BREAK	5 MIN	5 MIN
SMALL GROUP INTERACTION Activity Book Station: Herby's Feelings (AB, p. 84) Project Stations: Favorite Memory Picture, Face Painting, Kindness Plaques, and Thank You Card Breaking Bread Station: Bread with butter or honey and grape juice Journaling Station: The Journaling Page (AB, p. 85) Treasure Box Station: Treasure Box Scripture Decoder Herby Mail Station: Optional	20 MIN	15 MIN
FOCUSING ACTIVITY Group Activity: Let the kids choose a favorite activity from previous weeks Music: "Self-Controlled Believers" (Disc 1, Song 16) and choose favorite songs	10 MIN	0 MIN
STORIES FROM THE BIBLE ON DVD "Jesus Calms the Storm" (Disc 1, Week 1) based on Mark 4:35-41 Discussion Questions	15 MIN	10 MIN
CLOSING CONNECTION CIRCLE Devotion: Energy Ball Graduation Presentation: DC4K Certificates (add 15 minutes for this, if Week 13 is your last week) Prayer Time Music: "United in Love" (Disc 1, Song 17) Good-bye Handshake and Ritual Wrap Up: Hand out Parent Page and Exit Packet	10 MIN	5 MIN

Session 13**LESSON PLAN****MOVING ON: GROWING UP AND CLOSER TO GOD****GREETING****15 minutes****Music:** "Kids Like Me" (Disc 1, Song 1)

- Allow Song Selector to pick out another song.

Greeting Activities:

- Greet each child with the special handshake.
- Job Sheet (remind children to sign up for paying jobs) – Some children might be tired of working, but remind them that you need them to be a part of your DC4K family and you need their help. Don't forget to tell them thank you.
- Herby's Feelings Poster

Activity Book Station: Autograph My Shirt, Please! (AB, p. 83)*

- Set out stamp pads and wet wipes for cleanup.

Additional Activity Station 1: Face Painting

- Paint Herby faces on the children's cheeks.

Additional Activity Station 2: Kindness Plaques

- Be sure to encourage the adults in the group to sign each child's plaque.

Group Project Station: Thank You Card

- Make a thank you card for the church that hosted the DC4K program and have each child write a note about what DC4K has meant to him or her or draw a picture on the card.

Self-Serve Snack Station: Banana Splits† and Water

- Have snack ingredients (ice cream, etc.) and corresponding instruction sheet at the station.
- Slice bananas in half and down the middle. (For children with allergies, see alternative suggestions listed in sidebar on p. 13.)

Herby Mail Station: Optional**OPENING CIRCLE TIME****15 minutes**

Have the children bring their Activity Books.

Music: "Herby Rap" (Disc 1, Song 2)

* Reminder: Children's Activity Book pages are protected under U.S. copyright law and may not be photocopied. Please provide an Activity Book for each child.

† **ALLERGY ALERT!**

Session 13

LESSON PLAN

Welcome:

- Review – Go over the guidelines and remind the children who the Safekeepers are.
- Herby Minute – Have the Herby puppet prompt kids to share what their favorite memory of DC4K has been over the past 13 weeks.

Alphabet Stretches: Y & Z

- Ask the children how many remembered to stretch this week.
- Review last week's stretches.
- Open the flip chart to this week's letters.

Scripture and Prayer:

- Have the flip chart open with the weekly Scripture displayed, and read aloud 1 Thessalonians 5:8, *"But since we belong to the day, let us be self-controlled, putting on faith and love as a breastplate, and the hope of salvation as a helmet"* (NIV).
- Listen to this week's Scripture song, "Grow in Grace and Knowledge" (Disc 2, Song 13).
- Pray for each child to grow up in the grace and knowledge of Jesus Christ and to be self-controlled believers.

Topic Introduction: This Week's Goal (AB, p. 82)

- Read through with the children.
- Say This

Throughout DC4K we've discussed many different subjects and talked about a lot of people. You've heard 12 different Bible stories. Let's make a list of the different people in the Bible stories.

- Using a large paper or an erase board, elicit answers from the group about people they remember from the Bible stories.
- Encourage them to tell what they remember about these stories.
- Say This

Many people in the Bible lived in unusual family environments. When you can't learn from your parents, you can learn from God. Some of you have parents who don't seem lovable, but you can still learn things from them.

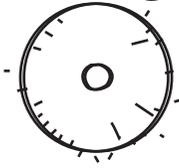
In the Bible there were many times the parents disappointed their children. They made mistakes and didn't always live up to their promises. These mistakes made by parents don't change what a perfect God we have.

In Romans 8:39 it says that "nothing will ever be able to separate us from the love of God." Not even our parents can separate us from God's love.

Your love for your parent can be separate from your love for God. You can still choose to honor and serve the Lord even if your parent doesn't.

The story last week about Josiah is a good example. Most of the people in Josiah's kingdom didn't honor or serve the Lord, but He still loved them, and Josiah still honored and loved God.

Your parent will have to answer to God at some point, but you must remember that you will answer to God as well in how you treat your parent. God wants and expects you to love your parents.


Session 13
LESSON PLAN**KIDS LIKE ME DVD DRAMA****15 minutes**

"Your Time in the Son" (Disc 3, Week 13). After the drama, show the children where the Bible story of Moses is in their Activity Books (AB, p. 86).

- Note: The video doesn't show the kids performing the play.

Primary Questions:

- *What is one thing you've learned from the Kids Like Me videos we've watched over the past 13 weeks?*
- *What character in the videos do you think is most similar to you and why?*

**STORYBOOK TIME****15 minutes**

Read from the book *Stories for Kids in Divorce*, "It's Your Choice" (Story 13). After you finish reading, allow the children to tell their stories and share what they want to do with their lives.

**BATHROOM BREAK****5 minutes****SMALL GROUP INTERACTION****20 minutes**

Divide the large group into smaller groups of 3–5 children. Have the children move from station to station.

Activity Book Station: Herby's Feelings (AB, p. 84)

Project Station: Favorite Memory Picture

- Purpose – To have kids reflect on and record their favorite memories of DC4K.
- Do This – Provide chalk, markers, crayons, and paper for the children to draw pictures of their favorite memories at DC4K. These can be collected and placed around the church for others to see.
- Ask This
 1. *If you had a friend whose parents were going through a divorce, what would you share about DC4K that could help your friend?*
 2. *How has this program helped you change?*

Other Project Stations:

Continue with the projects started at the beginning of the session (Face Painting, Kindness Plaques, and Thank You Card to the church).

Session 13

LESSON PLAN

Breaking Bread Station: Bread with Butter or Honey and Grape Juice

- Have snack items and corresponding instruction sheet at the station.
- Allow the children to break off pieces to eat from the loaf, literally “breaking bread.”
- Place folded Scripture Cards on the table.
- Encourage the children to take home the “tent cards” and set them on the table at home to remind them:
 1. Of God’s love and His teachings
 2. To eat together with their families
 3. To pray, thanking God for His provision

Journaling Station: The Journaling Page (AB, p. 85)

- Have the children read and complete this week’s journaling page.

Treasure Box Station:

- Pass out copies of the Treasure Box Scripture Decoder.
- Say This

You need to have food for your bodies to grow. You also need to have spiritual food, such as grace and knowledge, for your relationship with Jesus Christ to grow.

- Have the children decode the Scripture, cut out the bread slice, and place it in their Treasure Boxes.

Herby Mail Station: Optional



FOCUSING ACTIVITY

10 minutes

Group Activity: Choose a Favorite

- In advance, think back through the last 12 weeks and pick out one of the kids’ favorite Focusing Activities, or have several choices available and let the children vote on which one they want to do.

Music: “Self-Controlled Believers” (Disc 1, Song 16)

- Let the children vote and choose their favorite songs to sing as well.
- Let them sing several of their favorite songs. If time permits, divide the group into several smaller groups.
- Let each group choose a song to perform for the larger group.
- Encourage them to use a lot of movement when performing their song. They can use movements that convey the meaning of the song, including the cross-lateral and cross-midline movements they know.


Session 13
LESSON PLAN**STORIES FROM THE BIBLE ON DVD****15 minutes**

“Jesus Calms the Storm” (Disc 1, Week 1) based on Mark 4:35–41. Instead of including a new Bible story drama for this session, we’re suggesting you repeat the first Bible story drama (see Session 1, p. 18). This will be a good way for children in your group to think about how far they’ve come in dealing with their parents’ divorce.

Reflection:

- Ask This

Are your lives like a boat on calm waters with smooth sailing, or are your lives like a boat in troubled waters rocking back and forth?

- Have the kids share how they feel now compared to the first session.
- Say This

You’ve learned many things the last 13 weeks. You’ve learned that things change as you grow up.

Divorce hurts, but it doesn’t have to stop you from becoming whatever you want to become.

It can make you stronger and wiser. It can help you to make good and careful decisions.

Some children think they’ll never grow up and get married. It’s too early for you to make that decision.

Yes, your parents got a divorce. They decided they didn’t want to live together any longer. But that doesn’t mean that if you get married you’ll get a divorce. Divorce doesn’t have to happen to everyone.

Many people choose to get married and they stay married and in love all their lives. Your own marriage could be a great marriage. You don’t have to make the same mistakes your parents made. You’re a different person than either of your parents. You have talents and hobbies and interests that belong only to you.

You are an individual whom God created. Let God help you develop all of your talents and hobbies. You can choose to serve the Lord with all your soul and all your heart and all your might.³⁷

Believing in Jesus:

- Say This

Jesus hears your prayers, and He is there to help you. Jesus loves you more than you’ll ever know and has a good plan for your life.

If you believe in Jesus and ask Him to be Lord of your life, you will never be alone. He will always be with you. You can tell Him what you believe and ask Him to be Lord of your life, even right now! (Pause)

If you do, please tell a Safekeeper, for we have been praying for you.

Session 13

LESSON PLAN



CLOSING CONNECTION CIRCLE

10 minutes

Devotion: Energy Ball

- Using the Energy Ball, have the children hold hands in a circle with the ball lighting and sounding.
- Call on two children to break hands, and have each one say something he or she has learned or is thankful for.
- Rejoin hands and pass the Energy Ball around.
- Call on other children to give their praises or thanks.
- Give everyone a chance to comment.

Graduation Presentation:

Each church needs to decide how to handle this. Some churches will want to plan elaborate graduations while others will just hand out a certificate to the children at the last session. Here's a sample of how to close out your group if you aren't having a week 14 Celebration Session:

- Provide an opportunity for the children to complete the following two sentences:
 1. *The most important thing I learned about divorce at DC4K was ...*
 2. *The thing I'll miss most about DC4K is ...*
- Acknowledge your leadership team and applaud their service.
- Optional: Acknowledge each child by giving some creative gift or memorable item that's low cost (booklets, decorative item, or something positive for the kids to remember their 13-week journey).
- Distribute completed graduation certificates if your group has decided not to have a separate graduation ceremony.
- Encourage the children to invite other children of divorce to come to the next 13-week cycle and to come back and go through the group again. Make sure to hand out Exit Packets to the parents and to collect the completed Parent Feedback Forms (handed out in Session 12).

Helpful Hint

If you are planning a week 14 Celebration Session, skip this section. See page 5 for a Celebration agenda.

Prayer Time:

- Thank God for every child who has come to DC4K.
- Pray that the Lord will provide for the children and that they will continue their journey with Jesus.
- Look back through the group's prayer journal and do a quick review of all the prayers that have been answered in the 13-week course.
- Allow each child to say a prayer of thanks, if he or she desires.
- Remember to thank God for the church that hosted DC4K.

Gospel Spotlight

REMEMBER to share the gospel with the children. Go to page vi in the Activity Book, answer their questions, and pray with them.

Session 13

LESSON PLAN

Music: "United in Love" (Disc 1, Song 17)

Good-Bye Handshake and Ritual:

- Be sure to use your group's special handshake and good-bye ritual with the children as they leave.

Wrap Up:

- Have the kids help with cleanup. Children can put items in the garbage, wipe tables, pick up art supplies, etc. (Make sure Safekeepers or Teen Helpers put all the DVDs and CDs back in their boxes.)
- Make sure the children have everything they came with (coat, shoes, toys, etc.).
- Distribute the Parent Page as kids leave.

If you are planning a Celebration Session, only pass out the Parent Page today. Save the other items to pass out at the Celebration Session.

If you are *not* planning an additional Celebration Session:

- Make sure the children have their Activity Book, name tag, DC4K Certificate, and any art projects they created to take home with them.
- Distribute the Exit Packet (see Leader's Guide, p. 98) as kids leave.
- Be sure to return the photos from the Session 2 Families Tree project, if you have not yet returned them.

ORDER ACTIVITY BOOKS AND SUPPLIES

Items available for ordering at dc4k.org/store:

- **DC4K children's Activity Books** – Weekly goals, Bible verses, games, puzzles, Bible stories, and journaling activities to correspond with the DC4K program.
- **DC4K Leader's Guide** – Instructional and promotional materials, leadership training materials, and more.
- **DC4K Lesson Plans** – Detailed instructions for the leaders, an agenda for each of the 13 sessions, and a weekly Preparation List.
- **2 music CDs*** – *Kids Like Me* and *Kids Singing Bible Songs*.
- **Storybook*** – *Stories for Kids in Divorce: A Read Aloud Storybook*.
- **Flip chart** – Alphabet Stretches & weekly Scriptures.
- **Herby** – Mascot puppet with six red interchangeable feeling faces.
- **Case** – Durable plastic carrying case for easy storage and transport of DC4K materials.
- **Energy Ball** – Used in DC4K Sessions 1, 2, and 13.
- **DVD set** – Four DVDs (in a case) containing 13 *Kids Like Me* dramas, 12 *Stories from the Bible* dramas, and a 3-part Leader Training Video session.
- **Brochures and posters** – For mailing and bulletin boards.
- **Herby's Feelings Poster** – Poster (sized 22 x 34") of Herby expressing 25 different feelings that a child of divorce might go through.

* Also available for purchase by participants' parents.

Online: Order additional supplies for your group online at dc4k.org/store.

Phone: 800-489-7778; 919-562-2112

Fax: 919-562-2114

Mail: See internet or call for current pricing. Download an order form at www.dc4k.org/leaderzone.

DC4K kits are sold with a 30-day guarantee. If you're not satisfied, return the kit for a full refund (excluding shipping charges). The 30-day return policy does not apply to items purchased in addition to the kit. Returns for these additional items will be accepted only if they are damaged or defective.

NOTES

- ¹ Safekeeper concept reproduced/adapted from the following with permission from Loving Guidance, Inc.: © Becky Bailey, *Conscious Discipline*, 61. Loving Guidance, Inc., 1-800-842-2846, www.consciousdiscipline.com.
- ² Ibid.
- ³ Ibid.
- ⁴ Cross-lateral and cross-midline movements reproduced/adapted with permission from Loving Guidance, Inc.: © Becky Bailey, *Conscious Discipline*®, www.consciousdiscipline.com.
- ⁵ Laurene Johnson and Georglyn Rosenfeld, *Divorced Kids* (Nashville: Thomas Nelson Publishers, 1990), 16.
- ⁶ Have You Ever...? game adapted with permission from *School-Age Adventures in Peacemaking* by William J. Kreidler and Lisa Furlong © 1995 Educators for Social Responsibility and Work/Family Directions, 207. *Adventures in Peacemaking* is a comprehensive conflict resolution program and curriculum that teaches skill building through experiential activities. For more information, visit www.esrnational.org or call (800) 370-2515.
- ⁷ Divorce Words Dominoes adapted with permission from Jim Dycus. Jim and Barbara Dycus, *God Can Heal My Owies* (1968), 20.
- ⁸ I Love You ritual reproduced/adapted from the following with permission from Loving Guidance, Inc.: © Becky Bailey, *I Love You Rituals*, 46. Loving Guidance, Inc., 1-800-842-2846, www.consciousdiscipline.com.
- ⁹ Jenni Douglas Duncan, *Helping Children Cope with Divorce* (Discipleship Resources, 1999), 38.
- ¹⁰ Balloon and Fountain Techniques adapted with permission from Loving Guidance, Inc.: © Becky Bailey, *Conscious Discipline*®, www.consciousdiscipline.com.
- ¹¹ Ibid.
- ¹² Ibid.
- ¹³ Adapted from William L. Coleman, *What Children Need to Know When Parents Get Divorced* (Bethany House, a division of Baker Book House Company, 1998), chap. 18. Used by permission.
- ¹⁴ I AM MAD reproduced/adapted with permission from Loving Guidance, Inc.: © Becky Bailey, *Conscious Discipline*, 81.
- ¹⁵ Anger Thermometer adapted with permission from *School-Age Adventures in Peacemaking* by Kreidler and Furlong, 150.
- ¹⁶ Looks Like Shirt adapted with permission from *School-Age Adventures in Peacemaking* by Kreidler and Furlong, 184.
- ¹⁷ Reproduced/adapted with permission from Loving Guidance, Inc.: Bailey, *Conscious Discipline*, 215.
- ¹⁸ On My Way Home Today adapted with permission from Jim Dycus. Barbara Dycus, *God Can Heal My Hurts* (Jim and Barbara Dycus, 1986), 27.
- ¹⁹ Coleman, chap. 14.
- ²⁰ Adapted from "Who Am I?" activity by Diana Stasey, *Peace From Pieces: Leader's Manual* (1993), 19–22. Used by permission: One Way Street, Inc., P.O. Box 5077, Centennial, CO 80155-5077, 800-569-4537, 303-790-1188, www.onewaystreet.com.
- ²¹ Coleman, chap. 21.
- ²² Standing in Their Shoes adapted with permission from *School-Age Adventures in Peacemaking* by Kreidler and Furlong, 121.
- ²³ *Children's Ministry Resource Bible: Helping Children Grow In The Light Of God's Word*, NKJV (Thomas Nelson Publishers, 1993), 1542.
- ²⁴ Coleman, chap. 22.
- ²⁵ Hands Down game adapted with permission from *School-Age Adventures in Peacemaking* by Kreidler and Furlong, 111.
- ²⁶ Coleman, chap. 17.
- ²⁷ Ibid.
- ²⁸ Duncan, *Helping Children Cope with Divorce*, 82.
- ²⁹ Positive Communication Power and Communication Potholes adapted with permission from *School-Age Adventures in Peacemaking* by Kreidler and Furlong, 105.
- ³⁰ Body Language Pantomime adapted with permission from *School-Age Adventures in Peacemaking* by Kreidler and Furlong, 106.
- ³¹ Poison Green Darts adapted with permission from *School-Age Adventures in Peacemaking* by Kreidler and Furlong, 194.
- ³² Coleman, chap. 29.
- ³³ Stasey, *Peace From Pieces: Leader's Manual*, 37.
- ³⁴ Coleman, chap. 7.
- ³⁵ Ibid.
- ³⁶ Charades adapted with permission from Bobbie Reed, *Christian Family Activities for One-Parent Families* (Standard Publishing, 1982), 44.
- ³⁷ Coleman, chaps. 20 and 43.