



Infant & Toddler



Curriculum

God Created

Mission Bible Class



Theme Overview:

God Created



Infants and Toddlers Bible Lessons

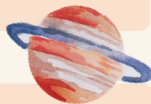
Even in infancy, children are drawn to the creation. In addition to what they see, they can experience the textures, smells, and tastes that are abundant in our natural world. The lessons in this series invite children to experience the creation and praise the Creator.

Purpose of Theme

Teachers, parents and helpers will guide infants and toddlers to:

- Know that God is the Creator of the World
- Experience the wonder of his creation through sensory activities
- Worship the Creator
- Feel love and acceptance in their Christian community

“Our Lord and God! You are worthy to receive glory and honor and power. You made all things. Everything existed and was made because you wanted it.” Revelation 4:11



“In the beginning, God created the sky and the earth” Genesis 1:1

Lessons in this series:

Infants and toddlers enjoy repetition so there is no need for teachers to rush to the next lesson. Each lesson can be successfully taught at least two times before moving to the next.

- From Darkness to Sun and Stars:
 - God created light, dark, sun, moon and stars.
- Soaring in the Skies:
 - God created the skies and birds.
- Splash and Swim:
 - God created water and the creatures that live in it.
- Soil and Sprouts:
 - God created soil and filled it with plants.
- Animals, Animals Everywhere:
 - God created the animals.
- The First Caregivers:
 - God created Adam and Eve in his image to care for his creation



Lesson 1:

From Darkness to Sun and Stars



Summary

God created light on the first day of creation. On the fourth day, he filled the day with the sun and the night with the moon and stars. Infants and toddlers can relate to going to sleep at night and waking in the day.

Scripture

Genesis 1:3-5

Then God said, "Let there be light!" And there was light. God saw that the light was good. So he divided the light from the darkness. God named the light "day" and the darkness "night." Evening passed, and morning came. This was the first day.

Genesis 1:14-19

Then God said, "Let there be lights in the sky to separate day from night. These lights will be used for signs, seasons, days and years. They will be in the sky to give light to the earth." And it happened. So God made the two large lights. He made the brighter light to rule the day. He made the smaller light to rule the night. He also made the stars. God put all these in the sky to shine on the earth. They are to rule over the day and over the night. He put them there to separate the light from the darkness. God saw that all these things were good. Evening passed, and morning came. This was the fourth day.

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Materials

When possible, use items that seem more natural instead of cartoonish ones. For example, a little brown mouse is preferable to a Micky Mouse that wears clothes and shoes.

- Simple "viewing tubes" made from cardboard or metal cylinders. These can be lined with black paper. Children look through them to see light or stars at the other end.
- Lights such as flashlights/torches, fairy lights or tea lights
- Sunglasses to talk about the bright sun.
- A Prism to view light through
- Sun, moon and star illustrations
- Yellow ball or crinkled yellow cellophane for the sun
- Glittery silver star on a stick with streamers hanging off it.
- Various toy dolls, animals and blankets (You will pretend to put them to sleep while it is night-dark and wake them when it is morning-light.)
- Illustrations of large numerals "1" and "4" to show when talking about God making light on the first day and the sun, moon, and stars on the fourth day.

Class Schedule: 45 minutes

- Welcome Time: 15 minutes
- Bible Time & Lesson: 20 minutes
 - Bible Time
 - Lesson
 - Craft
 - Snack
- Closing Time: 10 minutes

Vocabulary & Sensory Experiences

- **Vocabulary**: Dark, black, light, bright, white, “God made,” and sparkle.
- **Sensory**: Dark and light, Sparkle, Soft blanket

Welcome Time

(15 minutes of free play on the floor or mat)

Children gather and settle in so they feel welcome, comfortable and safe. This gentle transition time can include free play, choosing favourite toys, music or singing. Casually steer conversations toward the subject in today’s Bible lesson when appropriate.

Today, focus the conversation on light and dark and make a point to talk about it as you play “peek-a-boo” using a blanket or dark cloth.

- Bubbles/toys/picture books
- Mirrors, Peep Tube, Vehicles
- Welcome each child by name
- Bell to indicate class is about to start



Table Time

(20 minutes sitting at a table)



Helpers move the children to seats at a table and then quietly step back. The teacher sits across from the children and begins to immediately engage them in the lesson activities. Infants and toddlers will enjoy following the lead of the teacher for the Bible theme of the day. This time passes quickly, so crafts are optional.

Bible Time

(About 5 minutes)

Time for children to handle and “read” from little Bibles. These may be kept in a special box or basket so children look forward to them each week. You will guide infants and toddlers to handle the bibles carefully, but expect them to be torn or chewed in the process. You should guide instead of “scold”, so choose Bibles that you accept will become well-worn.

When you move to the table, spend these first 5 minutes in normal Bible time routines that you and the children enjoy.

- Pat the bible
- Place small pictures of stars between the pages of the Bible so children can discover them.
- Find a Jesus picture in the bible. Take time to talk about Jesus as our friend. (A sticker depicting Jesus can be placed in the Bibles and “found” each week.
- Help the children point to bible pages and “read”- God loves ____.
- Sing the song: B-I-B-L-E



Bible Lesson

(About 10 minutes)

A simple thought or truth from the Bible. This is presented in a way that relates to an infant or toddler's world. Allow the children to engage through sensory activities (hearing, touching, tasting, seeing and smelling). If the children want to linger on something they enjoy, then there is no need to rush.



God created light on the first day of creation. On the fourth day, he filled the day with the sun and the night with the moon and stars. Guide the children in exploring the world of light and dark.

- Children can cover their eyes with their hands and play peek-a-boo.
- Everyone can “hide” together for a very short time under a dark blanket or towel and then say “surprise” as you remove the blanket.
- Turn torches/flashlights on and off. Shine the light on various items. Notice the shadows and how the light reflects and makes things sparkle.
- Use a prism or look through a tube.
- Use guided play to learn about the sun, moon and stars.
- Display a yellow ball or a picture of the sun and let children follow it with their eyes as you stretch to lift it high in the air and talk about the sun rising and setting.
- Place glitter in a clear bottle of water and let the children turn it and watch the sparkles float down.
- Stick star stickers on paper or on the children's clothing.

Craft Suggestions

(As time allows)

If you choose to do crafts, keep them very simple. Label crafts with the child's name and the date. Also, writing “God made the sun” might help parents later recognise a yellow scribble that their toddler drew.



Use crayons to scribble a sun on a blank paper. Use round sponges to paint a white moon on black paper. Use white paint for children to make handprints on black paper. Any craft involving stars or star stickers would be good for today's lesson.

Prayer and Snack

(About 5 minutes)

Lead the children in prayer before the snack. Some children will repeat after you or fold their hands together.

Considering choking hazards and allergies, food items should be cleared with parents before serving. These might include fruit, vegetables or plain crackers. Children can help the teacher “clean the table” at the end.

Prayer:

Fold hands and close eyes to pray. Thank God for the sun, moon and stars. Thank God for our food.

Snack:

Make sun snacks by serving banana slices with a few yellow sprinkles on them. Alternatively, spread yellow icing on plain crackers or cookies.



Time to Settle

(10 minutes back on the floor or mat)

Children can give cuddles or feed bottles to baby dolls. Quiet music or nature sounds help settle and calm the children before their parents arrive to pick them up from class. This enables a positive transition.

- As you settle down, hide a toy star in the pillows and let the children find it.
- Have fairy lights in a box and turn them on and off as children look inside.
- Guide children in cuddling the baby dolls and singing a lullaby or kissing them goodnight as they put them to bed.



Suggested Songs and Poems for this Lesson



Infants and toddlers enjoy the rhythm and melody of song, but they are not critics of the teacher's abilities! It's fine if you sing the same tune every time, make up your own tune, or even just say the words in a poetic or fun way. Just have fun with it and put the children's needs above your own shyness.

The following songs and poems are just suggestions. What songs do children sing where you live? Using or adapting local and traditional children's songs will be more meaningful for families and the church community.

Twinkle, Twinkle Little Star (song)

Twinkle, twinkle little star.
God has made you like you are.
Up above the world so high.
Like a diamond in the sky.
Twinkle, twinkle little star.
God has made you like you are.

Tune: Twinkle, twinkle Little Star

Action: Spread and retract fingers as you sing the first two lines. Point one or both index fingers up for God and for "world so high". For the diamond, make a diamond shape with your fingers. Finish with spreading and retracting your fingers again for the your fingers again and then point up for God.

Are You Sleeping? (song)

Are you sleeping? Are you sleeping?
Little dog. Little dog.
Listen to our singing. Listen to our singing.
Wake up, dog! Wake up, dog!

Tune: Frere Jacques/Are You Sleeping, Brother John.

Action: Mimic sleeping by yawning, covering the toy animal with a blanket. After this dramatic activity, you can all "sleep" a bit and then mimic the excitement of waking up for a new day. Do this over and over if the children enjoy it. This never gets old for little ones.

To Adapt: Substitute any animal. When the children mimic sleeping, insert their names.

Sleep! Little Bunny (song)

Down inside the hollow log.
The baby bunny's sleeping.
The bunny likes to take a nap.
Sleep! Little bunny.

Tune: Pop! Goes the Weasel

Action: Show a toy animal sleeping (or a picture of one) as you sing. Each time, lie your head on your hands and close your eyes to mimic sleeping.

To Adapt: Substitute any other animal and sleeping place

Night-Night Little _____ (song)

Night-night little dog
God loves you.
He watches over you all night through.

Tune: Bah-bah Black Sheep

Action: Sing as you cover each toy animal with a blanket and quietly sing them to sleep. This song is nice to use when you put the baby dolls to sleep too.

To Adapt: Substitute animals or children's names.

Star Light Star Bright (poem)

Star light, star bright
First star I see tonight.
I know that God, in all his might.
Has made the stars I see tonight.

Action: Recite while viewing pictures or cut-outs of stars. Another idea is to cut out a star and mount it on a craft stick. Children can wave the stars as you say the poem.

Who Can Make a Star? (poem)

Oh, who can make a star?
I know I can't, can you?
Oh, who can make a star?
I know it's God, 'tis true.

Action: Recite while viewing pictures or cut-outs of the moon.

To Adapt: Substitute the word "star" with moon, sun, etc.

I See the Moon (poem)

I see the moon and the moon sees me.
God bless the moon and God bless me.

Action: Recite while viewing pictures or cut-outs of the moon.



Lesson 2:

Soaring in the Skies



Summary

On the second day of creation, God separated the sky from the water. On the fifth day, he created the birds that fly in the sky. Infants and toddlers cannot see air, but they can feel the effects of it. And from ducks to chicks to seagulls, birds are also a wonderful part of creation to which they can enjoy and relate.

Scripture

Genesis 1:6-7

Then God said, "Let there be something to divide the water in two!" So God made the air to divide the water in two. Some of the water was above the air, and some of the water was below it.

Genesis 1:20-23

Then God said, "Let the water be filled with living things. And let birds fly in the air above the earth." So God created the large sea animals. He created every living thing that moves in the sea. The sea is filled with these living things. Each one produces more of its own kind. God also made every bird that flies. And each bird produces more of its own kind. God saw that this was good. God blessed them and said, "Have many young ones and grow in number. Fill the water of the seas, and let the birds grow in number on the earth." Evening passed, and morning came. This was the fifth day.

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Materials

When possible, use items that seem more natural instead of cartoonish ones. For example, a little brown mouse is preferable to a Micky Mouse that wears clothes and shoes.

- Simple "viewing tubes" made from cardboard or metal cylinders. These can be lined with black paper. Children look through them to see birds or clouds at the other end.
- Illustrations of large numerals "2" and "5" to show when talking about God making sky and water on the second day and birds on the fifth day
- Cotton balls to handle
- Whipped cream for clouds
- Pinwheel
- Streamers for showing wind
- Handheld fan
- Bubbles to blow and watch float
- Spray bottle for making rain and mist
- A shallow pan of water for splashing
- Plastic duck family to float in water
- Various toy birds, including wind-up toys or ones that tweet or sing
- Feathers in a variety of colours and textures
- Straw and plastic eggs to make a nest
- Plastic eggs with toy chicks inside.
- Bird stickers
- Illustrations of birds

Class Schedule: 45 minutes

- Welcome Time: 15 minutes
- Bible Time & Lesson: 20 minutes
 - Bible Time
 - Lesson
 - Craft
 - Snack
- Closing Time: 10 minutes

Vocabulary & Sensory Experiences

- **Vocabulary:** “God made”, cloud, wind, rain, water, bird, feather
- **Sensory:** Feeling the wind on our faces, Tasting cream clouds. Splashing and swirling water, Feeling mist in the air, Textures of feather, Listening to bird sounds

Welcome Time

(15 minutes of free play on the floor or mat)

Children gather and settle in so they feel welcome, comfortable and safe. This gentle transition time can include free play, choosing favourite toys, music or singing. Casually steer conversations toward the subject in today’s Bible lesson when appropriate.

Today, focus the conversation on how good and amazing God is that he made the sky and birds. As you show items and children handle them, talk about how happy you are that God made them. (Say “God is good”. Clap for God. I’m so glad God made you!)

- Bubbles/toys/picture books
- Welcome each child by name
- Mirrors, Peep Tube, Vehicles
- Bell to indicate class is about to start



Table Time

(20 minutes sitting at a table)



Helps move the children to seats at a table and then quietly step back. The teacher sits across from the children and begins to immediately engage them in the lesson activities. Infants and toddlers will enjoy following the lead of the teacher for the Bible theme of the day. This time passes quickly, so crafts are optional.

Bible Time

(About 5 minutes)

Time for children to handle and “read” from little Bibles. These may be kept in a special box or basket so children look forward to them each week. You will guide infants and toddlers to handle the bibles carefully, but expect them to be torn or chewed in the process. You should guide instead of “scold”, so choose Bibles that you accept will become well-worn.

When you move to the table, spend these first 5 minutes in normal Bible time routines that you and the children enjoy.

- Pat the bible
- Place bird stickers in the bibles.
- Find Jesus' picture (sticker) in the bible. Take time to talk about Jesus as our friend.
- Help the children point to bible pages and “read”- God loves ____.
- Sing the song: B-I-B-L-E



Bible Lesson

(About 10 minutes)

A simple thought or truth from the Bible. This is presented in a way that relates to an infant or toddler's world. Allow the children to engage through sensory activities (hearing, touching, tasting, seeing and smelling). If the children want to linger on something they enjoy, then there is no need to rush.



On the second day of creation, God separated the sky from the water. On the fifth day, he created the birds that fly in the sky. **Guide the children in exploring water and weather.**

- Make sounds for wind and rain, and let them feel a breeze from a fan or a gentle mist from a spray bottle.
- Blow bubbles and enjoy watching them float in the air.
- Tape streamers or ribbons to a ruler or stick, and enjoy moving them through the air.
- Use paper or a handheld fan to gently blow air so the child can feel it.
- Bring a pinwheel to the session and watch it turn as you blow it.
- Use whipped cream to make fluffy clouds. Of course, the children must touch and eat them.
- Gently spray mist from a spray bottle.
- Any water play works well. Splashing is fun.
- Use guided play to learn about birds.
- Sing songs about birds.
- Feel feathers and blow them in the air.
- Try tweeting, squawking or chirping like a bird. And a rooster makes a fun sound to copy.
- Flap arms like the wings of a bird.
- Listen to a toy bird chirp.
- Children can pile straw to make a nest and then place plastic eggs in it. It is fun to count the eggs.
- Place baby chick toys inside of plastic eggs and open and close the eggs for fun.
- Use feather dusters to dust off the table.
- Provide a shallow dish and float toy ducks in the water.

Craft Suggestions

(As time allows)

If you choose to do crafts, keep them very simple. Label crafts with the child's name and the date. Also, writing "God made the sun" might help parents later recognise a yellow scribble that their toddler drew.

Children can dab cotton balls in glue and stick them to blue paper to form clouds. Provide simple illustrations of birds and guide children in gluing feathers to them.

Prayer and Snack

(About 5 minutes)

Lead the children in prayer before the snack. Some children will repeat after you or fold their hands together.

Considering choking hazards and allergies, food items should be cleared with parents before serving. These might include fruit, vegetables or plain crackers. Children can help the teacher "clean the table" at the end.

Prayer:

Fold hands and close eyes to pray. Thank God for water, rain, wind, sky and birds. Thank God for our food.

Snack:

Try whipped cream for "clouds" on top of fruit. Water to drink.



Time to Settle

(10 minutes back on the floor or mat)

Children can give cuddles or feed bottles to baby dolls. Quiet music or nature sounds help settle and calm the children before their parents arrive to pick them up from class. This enables a positive transition.

- As you settle down, show pictures of birds going to sleep under their mother's wings.
- Encourage toy birds to quieten down.
- Cuddle the baby dolls and "pray with them" as you put them to bed.



Suggested Songs and Poems for this Lesson



Infants and toddlers enjoy the rhythm and melody of song, but they are not critics of the teacher's abilities! It's fine if you sing the same tune every time, make up your own tune, or even just say the words in a poetic or fun way. Just have fun with it and put the children's needs above your own shyness.

The following songs and poems are just suggestions. What songs do children sing where you live? Using or adapting local and traditional children's songs will be more meaningful for families and the church community.

I Saw a Cloud Go Sailing By (song)

I saw a cloud go sailing by.
Sailing by. Sailing by.
I saw a cloud go sailing by.
Raindrops fell on me.

Tune: Mary Had a Little Lamb

Action: Before class, prepare a cloud from cotton wool glued on white card. Hold a mist bottle behind it to make raindrops gently fall from behind the cloud down onto the table or on the children's hands. If children are confident, then gently spray the mist bottle above their heads so the raindrops fall gently down on them.

Who Can Make a Cloud? (song)

Who can make a cloud?
I know I can't. Can you?
Only God can make a cloud.
I know that this is true.

Tune: The Farmer in the Dell
To Adapt: Instead of cloud, substitute with wind or rain.

The Raindrops Fell on Me (song)

The raindrops fell on me
The raindrops fell on me
The raindrops fell down from
the cloud.
The raindrops fell on me.

Tune: Farmer in the Dell
Action: Use the cloud as in the song above and make "raindrops" and then a "puddle" with a mist bottle filled with water.

God Made the Wind (poem)

Listen to the wind. Feel it blow.
God made the wind. This I know.

Action: Recite while you are trailing streamers through the air, blowing feathers across the table or blowing bubbles. Be sure to make lots of whistling and blowing sounds.

See the Little Raindrops (song)

Verse 1

See the little raindrops falling down.
See the little raindrops falling down.
See the little raindrops falling down.
God made raindrops fall down from the cloud.

Verse 2

Take your little hand and splash-splash-splash.
Take your little hand and splash-splash-splash.
Take your little hand and splash-splash-splash.
Splash the little raindrops on the ground

Tune: I'm a Little Teapot

Action: Use the cloud as in the song above and make "raindrops" and then a "puddle" with a mist bottle filled with water.

Tiny Baby Birdies (song)

Verse 1

Tiny baby birdies in your nest.
Close your little eyes and rest, rest,
rest.
Soon the mummy birdie, oh, so sweet.
Will bring her little birdies worms to eat.

Verse 2

Tiny little mouths sing peep, peep,
peep.
Birdies' little tummies say, "It's time to
eat."
Mummy feeds her babies worms and
bugs.
Babies close their eyes and go to sleep.

Tune: I'm a Little Teapot

Action: Sing as you show pictures of birds or use toy birds and a nest.

Birds Can Fly Up High (poem)

Birds can fly up high, then low.
They flap their wings very fast, then slow

Action: Recite this poem as you flap your arms or hands to mimic a bird flying.



Who Made the Birds? (poem)

Who made the birds? God did. God did.
Who made the birds? God did.
Red ones, yellow ones, pink ones too,
purple, orange, white and blue.
Who made the birds? God did. God did.
Who made the birds? God did.

Action: Say as you display various bird pictures or toy birds.

There's a Little Red Bird in the Apple Tree (poem)

There's a little red bird in the apple tree.
"Twe-et. Twe-et. God made me."
There's a little red bird in the apple tree.
"Twe-et. Twe-et. God made me."

Action: Sing or recite as you display pictures or a toy bird.

Did You Know God Made the Bird? (song)

Did you know God made the bird? He made the bird.
Did you know God made the bird? He made the bird.
Just look around and see what God made for you and me.
Did you know God made the bird? He made the bird.

Tune: If You're Happy and You Know It

To Adapt: Substitute any bird or flying creature. For example, Did you know God made the butterfly?

Who Can Make a Bird? (poem)

Oh, who can make a bird?
I know I can't, can you?
Oh, who can make a bird?
I know it's God, 'tis true.

To Adapt: Substitute other kinds of birds. For example, duck, penguin, etc.

God Made Ducks (song)

God made ducks to quack-quack-quack.
Quack-quack-quack.
Quack-quack-quack.
God made ducks to quack-quack-quack.
Thank you, God, for ducks.

Tune: Mary Had a Little Lamb

Action: Sing as you guide children in playing with ducks in a sensory tub of water.

To Adapt: Substitute other birds and their sounds. For example, birds tweet-tweet-tweet.

God Made Birds (song)

God made birds to tweet-tweet-tweet.
Tweet-tweet-tweet. Tweet-tweet-tweet.
God made birds to tweet-tweet-tweet.
Thank you, God, for birds!

Tune: Mary Had a Little Lamb

Action: Sing as you show pictures or use toy versions of each.

To Adapt: Substitute any birds or flying creatures along with their sounds or actions. For example: birds to fly in the sky, ducks to quack-quack-quack, or ducks to waddle-waddle-waddle, bees to buzz-buzz-buzz.

Quack-Quack Went the Little Yellow Duck (song)

Quack-quack went the little yellow duck one day.
Quack-quack went the little yellow duck.
Quack-quack went the little yellow duck one day.
God made me! "Quack-quack."

Tune: G-rump Went the Little Green Frog

Action: Sing as you guide children in playing with ducks in a sensory tub of water.

Count the Bees (song)

Count the bees, count the bees.
Count them with a one-two-three.
Thank you, God, for making the bees.
Now let's all just count them, please!

Tune: This Old Man

Action: Show pictures of bees and count them.

Buzz, Buzz, Buzzy Bee (song)

Verse 1

Buzz, buzz, buzzy bee.
Won't you make some honey?
Buzz-buzz, Buzz-buzz.
He will make some honey.

Verse 2

Buzz, buzz, buzzy bee.
Won't you make some honey?
Buzz-buzz, Buzz-buzz.
I'll eat it for my breakfast.

Tune: Row, Row, Row Your Boat

Action: It is fun to show toy bees and let children watch you buzz them around. For this activity, do not let the children handle the bees. Talk about watching the bees but not touching.

I Hear the Buzzing Bees (song)

I hear the buzzing bees.
I hear the buzzing bees.
I hear the bees sing buzz, buzz, buzz.
I hear the buzzing bees.
I hear the buzzing bees.
God made the buzzing bees.

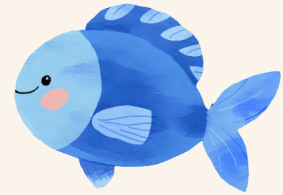
Tune: I Put My Right Hand In

Action: Children watch the teacher sing and mimic the bee flying around, buzzing. See instructions in "Buzz Buzz Buzzy Bee" song



Lesson 3:

Splish Splash



Summary

On the second day of creation, God separated the sky from the water, and on the fifth day, he created the creatures that swim and live in the water. Infants and toddlers can experience God's creativity as they play with water and learn about creatures that live in water.

Scripture

Genesis 1:6-7

Then God said, "Let there be something to divide the water in two!" So God made the air to divide the water in two. Some of the water was above the air, and some of the water was below it.

Genesis 1:20-23

Then God said, "Let the water be filled with living things. And let birds fly in the air above the earth."

So God created the large sea animals. He created every living thing that moves in the sea. The sea is filled with these living things. Each one produces more of its own kind. God also made every bird that flies. And each bird produces more of its own kind. God saw that this was good. God blessed them and said, "Have many young ones and grow in number. Fill the water of the seas, and let the birds grow in number on the earth." Evening passed, and morning came. This was the fifth day.

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Materials

When possible, use items that seem more natural instead of cartoonish ones. For example, a little brown mouse is preferable to a Micky Mouse that wears clothes and shoes.

- Simple "viewing tubes" made from cardboard or metal cylinders. These can be lined with black paper. Children look through them to see fish or seashells at the other end.
- Illustrations of large numerals "2" and "5" to show when talking about God making the sky and water on the second day, and birds on the fifth day
- Water. For drinking, pouring, and splashing.
- Mister/spray bottle. Gently spray a light mist over the children's heads and let them feel the mist on their faces.
- A large shallow container for water to float items in.
- Water toys of any kind (pitcher, plastic cups and bowls, squeeze bottles, spray bottles, straws, strainer, funnel, sponges)
- Fish stickers
- Water or sea creature toys
- Bring a real fish into a fishbowl and let the children watch it swim.
- Seashells

Class Schedule: 45 minutes

- Welcome Time: 15 minutes
- Bible Time & Lesson: 20 minutes
 - Bible Time
 - Lesson
 - Craft
 - Snack
- Closing Time: 10 minutes

Vocabulary & Sensory Experiences

- **Vocabulary**: “God made”, water, drink, wet, splash, swim, fish
- **Sensory**: The feeling of liquid, mist, or splashing, taste of water, hearing songs about fish and sea creatures

Welcome Time

(15 minutes of free play on the floor or mat)

Children gather and settle in so they feel welcome, comfortable and safe. This gentle transition time can include free play, choosing favourite toys, music or singing. Casually steer conversations toward the subject in today’s Bible lesson when appropriate.

Today, focus the conversation on how good and amazing God is that he made water and creatures in the water. As you show items and children handle them, talk about how happy you are that God made them. (Say “God is good”. Clap for God. I’m so glad God made you!)

- Bubbles/toys/picture books
- Welcome each by name
- Mirrors, Peep Tube, Vehicles
- Bell to indicate class is about to start



Table Time

(20 minutes sitting at a table)



Helpers move the children to seats at a table and then quietly step back. The teacher sits across from the children and begins to immediately engage them in the lesson activities. Infants and toddlers will enjoy following the lead of the teacher for the Bible theme of the day. This time passes quickly, so crafts are optional.

Bible Time

(About 5 minutes)

Time for children to handle and “read” from little Bibles. These may be kept in a special box or basket so children look forward to them each week. You will guide infants and toddlers to handle the bibles carefully, but expect them to be torn or chewed in the process. You should guide instead of “scold”, so choose Bibles that you accept will become well-worn.

When you move to the table, spend these first 5 minutes in normal Bible time routines that you and the children enjoy.

- Pat the bible
- Place small pictures of fish between the pages of the bibles so children can discover them.
- Find a Jesus picture in the bible. Take time to talk about Jesus as our friend. (A sticker depicting Jesus can be placed in the Bibles and “found” each week.
- Help the children point to bible pages and “read”- God loves ____.
- Sing the song: B-I-B-L-E



Bible Lesson

(About 10 minutes)

A simple thought or truth from the Bible. This is presented in a way that relates to an infant or toddler's world. Allow the children to engage through sensory activities (hearing, touching, tasting, seeing and smelling). If the children want to linger on something they enjoy, then there is no need to rush.



Talk about the fact that God made water for creatures (including us) to drink, swim and bathe in. Splash, squirt, or make bubbles in water.

Use sensory activities and guided play to explore water.

- Place glitter in a clear bottle of water and let the children turn it and watch the sparkles float down.
- Collect various water containers and pour or squirt water from one to another.
- Spray a gentle mist from the spray bottle above the child's head. Learn what your children like. Some children love this, while others hate it.
- Spray water on the table, then show the children how to splash the water with their hands.
- Fill a shallow pan with water and use all sorts of water toys to play in it together. (You'll want to put a towel down on the table first.)
- Experiment with various items that float or sink.
- Soak and squeeze water with a sponge.

Help children appreciate God's creatures that live in water.

- Play with toy frogs and other creatures you have on hand.
- Use a shallow pan of water and play with toy fish or other sea creatures.
- Stick fish stickers on paper or on the children's clothing.
- Sing songs about fish or frogs and any creature that lives in the water.
- Sort seashells.

Craft Suggestions

(As time allows)

If you choose to do crafts, keep them very simple. Label crafts with the child's name and the date. Also, writing "God made the sun" might help parents later recognise a yellow scribble that their toddler drew.

Using blue and green finger paint to paint a picture of water. Alternatively, use crayons to achieve the same effect. Place fish and water creature stickers on a line drawing of an aquarium or fish bowl.

Prayer and Snack

(About 5 minutes)

Lead the children in prayer before the snack. Some children will repeat after you or fold their hands together.

Considering choking hazards and allergies, food items should be cleared with parents before serving. These might include fruit, vegetables or plain crackers. Children can help the teacher "clean the table" at the end.

Prayer:

Fold hands and close eyes to pray. Thank God for water and creatures that live in the sea. Thank God for our food.

Snack:

Make a point to talk about drinking water today. Fish-shaped crackers or even actual fish would be good for a snack today.



Time to Settle

(10 minutes back on the floor or mat)

Children can give cuddles or feed bottles to baby dolls. Quiet music or nature sounds help settle and calm the children before their parents arrive to pick them up from class. This enables a positive transition.

- Encourage toy water creatures to “quieten down”.
- Act out giving the baby dolls water to drink.



Suggested Songs and Poems for this Lesson



Infants and toddlers enjoy the rhythm and melody of song, but they are not critics of the teacher's abilities! It's fine if you sing the same tune every time, make up your own tune, or even just say the words in a poetic or fun way. Just have fun with it and put the children's needs above your own shyness.

The following songs and poems are just suggestions. What songs do children sing where you live? Using or adapting local and traditional children's songs will be more meaningful for families and the church community.

Who Can Make a Fish? (poem)

Oh, who can make a fish?
I know I can't, can you?
Oh, who can make a fish?
I know it's God. It's true.

Action: Sing the song as you and the children play with a toy fish and sea creatures in a sensory tub of water.

To Adapt: Instead of fish, substitute frog, turtle, snake, etc.

Splash, Splash (song)

Splash, splash, splash the water.
Splash it with my hand.
Water, water, everywhere.
Now I'll clap my hands.

Tune: Row, Row, Row the Boat.

Action: Pour or spray water on a table top and pat it with your open hand as you sing this song. Clap on the last line and make a little water squirt out. Make a silly face as the drops hit your face.

Shiny Little Fish (song)

Shiny little fish. Shiny little fish.
See how he swims. See how he swims.
He flicks his fin, and he swishes his tail.
God made him with beautiful, shiny scales.
Shiny little fish. Shiny little fish.

Tune: Three Blind Mice

Action: Sing the song as you and the children play with a toy fish and sea creatures in a sensory tub of water.

God Made Fish to Swim Like This (song)

God made fish to swim like this.
Swim like this. Swim like this.
God made fish to swim like this.
Thank you, God, for fish.

Tune: Mary Had a Little Lamb

Action: Sing the song as you and the children play with a toy fish and sea creatures in a sensory tub of water. If you don't use too much water, it would be fun for the children to splash a little bit.

To Adapt: Instead of fish, substitute any water creature and associated action. For example, "God made an octopus to wave his legs."



Hop a Little Froggy (poem)

Hop a little froggy. Hop, hop, hop.
Hop a little froggy. Don't you stop.
Hop a little froggy. One, two, three.
Hop a little froggy. Hop to me.

Action: Sing the song as you and the children play with a toy frog in a sensory tub of water, rocks and plants.

Mister Turtle (song)

Mister Turtle, are you sleeping?
In the sun, where it's warm?
Wake up, Mister Turtle!
Wake up, Mister Turtle!
Say "hello." Say "hello."

Tune: Are You Sleeping?

Action: Sing the song as you and the children play with a toy turtle in a sensory tub of water and rocks.

To Adapt: Substitute any animal or creature

Lesson 4:

Soil and Sprouts



Summary

On the third day of creation, God separated the sky from the water and created land. He then filled the land with every kind of plant. Infants and toddlers can experience God's creativity as they play with soil, sand and stones. They can discover plants through leaves, seeds, vegetables and fruit.

Scripture

Genesis 1:9-13

Then God said, "Let the water under the sky be gathered together so the dry land will appear." And it happened. God named the dry land "earth." He named the water that was gathered together "seas." God saw that this was good.

Then God said, "Let the earth produce plants. Some plants will make grain for seeds. Others will make fruit with seeds in it. Every seed will produce more of its own kind of plant." And it happened. The earth produced plants. Some plants had grain for seeds. The trees made fruit with seeds in it. Each seed grew its own kind of plant. God saw that all this was good. Evening passed, and morning came. This was the third day.

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Materials

When possible, use items that seem more natural instead of cartoonish ones. For example, a little brown mouse is preferable to a Micky Mouse that wears clothes and shoes.

- Simple "viewing tubes" made from cardboard or metal cylinders. These can be lined with black paper. Children look through them to see pictures of flowers or leaves at the other end.
 - Illustrations of a large numeral "3" to show when talking about God making soil and growing things on the third day of creation.
- Items related to earth and soil:**
- Soil
 - Sand. Pour some into a shallow container and let children enjoy running it through their hands. Add plastic spoons for digging.
 - Small sandbox toys or various containers to play with the sand.
 - Stones. Various sizes and textures. Children love sorting stones and putting them in various containers and rattling them.
 - Tins and containers for sorting the stones and listening to the various sounds they make when the container is shaken
- Plant-related items:**
- Flower, fruit or vegetable illustrations
 - Flower, fruit or vegetable stickers
 - Wood, bark, and leaves (non-toxic)
 - Seeds (be careful they don't go into mouths)
 - Vegetables
 - Fruit (real or plastic)
 - Toy Gardening Equipment (watering tin, trowel, rake)
 - Fresh fruit to view, touch and taste. Ask parents beforehand about allergies. Be careful with seeds or any choking hazards with infants and toddlers.
 - Real, plastic or silk flowers. Remove any sharp thorns or wire before the children handle them. If using real flowers, make sure they are non-toxic varieties.

Class Schedule: 45 minutes

- Welcome Time: 15 minutes
- Bible Time & Lesson: 20 minutes
 - Bible Time
 - Lesson
 - Craft
 - Snack
- Closing Time: 10 minutes

Vocabulary & Sensory Experiences

- **Vocabulary**: “God made”, stones (big and small), sand, leaves, a flower
- **Sensory**: Rough and smooth stones, fine sand falling over little hands, soft, prickly and hard leaves, smells of flowers or fruits

Welcome Time

(15 minutes of free play on the floor or mat)

Children gather and settle in so they feel welcome, comfortable and safe. This gentle transition time can include free play, choosing favourite toys, music or singing. Casually steer conversations toward the subject in today’s Bible lesson when appropriate.

Today, focus the conversation on flowers. The children will enjoy smelling them and noticing colours. Talk about how God is good. God is to make flowers smell so nice.

Important note: Take care to choose non-toxic plants.

- Bubbles/toys/picture books
- Welcome each child by name
- Mirrors, Peep Tube, Vehicles
- Bell to indicate class is about to start



Table Time

(20 minutes sitting at a table)



Helpers move the children to seats at a table and then quietly step back. The teacher sits across from the children and begins to immediately engage them in the lesson activities. Infants and toddlers will enjoy following the lead of the teacher for the Bible theme of the day. This time passes quickly, so crafts are optional.

Bible Time

(About 5 minutes)

Time for children to handle and “read” from little Bibles. These may be kept in a special box or basket so children look forward to them each week. You will guide infants and toddlers to handle the bibles carefully, but expect them to be torn or chewed in the process. You should guide instead of “scold”, so choose Bibles that you accept will become well-worn.

When you move to the table, spend these first 5 minutes in normal Bible time routines that you and the children enjoy.

- Pat the bible
- Place small pictures of flowers, fruits or vegetables between the pages of the bibles so children can discover them.
- Find a Jesus picture in the bible. Take time to talk about Jesus as our friend. (A sticker depicting Jesus can be placed in the Bibles and “found” each week.
- Help the children point to bible pages and “read”- God loves ____.
- Sing the song: B-I-B-L-E



Bible Lesson

(About 10 minutes)

A simple thought or truth from the Bible. This is presented in a way that relates to an infant or toddler's world. Allow the children to engage through sensory activities (hearing, touching, tasting, seeing and smelling). If the children want to linger on something they enjoy, then there is no need to rush.



Guide children in enjoying God's creation of stones, soil and sand through sensory play.

- Lift and roll large stones.
- Stack stones of all sizes and sort them into various containers.
- Rattle small stones in tins and cups. Allow children to pour them between containers.
- Play with sand. Fill a shallow pan with fine sand and provide small shovels and containers so children can dig and pour sand.

Help children explore things that grow in soil. This could include plants, flowers, fruits and vegetables.

- Rattle seeds together.
- Handle various types of leaves and blow them around the table.
- Smell flowers and pick their petals.
- Let children use sticks and wood to make a variety of sounds.
- Peel, cut and taste fruit and vegetables.

Craft Suggestions

(As time allows)

If you choose to do crafts, keep them very simple. Label crafts with the child's name and the date. Also, writing "God made the sun" might help parents later recognise a yellow scribble that their toddler drew.



Find pictures of bare tree trunks with limbs or draw your own. Prepare one for each child before the session begins. Help children add leaves to the tree using your choice of mediums such as paint, stickers, crayons or even painted handprints.

Prayer and Snack

(About 5 minutes)

Lead the children in prayer before the snack. Some children will repeat after you or fold their hands together.

Considering choking hazards and allergies, food items should be cleared with parents before serving. These might include fruit, vegetables or plain crackers. Children can help the teacher "clean the table" at the end. Vegetables or fruit of any kind are good snacks today because these items come from plants.

Prayer:

Fold hands and close eyes to pray. Thank God for rocks, sand, flowers, vegetables and fruit.

Snack:

Serve fruits or vegetables today. Easy choices might be banana, apple slices or carrot sticks.



Time to Settle

(10 minutes back on the floor or mat)

Children can give cuddles or feed bottles to baby dolls. Quiet music or nature sounds help settle and calm the children before their parents arrive to pick them up from class. This enables a positive transition.

- As you settle down, pick up any “stray” stones or leaves that might have fallen from the table during the lesson. Praise the children’s helping skills and talk about how God is happy when we help people.
- Look at pictures or books with pictures of plants or flowers.
- Or hide plastic fruit in the pillows and let the children find it.



Suggested Songs and Poems for this Lesson



Infants and toddlers enjoy the rhythm and melody of song, but they are not critics of the teacher’s abilities! It’s fine if you sing the same tune every time, make up your own tune, or even just say the words in a poetic or fun way. Just have fun with it and put the children’s needs above your own shyness.

The following songs and poems are just suggestions. What songs do children sing where you live? Using or adapting local and traditional children’s songs will be more meaningful for families and the church community.

Who Can Make the Flowers? (song or poem)

Oh, who can make the flowers?
I know I can’t, can you?
Oh, who can make the flowers?
I know it’s God, ‘tis true.
Red ones, yellow ones, pink ones too.
Purple, orange, white, and blue.
Oh, who can make the flowers?
I know it’s God, ‘tis true.

Tune: Make up your own tune or recite as a poem.

Action: Wave and smell the flowers as you sing

Little Flowers Grow and Grow (song)

Little flowers grow and grow.
Sometimes very, very slow.
They start out to be so small.
Then they grow up oh-so-tall!

Tune: Start low and sing up the scale.

Action: Begin by holding a flower on the table and crouching down low with it. As you sing up the scale lift the flower gradually so that you are stretching your arms and holding the flower high in the air when you sing the last line.

God Made Flowers Smell So Sweet (song)

God made flowers smell so sweet.
Smell so sweet. Smell so sweet.
God made flowers smell so sweet.
Thank you, God, for flowers.

Tune: Mary Had a Little Lamb

To Adapt: Instead of flowers, use other plants. For example, "God made lemons taste so sour."

Let's All Nod Like the Flowers Nod (poem)

Let's all nod like the flowers nod.
Nod, nod, nod.
Let's all nod like the flowers nod.
Nod, nod, nod.
Let's all bend and sway in the breeze
Underneath the trees.
What a marvellous day. A marvellous day.
Nod, nod-non, nod-nod.

Action: Sway the flowers as you say the words.

Thank You, God, for Sand (rhyme)

Pat my hand. Pat my hand.
Pat it in the sand.
I feel it in my fingers. I feel it in my hands.
Squeeze it and shake it and watch it
slowly fall.
Thank you, God in heaven, for hands and
sand and all.

Rhyme: Sounds like Pat-a-Cake

Action: Sing as you guide children in playing with a sensory tub of sand.

God Made Apples Taste So Sweet (song)

God made apples taste so sweet.
Taste so sweet. Taste so sweet.
God made apples taste so sweet.
Thank you, God, for apples.

Tune: Mary Had a Little Lamb

Action: Sing during snack time.

To Adapt: Substitute any fruit or vegetable and appropriate taster texture (lemon so sour, carrot so crunchy, orange so juicy, etc.)

Hear the Stones Fall (song)

Hear the stones fall. God made them all.
They drop into the tin. They drop into the tin.
They rattle and shuffle and make lots of noise.
It sounds good to girls, and it sounds good to boys.
Hear the stones fall. God made them all.

Tune: Three Blind Mice

Action: Sing as you guide children in dropping small stones into tin cans. Gently rattle the stones in the tins (cans) so the children can hear the sound they make.



Lesson 5:

Animals, Animals Everywhere



Summary

On the sixth day of creation, God filled the earth with all kinds of living creatures. Children are often curious about animals, insects and spiders and can relate to this part of God's creation through touching soft fur and rough skin and listening to and mimicking the sounds they make. Note that some children are timid about some animals and could even experience fear about some animals. Introduce animals gently but never force a child to hold something or get too close.

Scripture

Genesis 1:25

So God made the wild animals, the tame animals and all the small crawling animals to produce more of their own kind. God saw that this was good.

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Materials

When possible, use items that seem more natural instead of cartoonish ones. For example, a little brown mouse is preferable to a Micky Mouse that wears clothes and shoes.

- An illustration of a large numeral "6" to show when talking about God making animals on the sixth day.
- Simple "viewing tubes" made from cardboard or metal cylinders. These can be lined with black paper. Children look through them to see pictures of animals at the other end.
- Various toy animals.
- Domestic animals might include dogs, horses, cows, pigs, and cats
- Wild animals might include monkeys, bears, tigers, lions, elephants, zebras,
- Animal Families. For example, two larger bunnies for the mother and father and two small bunnies for the children or babies.
- Books about animals. Attention spans might be short, so picture books are best.
- Animal sounds are fun to listen to.
- An optional idea is to invite someone to bring a pet to class. The pet should be extremely calm and familiar with children. Save this excitement until the last part of class if possible.

Vocabulary & Sensory Experiences

- **Vocabulary:** God made, soft, prickly, loud, quiet
- **Sensory:** Soft fur, rough skin, prickly whiskers, sharp teeth (obviously a gentle touch), animal sounds

Class Schedule: 45 minutes

- Welcome Time: 15 minutes
- Bible Time & Lesson: 20 minutes
 - Bible Time, Lesson, Craft, Snack
- Closing Time: 10 minutes

Welcome Time

(15 minutes of free play on the floor or mat)

Children gather and settle in so they feel welcome, comfortable and safe. This gentle transition time can include free play, choosing favourite toys, music or singing. Casually steer conversations toward the subject in today's Bible lesson when appropriate.

Today, focus the conversation on anything to do with animals.

- Bubbles/toys/picture books
- Mirrors, Peep Tube, Vehicles
- Welcome each child by name
- Bell to indicate class is about to start



Table Time

(20 minutes sitting at a table)



Helpers move the children to seats at a table and then quietly step back. The teacher sits across from the children and begins to immediately engage them in the lesson activities. Infants and toddlers will enjoy following the lead of the teacher for the Bible theme of the day. This time passes quickly, so crafts are optional.

Bible Time (About 5 minutes)

Time for children to handle and "read" from little Bibles. These may be kept in a special box or basket so children look forward to them each week. You will guide infants and toddlers to handle the bibles carefully, but expect them to be torn or chewed in the process. You should guide instead of "scold", so choose Bibles that you accept will become well-worn.

When you move to the table, spend these first 5 minutes in normal Bible time routines that you and the children enjoy.

- Pat the bible
- Place small pictures of animals between the pages of the bibles so the children can discover them.
- Find a Jesus picture in the bible. Take time to talk about Jesus as our friend. (A sticker depicting Jesus can be placed in the Bibles and "found" each week.
- Help the children point to bible pages and "read"- God loves _____. Or God made kittens.
- Sing the song: B-I-B-L-E



Bible Lesson

(About 10 minutes)

A simple thought or truth from the Bible. This is presented in a way that relates to an infant or toddler's world. Allow the children to engage through sensory activities (hearing, touching, tasting, seeing and smelling). If the children want to linger on something they enjoy, then there is no need to rush.

Guide the children in exploring the world of animals.

- Stick animal stickers on paper or on the children's clothing.
- Look at pictures of animals.
- Show movie clips of animals on a computer or tablet.
- Sing about various animals to the tune of "Old McDonald". "God, Our Father, made a *dog. On the 6th day. With a bow-wow here, bow-wow there..."
- Sing other songs about animals.
- Display animal families.
- Display toy animals and mimic their sounds.
- "Walk" the animals across the table (for example, the loud steps of elephants or quiet scampering of mice).



- Encourage the children to participate in safely and respectfully touching and caring for animals.
- If you display realistic animal toys, then allow the children to gently feel the textures of fur, skin or whiskers.
- “Feed” the toy animals appropriate foods (grass, hay, fruit...)

Craft Suggestions

(As time allows)

If you choose to do crafts, keep them very simple. Label crafts with the child’s name and the date. Also, writing “God made the sun” might help parents later recognise a yellow scribble that their toddler drew.



Draw or copy an outline of a sheep on paper. Children can use glue to add cotton balls for the wool. Alternatively, make any craft that relates to animals.

Prayer and Snack

(About 5 minutes)

Lead the children in prayer before the snack. Some children will repeat after you or fold their hands together.

Considering choking hazards and allergies, food items should be cleared with parents before serving. These might include fruit, vegetables or plain crackers. Children can help the teacher “clean the table” at the end.

Prayer:

Fold hands and close eyes to pray. Thank God for animals. Thank God for our food.

Snack:

Animal-shaped crackers are a good choice if they are available.



Time to Settle

(10 minutes back on the floor or mat)

Children can give cuddles or feed bottles to baby dolls. Quiet music or nature sounds help settle and calm the children before their parents arrive to pick them up from class. This enables a positive transition.

- As you settle down, play with the toy animals quietly and place them in the soft pillows so they can “go to sleep”.



Suggested Songs and Poems for this Lesson



Infants and toddlers enjoy the rhythm and melody of song, but they are not critics of the teacher’s abilities! It’s fine if you sing the same tune every time, make up your own tune, or even just say the words in a poetic or fun way. Just have fun with it and put the children’s needs above your own shyness.

The following songs and poems are just suggestions. What songs do children sing where you live? Using or adapting local and traditional children’s songs will be more meaningful for families and the church community.

Sleep! Little Bunny (song)

Down inside the hollow log.
The baby *bunny's sleeping.
The bunny likes to take a nap.
Sleep! Little bunny.

Tune: Pop! Goes the Weasel

Action: Show a toy animal sleeping (or a picture of one) as you sing. Each time, lie your head on your hands and close your eyes to mimic sleeping.

To Adapt: Substitute any animal and sleeping place

God Made Bunnies to Hop-Hop-Hop (song)

God made bunnies to hop-hop-hop.
Hop-hop-hop. Hop-hop-hop.
God made bunnies to hop-hop-hop.
Thank you, God, for bunnies.

Tune: Mary Had a Little Lamb

To Adapt: There is no limit to the various kinds of creatures, actions and sounds to insert here: cats to say meow, crickets to jump-jump-jump, horses to say neigh, lambs to say baa, pigs to say oink-oink, etc.

Who Can Make a Bunny? (song)

Who can make a bunny?
I know I can't. Can you?
Only God can make a bunny.
I know that this is true.

Tune: The Farmer in the Dell

Action: Sign or recite as you and the children play with toy bunnies.

To Adapt: Instead of "bunny", substitute cat, horse, lamb, pig, etc.

I'm a Little Bunny Rabbit (poem)

I'm a little bunny rabbit hop, hop, hop.
See my little ears go flop, flop, flop.
See my little nose go wiggle, wiggle, wiggle.
I'm a little bunny rabbit hop, hop, hop.

Action: Recite this poem as you perform the actions.

Hop a Little Bunny (poem)

Hop a little bunny. Hop-hop-hop.
Hop a little bunny, don't you stop.
Hop a little bunny. One, two, three.
Hop a little bunny. Hop to me.

Action: Sign or recite as you and the children play with toy bunnies.

Bunny Rabbit's Hopping By (song)

Bunny rabbit's hopping by.
Hopping by. Hopping by.
Bunny rabbit's hopping by.
Hop! Hop! Hop!

Tune: London Bridge

Action: Use a toy bunny rabbit and show it hopping as you sing.

To Adapt: Substitute any animal (a fish is swimming by, a puppy dog is walking by, etc.)

The Horse Runs So Fast (song)

The horse runs so fast.
The horse runs so fast.
He eats the hay. He eats the grass.
The horse runs so fast.

Tune: Farmer in the Dell

Action: Sing as you use toy horses to perform the actions.

This is the Way We Pat the Kittens (song)

This is the way we pat the kittens.
Pat the kittens. Pat the kittens.
This is the way we pat the kittens.
Gently with our little hands.

Tune: This is the Way We Wash Our Clothes

Action: Sing as you guide children to gently pat and cuddle a toy kitten.

To Adapt: Substitute any animal.



God Has Made This Little Lamb (song)

God has made this little lamb.
Little lamb. Little lamb.
God has made this little lamb.
Thank you, God, for lambs.

Tune: Mary Had a Little Lamb

Action: Sing as you and the children play with toy lambs.

To Adapt: Substitute any animal into this song

Baa-Baa Little Lamb (song)

Baa-baa little lamb. Who made you?
Baa-baa little lamb. God made you.
God made you soft and cuddly, too.
God made me, and God made you.
Baa-baa little lamb. God made you.

Tune: Baa-baa Black Sheep

Action: Sing as you and the children play with toy lambs.

To Adapt: Substitute any animal and its sound. For example, oink-oink little pig-God made you big and squeal-lie too)

Down in the Jungle (poem)

Down in the jungle, early in the morning.
See the mother elephant walking by.
See the baby elephant following behind her.
Boom-boom, boom-boom, there they go.

Action: Sing or recite as you are “walking” a mother and baby elephant across the table. Gently pound your fist on the table to make “boom-boom” noises.

God Made Elephants Oh So Big (song)

God made elephants, oh, so big.
Oh, so big. Oh, so big.
God made elephants oh so big.
Thank you, God, for elephants.

Tune: Mary Had a Little Lamb

Action: Sing as you and the children play with toy elephants.

To Adapt: Substitute any animal and its features.

The Elephant Has a Long-Long Trunk (poem)

The elephant has a long, long trunk.
He has two floppy ears.
He has four legs and loves to sway.
God made him just this way.

Action: Sing or recite this poem as you point to the parts and mimic swaying with toy elephants.



Lesson 6:

The First Caregivers



Summary

God created man and woman (the caretakers of the creation) on the sixth and last day of creation. Infants and toddlers can understand Adam and Eve in the context of their parents. A parent or loving adult is the caretaker of a child's world.

Scripture

Genesis 1:26-31

Then God said, "Let us make human beings in our image and likeness. And let them rule over the fish in the sea and the birds in the sky. Let them rule over the tame animals, over all the earth and over all the small crawling animals on the earth."

So God created human beings in his image. In the image of God, he created them. He created them male and female. God blessed them and said, "Have many children and grow in number. Fill the earth and be its master. Rule over the fish in the sea and over the birds in the sky. Rule over every living thing that moves on the earth."

God said, "Look, I have given you all the plants that have grain for seeds. And I have given you all the trees whose fruits have seeds in them. They will be food for you. I have given all the green plants to all the animals to eat. They will be food for every wild animal, every bird of the air and every small crawling animal." And it happened. God looked at everything he had made, and it was very good. Evening passed, and morning came. This was the sixth day.

Materials

When possible, use items that seem more natural instead of cartoonish ones. For example, a little brown mouse is preferable to a Micky Mouse that wears clothes and shoes.

- Simple "viewing tubes" made from cardboard or metal cylinders. These can be lined with black paper. Children look through them to see a mummy and daddy at the other end.
- Toy family set (dad, mum and children)
- Illustrations of a large numeral "6" when talking about God making Adam and Eve on the sixth day.
- Adam & Eve stand-up figures
- Items to pretend caring for the garden. These might include watering tins, trowels or small rakes. Add flowers, plants and soil to this collection.
- A doll and various infant items for pretend play. These might include blankets, bottles, sippy cups, bibs and eating utensils, nappies (diapers) and baby powder.
- Animal Families to role-play the parents taking care of offspring:
- Creation pictures. You and the children can look at the pictures and point to animals, flowers, etc.

Class Schedule: 45 minutes

- Welcome Time: 15 minutes
- Bible Time & Lesson: 20 minutes
 - Bible Time
 - Lesson
 - Craft
 - Snack
- Closing Time: 10 minutes

Vocabulary & Sensory Experiences

- **Vocabulary**: God loves us, Adam and Eve, care, help, garden
- **Sensory**: Rough stubble and soft skin, warm cuddle or hug, various textures and smells of plants, flowers and fruits, animal sounds

Welcome Time

(15 minutes of free play on the floor or mat)

Children gather and settle in so they feel welcome, comfortable and safe. This gentle transition time can include free play, choosing favourite toys, music or singing. Casually steer conversations toward the subject in today's Bible lesson when appropriate.

Adults would have helped the children prepare for and travel to the session today. Mention them as the children arrive and settle in. Mummy might have made breakfast. Perhaps Daddy drove the car. An older brother or sister might have also helped.

- Bubbles/toys/picture books
- Welcome each by name
- Mirrors, Peep Tube, Vehicles
- Bell to indicate class is about to start



Table Time

(20 minutes sitting at a table)



Helps move the children to seats at a table and then quietly step back. The teacher sits across from the children and begins to immediately engage them in the lesson activities. Infants and toddlers will enjoy following the lead of the teacher for the Bible theme of the day. This time passes quickly, so crafts are optional.

Bible Time (About 5 minutes)

Time for children to handle and "read" from little Bibles. These may be kept in a special box or basket so children look forward to them each week. You will guide infants and toddlers to handle the bibles carefully, but expect them to be torn or chewed in the process. You should guide instead of "scold", so choose Bibles that you accept will become well-worn.

When you move to the table, spend these first 5 minutes in normal Bible time routines that you and the children enjoy.

- Pat the bible
- Place small pictures of families between the pages so the children can discover them.
- Find a Jesus picture in the bible. Take time to talk about Jesus as our friend. (A sticker depicting Jesus can be placed in the Bibles and "found" each week.
- Help the children point to bible pages and "read"- God loves ____.
- Sing the song: B-I-B-L-E



Bible Lesson

(About 10 minutes)

A simple thought or truth from the Bible. This is presented in a way that relates to an infant or toddler's world. Allow the children to engage through sensory activities (hearing, touching, tasting, seeing and smelling). If the children want to linger on something they enjoy, then there is no need to rush.



Talk about the fact that God made Adam and Eve and told them to take care of the garden. Use guided play to pretend to care for a garden.

- Dig in the soil and plant seeds.
- Pick fruits, vegetables and flowers'

Explore ways parents care for the family and take care of the family.

- Role-play parents and caregivers at home caring for their home and family. In addition to actions like preparing food and washing clothes, this could include praying with children at bedtime or reading a book to them.
- Use feather dusters, rags, brushes and dustpans to pretend to clean the table.
- Show illustrations of parents and children.

Use sensory experiences to talk about the caretakers in a child's life.

- Daddy's voice is deep and Mummy's voice is high.
- Uncle's face is scratchy like sandpaper, and Auntie's is soft (feel sandpaper).
- Grandpa kisses me goodnight, and Nana tickles me.

Use animal families to show how the parents love and care for their offspring:

- Preparing nests and dens
- Licking their fur to clean them
- Giving them food

Craft Suggestions

(As time allows)

If you choose to do crafts, keep them very simple. Label crafts with the child's name and the date. Also, writing "God made the sun" might help parents later recognise a yellow scribble that their toddler drew.



Plant a seed or seedling in a cup of soil to send home.

Prayer and Snack

(About 5 minutes)

Lead the children in prayer before the snack. Some children will repeat after you or fold their hands together.

Considering choking hazards and allergies, food items should be cleared with parents before serving. These might include fruit, vegetables or plain crackers. Children can help the teacher "clean the table" at the end.

Prayer:

Fold hands and close eyes to pray. Thank God for parents or others who take care of us. Thank God for our food.

Snack:

Whatever snack you choose today, take extra time to talk about helping. The children can help serve and clean up.



Time to Settle

(10 minutes back on the floor or mat)

Children can give cuddles or feed bottles to baby dolls. Quiet music or nature sounds help settle and calm the children before their parents arrive to pick them up from class. This enables a positive transition.

- As you settle down today, pay special attention to any kind of helping that the children do and be sure to praise them.
- The children can feed and cuddle the baby dolls as they put them to bed. Point out how parents and caregivers do this for us.



Suggested Songs and Poems for this Lesson



Infants and toddlers enjoy the rhythm and melody of song, but they are not critics of the teacher's abilities! It's fine if you sing the same tune every time, make up your own tune, or even just say the words in a poetic or fun way. Just have fun with it and put the children's needs above your own shyness.

The following songs and poems are just suggestions. What songs do children sing where you live? Using or adapting local and traditional children's songs will be more meaningful for families and the church community.

Note: Teachers may feel awkward singing this song if children are from broken families. If this comes up then it might be appropriate to mention that there is no judgment in this classroom. We just want to make sure children understand God's plan so that they will be good husbands, wives and parents someday. Teachers and parents are on the same team in wanting happiness and fulfilment for these children.

My Daddy Plays With Me (song)

Verse 1:

My Daddy plays with me.

My daddy plays with me.

He rolls the ball and tickles my tum.

My Daddy plays with me.

Verse 2:

My Mummy cuddles me.

My Mummy cuddles me.

She hugs and pats and sings me to sleep.

My Mummy cuddles me.

Tune: Farmer in the Dell

Actions: Show pictures of families as you sing this song. Depending on the pictures you are showing you may wish to make up your own words to go along.

To Adapt: Substitute other adults or family members if they are the caretakers to the children you teach. These might include grandparents or other adults.

Daddy Has a Scratchy Face (song)

Verse 1:

Daddy has a scratchy face.
Scratchy face. Scratchy face.
Daddy has a scratchy face.
I love Daddy.

Verse 2:

Mummy's face is oh, so soft.
Oh, so soft. Oh, so soft.
Mummy's face is oh, so soft.
I love Mummy.

Tune: Mary Had a Little Lamb

Action: Before class, print two pictures. One is a man's face and the other a woman's. Glue sandpaper on the man's cheeks and let the children feel the roughness of it and the smoothness of the woman's while you sing.

Cock-a-Doodle-Do (song)

Cock-a-doodle-doo.
Hear the rooster crow at you.
God made him, and God made you.
Cock-a-doodle-doo.

Tune: Dashing Through the Snow

Action: Sing as you show a picture of (or toy) rooster.

Seeds to Eat (song)

Seeds to eat. Seeds to eat.
Mother bird likes seeds to eat.
Seeds to eat for her family.
Baby birds like seeds to eat.

Tune: This Old Man

Actions: Sing this song as you and the children play with toy birds in a sensory tub of seeds and grains.

To Adapt: Instead of seeds, substitute bugs, worms or grain.

God Made Families (song)

Daddy, Daddy, God made you.
Mummy, he made you too.
Family for me and family for you.
Brothers, sisters and babies too.
Thank you, God, for blessing me.
Thank you, God, for family.

Tune: Twinkle, Twinkle, Little Star

Action: Show toys in family groups as you sing these words.

To Adapt: Besides human families, this song can also be adapted for any animal family group.

Who Can Make a Mummy? (song)

Who can make mummy?
I know I can't. Can you?
Only God can make a mummy.
I know that this is true.

Tune: The Farmer in the Dell

Actions: Use dolls or show pictures of families as you sing this song.

To Adapt: Substitute other family members here (daddy, grand-dad, uncle, etc.)



Where, Oh Where Has My Little Chick Gone? (song)

Where oh where has my little chick gone?
Where, oh where could they be?
With feathers so soft and little peep-peeps.
Oh, where, oh where could they be?

Tune: Where, Oh Where Has My Little Dog Gone?

Action: Use mother and baby bird toys as you sing. Hide the baby and let the mother "hunt" for it.

To Adapt: Substitute other parent and child animal sets for this song.

Thank You, God, for Mother Hen

Verse 1:

Thank you, God, for mother hen.
Mother hen. Mother hen.
Thank you, God, for mother hen.
Who loves her baby chicks.

Verse 2:

Thank you, God, for the rooster.
Rooster. Rooster.
Thank you, God, for the rooster.
Who wakes us in the morning.

Verse 3:

Thank you, God, for baby chicks.
Baby chicks. Baby chicks.
Thank you, God, for baby chicks.
I like to hear them peep.

Tune: Mary Had a Little Lamb

Action: Sing this song as you show a family of chickens.

To Adapt: Substitute any animal family and appropriate actions for this song.

Night, Night Little One (song)

Night, night, little one. God loves you.
He watches over you all night through.

Tune: Baa-baa black sheep.

Action: Guide the children in rocking and putting babies to bed as you sing

A Helper in the Garden (song)

A helper I will be. A helper I will be.
I will help to plant the seeds.
A helper I will be.

Tune: Farmer in the Dell

Action: Sing this song as you guide the children playing with soil, seeds, plants and garden tools that are in a sensory tub.

To Adapt: Substitute any garden helping action (plant seeds, dig a hole, water the plants, pick up leaves).

A Helper I Will Be (song)

A helper I will be. A helper I will be.
I'll help to clean the table off.
A helper I will be.

Tune: Farmer in the Dell

Action: Sing this song at any point in class when children are helping put away toys, cleaning the table, taking care of the baby, etc.

To Adapt: Instead of "clean the table off", substitute any helping action. For example, "put away the toys."

This is the Way We Clean the Table (song)

This is the way we clean the table.
Clean the table. Clean the table.
This is the way we clean the table.
In bible class.

Tune: This is the Way We Wash Our Clothes

Action: Sing this song at any point in class when children are helping put away toys, taking care of the baby, cleaning the table, etc.

To Adapt: Substitute any helping action.

This is the Way We Tend the Garden (song)

This is the way we plant the seeds.
Plant the seeds. Plant the seeds.
This is the way we plant the seeds.
Just like Adam and Eve.

Tune: This is the Way We Wash Our Clothes

Action: Sing this song as you guide the children playing with soil, seeds, plants and garden tools that are in a sensory tub.

To Adapt: Instead of "plant the seeds", substitute any garden helping action. This could include digging a hole, watering the plants or picking up leaves.

