



Infant & Toddler



Curriculum

God is With Me

Mission Bible Class



Theme Overview:

God is With Me



Infants and Toddlers Bible Lessons

The family home is a vital part of the world of infants and toddlers. In this series, role-play and sensory activities are used to express God's presence and our response to him. This is accomplished by experiencing what takes place in various parts of a house.

Purpose of Theme

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

- Know that God is present in their everyday life.
- Experience God's presence in home situations through role-playing and sensory activities.
- Learn practices of obedience and respect for God and others in home situations.
- Learn practices of love and respect for others in home situations.

Ephesians 2:22

And in Christ you, too, are being built together with the Jews. You are being built into a place where God lives through the Spirit.



John 14:23

Jesus answered, "If anyone loves me, then he will obey my teaching. My Father will love him, and we will come to him and make our home with him."

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.

1. God is With Me at Home:

- Accepting and expressing God's love in the family.

2. God is With Me at Mealtime:

- Showing respect by using manners.

3. God is With Me When I Take Care of my body:

- Showing appreciation to God by being responsible.

4. God is With Me When I Help others.

5. God is With Me While I Rest:

- Trusting in God's care.

6. God is With Me While I Play:

- Taking turns and sharing.



Lesson 1:

God is With Me At Home



Summary

A home is a place where a family lives together. Our house should be a place of safety and shelter from the elements. The kind of home God planned is filled with people who love him and love each other. Infants and toddlers can relate to family interaction and love, safety and shelter.

Scripture

Psalm 127:1

If the Lord doesn't build the house, the builders are working for nothing. If the Lord doesn't guard the city, the guards are watching for nothing.

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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.

- **Doll House:** A simple dollhouse with a few rooms and big enough parts to be safe for toddlers. If it is too elaborate, it will be confusing. You can easily make your own dollhouse by taping or gluing a few empty boxes and cardboard pieces together.
- **Doll Family:** Any collection of dolls that fit into the dollhouse will work. Purchase or make your own. Even cardboard tubes can be made into suitable dolls.
 - Father
 - Mother
 - Grandparents
 - Children
 - Babies
- Wooden blocks to make houses.
- Pictures of Mummy and Daddy Faces (Daddy's face has sandpaper glued on it for a rough beard).
- **Spray Bottle:** Fill with water and use for misting "rain" or cleaning the table.
- Shapes House puzzle. Cut a foam sheet or paper into shapes so children can put them together to form houses: a square house, a triangular roof, a rectangular door, and a square window. This is a good challenge for older toddlers.

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:** Family, daddy, mummy, sister, brother, baby, house, home, “I love you.”, “God loves _____.” Insert the child’s name.
- **Sensory:** The sound of a knock on the door, Daddy’s scratchy face, hard wooden blocks, soft blankets and pillows.

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 homes. People and animals have places to live.

- Bubbles/toys/picture books
- Welcome each child by name. Use mirrors, peep tubes, toy vehicles.
- Try building houses with simple blocks. .
- Look at picture books of animals and their homes
- “Drive” toy cars from home to church.
- Ring a 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 stickers in the Bibles.
- Place small pictures of houses between the pages of the Bibles so the children can discover them.
- 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.



Today, help children understand that homes are safe places, whether for people or animals. Share about accepting and expressing God's love in the family home.

Guide the children in exploring the family home. A home is a place where a family lives together. Our house should be a place of safety and shelter from the elements. Keep in mind that builders build houses from brick and wood, but it is God who makes a house a true home.

- Use wooden blocks to build a house.
- Introduce a dollhouse and simple dolls that can be used for this and other lessons. The doll house will help the children visualise what a family does at home.
- Toddlers might enjoy moving the doll family from outside the house to inside in various scenarios
 - Use dolls to show each family member arriving at the home and going inside.
 - Use a spray mist bottle and let it "rain". The doll family can rush into their house.
 - The family can come inside the house, bundle up in blankets and get warm.
 - Mum or Dad is calling the children inside to eat.
 - Come inside when they are sleepy.
- Move the dolls between rooms and use them to act out what happens in each room.
 - Eating in the kitchen or dining room
 - Sleeping in the bedrooms
 - Relaxing in the lounge
 - Playing with toys in the playroom
- Children will also enjoy learning about various animals and how God takes care of them by providing a special type of home. Gather various "homes" or pictures to show the children.

Use guided play to learn how God planned that homes be filled with people who love Him and love each other. A truly happy home is one where family members love and obey God.

- Show pictures of families.
- As you are exploring the home, use dolls to talk about and show Godly interaction between family members:
 - Using manners such as allowing others to go first, saying thank-you/excuse me/etc.
 - Expressing love to each other (saying I love you, giving hugs and kisses).
 - Praying together (table, bedtime, other)

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 a simple outline of a house and invite the children to draw their families inside.
- Or help children to glue craft sticks onto a paper to form the shape of a house.



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:

Thank God for our houses and our families.
Thank God for our food.

Snack:

Eat square crackers or plain cookies and invite the children to put them together to look like a house. Add icing if you wish. If toddlers are enjoying the role-play and pretending, then "invite" the doll family to sit and enjoy the snack with you 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.

- Guide children in cuddling the baby dolls and singing a lullaby or kissing them goodnight as they put them to bed.
- Older toddlers might enjoy building “homes” from pillows and blankets and sending toy animals to their homes 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.

I Live in a House (song)

I live in a house of *wood or rock.
Stand at the door and knock-knock-knock
Inside, you will find my family
Right in the middle, you'll find ME.

Tune: I'm a Little Teapot

Action: (toddlers might join you)
Line 1 form your hands like a rooftop. When you say knock-knock-knock, rap your knuckles on the table to make the sound. Point to yourself when you say “ME”.

To Adapt: Substitute another building material instead of wood if appropriate to where the children live.

Night-Night Little _____ (song)

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

Tune: Bah-bah Black Sheep

Action: Use this song for the dollhouse when the parents put the babies to bed

To Adapt: Insert the names of the children in your group instead of “little baby”

Are You Sleeping? (song)

Are you sleeping? Are you sleeping?
Little one. Little one.
Listen to our singing. Listen to our singing.
It's time to wake up! It's time to wake up!

Tune: Frere Jacques/Are Sleeping, Brother John.

Action: Use this song for the dollhouse when the parents put the babies to bed.

To Adapt: The infants and toddlers in class can 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.



My Loving Family (song or poem)

God loves Daddy. God loves Mother
God loves little sister and brother.
Thank you, God, for giving me.
My loving family.

I love Daddy. I love Mother.
I love little sister and brother.
Thank you, God, for giving me.
My loving family.

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

Action: Sing as you show dolls or photos of family members.

To Adapt: Add other family members as they apply to the children in your group.

We Say Kind Words (song)

In our house, we say kind words.
In our family.
In our house, we say kind words.
In our family.
With a thank-you here and a thank-you there.
Thank you, thank you everywhere.
In our house, we say kind words.
In our family.

Tune: Old McDonald Had a Farm

Action: Use this song in various scenarios as the doll family interacts in the dollhouse. For example, Mummy says “thank you” when the child sets the table. The child says “excuse me” if parents are talking and the child wants to interrupt.

To Adapt: Substitute “excuse me” or “I’m sorry” or “Yes-Please” or “No-thank-you” or phrases appropriate to where you live.



Lesson 2:

God is With Me at Mealtime



Summary

As soon as they are born, infants require immediate attention and are vocal in expressing their hunger and thirst to those around them. As children mature, they are more able to focus beyond their own bodily needs. They realise they can wait a little while, and they become more aware of the person who is providing the food for them. They are now able to begin to understand patience and thankfulness. Eventually, they will recognise this as respect for others.

Scripture

1 Corinthians 10:31

So if you eat, or if you drink, or if you do anything, do everything for the glory of God.

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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.

- **Doll House:** A simple dollhouse with a few rooms and big enough parts to be safe for toddlers. If it is too elaborate, it will be confusing. You can easily make your own dollhouse and furniture by taping or gluing a few empty boxes and cardboard pieces together.
- **Doll Family:** Any collection of dolls that fit into the dollhouse will work. Purchase or make your own. Even cardboard tubes can be made into suitable dolls.
 - Father, mother, grandparents, children, babies
- Building blocks to build tables, chairs and other furniture.
- **Items to pretend to prepare and serve a meal:**
 - Modelling dough for creating food items. Children enjoy using rolling pins. Rolling out green peas is one easy food item for little hands.
 - Plastic plates to use for setting the table. You can add a cup, a plastic fork and a spoon. A placemat or tablecloth would also be good.
 - Toy or real food items
- **Items for pretending to clean up after a meal:**
 - Dish soap to make bubbles
 - Cloths for drying dishes and wiping the table
 - Spray bottle filled with water
 - Shallow tub with a little warm water in it. Gentle dishwashing liquid for washing dishes (and playing with bubbles).

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**: Please, thank you, prayer, food, drink, table, plate, fork, spoon, thirsty, hungry, help.
- **Sensory**: Tastes and textures of various foods, Warm dish water, Texture of a dishcloth or scrubber

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, as the opportunity arises, focus the conversation on eating and meal time.

- 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 small pictures between the pages of 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 ____.
- 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.



By using the setting of a familiar family meal, we can model how to acknowledge God and show respect for others through prayer and good manners. The preparation of the meal, eating together and cleaning up afterwards provide many opportunities for children to participate in thankfulness to God, good manners to others and a servant-heart for helping.

Use the dollhouse and family to model a loving family gathering to eat together.

- Use a doll house and a doll family to act out situations where the family members are hungry and gather at the table to eat. This can be repeated as many times as the children enjoy it.
- Scenarios might include calling the family to the table.
- Sitting together at the table.
- “Conversation” between family members that includes normal interchanges such as praying before eating, saying how good the food tastes or smells, saying please and thank you, telling the cook “good job”, and offering to clean up.

Guide the children in experiencing the textures, sounds, tastes and smells of sharing a meal with others. In this case, the children will help you set the table and clean up. You may or may not wish to include today’s snack in this activity.

- If kitchen-type toys are available, then the children can “prepare” the food. Some items might be pots and pans, a rolling pin and modelling dough to roll out pretend bread.
- Guide toddlers in setting a table with the plastic dishes.
- Place play or real food on the plates.
- Pause for a prayer before eating. Be sure and thank God for the food.
- Say “please” and “thank you” at the appropriate times. Any positive conversation, normal to a shared meal, is helpful as you eat.
- Guide children in helping to clear the table when the meal is finished.
- Fill a spray bottle with water and use it for cleaning the table. Spray the table with water, then join the children in wiping up with a cloth
- Use a dishpan and water to wash dishes. This can be messy but lots of fun. Even little ones will enjoy rubbing a cloth on a dish.

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 a circle on a paper to represent a plate and write “Thank you, God, for our food.” On the plate, the children can draw food, stick food stickers on or glue printed pictures on.



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. Today’s snack time might be included in the lesson time as you talk about the family meal.

Prayer:

Fold hands and close eyes to pray. Thank God for giving us food.

Snack:

Snack time can be part of the lesson itself today. Healthy fruits, vegetables and foods are on the menu.



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 plastic fruit among the pillows and let the children find them.
- Guide children in cuddling the baby dolls and singing a lullaby or kissing them goodnight as they put them to bed. The children may also enjoy “feeding” the dolls a bottle or pretending to feed them food with a spoon.



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.

We Say Kind Words (song)

In our house, we say kind words.
In our family.
In our house, we say kind words.
In our family.
With a thank-you here and a thank-you there.
Thank you, thank you everywhere.
In our house, we say kind words.
In our family.

Tune: Old McDonald Had a Farm

Action: Use this song in various scenarios as the doll family interacts in the dollhouse. For example, Mummy says “thank you” when the child sets the table. The child says “excuse me” if parents are talking and the child wants to interrupt.

To Adapt: Substitute “excuse me” or “I’m sorry” or “Yes-Please” or “No-thank-you” or phrases appropriate to where you live.

I Live in a House (song)

I live in a house of *wood or rock.
Stand at the door and knock-knock-knock
Inside, you will find my family
Right in the middle, you’ll find ME.

Tune: I’m a Little Teapot

Action: (toddlers might join you)
Line 1 form your hands like a rooftop. When you say knock-knock-knock, rap your knuckles on the table to make the sound. Point to yourself when you say “ME”.

To Adapt: Substitute another building material instead of wood if appropriate to where the children live.

Are You Hungry? (song)

Are you hungry? Are you hungry?
Family. Family.
Come and eat your breakfast. Come and
eat your breakfast
First, we'll pray. First, we'll pray.

Tune: Frere Jacques/Are Sleeping,
Brother John.

Action: Use this song for the dollhouse
when the family gathers to eat together.

To Adapt: Substitute any meal

This is the Way (song)

This is the way we clean the table.
Clean the table. Clean the table.
This is the way we clean the table.
To help in bible class.

Tune: This is the Way We Wash the
Clothes

Action: Sing as you and the children
do the tasks together.

To Adapt: Substitute any helping
task (set the table, wash the dishes,
fold the clothes, etc.)

God Made Apples Taste So Sweet

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 as you pretend to taste
each food.

To Adapt: Substitute any food and
description (bananas taste so sweet,
lemons taste so sour, carrots taste so
crunchy, etc.)

Thank You God (song)

Thank you, God, for the food we
eat.
Thank you, God. Thank you, God.
Thank you for our little teeth.
I want to thank you, God.

Tune: Mary Had a Little Lamb

Action: Sing as you eat the snack
or pretend to eat.

To Adapt: Substitute any action
instead of "food we eat"

A Helper I Will Be (song)

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

Tune: Farmer in the Dell

Action: Sing together as you and the
children wipe the table or clean up.

To Adapt: Substitute any helping task
(set the table, wash the dishes, fold the
clothes, etc.)

Clean Up! Clean Up! (song)

Clean Up! Clean Up!
Everybody, Everywhere
Clean Up! Clean Up!
Everybody do your share

Tune and Lyrics: Barney's World
[https://youtu.be/IPgrZoT-Jl8?
si=SMH8KdoRSiYN_b3h](https://youtu.be/IPgrZoT-Jl8?si=SMH8KdoRSiYN_b3h)

Actions: Sing as you do any
clean-up activity.



Lesson 3:

God is With Me When I Take Care of Myself



Summary

Appreciating and taking care of the bodies God has given us. The total dependency of infancy is eventually left behind, and an independent-minded toddler emerges. As infants and toddlers begin making the important early steps toward self-autonomy, they can appreciate that God made them and that he wants them to take care of their bodies.

Scripture

1 Corinthians 6:19-20

You should know that your body is a temple for the Holy Spirit. The Holy Spirit is in you. You have received the Holy Spirit from God. You do not own yourselves. You were bought by God for a price. So honor God with your bodies.

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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.

- **Doll House:** A simple dollhouse with a few rooms and big enough parts to be safe for toddlers. If it is too elaborate, it will be confusing. You can easily make your own dollhouse and furniture by taping or gluing a few empty boxes and cardboard pieces together.
- **Doll Family:** Any collection of dolls that fit into the dollhouse will work. Purchase or make your own. Even cardboard tubes can be made into suitable dolls.
 - Father, Mother, Grandparents, Children, Babies
- **Bath Items:**
 - Water and Container, Soap or soap bottle, Washcloth, Bath towel, Bath toys, Spray bottle for the shower.
- Doll(s) to bathe
- **Items to show brushing teeth:**
 - Toothbrush
 - Toothpaste
 - Cup
- Mirrors
- Combs or brushes
- Gloves or mittens to put on and take off to talk about hands and fingers.
- Simple pictures, books or puzzles showing faces, hands, feet, etc.
- Wooden puzzles or books depicting personal hygiene.

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: Hands and fingers, eyes, feet and toes, mouth and teeth, water, wash

Sensory: Warm and cold water, Slippery soap, Soft towel, Toothpaste and toothbrush bristles

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, as the opportunity arises, focus the conversation on naming body parts in asking questions like "Where are your eyes?" or "Where are your toes?" As children play, point out which body part they are using, such as blowing bubbles with their mouth or picking up a block with their fingers.

- 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 small pictures between the pages of 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 ____.
- 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.



The Bible teaches that God made each person unique and special. We can thank God for our bodies. Using the bathroom as a launching point, talk about the various parts of the body and how we take care of ourselves (bathing, washing face, brushing teeth, combing hair, etc.). Pray and thank God for our bodies.

- Use a picture of a child to point out various body parts and repeat the phrase, “God made our hands.” Instead of “hands”, insert various body parts as you point to them in the picture.
- Guide the children in looking at themselves in a mirror

Use the dollhouse and family to model situations where family members are healthy and treat themselves and others with respect.

- The bathroom is a natural setting for washing our hands and face, taking a bath, brushing our teeth and combing our hair.
- Children will enjoy looking in a mirror while doing any of these things.
- Play conversation between the doll family members might include commenting on how nicely they have combed their hair or complimenting how they always remember to brush their teeth.
- Talk about how wonderful God is for making our eyes, ears, noses, etc.

Guide the children in experiencing the textures, sounds, tastes and smells involved in personal hygiene.

- Provide a shallow bowl of warm water and some wash cloths so the children can wash and dry their faces and hands.
- Place a very small dab of toothpaste on each child’s finger to act out brushing teeth. Use gentle toothpaste and make sure fingers do not touch eyes. If you are willing to carefully label and clean brushes, you could use real brushes.
- Provide a comb and/or brush for each child so that they can comb or brush their hair.
- Children will enjoy looking through one large or smaller individual mirror.

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.



Provide each child with an outline of a face drawn on paper. Children can use stickers, pictures and glue or crayons to add eyes, a nose and a mouth. Add hair by gluing on yarn.

Alternatively, use paint and make 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.

Prayer:

Fold hands and close eyes to pray. Before praying, mention eyes and hands. Thank God for these and other body parts when you pray.

Snack:

Serve vegetables or fruit, but take time to show the children how to arrange the items so that they look like eyes, nose and mouth to form a “face.”



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.

- Guide children in cuddling the baby dolls and singing a lullaby or kissing them goodnight as they put them to bed. The children may also enjoy “feeding” the dolls a bottle or pretending to feed them food with a spoon.
- Take time to point out the body parts of the baby dolls today. Help the children find the doll's eyes, ears, mouth, fingers and toes.



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 Live in a House (song)

I live in a house of *wood or rock.
Stand at the door and knock-knock-knock
Inside, you will find my family
Right in the middle, you'll find ME.

Tune: I'm a Little Teapot

Action: (toddlers might join you) Line 1 form your hands like a rooftop. When you say knock-knock-knock, rap your knuckles on the table to make the sound. Point to yourself when you say “ME”.

To Adapt: Substitute another building material instead of wood if appropriate to where the children live.

We Say Kind Words (song)

In our house, we say kind words.
In our family.
In our house, we say kind words.
In our family.
With a thank-you here and a thank-you there.
Thank you, thank you everywhere.
In our house, we say kind words.
In our family.

Tune: Old McDonald Had a Farm

Action: Use this song in various scenarios as the doll family interacts in the doll house. For example, Mummy says “thank you” when the child sets the table. The child says “excuse me” if parents are talking and the child wants to interrupt.

To Adapt: Substitute “excuse me” or “I'm sorry” or “Yes-Please” or “No-thank-you” or phrases appropriate to where you live.

God Made My Hands (Poem)

God made my *hands.
Clap, clap, clap.
God made my fingers.
Wiggle, wiggle, wiggle.
What do I say?
Thank. You. GOD!

Action: After saying each word with emphasis (Thank. You. GOD!), raise your hands in the air in praise.

To Adapt: Substitute other body parts and their corresponding actions, but always end with the same last two lines. Other body parts could be Lips=smack, eyes=blink, toes=wiggle, fingers=snap, nose=sniff, hair=fluff, chin=nod.

Wash, Wash, Wash your hands (song)

Wash, wash, wash your hands,
Wash, wash, wash your hands,
Wash, wash, wash your hands,
Wash with soap and water.

Rinse, rinse, rinse your hands,
Rinse, rinse, rinse your hands,
Rinse, rinse, rinse your hands,
Rinse them under water.

Dry, dry, dry your hands,
Dry, dry, dry your hands,
Dry, dry, dry your hands,
Dry off all the water.

Tune: Skip to my Lou

Action: Sing as you wash your hands together.

Head Shoulders Knees and Toes (song)

Head, shoulders, knees and toes.
Knees and toes.
Head, shoulders, knees and toes.
Knees and toes.
Eyes and ears and mouth and nose.
Head, shoulders, knees and toes.
Knees and toes.

Tune: Traditional

Action: Point to each body part as you sing the word.

This is the Way (song)

This is the way we wash our face.
Wash our face. Wash our face.
This is the way we wash our face.
Thank you, God.

Tune: This is the Way We Wash the Clothes

Action: Sing as you and the children do the tasks together.

To Adapt: Substitute any task for taking care of ourselves (brush our teeth, splash in the bath, etc.)

Washing (Poem)

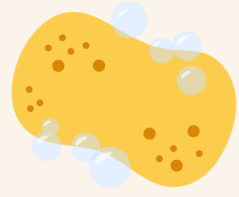
This little hand is a good little hand (wave)
This little hand is its brother (wave the other)
Together they wash and wash and wash (pretend)
One hand washes the other.

Action: Say this as you pretend to wash your hands.



Lesson 4:

God is With Me When I Help



Summary

Learning to help others through simple household chores and cleaning. Infants and toddlers are largely self-centred. Their first attempts at helping are not altruistic but rather stem from mimicking what adults and others around them are doing. Encouraging and praising these actions will help the children develop positive habits that will deepen in meaning and significance as they develop and grow.

Scripture

Philippians 2:4

Do not be interested only in your own life, but be interested in the lives of others.

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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.

- **Doll House:** A simple dollhouse with a few rooms and big enough parts to be safe for toddlers. If it is too elaborate, it will be confusing. You can easily make your own dollhouse and furniture by taping or gluing a few empty boxes and cardboard pieces together.
- **Doll Family:** Any collection of dolls that fit into the dollhouse will work. Purchase or make your own. Even cardboard tubes can be made into suitable dolls.
 - Father, Mother, Grandparents, Children, Babies
- Cloths of various sizes and textures for folding and cleaning.
- Small basket to use as a laundry basket.
- Cloths for drying dishes and wiping the table
- Spray bottle filled with water. Gently spray the table or object with water, then join the children in wiping up with a cloth.
- Shallow tub with a little warm water in it. Gentle and non-toxic dishwashing liquid for washing dishes. Bubble solution and a wand to add to the experience.
- Small dustpans and brushes
- Small feather dusters
- Small rubbish bin and crumpled paper scraps

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: Hands and fingers, eyes, feet and toes, mouth and teeth, water, wash

Sensory: Warm and cold water, Slippery soap, Soft towel, Toothpaste and toothbrush bristles

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, as the opportunity arises, focus the conversation on naming body parts in asking questions like "Where are your eyes?" or "Where are your toes?" As children play, point out which body part they are using, such as blowing bubbles with their mouth or picking up a block with their fingers.

- 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 between the pages of 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 ____.
- 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.



Lead the children in imaginary play to model helping and service in chores around the family home. Use the laundry room as the base for talking about folding clothes and cleaning. Verbalise how these actions make the recipients and God happy.

Talk about how God is happy when we help each other. Use the language of kindness and be sure to say "thank-you" often. Guide the children in imaginary play to model helping.

Use the dollhouse and family to model a loving family helping one another.

- Scenarios might include cleaning the house together or helping others with daily chores.
- "Conversation" between family members that includes normal interchanges such as praying before eating, saying how good the food tastes or smells, saying please and thank you, telling the cook "good job", and offering to clean up.

Guide the children in experiencing the textures, sounds, tastes and smells of cleaning or tidying the house. In this case, the children will help you dust or clean various objects or fold and put away laundry.

- Provide feather dusters to dust the table or the toys.
- Use a cleaning cloth or sponge to wipe the table.
- A small bowl of warm, soapy water is messy but lots of fun to dip the cloth or sponge in.
- Spray bottle to spray water on the table or toys before cleaning them.
- Provide small dust pans and brushes to clean up little pieces of paper you have scattered on the table.
- Say "please" and "thank you" at the appropriate times.
- Guide children in folding simple washcloths and then placing them in a small laundry basket.

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.

A simple take-home could be a face cloth or cleaning cloth with the child's name written on it with a laundry marker or Sharpie.



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 giving us food. Also, thank God for the people in our family as we help each other.

Snack:

A healthy snack might be fruit, vegetables or crackers. Take the time to encourage cleanup before and after the 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.

Guide children in cuddling the baby dolls and singing a lullaby or kissing them goodnight as they put them to bed. The children may also enjoy “feeding” the dolls a bottle or pretending to feed them food with a spoon.

Today, make a point to pick up any toys together or to tidy the area.



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 Live in a House (song)

I live in a house of wood or rock.
Stand at the door and knock-knock-knock
Inside, you will find my family
Right in the middle, you’ll find ME.

Tune: I’m a Little Teapot

Action: (toddlers might join you) Line 1 form your hands like a rooftop. When you say knock-knock-knock, rap your knuckles on the table to make the sound. Point to yourself when you say “ME”.

To Adapt: Substitute another building material instead of wood if appropriate to where the children live.

Clean Up! Clean Up! (song)

Clean Up! Clean Up!
Everybody, Everywhere
Clean Up! Clean Up!
Everybody do your share

Tune and Lyrics: Barney’s World

https://youtu.be/IPgrZoT-Jl8?si=SMH8KdoRSiYN_b3h

Actions: Sing as you do any clean-up activity.

We Say Kind Words (song)

In our house, we say kind words.
In our family.
In our house, we say kind words.
In our family.
With a thank-you here and a thank-you
there. Thank you, thank you everywhere.
In our house, we say kind words.
In our family.

Tune: Old McDonald Had a Farm

Action: Use this song in various scenarios as the doll family interacts in the doll house. For example, Mummy says “thank you” when the child sets the table. The child says “excuse me” if parents are talking and the child wants to interrupt.

To Adapt: Substitute “excuse me” or “I’m sorry” or “Yes-Please” or “No-thank-you” or phrases appropriate to where you live.

A Helper I Will Be (song)

A helper I will be. A helper I will be.
I’ll help the teacher clean the table.
A helper I will be.

Tune: Farmer in the Dell

Action: Sing together as you and the children wipe the table or clean up.

To Adapt: Substitute any helping task (set the table, wash the dishes, fold the clothes, etc.)

This is the Way (song)

This is the way we clean the table.
Clean the table. Clean the table.
This is the way we clean the table.
To help in bible class.

Tune: This is the Way We Wash the Clothes

Action: Sing as you and the children do the tasks together.

To Adapt: Substitute any helping task (set the table, wash the dishes, fold the clothes, etc.)

Be So Kind and Helpful (song)

*Dust, dust, dust the table
Dust, dust, dust the table
Dust, dust, dust the table
To be so kind and helpful.

Wash, wash, wash the toy
Wash, wash, wash the toy
Wash, wash, wash the toy
To be so kind and helpful.

Tune: Skip to my Lou

Action: Sing together as you and the children wipe the table or clean up.

To Adapt: Substitute other phrases, but always end with the “To be so kind and helpful.” Try: “Fold, fold, fold the clothes.” Or “Pick up, pick up rubbish.”



Lesson 5:

God is With Me While I Rest



Summary

Learning to feel the peace, comfort and safety God provides.

An infant usually experiences many short periods of sleep throughout the day and night. These develop into less frequent but longer sleep times, such as naps and sleeping through the night. Infants and toddlers relate to the routines of bedtime and can experience feelings of peace, safety and comfort that will be confirmed throughout their lives as they learn to trust in God.

Scripture

Psalm 4:8

I go to bed and sleep in peace. Lord, only you keep me safe.

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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.

- **Doll House:** A simple dollhouse with a few rooms and big enough parts to be safe for toddlers. If it is too elaborate, it will be confusing. You can easily make your own dollhouse and furniture by taping or gluing a few empty boxes and cardboard pieces together.
- **Doll Family:** Any collection of dolls that fit into the dollhouse will work. Purchase or make your own. Even cardboard tubes can be made into suitable dolls.
 - Father, Mother, Grandparents, Children, Babies
- Pictures of babies and animals sleeping
- Flashlights or lamps for turning the light on and off
- Blanket and pillow
- **Items for putting a baby doll to bed:**
 - Doll or dolls, blanket, small stuffed animal, pyjamas, a cup of water or a bottle, book for bedtime story, pillow, cradle or bedding
- Various toy animals to cuddle and put to bed. Older children can match animals to their habitat (birds in nests, fish in water, 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, Jesus, pray, soft, cuddle, quiet, sleep, night-night (or a similar phrase)

Sensory: Soft, fuzzy, loud and quiet, light and dark

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, as opportunities arise, focus the conversation on relaxation, gentleness, and calmness. Notice the textures of toys, blankets and pillows.

- 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 between the pages of 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 ____.
- 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.



Using the familiar space of a child's bedroom and the routines of bedtime, talk about God's protection and comfort. Lullabies, bedtime prayers, a favourite toy or blanket and resting a head on a soft pillow are all parallels to trusting and resting in God's strength and protection.

- Read a book or show pictures of children or animals sleeping. Talk about Joseph and Mary putting baby Jesus to bed.
- Use guided play so that children can re-enact sleeping and waking (children will probably want to do this over and over):
 - Yawn and stretch together
 - Say "I am so sleepy. I need to go to bed."
 - Lay your hands on the table and lower your head into your hands as if going to sleep. The children will do the same.
 - Say "night-night" and close your eyes
 - Breathe deeply and even snore for dramatic effect.
 - Say "time to wake up!" and everyone sits up, claps and says "good morning"
- Use guided play to help children put the dolls and toy animals to bed. Include routines of a bottle or drink, covering in a blanket, reading a very short story, singing a lullaby or praying.

Use the dollhouse and family to model a loving family gathering to eat together.

- Use a dollhouse and a doll family to act out situations where the family members go to sleep.
- "Conversations" between family members that include normal interchanges, such as saying "good night" to each other. They might read a story, give a hug, or kiss as the child goes off to bed.
- Praying before bedtime is also a good routine to act out.

Guide the children in experiencing the textures, sounds, tastes and smells of bedtime rituals.

- Flashlights or a lamp can be turned on and off.
- Act out putting the dolls or toys to bed. Various blankets or pillows provide textures.
- Sing lullabies or rock the dolls as you put them to bed.

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.

Provide an illustration of a child or infant sleeping. Guide the children in gluing a small cloth onto the paper like a flap. The cloth flap acts as a blanket over the baby. Children will enjoy lifting and replacing the cloth.



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 giving us food. Prayers can be said at any time throughout the session as you tuck dolls and toy animals into bed for the night.

Snack:

Water and any healthy fruit or vegetable can be used 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.

- Repeat any bedtime rituals that the children enjoyed today.



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 Live in a House (song)

I live in a house of wood or rock.
Stand at the door and knock-knock-knock
Inside, you will find my family
Right in the middle, you'll find ME.

Tune: I'm a Little Teapot

Action: (toddlers might join you)

Line 1 form your hands like a rooftop. When you say knock-knock-knock, rap your knuckles on the table to make the sound. Point to yourself when you say "ME".

To Adapt: Substitute another building material instead of wood if appropriate to where the children live.

We Say Kind Words (song)

In our house, we say kind words.
In our family.
In our house, we say kind words.
In our family.
With a thank-you here and a thank-you there. Thank you, thank you everywhere.
In our house, we say kind words.
In our family.

Tune: Old McDonald Had a Farm

Action: Use this song in various scenarios as the doll family interacts in the doll house. For example, Mummy says "thank you" when the child sets the table. The child says "excuse me" if parents are talking and the child wants to interrupt.

To Adapt: Substitute "excuse me" or "I'm sorry" or "Yes-Please" or "No-thank-you" or phrases appropriate to where you live.

Night-Night (song)

Night-night, little *boy
God loves you.
He watches over you all night
through.

Tune: first lines of “Bah-bah,
Black Sheep”.

Action: Sing this song as you
rock dolls or toys and put them
to bed.

To Adapt: Substitute
applicable words like girl, baby,
bunny, bear, etc.

Are You Sleeping? (song)

Are you sleeping? Are you sleeping?
Little *ones. Little *ones.
Listen to our singing. Listen to our singing.
Wake up, children! Wake up, children!

Tune: Frere Jacques/Are Sleeping, Brother
John?

Action: Mimic sleeping by yawning or
covering up 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 with names of
children. Or use animal names such as
“dog” or “kitten”.

Moemoe Pēpe (song)

(An old Maori lullaby for putting
a baby to sleep.)

Moemoe pēpe, moemoe rā
Moemoe pēpe, moemoe rā
Hokimai māmā, āpōpō
Hokimai māmā, āpōpō.

(English translation)

Dreamtime baby, drift away to
dreamland
Come back to mummy tomorrow

Tune: Listen at
http://folksong.org.nz/kids_waiata/index.html#370

Action: Gently rock the baby in
your arms and keep repeating
the song, more and more softly,
until the baby nods off.

To Adapt: Research and use
appropriate traditional local
lullabies

Sleep! Little Bunny

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 with any animal and
sleeping place



A Maori Slumber Song

(Maori version)

E tangi ana koe
Hine e hine
E ngenge ana koe
Hine e hine
Kati tō pouri rā
Noho i te aroha
Te ngākau o te Matua
Hine e hine

(English version)

You are weeping
Little girl, darling girl
you are weary
Little girl, darling girl
Be sad no longer
There is love for you
in the heart of the Father
Little girl, darling girl

Tune: by Princess Te Rangi Pai, 1907. Listen at <http://folksong.org.nz/hine/index.html>

Actions: Sing as you rock babies to sleep.

To Adapt: Research and use appropriate traditional local lullabies



Lesson 6:

God is With Me While I Play



Summary

Learning fairness and the practice of taking turns as I play.

It is normal for infants and toddlers to be focused on their own needs and not the needs of others. But as adults and others around them model Godly behaviour, such as taking turns, they first mimic and then begin to practice fair play. These habits help children contribute to a peaceful playtime.

Children also love to play outdoors. This provides an opportunity to experience the beautiful creation that God provides for us all.

Scripture

Romans 12:18

Do your best to live in peace with everyone.

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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.

- **Doll House:** A simple dollhouse with a few rooms and big enough parts to be safe for toddlers. If it is too elaborate, it will be confusing. You can easily make your own dollhouse and furniture by taping or gluing a few empty boxes and cardboard pieces together.
- **Doll Family:** Any collection of dolls that fit into the dollhouse will work. Purchase or make your own. Even cardboard tubes can be made into suitable dolls.
 - Father, mother, grandparents, children, babies
- Green cloth or artificial turf to use as “grass” outside the doll house.
- Toy playground equipment to place outside the dollhouse.
- Any items related to outside play:
 - Sunhat
 - Sunglasses
 - Sunblock/lotion
- A ball to roll on the floor.
- Toys for a sand pit (spade, bucket, containers, scoops, etc.)
- Nature items one might find while playing outside (grass, leaves, stones, sticks, soil, sand, flowers, water)
- Toy watering cans and plastic flowers so children can water the plants

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: Play, inside and outside, friends, take turns, share, thank you

Sensory: Various textures of leaves, stones, pinecones, etc., sand falling through fingers, bright and shade

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, as the opportunity arises, focus the conversation on playing outside. Look at books about the playground. Practice hopping or kicking a ball.

- 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.

- Place small pictures between the pages of each bible 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.



Using the setting of the outside play area near the family home, discuss practices of fair play. Role-play normal physical play at home or on a playground while, at the same time, conveying Godly virtues such as taking turns, using kind words and being a friend.

The setting is outside of the house, so include an appreciation for the parts of creation that we enjoy as we play. This might include grass, sky, sunshine, dirt, birds, animals and more.

- In each activity today, intentionally stress the language of sharing, taking turns, appreciation and friendship.
 - “God is so good. He made the nice sunshine”
 - “Now it is your turn.”
 - “Please let me help you.”
 - “You are my friend.”
 - “I want to share my toy with you.”

Use the dollhouse and family to model a loving family entering and leaving a house to enjoy the outdoors.

- The doll family can go for a walk or enjoy a game together.
- “Conversation” between family members should include normal interchanges as they notice the world around them, such as flowers, grass, and sky. Other interchanges might include letting someone go first on a walk or not leaving anyone behind.
- When the family gets tired or hungry, it will be time for everyone to walk back home.

Guide the children in experiencing the textures, sounds, tastes and smells that relate to leaving the house and going outside.

- View pictures or books depicting playgrounds or parks. Include pictures of children playing outdoors.
- Use toy watering cans to water flowers.
- Allow the children to play with nature items they would find outside (sand, soil, grass, leaves, sticks, stones, water, flowers, etc.). Talk about how God made each of these and express how thankful we are.
- (at the end of the session) If you have the opportunity, help the children to a position where they can look out a window and notice what is outdoors.

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.

Make a collage by gluing leaves, sticks or stones onto paper.



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 giving us places to play and enjoy God’s creation.

Snack:

If you have access to helpers and a safe area, then dismiss class early today and take the children outdoors to play or have snack time. This could include a “picnic” with parents. You will want to do this after the session has ended because children will not easily return attention to the indoor teaching area.



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 leaves, stones or any natural items for the children to enjoy finding.
- Guide children in cuddling the baby dolls and singing a lullaby or kissing them goodnight as they put them to bed. The children may also enjoy “feeding” the dolls a bottle or pretending to feed them food with a spoon.



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 Live in a House (song)

I live in a house of wood or rock.
Stand at the door and knock-knock-knock
knock
Inside, you will find my family
Right in the middle, you'll find ME.

Tune: I'm a Little Teapot

Action: (toddlers might join you) Line 1 form your hands like a rooftop. When you say “knock-knock-knock”, rap your knuckles on the table to make the sound. Point to yourself when you say “ME”.

To Adapt: Substitute another building material instead of wood if appropriate to where the children live.

We Say Kind Words (song)

In our house, we say kind words.
In our family.
In our house, we say kind words.
In our family.
With a thank-you here and a thank-you there.
Thank you, thank you everywhere.
In our house, we say kind words.
In our family.

Tune: Old McDonald Had a Farm

Action: Use this song in various scenarios as the doll family interacts in the doll house. For example, Mummy says “thank you” when the child sets the table. The child says “excuse me” if parents are talking and the child wants to interrupt.

To Adapt: Substitute “excuse me” or “I'm sorry” or “Yes-Please” or “No-thank-you” or phrases appropriate to where you live.

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 (do-re-me).

Action: Begin by holding a flower on the table and crouching down low with it. As you sing up the musical 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

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

Action: Smell the flowers as you sing.

This is the Way (song)

This is the way we *help our friends.
Help our friends. Help our friends.
This is the way we help our friends.
When we go out to play.

Tune: This is the Way We Wash the Clothes

Action: Sing as you and the children pretend to do the actions together.

To Adapt: Substitute any action you might do outside (smell the flowers, hop-hop-hop, slide down the slide, gather the leaves, scoop the sand, 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. Rattle the stones in the tins (cans) so the children can hear the sound they make.

Who Can Make the Flowers? (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.

Action: Show the children the flowers and let them smell them as you sing.

To Adapt: Substitute anything God has created for the word 'flowers'

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 flowers as you recite or sing.

Thank You, God, for Sand (poem)

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.

